

Profile and Plan Essentials

LEA Name		AUN
School District		120455403
Address 1		
PO Box 200		
Address 2		
135 Pocono Mountain School Rd		
City	State	Zip
Swiftwater	PA	18370
Director of Special Education Name		
Dr. Mark A. Wade		
Director of Special Education Email		
mwade@pmsd.org		
Director of Special Education Phone Number		Director of Special Education Ext
(570) 839-7121		10181
Chief Administrator Name		
Dr Elizabeth M Robison		
Chief Administrator Email		
erobison@pmsd.org		

Special Education Students

Total Number of Students Receiving Special Education 1956

School District Total Student Enrollment 7997

Percent of Students Receiving Special Education 24.5

Steering Committee

Name	Position/Role	Building	Email
Dr. Elizabeth Robison	Superintendent	Pocono Mountain SD	erobison@pmsd.org
Dr. Mark A. Wade	Director of Special Education	Pocono Mountain SD	mwade@pmsd.org
Dr. Marsha Kloss	Director of Special Education	Pocono Mountain SD	mkloss@pmsd.org
Jon Reifer	Director of Special Education	Pocono Mountain SD	jreifer@pmsd.org
Carol Star	Director of Special Education	Pocono Mountain SD	cstar@pmsd.org
Ashley Dickinson	Director of Special Education	Pocono Mountain SD	adickinson@pmsd.org
Stacy Kulics	Director of Curriculum	Pocono Mountain SD	skulics@pmsd.org
Amy Catalano	Director of Curriculum	Pocono Mountain SD	acatalano@pmsd.org
Amy Buffington	Director of Curriculum	Pocono Mountain SD	abuffington@pmsd.org
Dr. Beth DeLay	Director of Curriculum	Pocono Mountain SD	bdelay@pmsd.org
Sarah Garofalo	Special Education Teacher	Pocono Mountain East HS	sgarofalo@pmsd.org
Tracey Walters	Parent	Pocono Mountain SD	twalters@pmsd.org
Dr. Karen Doughton	Building Principal	Swiftwater El Ctr	kdoughton@pmsd.org
Jamie Bowman	Building Principal	Pocono Mountain East HS	jbowman@pmsd.org
Marcy Behr	Special Education Teacher	Pocono Mountain West HS	mbehr@pmsd.org
Kris Ludka	General Education Teacher	Pocono Mountain West JHS	kludka@pmsd.org
Alexis Masker	General Education Teacher	Swiftwater El Ctr	amasker@pmsd.org
Dr. Bethann McCain	Director of Curriculum	Pocono Mountain SD	bmccain@pmsd.org
Jessica Grebb	Building Principal	Tobyhanna El Ctr	jgrebb@pmsd.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)

Improvement and Planning Activity
The information contained in the SEDR reflects data from the 2019–2020 school year. Since that time, the district has undergone cyclical monitoring and implemented an improvement plan, through which we achieved 100% compliance with Table 8A requirements. The district now collects and reviews this data on a quarterly basis to ensure continued accuracy and maintain 100% compliance.

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
PMSD will prioritize communication with parents, students, and the community regarding state assessments and their overall value. The

district will clearly explain how participation rates impact both the school district and the individual school buildings that students attend. These topics will also be discussed during students' IEP meetings when appropriate. To strengthen communication and engagement with stakeholders, PMSD will address the following areas: - Clarifying accurate assessment information and addressing common misconceptions - Discussing adult attitudes and perceptions about standardized testing, including annual state assessments - Addressing concerns related to excessive testing and potential loss of instructional time - Supporting students in managing test anxiety - Promoting understanding of academic standards - Sharing information through newsletters, announcements, and flyers - Posting assessment-related information on district and school websites - Utilizing social media and automated calling systems to provide reminders and updates to parents - Provide training for parents on the implications of opting out, including the district's perspective as well as the potential impact on student data and the district's ability to support student growth. - Increase parent awareness of Graduation Pathways 1 and 2. - Provide periodic communication to educational staff emphasizing that all students are responsible for assessment accountability. - Establish educator-developed protocols for communicating with students prior to test preparation and testing windows. - Share how the district uses assessment data, including its connection to graduation requirements.

PMSD will continue to work to increase proficiency rates for students with IEPs by strengthening evidence-based instruction, using data to guide targeted interventions, and helping students become more familiar and confident with the format and expectations of state assessments. PMSD will continue to implement the following: - Maintain a district-wide and building-wide MTSS framework to ensure coordinated supports across tiers of instruction and intervention for students with IEPs. - Enhance inclusionary practices across the district, with a focus on CKLA in grades Kindergarten through Sixth, to ensure all students, including those with IEPs, have access to grade-level instruction and supports. - Utilize the Firefly benchmark assessment platform to monitor student progress, identify instructional needs, and provide practice with the online testing tools and format used on state assessments. - Implement high-quality core literacy instruction using Core Knowledge Language Arts (CKLA) and the Amplify curriculum platform to strengthen comprehension, vocabulary, and grade-level content knowledge. - Use mCLASS reading assessment system to monitor foundational reading skills and guide targeted literacy instruction and intervention. - Provide structured literacy intervention through UFLI Foundations and Wilson Reading System to support students who require intensive reading instruction.- - Use adaptive learning programs such as SuccessMaker to provide individualized practice and reinforcement of mathematics skills. - Explicitly teach and reinforce the importance of student effort and perseverance during instruction and assessments so that assessment results accurately reflect student learning and abilities. - Use assessment and progress monitoring data to adjust instruction and supports to better meet the needs of students with IEPs. - At the secondary level, students who need additional support participate in reading & math enhancement (Grades 7 & 8), Elements of Literature (Grades 9 & 10), Algebra Enhancement (HS), and Keystone Tutorial Courses for both ELA & Algebra. - Tier II supports have been added at the middle school level for students who are not meeting with success in the above supports. - The District will be adopting a new math program in 7th and 8th grade. ELA revised their curriculum and included two new programs (Beable and CommonLit). IXL will also be used as an intervention and a progress-monitoring tool in the secondary buildings.

