

## Profile and Plan Essentials

<b>LEA Name</b>		<b>AUN</b>	
Interboro SD		125235103	
<b>Address 1</b>			
200 S MacDade Blvd			
<b>Address 2</b>			
<b>City</b>	<b>State</b>	<b>Zip</b>	
Glenolden	PA	19036	
<b>Director of Special Education Name</b>			
Rachel Lambert			
<b>Director of Special Education Email</b>			
rachel.lambert@interborosd.org			
<b>Director of Special Education Phone Number</b>		<b>Director of Special Education Ext</b>	
6104616700		1140	
<b>Chief Administrator Name</b>			
Mrs Bernadette C Reiley			
<b>Chief Administrator Email</b>			
bernadette.reiley@interborosd.org			

## Special Education Students

**Total Number of Students Receiving Special Education** 750  
**School District Total Student Enrollment** 3314  
**Percent of Students Receiving Special Education** 22.6



## Steering Committee

<b>Name</b>	<b>Position/Role</b>	<b>Building</b>	<b>Email</b>
Rachel Lambert	Director of Special Education	Interboro SD	rachel.lambert@interborosd.org
Jennifer Peszek	Other	Interboro SD	jennifer.peszek@interborosd.org
Valerie Eckman	Director of Curriculum	Interboro SD	valerie.eckman@interborosd.org
Jonathan Regino	Other	Interboro SD	jonathan.regino@interborosd.org
Bernadette Reiley	Superintendent	Interboro SD	bernadette.reiley@interborosd.org
Lori Lonergan	Special Education Teacher	Glenolden Sch	lorianne.lonergan@interborosd.org
Brad Kohlhepp	Building Principal	Kindergarten Academy	brad.kohlhepp@interborosd.org
Susan Huske	Special Education Teacher	Interboro SHS	susan.huske@interborosd.org
Eric Paterson	Other	Interboro SD	eric.paterson@interborosd.org
Kim Boswell	Building Principal	Prospect Park Sch	kimberly.boswell@interborosd.org
Catherine Gerakaris	Special Education Teacher	Norwood Sch	catherine.gerakaris@interborosd.org
Tiffany Allen	Parent	Interboro SD	tifonay@yahoo.com
Amy Conway	General Education Teacher	Glenolden Sch	Amy.conway@interborsd.org
Shannon Staley	Other	Tinicum Sch	Shannon.staley@interborosd.org
Jamie Wilkin	Board Member	Interboro SD	Jamie.Wilkin@interborosd.org

## **School District Areas of Improvement and Planning - Indicators**

### **Suspension/Expulsion by Race/Ethnicity (Indicator 4B)**

**Indicator not flagged at this time.**

### **Disproportionate Representation by Race/Ethnicity (Indicator 9)**

**Indicator not flagged at this time.**

### **Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)**

**Indicator not flagged at this time.**

### **Timely Initial Evaluations (Indicator 11)**

**Indicator not flagged at this time.**

### **Secondary Transition (Indicator 13)**

**Indicator not flagged at this time.**

### **Graduation (Indicator 1)**

**Indicator not flagged at this time.**

### **Drop Out (Indicator 2)**

**Indicator not flagged at this time.**

### **Assessment (Indicator 3)**

<b>Improvement and Planning Activity</b>
According to the SEDR report, we have increased our percentage of students participating. Each year, PSSA is discussed with parents during the IEP meetings. Some parents opt out of the PSSAs due to religious reasons, but we continue to discuss the importance of participating in the assessment. In many areas, we are within a percentage of the state average, as well.

### **Education Environments (Indicator 5)**

**Indicator not flagged at this time.**

### **Parent Involvement (Indicator 8)**

**Indicator not flagged at this time.**

### **Early Childhood Transition (Indicator 12)**

**Indicator not flagged at this time.**

### **Post-School Outcomes (Indicator 14)**

**Indicator not flagged at this time.**

**Resolution Sessions (Indicator 15)**

**Indicator not flagged at this time.**

**Mediation (Indicator 16)**

**Indicator not flagged at this time.**

## School District Areas of Improvement and Planning - Monitoring

<b>Corrective Action</b>	<b>Improvement and Planning Activities</b>
PSSA Participation Rate	According to the SEDR report, we have increased our percentage of students participating. Each year, PSSA is discussed with parents during the IEP meetings. Some parents opt out of the PSSAs due to religious reasons, but we continue to discuss the importance of participating in the assessment. In many areas, we are within a percentage of the state average, as well.

