

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 126
School District Total Student Enrollment 751
Percent of Students Receiving Special Education 16.8

Steering Committee

Name	Position/Role	Building	Email
Drew Kyle	Superintendent	Coudersport Area SD	dkyle@coudyschools.net
Dan Eskesen	Building Principal	Coudersport Area JSHS	deskesen@coudyschools.net
Traci Budd	Director of Curriculum	Coudersport Area SD	tbudd@coudyschools.net
Julia Anderson	Director of Special Education	Coudersport Area SD	janderson@iu9.org
Abby Ayers	Parent	Coudersport Area SD	aayers@iu9.org
Hannah Olney	Special Education Teacher	Coudersport Area JSHS	holney@iu9.org
Jeanne Morley	Special Education Teacher	Coudersport Area El Sch	jmorley@iu9.org
Rachel Minard	Other	Coudersport Area SD	rminard@coudyschools.net
Rebecca Jones	General Education Teacher	Coudersport Area El Sch	rjones@coudyschools.net
Russ Streich	Board Member	Coudersport Area SD	russ.streich@coudyschools.net

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)

Improvement and Planning Activity
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The Special Education Data Report states that "No Parent Responses Received". This could be due to the CoVid-19 Pandemic. Further examination of Parent Surveys will be reviewed by the district and Special Education Plan Committee in order to increase the number of responses.

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
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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

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

There are no residential facilities located within the district parameters. When students are placed outside of the district in a 1306 facility, the Coudersport Area School District ensures that the administration communicate with the 1306 facility or attend any meetings that are scheduled for the student. If students are needing to receive educational programming, communication is made with the Local Education Agency and the Seneca Highlands Intermediate Unit Nine on how best to deliver that instruction. On a monthly basis, either Coudersport Area School District administration or Seneca Highlands Intermediate Unit Nine personnel will communicate with the 1306 facility to obtain progress on the student. If there were a facility with in the district's boundaries, the Coudersport Area School District would work cooperatively with the sending districts to ensure FAPE. As the host district, we would enroll students in our public school programs that are appropriate to meet the students' needs. We would include residential school personnel in necessary meetings regarding the student, and we would ensure the provision of all services and programs necessary to ensure FAPE. If revisions or new information is needed regarding special education programming, new evaluations or revisions would be made. If additional support or consultative services are needed, the CASD would reach out to our local IU.

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

The Annual Public Notice is updated each year with district information for communications between facilities and educational agencies. Once information is communicated, appropriately certified staff meet with the student to determine education needs and programming. The parent/guardian of the student is contacted to gain permission to make necessary changes to the student's educational programming as it is outlined in the Individualized Education Plan (IEP). The IEP is revised to show these changes. Once student receives educational programming and is ready to transition back to school, an IEP meeting is held and the IEP team determines the best educational programming and placement so to ensure the student receives a Free and Appropriate Public Education in accordance with IDEA and Chapter 14 regulations.

Incarcerated Students Oversight

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

§1306.2 Facilities			
Facility Name	Facility Type	Services Provided By	Student Count
Potter County Jail	Correctional Facility	District	1

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

The Potter County Jail is located in the boundaries of the Coudersport Area School District. The warden forwards reports to the school district administrative offices listing all persons under 21 incarcerated in this facility. The Administration reviews this information and serves as the prison liaison. The Director of Special Education with the Seneca Highlands Intermediate Unit Nine is also notified by the districts of residence when they become aware of an incarcerated student. The Coudersport Area School District will provide an Annual Public Notice which will detail student rights, resources for students/families, and representatives of students who are seeking appropriate educational programming. If students except educational programming, they are enrolled in the Coudersport Area School District. If students are incarcerated with an IEP, the Coudersport Area School District requests special education records and provides services for students detained in the Potter County Jail as written. A review of records will be conducted, along with any concerns for evaluation or revisions to a current IEP. A meeting will be immediately scheduled to provide programs and/or services. If the student has a current IEP, then an IEP meeting will be held, and if any, appropriate changes will be made. Once agreed to by all invited parties, the IEP and NOREP will be completed and signed. All services for students with an IEP will be provided at the jail. Students in need of an evaluation will follow the procedure as outlined in the annual public notice. The process will first require a Permission to Evaluate (PTE) and then begin the Multi-Disciplinary Evaluation (MDE). Appropriate timelines and procedures will follow. Students with IEPs needing annual review or re-evaluation will follow state and federal guidelines. The Potter County probation officers also provide timely feedback to ensure FAPE in accordance with basic education circular guidelines.