PMSD will implement incentives to encourage student participation on each testing day. Examples may include: - Leveraging school spirit initiatives such as pep rallies, themed spirit events, and other school-wide activities. - Providing morning incentives for students on each testing day. - Utilizing the existing PBIS system to motivate and recognize students who actively participate. - PMSD will also analyze attendance data to determine whether daily attendance correlates with student participation in the required assessments. - Due to the

importance of daily and consistent attendance and its connection to academic performance and test outcomes, individual schools regularly remind students and families about the impact that missed instructional time can have on achievement and assessment results. - Schools also collaborate with community partners, including Community in Schools and truancy consultants, to support and encourage consistent student attendance. - PMSD has strengthened communication with families regarding testing schedules by providing reminders and updates through parent communication platforms such as TalkingPoints, Remind, and ClassDojo.

Education Environments (Indicator 5)

Improvement and Planning Activity

As of December 1, 2025, the district continues to experience this trend with a mobility rate for students with disabilities in the LEA of 15.4%. It should be noted that at the same time the LEA began to experience a decrease in the total enrollment of students, the enrollment pattern of more students with disabilities transferring at a greater rate than their non-disabled peers with disabilities continues to be a trend. The LEA's current total enrollment is 7,975. There are currently 1,956 special education students. The LEA continues to experience a post COVID trend with the number of students entering the district displaying characteristics of low incidence disabilities. As a result, the district conducts initial evaluations which resulted in more restrictive placements. While the LEA cannot control the enrollment trends, the LEA will continue to review and monitor the Specific Learning Disability category and the Other Health Impairment category which was disproportionate to the state percentage in the past. To continue to increase the percentage of students receiving special education services in the general education classroom > 80% of their school day, the district will:

- Continue to address LRE calculations with placement decisions with staff.
- Continue to analyze the LRE data on calculations and accuracy of input to develop consistency across the data.
- The PIMS report will be reviewed monthly to check for LRE accuracy.
- Increase the knowledge of staff in the identification of Supplementary Aids and Services within the general education classroom.
- Continue to enhance the supports of the MTSS framework and School Wide Positive Support Program.
- Continue to practice Inclusionary Practices at the Elementary level for English Language Arts.

The LEA continues to monitor the percentage of students receiving special education services within the general education classroom for greater than 80% of the instructional day. The LEA's goal is to ensure that students with disabilities are educated in the Least Restrictive Environment (LRE) to the maximum extent appropriate while maintaining access to the full continuum of special education placement options. An analysis of the LEA's Least Restrictive Environment data indicates that, based on the 2023–2024 Special Education Data Report (SEDR), 50.9% of LEA students with an Individualized Education Program (IEP) were served in the regular education classroom for 80% or

more of the school day. The corresponding state rate was 61.7%. As of December 1, 2025, 59.6% of LEA students with an IEP are served in the regular education classroom for 80% or more of the instructional day. This reflects an increase of approximately nine percentage points. For the remainder of the school year, the LEA will continue to implement a systematic process to support IEP teams in utilizing the Framework for Access and Belonging and in determining appropriate Supplementary Aids and Services to promote increased access to the general education environment. Based on the 2023–2024 SEDR, the statewide rate of students served in an educational environment for less than 40% of the school day was 10.3%. As of December 1, 2025, 15.3% of the LEA’s special education population is served in the less than 40% environment, which is approximately five percentage points higher than the state rate. This variance is primarily attributed to the number of students requiring intensive supports that necessitate placement in more restrictive educational settings. A review of LEA tables and Five-Year Longitudinal Data indicates a decrease in the number of students with IEPs served in the general education classroom for increased portions of the instructional day. The LEA has identified several contributing factors to this trend, including: A high rate of student mobility within the district. An increase in the number of students transferring into the district with more intensive disability-related needs. An increase in students entering the district who are receiving therapeutic foster care services. An increased need for intensive instruction and individualized support provided within more restrictive educational settings. A higher number of students presenting with significant mental health and behavioral needs requiring support within smaller, structured instructional environments. An increasing number of students identified with Autism in Early Intervention programs who transition annually to school-age programs. A recent trend of students enrolling in the district with significant developmental delays who have not previously received early intervention services, therapeutic supports, or formal schooling. An increase in the number of students requiring Autistic Support and Life Skills Support programming. To address these low-incidence needs, the district has expanded staffing and programming, including the establishment of six additional Autistic Support classrooms and one additional Life Skills Support classroom at the elementary level.

Parent Involvement (Indicator 8)

Improvement and Planning Activity

This data is from the SEDR 2018-2019 School Year parent survey. Since then, to increase parent participation, the district continues to implement multiple communication strategies to inform and support families in completing the survey. The district utilizes a variety of communication platforms to ensure accessibility and engagement, including ClassDojo, Google Voice, TalkingPoints, TransPerfect (translation services), Zoom, and Google Meet. In addition, the district collaborates with third-party agencies to strengthen family outreach and engagement. These supports include contracted social workers, Communities in Schools personnel, behavioral specialists, and

community liaison services through Intermediate Unit 20 (IU #20). The district has also implemented several initiatives to increase parent involvement and provide families with information and resources to support student success. These initiatives include: High School Transition Nights Early Intervention Transition Meetings Financial Aid Nights to assist families navigating postsecondary education planning Community Nights held in partnership with a local community college Informational sessions focused on social and emotional supports for students and families Multi-Cultural Night Check & Connect Family Engagement Events Student of the Quarter These efforts are intended to increase family engagement, improve access to resources, and support meaningful parent participation in the educational planning process.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Improvement and Planning Activity