**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
---------------	-----	---------------	-----	------------------

## 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.)

If we were a host site, we would attend all IEP meetings for students residing in the placement facility to ensure that the students are being educated in the least restrictive environment. Like any of our students, we would monitor their progress while in a 1306 facility. If they were not making progress, we would proceed through the child find process. If after the process, and evaluation warranted and IEP. The student would be assigned an IEP casemanager (either at the facility or through Interboro). The student's progress would be monitored and analyzed through an IEP with a certified special education teacher. The parent would remain as part of the IEP team or a court appointed IEP surrogate.

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

As the funding district for students who are residing in a residential facility, we continue to attend the meetings to ensure successful transition back to students home school. When students are preparing to return to district, there is a scheduled discharge meeting, where all parties that will work with the student moving forward would attend so they could ask any questions to ensure a smooth transition back to the school setting or the setting in which the team agreed upon. Thereafter, Interboro would remain as the LEA and continue to monitor the student's progress.

## 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).**

As the LEA for students who may be incarcerated and already qualify for special education, we attend all meetings regarding the educational programming for students to ensure that they are being provided FAPE and are on pace for graduation. When students are incarcerated we are notified and follow our district protocols for child find and ensuring FAPE is provided.

## Least Restrictive Environment

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

Based on the latest SEDR report, Interboro S.D has 56.7% of students with IEPs inside the general education class 80% or more of the time. This increase of students included more than the 21-22 data showed (54.1%) Each year, Interboro has increased their percentage of students including more in the general education classroom. The district has looked at student schedules, accommodations, and programming to ensure that students are included more in the general education classroom. Interboro only has 7.9% of students within the general education class for less than 40% of the time. This is below the state average (10%). In 2021-22, we had 8.9% of students inside the general education classroom. Therefore in one year, we decreased this amount by one whole percentage point. We looked at our complex learners and made adjustments that would allow for more time with their general education peers. Interboro has only 3.7% of their students in other settings. This is below the state average of 4.4%. In 2021-22, we had 3.9% in other settings. We strive to maintain our district students within our schools, but also understand that there are some students who need more support than a traditional classroom could provide to them academically and emotionally.

### 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?**

The district provides two reading specialists in all of the community schools to provide support to students in kindergarten through 6th grade. The district provides a K-2 literacy coach and 3-5 literacy coach to provide training and support to teachers. Each building has a child study team to identify students who may need additional support academically, socially and emotionally. To help address the social and emotional needs the district works with our local IU in development of our PBIS programs. The district has 5 behavior specialists in our district to provide support to classroom teachers and building level teams in regards to development of behavior plans, training in de-escalation techniques, implementation of behaviors plans, and to serve on IEP teams as another resource. In addition, the district has a clinical psychologist that supports the behavior teams with implementing FBAs and PBSP plans. He also serves as a mental health resource for individual students. The district also has 5 school social workers that assist with the coordination of SAP teams and outside supports for the students in the Interboro School District. There are 14 school counselors from PreK-12. In addition to their college and career readiness duties, they serve as social and emotional support to the students.

### 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.**

With the increase of students in the general education classroom, the special education department conducted co-teaching trainings in each school building to review practical strategies and various modes of teaching all students in the classroom with the general and special education teacher. We consistently look at curriculum and assess whether it will meet the needs of all learners. We pilot various programs, with teachers in various levels, to assess efficacy and the ability for students to make progress. The goal is to continue to

level or training, while implementing how to successfully modify and accommodate students within the general education classroom through specially designed instruction.