Least Restrictive Environment

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

The Coudersport Area School District (CASD) is pleased to report that the past several years, the percentage of students in the regular education environment has either increased participation or maintained its status. At this time, CASD is approximately 4.5% higher than the state average with students participating 80% or more in the regular education classroom. The percentage will continue to rise as the district moves forward with Inclusion Support programming within their district. In regards to enrollment and identification, CASD has a higher population of students with Intellectual Disabilities and Speech and Language Impairments. This is an area in which our school psychologists, teachers, and administration will need to look closely at to ensure proper identification of students with disabilities in accordance with IDEA and Chapter 14 regulations.

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 Coudersport Area School District (CASD) provides a proactive approach to work with all students in the least restrictive educational environment. The CASD has been utilizing the Child Study Team Process that they developed (revised in 2018). It is a process that accumulates RtII data from interventions conducted in the areas of academics and behavior over the entire school year. Any student with needs not being met through Tiers I and II, move onto Tier III and progress through the five step Child Study Team Process. Teachers continually assess students' progress in all academic areas and monitor day-to-day behavioral performance. When a child experiences difficulty within the classroom, a teacher's first responsibility is to respond to the child's needs through small group instruction, differentiated instruction, or specific skill or behavioral interventions (refer to Classroom Intervention). Teachers are to communicate their concern to parents by phone, written notes, progress reports, or in parent/teacher conferences. Teachers should always share with parents a plan of how they will support their child as well as the specific materials and strategies that will be utilized. It is encouraged that teachers give parents materials as well to work with their child. Teachers can also elicit support of an older student to work with a child. Teachers should assure that Title I is in place if appropriate and that intervention group is supporting appropriate skill need. When a teacher believes they have exhausted all their resources, it is time to refer the child to the school Child Study Team. The Child Study Team membership should include, but is not limited to, the school counselor, Title I teacher, school psychologist, regular education teacher, principal, and parent. Optional members may include speech/language therapist, hearing therapist, nurse, occupational therapist, and physical therapist. Step One: The classroom teacher completes the Child Study Team Referral Record and submits it to the school counselor at least ten (10) days prior to the meeting. The school counselor places the student's name on the monthly meeting agenda. The school counselor sets the agenda, determines the team membership, notifies team members regarding agenda, and invites the parent. The nurse should review the list of students and provide information to the counselor or plan to attend the meeting, if necessary. Step Two: The team meets. The school counselor chairs the meetings. A record keeper will be designated at the meeting to complete the Intervention Plan form (attached). The school counselor is responsible for bringing the student's permanent record and health records for reference. The teacher is responsible for presenting information relevant to the student's work, grades, information about the student's educational performance, i.e., instructional levels, progress on the benchmarks, learning strengths, areas of need, etc. The Title I teacher/other service providers share assessment information about the student and information about the student's response to the intervention previously provided. The teacher presents data about the student that includes:

- Classroom teacher and/or Title I remarks
- Overview of academics
- Overview of behaviors (A systematic observation is required for students with behavior concerns. The school counselor, psychologist, or designee can complete the observation prior to the intervention meeting.)
- Overview of interventions implemented
- Information about how the teacher has worked with the parent to address the classroom concerns

The team discusses the data to identify the area(s) of concern and develops strategies to support the child. The intervention plan is outlined on the Intervention Plan form by the recorder.

The responsibilities of the team members are outlined in the intervention plan. The team designates who will collect data, who will monitor the progress, and how progress will be monitored. The team will establish a date to review the student's progress. Step Three: The intervention plan is implemented for a period of 4 – 6 weeks. Step Four: After the predetermined period of time, the team decides, based upon the data, how to proceed. The team may decide to continue the current intervention or discontinue due to the goal being met. The team may decide to revise the current intervention. Step Five: If the team determines that the interventions are not meeting the child's need, the team considers whether an evaluation is necessary to determine whether the child may be eligible for special education support and services. When addressing social/emotional needs, the team follows the Child Study Team process as well as School-wide Positive Behavior Support System-Falcon Four that they have in place with the assistance of the Seneca Highlands Intermediate Unit Nine (IU9) TaC Team. Throughout the district, the grade levels meet to discuss student progress. During the 2021-2022 school year, remediation was put in place at the elementary school to allow students additional time to review content and maintain skills. Several different resources were researched to determine the most successful tools for student progress. Several reading and math programs were reviewed, implemented, and evaluated by the grade level teams and administration. Remediation will continue moving forward utilizing the supplemental materials determined. Inclusion support in the regular education classrooms continues to expand. The TaC team from the IU9 provided several training opportunities and assistance throughout the summer prior to the 2021-2022 school year as well as during the school year. Additional aides were added to the classrooms to help support students and teachers. Special Education teachers schedules were revised to allow more flexibility to assist teachers and students in the classroom environments. Inclusion support will continue to be supported at the elementary and will further expand at the high school, adding additional paraeducators and training opportunities during the 2022-2023 school year.