PMSD will work to improve the completion rates and accuracy of the PA Indicator 14 Post-School Outcomes Survey to ensure that students with IEPs are successfully contacted after leaving school and provide data on post-school outcomes in education, employment, and independent living. This plan incorporates PaTTAN-recommended best practices presented during the mandated training as PMSD prepares to conduct the surveys and complete the Post-School Outcomes Survey in 2027. The following steps will be implemented: - Since the last survey, the district has hired two transition coordinators to oversee the post-school survey process, maintain accurate student contact records, and support outreach to graduates. - Verify and update contact information during exit IEP meetings, Summary of Academic and Functional Performance (SAAFP) meetings, and through ongoing communication with families. - Enhance inclusion of “unchangeable” contacts, such as grandparents or long-term relatives, to improve survey reach. - Leverage multiple communication platforms, including email, phone, text, and social media (e.g., school-sponsored Facebook pages), to maintain contact and engage students after graduation. -

Engage students proactively before exit by teaching them about the survey, practicing survey completion, and sharing prior survey results to build familiarity and encourage participation. - Use trusted staff for outreach, assigning personnel with strong pre-existing relationships with students or families to make calls and follow-ups. - Time communications strategically, focusing on May and early June when families are more likely to be available. - Personalize outreach through hand-addressed letters and personalized phone calls that demonstrate genuine interest in the student's post-school life. - Offer support and resources during outreach, such as information on employment, OVR, or further education opportunities, to build rapport and engagement. - Utilize multiple databases (school and IEP systems) to locate "hard-to-find" youth and engage trusted allies for assistance if direct contact is difficult. - Ongoing special education teacher involvement to ensure accurate contact information and support transition coordinators in follow-up and engagement.

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

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.)

The Pocono Mountain School District is not currently a host district for a Section 1306 facility. However, if the District were to serve as a host district, it would be responsible for providing an appropriate special education program and related services to any non-resident student who enrolls with an Individualized Education Program (IEP). Upon enrollment, the host district would reconvene an IEP team meeting without delay to determine whether revisions to the student's IEP are necessary. The District would ensure that a certified special education teacher is available to provide services to students placed in Section 1306 facilities. The Pocono Mountain School District would also coordinate closely with the student's district of residence and parents/guardians regarding the educational services to be provided and would keep both parties informed of the student's educational programming and progress. The Pocono Mountain School District is committed to ensuring that, to the maximum extent appropriate, students with disabilities—including those placed in private institutions—are educated with their non-disabled peers. Removal from the general education environment will occur only when education in that setting, even with the use of supplementary aids and services, cannot be achieved satisfactorily. The Pocono Mountain School District and the district of residence will maintain ongoing communication to ensure that students who may be eligible for special education supports and services are located, identified, and evaluated in a timely manner. This includes, but is not limited to, conducting evaluations when a request has been made, in order to ensure the provision of a Free Appropriate Public Education (FAPE). Educational Consultants will collaborate with the district of residence and parents/guardians for students placed in a Section 1306 facility to ensure that IEPs are implemented appropriately. For students in regular education, consultants will ensure that service agreements are implemented as required.

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

The Pocono Mountain School District monitors student enrollment and placement through the District's child accounting system. To support continuity of services and a successful transition back to the District, Special Education Supervisors and Educational Consultants maintain ongoing communication with Section 1306 facilities through treatment team meetings, Individualized Education Program (IEP) meetings, and transition meetings. Upon receiving notice that a student will be discharged from a Section 1306 facility,

the District will collaborate with the host district to plan for the student's return. This planning process includes coordination among the Educational Consultant, guidance counselor, and IEP team to ensure a smooth transition and the development of an appropriate educational program. The program will be designed to support the student in meeting applicable promotion and/or graduation requirements, based on the student's individual needs.

Incarcerated Students Oversight

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

No

- 1. 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

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

Every student in the Pocono Mountain School District is provided a continuum of services and an educational program that promotes independence to post secondary education or training, employment and community living. In order to achieve this goal, the students are instructed in a program that has its roots within the general education curriculum with supplementary aids and services that meets the student's individual needs. The Pocono Mountain School District is committed to ensuring that to the maximum extent appropriate, students with disabilities, including those in private institutions, are educated with non-disabled peers and that removal from the general education environment only occurs when education in that setting with supplementary aids and services cannot be achieved satisfactorily. An alternative curriculum or program is provided when the student's disability warrants a functional life skills curriculum or a curriculum for students with autism. In addition, a research-based curriculum may be warranted for students who are not making progress in the general education curriculum with supplementary aids and services. The methods for the delivery of the curriculum from the least restrictive to the most restrictive are listed below: 1. General education 2. General education with supplementary aids and services in the general education classroom. 3. General education with supplementary aids and services utilizing the service delivery model of co-teaching or resource support provided by a special education teacher. 4. Access to the general education curriculum with supplementary aids and services in the special education classroom 5. Alternative Educational Program/ School The student's individual needs and abilities determine the type of service, type of support and the percentage of time inside the general education classroom. Supplementary aids and services include, but are not limited to: audiological services, psychological services, occupational therapy, physical therapy, transportation, counseling services, school health services, speech and language services, adaptive physical therapy, orientation and mobility therapy, behavioral support plans, paraprofessionals, mental health services, and assistive technology and devices. The LEA continues to monitor the percentage of students receiving special education services inside the general education classroom >80% of the school day. The goal is always to ensure that students with disabilities are educated in the least restrictive environment to the maximum extent possible and provide access to a full continuum of placement options. When considering and analyzing the LEA's data on Least Restrictive Environment FSA (Facilitated Self-Assessment), the following was determined in 2024. 1. 54.8% of LEA students with an IEP served inside the regular education classroom 80% or more of the day. State % is 61.7. As of February 2, 2026, 56.7% of LEA students with an IEP served inside the regular education classroom 80% or more the of the school day. This is an improvement from last year. The goal for the remainder of the school year is to continue to use a systematic approach to guide IEP teams in the use of the SAS toolkit. Teachers have been trained in the Framework for Access and Belonging with Supplementary Aids and Services. The data in LEA tables and Five- Year Longitudinal Data shows a decrease in the number of students with an IEP served in the general education classrooms for increased portions of the school day due to the following reasons: 1. High mobility rate. 2. More intensive needs for students with disabilities transferring into the district. 3. Increase in number of students

transferring into the district receiving therapeutic foster care services. 4. Increase need for more intensive instruction and attention provided in a more restrictive environment. 5. Higher number of students with significant mental health and behavioral needs requiring supports in a small instructional setting. 6. There is a large number of students identified with Autism requiring intensive services in Early Intervention programs that are transitioning to school-age programs which is increasing every year. 7. A recent trend of students entering the district displays significant developmental needs. The students did not receive any type of early intervention service, therapies and had no formal schooling. 8. To increase the percentage of students receiving special education services in the general education classroom > 80% of their school day by 5% in all schools during the first year of this improvement plan, the LEA will:

- Continue to address LRE calculations with placement decisions with staff.
- Continue to analyze the LRE data on calculations and accuracy of input to develop consistency across the data.
- The PIMS report will be reviewed monthly to check for LRE accuracy.
- Increase the knowledge of staff in the identification of Supplementary Aids and Services within the general education classroom.
- Continue to enhance the supports of the MTSS framework and School Wide Positive Support Program.

2. 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?

Positive rather than negative measures form the basis of behavior support programs in the Pocono Mountain School District to ensure that all students and eligible young children are free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraints. Positive Behavioral Interventions and Supports (PBIS) programs include research-based practices and techniques to teach, develop, and maintain skills that enhance and individual student's or eligible young child's opportunity for learning and self-fulfillment. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student or eligible young child are the least intrusive necessary. In accordance with State mandates and District policy, the use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques,

- The implementation of the MTSS process at the Secondary Level Grades 7-12 is currently up and running. A pre-referral intervention system has been identified and created, as well as a MTSS Google Referral Form at West High School. The MTSS team meets on a monthly basis.
- At the secondary level there is a focus on expanding RENEW and Check & Connect, to provide Tier II and III support to students and improve their connections with staff to improve their sense of belongingness. A team also attended an annual Executive Function conference with the expectation that they will present some workshops to staff to support students across the schools in improving their executive function skills. The high schools implemented the Cardinal and Panther periods (names based on the side of the district) to improve and foster relationships while improving social and emotional learning opportunities. Additionally, there is a focus on acquiring soft skills and fostering the development of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These are additional skills that will help students to improve their outcomes.
- The IU 20 TAC team is currently meeting with the building administrators, curriculum directors and the elementary special education supervisors to review

the MTSS process at the Elementary Level Grades K-6. The team continues to meet on a monthly basis. The meetings have focused on managing complex change, elements of instruction and review of the SLD Fidelity Tool to evaluate the fidelity of implementation of an LEA's Multi-Tiered System of Supports. • The number of SLD and OHI students in each building district wide is reviewed each month. • The new Child Study Team referral form has been in place since the beginning of the School Year. The School Psychologists at the elementary level reviewed the Child Study Team process with regular education teachers and special education teachers at grade level meeting to ensure teachers understand the referral process. • The Special Education Department is currently analyzing the Functional Behavioral Assessment process, as well as Tier 2 behavioral supports across the district. The district just recently Identified a Social and Emotional Screening Tool (PASS-SEL: Pupil Attendance to Self and School) which was implemented in January of 2023. This screener will be used on students in grades K-12. The PASS-SEL is a 20- minute survey that identifies nine factors that are student barriers to learning, such as disengagement, low self -worth, bullying, and the risk of absenteeism. The survey will be conducted three times a year. The survey will generate a report identifying students that need intervention. • The district continues to provide professional development in Restorative Practice, Trauma informed Practices, Diversity Equity Inclusion and School Wide Positive Behavior Supports. Tobyhanna Elementary Center provided Trauma Informed Training for staff on August 23, 2022, and October 17, 2022. Tobyhanna Elementary School also initiated additional staff training on School Wide Positive Behavioral Supports. The Intermediate Unit 20 met with staff in August and October of 2022 and a training is scheduled for December. Tobyhanna Elementary School has initiated the use of the SWIS program and is also utilizing Class DOJO as part of their SWPBS system. A Restorative Practice training was also conducted for staff at Swiftwater Elementary Center and Swiftwater Intermediate School in November and December 2022. • Clear Run Elementary Center and Clear Run Intermediate School was just recently recognized at the PBIS Implementers Forum, receiving the excellence award for Tiers 1, 2, and 3. • The Speech and Language screening process form was finalized at the beginning of the school year and is used consistently across the district. The Speech and Language teachers provided an information session to all staff at individual faculty meetings to review the new referral form and discuss early speech and language development. •

The district recently hired two additional social workers through Colonial Intermediate Unit #20 to support the intensive needs of our students and families. In the continuum of School Based Behavioral Health Services, the Social Workers will be utilized primarily in cases that warrant Tier 3 level of support and intervention. • Initial and Re-Certification training for TACT-II were conducted for teachers, administrators, paraprofessionals and bus drivers in September 2022 and November 2022.

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

Every student in the Pocono Mountain School District is provided a continuum of services and an educational program that promotes independence to successfully transition to post-secondary education or training, employment, and independent living. In order to achieve this goal, the students are instructed in a program that has its roots within the general education curriculum with