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

Students with disabilities are provided a variety of supplementary aids and services that meet the student's individual needs. Students are provided nurses that will travel with them to extracurricular and even ride the bus as needed. Other students are provided special equipment that may be needed to access extracurricular activities. Translators or AAC devices are provided so that our non-verbal students can participate in clubs and activities. Teachers advocate for their students on their caseload to ensure they have access to any extracurricular activities that they have interest.

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 district LEA attends all students in private institution meetings and provides information to the team regarding information about extracurricular activities that their child could participate. All information is accessible on the website for any district member. We invite students to attend their district graduation when the student is ready to accept their diploma. Students are invited to dances and proms sponsored by the school. Students who want to participate in sports or extracurricular activities are always encouraged to do so.

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).**

We have an autistic continuum of services from K- 12. Students are supported with their various needs throughout the years and are provided OT, PT, Speech and sensory needs in the general education setting. In addition, we have continued to support our students with emotional needs from K-12. We have mental health supports built in throughout their day so that students can regulate their emotions in a regular school setting. We continue to provide a life skills continuum from K-12. All learning support students are able to receive their supports at Interboro school district. Each year, we evaluate with the team for our students who attend out of district school environments to determine if the student could return to the district setting with the supports we are able to provide. We continue to build our partnerships with outside service providers who provide additional supports to our students. These supports help the student feel more included and able to function in a regular school setting.

## Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Child Guidance Resource Center	Other	Private	Child Guidance Resource Center	Emotional Support	2
Vanguard School	Approved Private School (APS)		Vanguard School	Autistic Support	1
George Crothers Memorial School	Approved Private School (APS)		George Crothers Memorial School	Life Skills Support	5
Overbrook School for the Blind	Approved Private School (APS)		Overbrook School for the Blind	Blind and Visually Impaired Support	1
DCIU Academy	Other	High School	DCIU Intermediate Program	Emotional Support	3
DCIU Marple Education Center	Other	Intermediate Programs	Delaware County Intermediate Program	Life Skills Support	2
Y.A.L.E School Cherry Hill	Other	Private	Y.A.L.E School Cherry Hill	Autistic Support	1
Lifeworks School	Other	Private	Lifeworks	Emotional Support	3
DCIU Marple Education Center	Other	Intermediate Unit Program	Delaware County Intermediate Unit	Autistic Support	3
Y.A.L.E School Cherry Hill	Other	Private	Y.A.L.E School Cherry Hill	Autistic Support	5
Timothy School	Approved Private School (APS)		Timothy School	Autistic Support	1
DCIU Marple Education Center	Other	High School	DCIU	Life Skills Support	3
Keystone Freedom Academy	Other	Private	Keystone Freedom Academy	Emotional Support	2
Philadelphia School for the Deaf	Other	Private	Philadelphia School for the Deaf	Deaf and Hard of Hearing Support	1
Elwyn School	Approved Private		Elwyn	Emotional Support	1

	School (APS)				
Devereux Day School	Approved Private School (APS)		Devereux Day School	Autistic Support	1
Y.A.L.E Philadelphia	Other	Private	Y.A.L.E	Autistic Support	2
DCIU Hearing Program	Other	Hearing Support	DCIU Hearing Program	Deaf and Hard of Hearing Support	1

## Positive Behavior Support

### Date of Approval

2019-09-18

### Uploaded Files

BoardDocs® LT.pdf

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

The district has a well staffed support team that includes social workers, school counselors, behavior therapists, clinical psychologists and school psychologists. Students with disabilities that have specific needs related to their social and emotional needs have direct access and services provided by this support team. Some examples include social skills groups, lunch bunches, individual and group counseling, etc. Our district has a SAP team in each building that consists of multiple stakeholders such as behavioral support personnel, special education administration, building level administration, social workers, school psychologists, counselors, and teachers. The school social workers connect with outside agencies to attend our SAP meetings as community representatives to connect our students with needs to the correct outside service provider.