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 Coudersport Area School District continues to maintain a collaborative relationship with Seneca Highlands IU9. The curriculum, technology, and training/consultation staff frequently support the district staff through ongoing consultations and training opportunities. IU9 offers training throughout the school year and hosts a summer training series that teachers are invited to attend. Training topics are commonly identified by the needs of the school districts. IU9 continually shares current information that includes training and grant opportunities available through Pattan. The Trainers and Consultants, TaC, are frequently contacted to provide teacher and student support to ensure students with disabilities meaningfully participate in the general education curriculum. Academics: PASA To ensure student assessment is aligned to the general education curriculum, the district utilizes the PASA Eligibility Criteria: Decision Making Companion Tool to determine eligibility for the PA Alternate System of Instruction, PASA. Identified students who take the PASA receive instruction based on the alternate eligible content. PASA assessors are trained in the administration of the test. Literacy: The literacy needs of our students are met through evidence-based instruction and resources that are utilized to close the learning gap of students with IEPs. The IU9 Literacy Trainer and Consultant provides ongoing support through student specific consultations and teacher collaboration. To ensure our students with IEPs continue to receive current evidence-based instruction the district recently upgraded its K-5 comprehensive reading series. Teachers were trained to implement the series and have access to a training padlet. During the 2021-22 school year, the Coudersport School District was awarded a Multi-Tiered System of Support Grant to enhance the early literacy outcomes of students in grades 5-9. Grade level teams of general and special education teachers received training and technical assistance designed to enhance secondary core and supplemental ELA instruction and supplemental services and supports. District staff have been offered and have participated in LETRS Trainings (Language Essentials for Teachers of Reading and Spelling). LETRS is professional learning that provides educators and administrators with deep knowledge to be literacy and language experts in the science of reading. Paraprofessionals The school district paraprofessionals, who support students with disabilities, are required to meet the status of highly qualified and engage in 20 hours of yearly professional

development. IU9 supports our efforts by hosting a three day training for newly hired paraprofessionals. Additional training is offered as needs arise. Our paraprofessionals are encouraged to participate in a voluntary summer book study offered through IU9. The books are specifically selected to support the inclusive efforts of the district. Paraprofessionals are encouraged to utilize the resources available on the PATTAN website. Additionally, our paras are included in district wide professional development opportunities. Include specific topics your paras have been trained in such as Safety Care, mandated reporting, etc. Autism Training and consultation is provided for specific students and classroom needs based on referrals with parent consent from district administration. Services from the TaC staff have been provided to assist with understanding characteristics of students diagnosed with Autism Spectrum Disorder, as well as develop an understanding and effectiveness of research-based strategies that will allow students identified on the Autism Spectrum to be successfully involved within the Least Restrictive Environment (LRE). Special Education Teachers worked with PaTTAN through the Autism Initiative to increase knowledge and use of Verbal Behavior Analysis and VB Mapping, Workshops, Conferences and Onsite coaching will be provided to district Autistic Support Teachers as well as the paraprofessionals. Additional training will be scheduled to meet any identified needs using IU9 TaC or PaTTAN staff.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. Supplementary aids and services are given first priority before consideration of more restrictive placement options. It is critical to note that a student's educational placement is based on the student's need. Only after a review of supplementary aids and services are discussed is the need for specially designed instruction considered for the student. Supplementary aids and services are made available to all students who need them. They are designed to provide meaningful benefit to the student in the education setting. The IEP team with the support of the IU9 make sure to review, discuss and consider the four categories of supplementary aids and services: Collaborative, Instructional, Physical, and Social-Behavioral. Some of the Supplementary Aids and Services utilized throughout the Coudersport Area School District include the following: scheduled time for grade level meetings, coteaching/inclusion support, supports and training opportunities delivered by IU9 TaC or PATTAN Consultants, adaptations and/or modifications to the curriculum, direct instruction, differentiated instruction, delivery of instruction (visual, auditory), environmental changes within the physical space (calming areas, breaks, flexible seating), flexible scheduling, peer supports, social skills instruction, remediation, positive behavior support plans, aides/adult supervision during non-academic or extra-curricular events (during plays, concerts, et.), and several others. All supplementary aids and services are discussed amongst the IEP team to determine what is most appropriate in order for the student to participate with his/her peers and make meaningful progress in the educational environment.
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?
Students with disabilities who are parental placed in private institutions and are educated with non-disabled children have the same opportunities to participate in district lead extra-curricular activities as students attending in their own/home district. The only exception might be a student who is placed at a facility a certain distance away from the district due to time constraints. Travel would hinder their ability to access extracurricular activities during scheduled times.
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 Coudersport Area School District maintains a strong commitment to serving students with disabilities in the regular education environment. The district ensures, to the maximum extent appropriate, that children with disabilities are educated with their non-disabled peers and that removal from the regular education environment only occurs when education in that setting with supplementary aides and services does not lead to progress for the student. When considering a more restrictive environment, the IEP team convenes, reviews data, interventions and strategies, and determines the most appropriate