supplementary aids and services that meets the student's individual needs. The Pocono Mountain School District is committed to ensuring that to the maximum extent appropriate, students with disabilities, including those in private institutions, are educated with non-disabled peers and that removal from the general education environment only occurs when education in that setting with supplementary aids and services cannot be achieved satisfactorily. An alternative curriculum or program is provided when the student's disability warrants a functional life skills curriculum or a curriculum for students with autism. In addition, a research-based curriculum may be warranted for students who are not making progress in the general education curriculum with supplementary aides and services. The methods for the delivery of the curriculum from the least restrictive to the most restrictive are listed below: -General education -General education with supplementary aids and services in the general education classroom -General education with supplementary aids and services utilizing the service delivery model of co-teaching -Access to the general education curriculum with supplementary aids and services in the special education classroom -Alternative Educational Program/School A student with a disability who is in need of specially designed instruction (SDI) in the Pocono Mountain School District is supported by a Multidisciplinary Team (MDT) and an Individualized Education Program (IEP) Team. All IEP's are reviewed and/or revised at least once a year. The classification and the need for special education services for all children are reevaluated every three years per state mandates. Those students with an Intellectual Disability are reevaluated every two years. The student's individual needs and abilities determine the type of service, type of support and the percentage of time inside the general education classroom. Supplementary aids and services include, but are not limited to: audiological services, psychological services, occupational therapy, physical therapy, transportation, counseling services, school health services, speech and language services, adaptive physical therapy, orientation and mobility therapy, positive behavioral support plans, paraprofessionals, mental health services, and assistive technology and devices. Exceptional students in the Pocono Mountain School District are provided special education services and opportunities to be instructed or participate in the general education classroom and curriculum through the service delivery model of co-teaching, resource model, or teaming within an inclusive setting. Students are also provided special education services in small group settings. All students are assigned a case manager who monitors the student's progress and provides support services in all settings. The District has implemented the programs below to address the academic, social, emotional and behavioral health needs of students in an effort to ensure maximum integration with non-disabled peers: -The School-Based Behavioral Health Program addresses the behavioral/mental health needs of students using various research based practices with individual and group support by a Licensed Social Worker, Behavioral Specialist Consultant, and/or Mental Health Worker. -School-Wide Positive Behavior Support (SWPBS) addresses decreasing inappropriate behaviors and increasing appropriate behaviors through extensive training, data collection, and progress monitoring. - Access to the general education curriculum, all students have access to the general education curriculum for all content areas with supplementary aides and services. Students requiring more intensive instruction may receive a research-based program, such as Wilson Reading, when progress monitoring results indicate that they may be having difficulty maintaining success in the general

education curriculum even when provided supplementary aids and services. -Unique Learning System - empowers students with complex learning needs to reach their full potential in a learning environment customized just for them. With accessible, differentiated lessons and activities, the research-based content enables every student to participate in daily, age-respectful, standards-based instruction. -Check In/Check Out - a research-based intervention program to assist students in achieving school success by developing a positive and trusting relationship with an adult through daily contact with the student. -Check & Connect - an intervention used with K-12 students who show warning signs of disengagement with school and who are at risk of dropping out. -Second Step Program - fosters the social and emotional development, safety, and well-being of children through education and advocacy. -Zones of Regulation- framework that helps to develop student's awareness of their feelings, energy, and alertness. This curriculum also provides students with a variety of tools and strategies that helps them to regulate their emotions and improve their prosocial skills, self care, and overall wellness. -Teach Town- This curriculum teaches socially valid skills through animated video and modeling episodes. Students learn to cooperate listen and respect personal space, express emotions appropriately, etc. -Restorative Practices - emphasizes repairing the harm caused by inappropriate behaviors. When victims, offenders and community members meet to decide how to do that, the results can be transformational. -Project RENEW: Rehabilitation for Empowerment, Natural Supports, Education and Work. Project RENEW is an individualized, Tier 3 evidenced-based practice using a person-centered approach to support youth with emotional and behavioral needs. -BrainSTEPS - created to build a bridge connecting the medical, rehabilitation, education sectors and families following student (K-12) acquired brain injury (ABI). -Wilson Reading System - an intensive Tier 3 program for students in grades 2-12 with word-level deficits who are not making sufficient progress through their current intervention; have been unable to learn with other teaching strategies and require multi-sensory language instruction; or who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia. Pocono Mountain School District has 32 Wilson Reading Certified teachers. - Trauma Awareness/Informed Practices - Buildings across the district have provided and continue to provide Trauma Informed Practices training for building staff. The District utilizes site-based training, consultation and technical assistance opportunities available through PDE, Colonial Intermediate Unit 20, Pennsylvania Training and Technical Network (PaTTAN), or other public or private agencies via video conferencing, teleconferencing, and attendance at training at specific sites (Harrisburg, Malvern or IU 20). Specifically, consultants provide on-site support to the District via various meetings and have assisted in the District in developing and implementing LRE Improvement Plans, Indicator 13 - Transition Services, a School-Based Behavioral Health program, and PBIS/SWPBIS. The SPP Targets and the District's percentages for Indicator 5 has increased from 41.8% of students with disabilities receiving special education services in the general education classroom for 80% of the school day to 53% of student with disabilities receiving for special education services in the general education classroom for 80% of the school day since 2007 to the present. This increase is largely due to the increase the service delivery model of co-teaching and a resource model for core content areas especially at the secondary level. Co-teaching Modules were developed and teachers were provided professional development opportunities in the five essential components of co-

teaching; system of beliefs, prerequisite skills, collaboration, classroom practice and administrative roles and perspectives. In addition, the District conducted professional development activities related to differentiated instruction, Universal Design for Learning, and the use of assistive technology. Students with disabilities are placed out of the District primarily due to drugs, weapons, or serious bodily injury or when behaviors are so severe and needs are so significant that the supports and services cannot be provided in the traditional educational setting. Prior to a student being placed out of the District, the Child Study Team/or IEP team will determine if the student's needs can be met in alternative setting. In addition, to ensure that LRE requirements are met, the District has also implemented School-based Behavioral Health Services to address the needs of students within the District verses placing students out of the District to receive behavioral/mental health supports and services. Additionally, the district has additionally hired two social workers to assist students and families with obtaining outside services. District has now partnered with St. Luke's University Health Network to provide on-site therapy through the Your Emotional Strength Supported (YESS) Program.

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

The student's individual needs and abilities determine the type of service, type of support and the percentage of time inside the general education classroom. Supplementary aids and services include, but are not limited to: audiological services, psychological services, occupational therapy, physical therapy, transportation, counseling services, school health services, speech and language services, adaptive physical therapy, orientation and mobility therapy, behavioral support plans, paraprofessionals, mental health services, and assistive technology and devices. The IEP is implemented during extra curricular activities as follows reasonably as possible.