#### 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.**

Interboro utilizes the train the trainer model to teach Safety Cares from QBS. There are 6 trainers within the district. All staff have been trained in de-escalation techniques and responses to behavior based on a least to more approach. Multiple staff in each building are trained through Safety-Cares to provide immediate response when necessary. Our buildings have communication tools available for the staff who are trained in providing immediate assistance. Buildings are equipped with calm down areas, flexible seating, and de-escalation areas for students to utilize in moments of crisis. Core PBIS teams have provided training to the entire staff in regards to the district tier 1 PBIS program. Each building also has a functioning Tier 2 PBIS team that identifies students through SWIS referrals. SWIS is our behavior data system. All infractions ( major or minor) are added to the system. Each month the team then evaluates who has 5 or more referrals. Those students are assigned a mentor and participate in various Tier 2 programs ( check in and check out, mentorship, social skills, etc...) Child Guidance Resource Center offers the staff opportunities to learn trauma informed practices and approaches when working with students.

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

Each building has a developed and implemented PBIS core team that partners with the county intermediate unit to implement the program. Currently all schools have met the state requirement of fidelity. Buildings have developed and trained their staff and students on expectations, behavior matrix, and the difference between major and minor infractions. Lessons are taught on the expectations to the students in the beginning of each school year and reminder lessons throughout the year. The district has a core PBIS team that meets with building level teams monthly. Each building also has a functioning Tier 2 PBIS team that identifies students through SWIS referrals. SWIS is our behavior data system. All infractions ( major or minor) are added to the system. Each month the team then evaluates who has 5 or more referrals. Those students are assigned a mentor and participate in various Tier 2 programs ( check in and check out, mentorship, social skills, etc...) Child Guidance Resource Center offers the staff opportunities to learn trauma informed practices and approaches when working with students.

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

Each building has a behavioral health support team that includes a school social worker, school psychologist, behavior specialist, school counselor, and nurse. The district has a behavior support team that consists of 5 professionals who are trained in implementing individualized behavior support plans , conducting FBAs, and providing coaching/universal strategies to be used in the classroom. The district partners with outside organizations to provide behavior and mental health services to our students during the school day as well as resources for families to pursue outside of the school day.

**5. Describe the School District's restraint procedure.**

The district utilizes the Safety Cares Training provided by QBS. Our district has 6 staff members certified to train our personnel. In the event a student needs restraint our trained personnel utilize the safety cares techniques. Safety Cares teaches that the use of physical management is only used when students exhibit behaviors that could cause serious harm to themselves or others. If a restraint occurs an internal form is filled out that provides the information that is needed to fill out the RISC form for Pennsylvania. Parents are informed the day of the restraint and offered a date for an IEP meeting to be held within 10 days. Parents are also able to waive the meeting through a form. The team will debrief within 2 days of the incident and reviews any changes that may be needed for the IEP or steps moving forward. The district has a restraint policy.



## **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.**

Interboro does not have any current students on Instruction Conducted in the Home.

## Special Education Support Services

### 1Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
School Psychologist	1.0	District Wide	District
School Psychologist	1.0	District Wide	District
School Psychologist	1.0	District Wide	District
School Psychologist	1.0	District Wide	District
School Psychologist	1.0	District Wide	District
School Psychologist	1.0	District Wide	District
School Psychologist	1.0	District Wide	District
Physical Therapist	1.0	District Wide	Contractor
Occupational Therapist	1.0	District Wide	District
Director of Special Education	1.0	District Wide	District
Occupational Therapist	.8	District Wide	District
Social Worker	1.0	District Wide	District
Social Worker	1.0	District Wide	District
Social Worker	1.0	District Wide	District
Behavior Specialist	1.0	District Wide	District
Guidance Counselor	1.0	Elementary	District
Social Worker	1.0	District Wide	District
Behavior Specialist	1.0	District Wide	District
Guidance Counselor	1.0	Elementary	District
Guidance Counselor	1.0	Elementary	District
Guidance Counselor	1.0	Elementary	District
Guidance Counselor	1.0	District Wide	District
Guidance Counselor	1.0	Secondary	District
Guidance Counselor	1.0	Secondary	District
Guidance Counselor	1.0	Secondary	District
Guidance Counselor	1.0	Secondary	District
Guidance Counselor	1.0	Secondary	District
Guidance Counselor	1.0	Secondary	District
Social Worker	1.0	District Wide	District