educational placement for that student. The Coudersport Area School District provides a proactive approach to work with all students in the least restrictive educational environment. CASD has explored many ways to build capacity and expand programs and services in an effort to provide a continuum of services. Current practices of the Coudersport Area School District: 1. The district has increased the number of inclusion classes enabling students with moderate disabilities to be included in core academic subjects. They have also increased the amount of paraprofessionals to help support the students and teachers in the classrooms in both buildings. 2. Teachers discuss student's progress and current academic and behavioral needs through their Child Study Teams. The IU9 has collaborated with the district during these meetings to offer supports. 3. CASD employees have been trained on de-escalation strategies and the importance of safe crisis management (Safety Care). They are recertified annually. 4. The Coudersport Area School District utilizes the Student Assistance Services to offer mental health services to students. 5. The Coudersport Area School District provides Life Skills Support, Learning Support, Autism Support, and Emotional Support at the elementary level and Life Skills Support and Learning Support at the high school level. 6. The Coudersport Area School District implements School-wide Positive Behavior Intervention Supports. They will continue to receive supports and further expand their SWPBIS program. The district will begin to explore additional ways to educate students more frequently with their non-disabled peers and in their own district. There will implement a professional development needs survey that will be completed each year in addition to additional meetings held with special education staff to explore adaptations, accommodations, ideas and strategies that can be utilized in classrooms for student and district success.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Austin School District-ES Classroom	Other	Full-time Emotional Support Program	Seneca Highlands Intermediate Unit Nine	Emotional Support	1
	Other			Emotional Support	
	Other			Emotional Support	

Positive Behavior Support

Date of Approval
2017-06-12

Uploaded Files

CoudersportBehaviorSupports.pdf

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

Our District is committed to supporting students with behavioral needs in the least restrictive environment. As part of that commitment, our staff members receive ongoing training that addresses positive behavior supports, de-escalation techniques, and school-based behavioral health. The Coudersport Area School District utilizes the IU9 for certified Safety Care trainers in order to ensure that staff members are equipped to manage crisis situations. The following staff are trained and certified in Safety Care: para-professionals, personal care aides, and special education teachers. The regular education teachers and other district personnel received the de-escalation training from the IU9 staff during the 2021-2022 school year. Our staff members also make every effort to work closely with behavioral health agencies and parents to ensure continuity and fidelity of services. The district also utilizes the behavioral consultant/specialist through the Seneca Highlands Intermediate Unit Nine for consultation and support as well as development of behavior interventions and positive support plans. We also contract with the IU9 for a school psychologist who is available for counseling and psychological services. The school psychologist also consults with our teachers and administration at all levels. The school psychologist takes the lead in facilitating the FBA process and assists in the development of behavior plans along with the behavior consultant/specialist.

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.