5. 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 Pocono Mountain School District is committed to ensuring that to the maximum extent appropriate, students with disabilities, including those in private institutions, are educated with non-disabled peers and that removal from the general education environment only occurs when education in that setting with supplementary aids and services cannot be achieved satisfactorily. Through the IEP process, children in this situation have the opportunity to participate in the district's extracurricular activities

6. 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).

The Pocono Mountain School District utilizes a team approach in order to determine appropriate educational placements and services for the "hard to place" students with disabilities. The IEP team collaborates with Monroe County Mental Health and Developmental Services (MH/DS), Provider 50 agencies throughout the area, Community Care Behavioral Health Services, and Monroe County Children and Youth. If a student is not involved with the MH/DS, the Pocono Mountain School District will initiate contact with this agency after

parental consent has been secured. A MH/DS coordinator meets with the school-based team at the student's home school to discuss services. When a student is already involved within the MH/DS system, an interagency meeting is initiated by the Pocono Mountain School District and the student's case manager from the county to determine and discuss other placement options or services. If a student requires mental health services, the District will also initiate an interagency meeting through the County's CASSP Coordinator. The District will also contact IU 20 to assist in locating options for "hard to place" students. The student's educational record and referral information is reviewed by the staff. A meeting is held with the District staff and IEP team members to discuss recommendations. If the staff is still unable to locate an educational placement, the Supervisor of Special Education will complete the Intensive Interagency Report Form, reporting the student as a "Cordero Case." The District participates in interagency meetings and twenty-day and forty-day review meetings for students in partial hospitalization programs. The Pocono Mountain School District will also participate in CASSP meetings for students with additional extensive behavioral and mental health needs. The District also participates in the Carbon Monroe & Pike Developmental Services Systems of Care on a monthly basis. This partnership brings youth, families, systems and support together to improve outcomes for youth and their families. The District consults with the Regional Interagency Coordinator (RIC) from the Department of Education for assistance in locating educational placements and services for "hard to place" students with disabilities. If the student requires intensive interagency coordination to access an appropriate educational placement, a meeting will be scheduled with the local interagency team. The Pocono Mountain School District also reports students with disabilities to PDE who are placed on Instruction in the Home or who receive Homebound Instruction so the department can determine if these students require intensive interagency coordination. Supervisors of Special Education within the Pocono Mountain School District attend trainings/conferences/workshops provided by the IU 20, PaTTAN, or PDE related to intensive interagency coordination (Cordero Cases). These professional development opportunities are attended at a minimum of once per school year and as necessary to stay current and up-to-date with additional available resources and/or services. The supervisors will in turn train the necessary staff to assist in the process of placing "hard to place" students.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Scranton School for the Deaf and Hard of Hearing	Approved Private School (APS)		Western PA	Deaf and Hard of Hearing Support	1
Behavioral Health Associates	Licensed Private Academic		Behavioral Health Associates	Emotional Support	5
Behavioral Health Associates	Licensed Private Academic		Behavioral Health Associates	Autistic Support	4
Behavioral Health Associates	Licensed Private Academic		Behavioral Health Associates	Learning Support	4
Lehigh Learning Academy	Licensed Private Academic		Lehigh Learning Academy	Emotional Support	2
Lehigh Learning Academy	Licensed Private Academic		Lehigh Learning Academy	Learning Support	2
PA Treatment and Healing	Licensed Private Academic		PA Treatment and Healing	Learning Support	2
New Story	Licensed Private Academic		New Story School	Autistic Support	2

Positive Behavior Support

Date of Approval

2021-07-21

Uploaded Files

113.2 Behavior Support - New.pdf

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

The Pocono Mountain School District bases its approach to student behavior on positive, supportive practices rather than punitive measures. The District is committed to ensuring that all students and eligible young children are protected from demeaning treatment, aversive techniques, and the unreasonable use of restraints. Through the implementation of Positive Behavioral Interventions and Supports (PBIS), the District applies research-based strategies designed to teach, strengthen, and sustain behaviors that improve each student's opportunity for learning, personal growth, and self-fulfillment. When behavioral intervention is necessary, the District emphasizes the use of the least intrusive and most effective strategies. Restraint is used only as a last resort and only after less restrictive measures, including de-escalation techniques, have been attempted, in accordance with State regulations and District policy. To support students' social, emotional, and behavioral development, the District provides a range of additional programs and supports. These include Trauma-Informed Training for staff, the addition of two mental health professionals, truancy and drug and alcohol counseling services, and targeted student support programs such as Check & Connect, Check-In/Check-Out, and Emotional Check-Ins. At both high schools, Cardinal and Panther periods have been implemented to strengthen relationships between students and staff while expanding opportunities for social-emotional learning. These initiatives align with the District's broader focus on developing essential soft skills, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, all of which support career readiness and long-term student success. For students with disabilities who require targeted behavioral interventions, Positive Behavioral Support Plans (PBSPs) are developed by the IEP team based on the results of a Functional Behavioral Assessment (FBA). These plans are incorporated into each student's Individualized Education Program (IEP) and rely on positive reinforcement and other constructive strategies to shape behavior, ranging from verbal praise to tangible rewards. The Board of School Directors directs the District to fully comply with the Individuals with Disabilities Education Act (IDEA) and all applicable State and Federal regulations when disciplining students with disabilities, ensuring that disciplinary practices are consistent with legal requirements and evidence-based practices. To further strengthen these efforts, the District has implemented a variety of systems and

services. At the secondary level (grades 7–12), the Multi-Tiered System of Supports (MTSS) process is fully operational. It is supported by a pre-referral intervention system and a Google-based referral form at West High School, with the MTSS team meeting monthly to review student needs and interventions. Secondary schools are also expanding the use of Check & Connect to strengthen Tier II and Tier III supports and to enhance students' sense of connection and belonging. Staff members have participated in executive function conferences and training sessions and have applied this knowledge to support students' executive functioning skills. In addition, the high schools offer student workshops designed to strengthen these skills. The Cardinal and Panther periods further promote relationship-building and social-emotional learning, reinforcing the District's commitment to soft-skill development and career readiness. At the elementary level (grades K–6), the IU 20 TAC team meets quarterly with administrators, curriculum directors, and special education supervisors to review and refine School-Wide PBIS fidelity measures. The District will continue to enhance MTSS framework initiatives both within individual buildings and across the District. These meetings focus on managing complex change and strengthening instructional practices to ensure consistent and effective implementation of MTSS across schools. The Special Education Department has also worked collaboratively with the District's behavior specialist to improve the Functional Behavioral Assessment process and strengthen Tier II behavioral supports. Ongoing professional development is provided in areas such as Restorative Practices, Trauma-Informed Practices, Diversity, Equity, and Inclusion, and School-Wide Positive Behavior Supports. Tobyhanna Elementary Center has delivered Trauma-Informed Training and expanded staff training in SWPBS with support from IU 20 and PaTTAN. Restorative Practices training also continues to be emphasized throughout the District. Clear Run Elementary Center, Clear Run Intermediate School, and East High School have been recognized for their strong implementation of PBIS. To further support students and families with intensive needs, the District continues to utilize two social workers through Colonial Intermediate Unit 20 who primarily serve Tier III cases within the School-Based Behavioral Health continuum. The District also employs two truancy consultants and three Communities In Schools liaisons who assist students and families in addressing barriers to attendance and learning while connecting them with community resources. Additionally, ongoing initial and recertification TACT2 training is provided to teachers, administrators, paraprofessionals, and bus drivers to ensure staff are equipped with trauma-sensitive strategies for behavior management and crisis intervention. In response to the increasing number of students identified with Autism Spectrum Disorder (ASD), the District has also provided ongoing professional development for professional staff, support staff, and bus drivers on effective strategies and supports for working with students with ASD.

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.

The District has implemented TACT2 as its trauma-sensitive staff training program focused on behavior management, crisis de-escalation, and physical intervention. TACT2 is designed to build staff capacity to effectively manage challenging behaviors while strengthening positive relationships with students who have experienced trauma. The decision to adopt TACT2 was based on the

integration of Trauma-Informed Care principles within the program. The District utilizes a Train-the-Trainer model and, to date, has trained more than 200 professional and support staff members in TACT2, with the long-term goal of training all District staff.

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

SWPBIS is currently implemented across all nine K–12 schools in the District. Several schools within the District have been recognized by the Pennsylvania Department of Education (PDE) as model schools for their exemplary, high-fidelity implementation of SWPBIS. Their achievements have been highlighted at state conferences, and each school proudly displays its recognition banners as a testament to this ongoing success. In addition, staff members from multiple schools have served as presenters at PDE conferences over the past several years, sharing their experiences with SWPBIS. Their presentations have included success stories, implementation strategies, data reviews, and practical recommendations for other educators. Beyond formal presentations, schools have also contributed to poster sessions that outline their SWPBIS processes and showcase the positive outcomes resulting from sustained, effective implementation.

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

The District has implemented a comprehensive range of programs to support the social, emotional, and behavioral health needs of students, all with the goal of promoting meaningful inclusion and maximizing integration with non-disabled peers. These efforts include the School-Based Behavioral Health Program, which provides research-based individual and group interventions delivered by licensed and certified mental health professionals, and School-Wide Positive Behavior Support (SWPBS), which focuses on reducing inappropriate behaviors and increasing positive behaviors through training, data collection, and progress monitoring. Additional targeted supports such as Check In/Check Out and Check & Connect help students build trusting adult relationships, stay engaged in school, and reduce dropout risk. Social-emotional learning is further strengthened through programs like Second Step, Zones of Regulation, TeachTown, A Little SPOT of Feelings, and districtwide social skills groups, including specialized groups for students with Autism Spectrum Disorder. Restorative Practices offer a structured approach to repairing harm and building community. The District also prioritizes Trauma-Informed Practices through ongoing staff training. To address attendance barriers, the School Attendance Improvement Program—supported through a partnership with CIU20 and Monroe County Children & Youth—offers case management, prevention, and intervention services in collaboration with community providers. These initiatives are strengthened by ongoing training, consultation, and technical assistance from PDE, Colonial Intermediate Unit 20, PaTTAN, and other agencies, delivered through virtual and in-person sessions. Consultants continue to support the District in developing Indicator 13 Transition Services, the School-Based Behavioral Health program, and PBIS/SWPBIS, ensuring that staff have the tools and guidance needed to sustain effective, inclusive practices.

5. Describe the School District's restraint procedure.

The District implements Therapeutic Aggression Control Techniques (TACT2) across all school buildings as part of its commitment to

trauma-sensitive behavior support. TACT2 provides staff with training in behavior management, crisis de-escalation, and safe physical intervention, while emphasizing strategies that strengthen relationships with children and youth who exhibit challenging behaviors. The District selected TACT2 specifically for its strong integration of trauma-informed practices. Using a Train-the-Trainer model, the District has successfully trained more than 200 professional and support staff to ensure consistent, high-quality implementation.

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.

The Pocono Mountain School District uses a collaborative, team-based approach to determine appropriate educational placements and services for students with disabilities who are considered “hard to place.” The IEP team works closely with Monroe County Mental Health and Developmental Services (MH/DS), local Provider 50 agencies, Community Care Behavioral Health Services, and Monroe County Children and Youth. When a student is not already connected with MH/DS, the District will obtain parental consent and then initiate contact with the agency. An MH/DS coordinator will meet with the school-based team at the student’s home school to review possible services. For students already involved with MH/DS, the District and the student’s county case manager will convene an interagency meeting to explore additional placement options or services. If mental health services are needed, the District will also request an interagency meeting through the County’s CASSP Coordinator. The District consults with IU 20 to help identify potential placements for “hard to place” students. Staff review the student’s educational records and referral information, followed by a meeting with District personnel and IEP team members to discuss recommendations. If an appropriate placement still cannot be identified, the Supervisor of Special Education will complete the Intensive Interagency Report Form. The District participates in interagency meetings as well as twenty-day and forty-day review meetings for students enrolled in partial hospitalization programs. The Pocono Mountain School District also attends CASSP meetings for students with significant behavioral or mental health needs. The District works with the Regional Interagency Coordinator (RIC) from the Department of Education to locate placements and services for “hard to place” students with disabilities. When intensive interagency coordination is required to secure an appropriate placement, a meeting is scheduled with the local interagency team. The District also reports to PDE any students with disabilities who receive Instruction in the Home or Homebound Instruction so the department can determine whether intensive interagency coordination is necessary. Supervisors of Special Education participate in professional development opportunities—such as trainings, conferences, and workshops—offered by IU 20, PaTTAN, or PDE on intensive interagency coordination. These sessions occur at least once per school year and as needed to remain informed about available resources and services. Supervisors then train relevant staff to support the placement process for “hard to place” students.