Our school uses the Safety Care curriculum as the theoretical basis of our efforts to deescalate students experiencing behavioral crisis. All special education contracted employees from Seneca Highlands Intermediate Unit 9 are certified as Safety Care Specialists within their first year of employment. The teaching of school-wide expectations is important in the district. Teachers review the student handbooks on the onset of each year which focuses on appropriate behaviors and school rules. These rules and expectations are reinforced throughout the school year at all building levels. The district has been associated with the PA-PBS Network since the 2013-2014 school year. As part of that affiliation our team developed school wide expectations and an student acknowledgment system to strengthen students' positive behavior. Our elementary school collects and examines office discipline and other data to monitor the effectiveness of our Tier 1 interventions and supports. The high school had a team of high school teachers attended Pa-PBS Network trainings to guide implementation of school wide positive behavior support. While the high school is not affiliated with the Pa-PBS Network; the team did develop a set of school wide expectations and an acknowledgment system for our high school students that is utilized. The Seneca Highlands in collaboration with PaTTAN offer several trainings in relation in Behavior. Some of these trainings include Progress Monitoring for Behavior, Check and Connect, and Safety Care De-Escalation Strategies ad Interventions.

3. Describe the district positive school wide support programs.

The Coudersport Elementary School has been formally associated with the Pa-PBS Network since the 2012-2013 school year. With the support from the

Seneca Highlands Intermediate Unit Nine, CASD developed and continues to utilize a Schoolwide Positive Behavior and Support Plan. We expect our students to follow the Falcon Four: Be Safe, Be Responsible, Be Respectful, and Be Kind. Students have lanyard cards, and when our teachers or other staff catch them following the Falcon Four, they get signatures. When a lanyard card is filled, a student can enter a monthly drawing for prizes. Cards from students who are not drawn in the monthly drawings are kept and are all entered in drawings for prizes at an end-of-year assembly. We also have Star Cards, given to a few random staff members on certain days throughout the school year. Staff members who are holding a Star Card can award the card to a student who does something notable in one of the Falcon Four categories. Those cards go up on our Principal's 100 Club chart, and they earn a chance to win a pancake breakfast - shared with other winners and prepared by the building principal. At the high school, LEAD cards are utilized as part of the School-wide Positive Behavior Support Program. LEAD stands for Lend a hand, Exhibit Leadership, Always be Respectful, and Demonstrate Responsibility. Each teacher has these cards and as students get "caught" demonstrating one of these characteristics, they are given an award for prizes. We have daily, weekly, monthly, and 9-weeks prizes available. In addition, to both formal and informal teaching of our schools' school wide expectations, the school discipline code is clearly communicated to students by staff and administration. Our district contracts with the local Intermediate Unit for all School Psychological services. The psychologist is available to consult with school teams at all levels of behavior support. The psychologist takes the lead in facilitating the FBA process and assists in the development of behavior plans.

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

Our district works closely with local behavioral health providers to support provision of School Based Behavioral Health Services. The Student Assistance Program is implemented throughout our district. Students are referred and participate in mental health counseling as well as Drug and Alcohol counseling. These services occur during the school day. The goal of the Coudersport Area School District's Students Assistance Program (SAP) is to attempt to identify, intervene, refer, and follow up with students who experience difficulty at school due to addiction, mental health, home life, or other problem behaviors. Our school district does not attempt to diagnose or treat students with these concerns, but rather, we seek to give assistance and guidance to students and provide intervention and services through appropriate referrals and follow-ups. CASD follows the guidance as outlined by the PA Network for Student Assistance Services. (PNSAS). We also have a contract with Dickinson Mental Health Services to provide CASD with a full-time mental health specialist. The mental health specialist meets with students who have been either directly referred or referred through the SAP process. Meetings are held in collaboration with Dickinson, Seneca Highlands Intermediate Unit Nine, and CASD staff on a weekly basis at the high school and at least monthly at the elementary school in order to provide district school-based behavioral health services to students in need. In addition to Dickinson Mental Health and the Seneca Highlands, Intermediate Unit Nine, CASD recently partnered with Effective School Solutions (ESS) in order to provide an online mental health support for low to moderate risk students.