Special Education Support Services

1Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
School Psychologist	10	District Wide	District
Director of Special Education	5	District Wide	District
Behavior Specialist	1	District Wide	District
Social Worker	2	District Wide	Contractor
Transition Coordinator	2	District Wide	District
Paraprofessionals	79	District Wide	District
Guidance Counselor	35	District Wide	District
Occupational Therapist	7	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Other	2	District Wide	Contractor
Other	1	District Wide	Contractor
Other	1`	District Wide	Contractor
Other	1	District Wide	Contractor
Other	2	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Supporting Students with Autism in the Regular Education classroom			
Lead Person/Position		Year of Training	
Sarah McKinnon		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1 hour	1	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Supporting Students with Autism Across the School Day			
Lead Person/Position		Year of Training	
Sarah McKinnon and Theresa Taylor		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1 hour	1	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training
Supporting Students with Autism on the Bus

Lead Person/Position		Year of Training	
Theresa Taylor		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	Other

Description of Training			
VBMAPP Training for Speech and Language Therapists			
Lead Person/Position		Year of Training	
CIU20		2026	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Intermediate Unit	Other

Description of Training			
Structured Reading Literacy			
Lead Person/Position		Year of Training	
CIU20		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	6	Intermediate Unit	General Education Teachers Special Education Teachers

Positive Behavior Support

Description of Training			
Trauma Informed Training			
Lead Person/Position		Year of Training	
Intermediate Unit #20		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1 to 2 hours	32	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Tact 2- Initial Training			
Lead Person/Position		Year of Training	
Ashley Dickinson- Supervisor of Special Education		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
8	3	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Tact 2-Recertification Training			
Lead Person/Position		Year of Training	
Ashley Dickinson- Supervisor of Special Education		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
7.5	1	District	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
MTSS -SWPBS			
Lead Person/Position		Year of Training	
Dr. Mark Wade		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	18	District Intermediate Unit	Building Administrators

Description of Training	
MTSS-SWPBS	
Lead Person/Position	Year of Training
Dr. Mark Wade/IU 20	2026
	2027
	2028

		2029	
Hours Per Training	Number of Sessions	Provider	Audience
2	18	District Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
RENEW			
Lead Person/Position		Year of Training	
Dr. Marsha Kloss and IU 20		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
10	2	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training	
Check & Connect	
Lead Person/Position	Year of Training
Dr. Marsha Kloss & Ashley Dickinson	2026
	2027
	2028
	2029

Hours Per Training	Number of Sessions	Provider	Audience
8	1	District	Building Administrators General Education Teachers Special Education Teachers

Paraprofessional

Description of Training			
Tact 2- Recertification Training			
Lead Person/Position		Year of Training	
Ashley Dickinson- Supervisor of Special Education		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
7.5	1	District	Paraprofessionals

Description of Training			
CPR/First Aid Recertification			
Lead Person/Position		Year of Training	
Dr. Beth Delay- Director of Health, PE, Guidance & Nursing		2026 2028	
Hours Per Training	Number of Sessions	Provider	Audience
7.5	1	District	Paraprofessionals

Description of Training			
Check & Connect			
Lead Person/Position		Year of Training	
Dr. Marsha Kloss & Ashley Dickinson		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
8	1	District	Paraprofessionals

Transition

Description of Training			
Indicator 13/Transition			
Lead Person/Position		Year of Training	
Dr. Marsha Kloss and Mr. Jonathan Reifer		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Special Education Teachers

Description of Training

Pathways To Graduations -Act 158			
Lead Person/Position		Year of Training	
Dr. Marsha Kloss and Mr. Jonathan Reifer		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Special Education Teachers

Science of Literacy

Description of Training			
IXL (K-6 E Learning Library)			
Lead Person/Position		Year of Training	
PMSD		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	Other	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Lexia/Power Up Recorded Sessions			
Lead Person/Position		Year of Training	
PMSD		2026	
Hours Per Training	Number of Sessions	Provider	Audience

1	1	Other	Building Administrators General Education Teachers Special Education Teachers
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Description of Training			
LETRS TRAINING -Elementary			
Lead Person/Position		Year of Training	
PMSD		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
7.5	8	Intermediate Unit	General Education Teachers Special Education Teachers

Description of Training			
Wilson			
Lead Person/Position		Year of Training	
Jamie Schweppenheiser		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
8	2	District	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Post Secondary Outcomes			
Lead Person/Position		Year of Training	
Transition Coordinators		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Parents

IEP Development

Description of Training			
Legally Defensible Progress Monitoring			
Lead Person/Position		Year of Training	
CIU20, District Administrators and School Psychologists		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District Intermediate Unit	Special Education Teachers

Description of Training			
Legally Defensible IEP Writing			
Lead Person/Position		Year of Training	
IU 20		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	Intermediate Unit	Special Education Teachers

Description of Training			
Framework for Access and Belonging			
Lead Person/Position		Year of Training	
CIU20		2026	
Hours Per Training	Number of Sessions	Provider	Audience
4	2	Intermediate Unit	General Education Teachers Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

Board Affirmation Special Ed Plan.pdf

- 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