5. Describe the district restraint procedure.

The Coudersport Area School District (CASD) updates its policies based upon recommendation by the Pennsylvania School Boards Association (PSBA). CASD focuses on positive reinforcement rather than negative or aversive techniques and ensures that students are free from the unreasonable use of restraints. Additionally, the use of restraints is a measure of last resort when a clear and present danger occurs. Furthermore, district policy prohibits the use of prone restraints and seclusion. The use of restraints is limited to students that are harming themselves or others and are acting in a way that is causing immediate danger to themselves, peers, and/or staff members. The crisis intervention system that the Coudersport Area School District utilizes is Safety Care Crisis Prevention Training. The IU9 train our staff utilizing the training processes and procedures through QBS. "Safety-Care was originally developed by QBS 20 years ago with a strong foundation in Applied Behavioral Analysis (ABA) and Positive Behavioral Interventions and Supports (PBIS) principles. The Safety-Care core curriculum is presented in a progressively restrictive format designed to provide staff with skills for prevention, minimization, and

management of dangerous or challenging behaviors. Each chapter offers practical, functional skills for use in nearly any educational, human services, or medical setting." If a restraint occurs, school personnel notify their special education supervisor immediately as well as the parent. A meeting must be conducted within 10 school days unless the parent/guardian chooses to waive the need for a meeting. This waiver is presented in writing and needs to be signed and dated. Even if the parent waives the right to participate in an IEP meeting, the team may still need to convene to make any necessary revisions to the IEP (behavior plan, need for reevaluation, FBA, etc.) If revisions need to be made or a reevaluation conducted, the parent will be contacted again and the information presented is discussed. In addition to the meeting, the LEA has to report the use of a restraint and any injuries via the Restraint Information System Collection (RISC through Leader Services) in a timely manner. The LEA also has to report quarterly the amount of restraints that occurred within the district. If an injury to student or staff occurs, the LEA has to report this to the Bureau of Special Education immediately.

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.

At this time, the only students not accessing their school-age programs in either the elementary or secondary schools, are either on homebound, home schooling, or instruction in the home. Students requiring more intensive, specialized programs access their education programming through school-age programs provided by the Seneca Highlands Intermediate Unit Nine (IU9). CASD representatives are present in person, or via phone, for all meetings for students not served directly on site. When students are on either homebound, instruction in the home, or placed in a specialized program, the LEA and IU9 meet regularly to review student progress and revise the IEP accordingly.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School Life Skills	Secondary	Full-time (1.0)	06/08/2022 01:29 PM

Building Name		
Coudersport Area JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	12 to 19
Age Range Justification		FTE %
Instruction is individualized and not impacted by the varying age ranges within the classroom		0.65

Building Name		
Coudersport Area JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	18 to 18
Age Range Justification		FTE %
		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School Learning Support	Secondary	Full-time (1.0)	06/08/2022 01:26 PM

Building Name		
Coudersport Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	15 to 18
Age Range Justification		FTE %
Instruction is individualized and not impacted by the varying age ranges within the classroom		0.36

Building Name		
Coudersport Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	17 to 18
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Middle/High School Learning Support	Secondary	Full-time (1.0)	06/08/2022 01:22 PM
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Building Name		
Coudersport Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	12 to 14
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary Learning Support	Elementary	Full-time (1.0)	06/08/2022 01:23 PM

Building Name		
Coudersport Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	10 to 12

Age Range Justification	FTE %
	0.3

Building Name		
Coudersport Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	11 to 12
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary Learning/Emotional Support	Elementary	Full-time (1.0)	06/08/2022 01:24 PM

Building Name		
Coudersport Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	6 to 10
Age Range Justification		FTE %

Instruction is individualized and not impacted by the varying age ranges within the classroom	0.2
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Building Name		
Coudersport Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	7 to 8
Age Range Justification		FTE %
		0.1

Building Name		
Coudersport Area El 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
Intermediate Unit	Elementary	10 to 10
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Hearing Support	Elementary	Part-time (0.5)	06/08/2022 12:59 PM

Building Name		
Coudersport Area El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 5
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech/Language Support	Multiple	Full-time (1.0)	06/08/2022 01:16 PM

Building Name		
Coudersport Area El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		28
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 9
Age Range Justification		FTE %
Sessions occur individually or in age appropriate groupings		0.43

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills Support	Elementary	Full-time (1.0)	06/08/2022 12:53 PM

Building Name		
Coudersport Area El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 12
Age Range Justification		FTE %
Instruction is individualized and not impacted by the varying age ranges within the classroom		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary Emotional Support	Elementary	Full-time (1.0)	06/08/2022 01:41 PM

Building Name		
Coudersport Area El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	7 to 12
Age Range Justification		FTE %
Instruction is individualized and not impacted by the varying age ranges within the classroom		0.25

Building Name		
Coudersport Area El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	6 to 10
Age Range Justification		FTE %
Instruction is individualized and not impacted by the varying age ranges within the classroom		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary Autistic	Elementary	Full-time (1.0)	06/08/2022 12:34 PM

Building Name	
Coudersport Area El Sch	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	Case Load

Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	9 to 9
Age Range Justification		FTE %
		0.08

Building Name		
Coudersport Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	8 to 11
Age Range Justification		FTE %
		0.38

Building Name		
Coudersport Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 7
Age Range Justification		FTE %
		0.5

Special Education Facilities

Building Name		Room #
Coudersport Area El Sch		C105
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 39 feet, 0 inches	975sqft	34
Implementation Date		
2022-06-09		
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 #
Coudersport Area El Sch		B103
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 6 inches x 35 feet, 6 inches	869sqft	31
Implementation Date		
2022-06-09		
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 #
Coudersport Area El Sch		B123
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 17 feet, 6 inches	210sqft	7
Implementation Date		
2022-06-09		
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 #
Coudersport Area El Sch		B106
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 6 inches x 35 feet, 6 inches	869sqft	31
Implementation Date		
2022-06-09		
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 #
Coudersport Area El Sch		B138
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 6 inches x 40 feet, 5 inches	990sqft	35
Implementation Date		
2022-06-09		

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 #
Coudersport Area El Sch		204
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 6 inches x 36 feet, 0 inches	882sqft	31
Implementation Date		
2022-06-09		
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 #
Coudersport Area JSHS		A109
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
28 feet, 0 inches x 25 feet, 0 inches	700sqft	25
Implementation Date		
2022-06-09		
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 #
Coudersport Area JSHS		B106
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
24 feet, 0 inches x 25 feet, 0 inches	600sqft	21
Implementation Date		
2022-06-09		

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 #
Coudersport Area JSHS		LSS
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
48 feet, 0 inches x 30 feet, 0 inches	1440sqft	51
Implementation Date		
2022-06-09		
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
Other	3 days	District Wide	Contractor
School Psychologist	3 Days	District Wide	Contractor
Behavior Specialist	2 Days	District Wide	Contractor
Transition Coordinator	.25 Days	Secondary	Contractor
Other	.25 Days	Elementary	Contractor
Other	.25 Days	Secondary	Contractor
Paraprofessionals	5 Days	Elementary	Contractor
Paraprofessionals	5 Days	Elementary	Contractor
Paraprofessionals	4 Days	Elementary	Contractor
Paraprofessionals	5 Days	Elementary	Contractor
Paraprofessionals	4 Days	Elementary	Contractor
Paraprofessionals	5 Days	Secondary	Contractor
Paraprofessionals	5 Days	Elementary	Contractor
Paraprofessionals	5 Days	Elementary	Contractor
Paraprofessionals	5 Days	Elementary	Contractor
Paraprofessionals	4 Days	Elementary	Contractor
Paraprofessionals	4 Days	Elementary	Contractor
Paraprofessionals	4 Days	Secondary	Contractor
Paraprofessionals	5 Days	Secondary	Contractor
Other	5.5 Days	District Wide	Contractor
Physical Therapist	3 Days	District Wide	Contractor
Occupational Therapist	3 Days	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
National Autism Conference			
Lead Person/Position		Year of Training	
PaTTAN		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
4 days	16		

Description of Training			
Basic Intensive Skill Training in Applied Behavior Analysis for Teams Serving Students with Autism			
Lead Person/Position		Year of Training	
PaTTAN		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
7	2		

Description of Training			
Autistic/Life Skills Teachers Professional Learning Community (PLC)			
Lead Person/Position		Year of Training	
IU9 TaC		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	10		

Positive Behavior Support

Description of Training	
Progress Monitoring for Behavior	
Lead Person/Position	Year of Training
PaTTAN	2022-2023

Hours Per Training	Number of Sessions	Provider	Audience
1	1	PaTTAN	General Education Teachers Special Education Teachers

Description of Training			
Check and Connect			
Lead Person/Position		Year of Training	
IU9		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2 days		Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
Knowledge and Skill Development for Special Education Paraprofessionals in PA Training Series			
Lead Person/Position		Year of Training	
PaTTAN		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
varies	10	PaTTAN	Paraprofessionals

Description of Training
Summer Book Study

Lead Person/Position		Year of Training	
IU9 TaC		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	4		

Transition

Description of Training			
Indicator 13 Compliance Module Series			
Lead Person/Position		Year of Training	
PaTTAN and IU9 TaC		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
varies	series-6 modules	Intermediate Unit PaTTAN	Special Education Teachers

Description of Training			
Preparing for Cyclical Monitoring: A Focus on Secondary Transition Planning and IEP Development (Indicator 13)			
Lead Person/Position		Year of Training	
PaTTAN/IU9		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
6	year long support	Intermediate Unit PaTTAN	Building Administrators Special Education Teachers

Science of Literacy

Description of Training	
LETRS® (Language Essentials for Teachers of Reading and Spelling)	
Lead Person/Position	Year of Training

IU9 TaC		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
full day	series	Intermediate Unit	General Education Teachers Special Education Teachers

Description of Training			
Hard Words- Why aren't kids learning to read?			
Lead Person/Position		Year of Training	
The Educate Podcast		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
PA Dyslexia Public Cohort Series			
Lead Person/Position		Year of Training	
PaTTAN		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
self-paced	series	PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
PaTTAN Pod			
Lead Person/Position		Year of Training	
PaTTAN		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Intensive Intervention in Reading			
Lead Person/Position		Year of Training	
Intensive Intervention		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
self-paced	seried-6 modules	Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training	
Reading 101: A Guide to Teaching Reading and Writing (online Reading Rockets)	
Lead Person/Position	Year of Training

Reading Rocket		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
self-paced	series-9 courses	Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Parent Training

Description of Training			
Effectively Engaging Families			
Lead Person/Position		Year of Training	
PaTTAN		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Local Task Force Meetings			
Lead Person/Position		Year of Training	
IU9 TaC		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience

1	5	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other
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IEP Development

Description of Training			
In-service training regarding goal writing and IEP development			
Lead Person/Position		Year of Training	
TaC Personnel		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	Intermediate Unit	Special Education Teachers

Description of Training			
IEP Alignment and Best Practice Writing Review			
Lead Person/Position		Year of Training	
IU9		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	General Education Teachers Special Education Teachers

Description of Training	
IEP-Measurable Annual Goals	
Lead Person/Position	Year of Training

IU9 TaC		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Special Education Teachers

Description of Training			
IEP- Writing Measurable Annual Goals and Short Term Objectives (STO)			
Lead Person/Position		Year of Training	
IU9 TaC		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	Special Education Teachers

Description of Training			
Writing IEP Present Levels			
Lead Person/Position		Year of Training	
IU9 TaC		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Special Education Teachers

Description of Training			
The Essentials of IEP Writing			
Lead Person/Position		Year of Training	
PaTTAN		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
self-paced	1	PaTTAN	Special Education Teachers

Description of Training

IEP Specially Designed Instruction			
Lead Person/Position		Year of Training	
Iris Center		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Other	Special Education Teachers

Description of Training			
IEPs: Developing High-Quality Individualized Education Programs			
Lead Person/Position		Year of Training	
Iris Center		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Other	Special Education Teachers

Description of Training			
IEPs for Students with Reading and Writing Disabilities			
Lead Person/Position		Year of Training	
PaTTAN		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	PaTTAN	General Education Teachers Special Education Teachers

Description of Training			
Progress Monitoring for Writing			
Lead Person/Position		Year of Training	
PaTTAN		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience

1	1	PaTTAN	General Education Teachers Special Education Teachers
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Description of Training			
Progress Monitoring for Assistive Technology			
Lead Person/Position		Year of Training	
PaTTAN		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	PaTTAN	General Education Teachers Special Education Teachers

Introduction to Universal Design for Learning: The Why, the What, and the How

Description of Training			
Differentiated Instruction: Maximizing the Learning of all Students			
Lead Person/Position		Year of Training	
Iris Center		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	PaTTAN	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students			
Lead Person/Position		Year of Training	
Iris Center		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience

3	1	Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers
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Differentiated Instruction

Description of Training			
Differentiated Instruction: Maximizing the Learning of all Students			
Lead Person/Position		Year of Training	
Iris Center		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Other	General Education Teachers Special Education Teachers

High-Leverage Practices

Description of Training			
Differentiated Instruction: Maximizing the Learning of all Students			
Lead Person/Position		Year of Training	
Iris Center		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Other	Building Administrators General Education Teachers 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