Behavior Specialist	1.0	District Wide	District
Behavior Specialist	1.0	District Wide	District
Guidance Counselor	1.0	Secondary	District
Guidance Counselor	1.0	Secondary	District

## Special Education Personnel Development

### Autism

Description of Training				
Safety Care Training				
Lead Person/Position			Year of Training	
Jennifer Peszek, Shannon Staley, Amanda Hoffman, Nicole Dacanay, Briana Simpkins, Jessica Bell			2025 2026 2027 2028	
Hours Per Training	Number of Sessions		Provider	Audience
6	10		District	Building Administrators Paraprofessionals Special Education Teachers

Description of Training			
Strategies for Self-Regulation, Learning, and Dealing with Difficult behaviors			
Lead Person/Position		Year of Training	
Amanda Hoffman/Shannon Staley		2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	2	District	General Education Teachers Paraprofessionals Special Education Teachers

## Positive Behavior Support

Description of Training			
Tier 2 PBIS			
Lead Person/Position		Year of Training	
Stephanie Szczepkowski/DCIU TAC		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
12	2	Intermediate Unit Other	Building Administrators Central Office Administrators General Education Teachers Other

Description of Training			
Restorative Practices			
Lead Person/Position		Year of Training	
IIRP		2025	
Hours Per Training	Number of Sessions	Provider	Audience
12	2	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

## Paraprofessional

Description of Training			
Barton Training			
Lead Person/Position		Year of Training	
Shelley Campbell		2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Paraprofessionals Special Education Teachers

Description of Training			
Classroom Management Strategies			
Lead Person/Position		Year of Training	
Nicole Dacanay/Behavior Specialist		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1.5 hours	1	District	Paraprofessionals

## Transition

Description of Training			
Individual Coaching Sessions for Transition Age Special Education Teachers			
Lead Person/Position		Year of Training	
DCIU Staff		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	Special Education Teachers

--	--	--	--

<b>Description of Training</b>			
Training for General Education Classroom teachers to prepare IEP students for transitioning into high school			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Rachel Lambert-Pupil Services Director and Jennifer Peszek-Special Education Supervisor			2025 2026 2027
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	3	District	General Education Teachers Special Education Teachers

### Science of Literacy

<b>Description of Training</b>			
Incorporating Strategies into Structured Literacy lessons within the General and Special Education classrooms			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Crystal Wilchensky-Reading coach and Tara Doherty-Reading coach			2025 2026
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
8	2	District	Special Education Teachers

<b>Description of Training</b>
Training for Special Education teachers on the Implementation and Utilization of various literacy interventions

Lead Person/Position		Year of Training	
Jennifer Peszek		2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	6	District	Building Administrators Special Education Teachers

Description of Training				
Utilization of a Coaching model from Math and Literacy coaches for special education teachers				
Lead Person/Position			Year of Training	
Crystal Wilchensky-Reading coach and Tara Doherty-Reading coach Math: Stephanie D'Alonzo and Kerri Urzillo			2025 2026 2027	
Hours Per Training	Number of Sessions		Provider	Audience
12	6		District	Special Education Teachers

### Parent Training

Description of Training			
Transition Meeting to share community resources for students with IEPs			
Lead Person/Position		Year of Training	
Susan Huske-Special Education teacher		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	District	Parents

--	--	--	--

<b>Description of Training</b>			
Supporting Parents on the Transition from Early Intervention to the School Age World			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Jennifer Peszek-Special Education Supervisor and Christine Bryan-School counselor		2025 2026 2027 2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents

### IEP Development

<b>Description of Training</b>			
Writing Effective IEPs			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Jennifer Peszek		2025 2026 2027 2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	2	District	Special Education Teachers

<b>Description of Training</b>			
Implementing Specially Designed Instruction in the General Education Setting			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Jennifer Peszek		2025 2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5	5	District	Building Administrators General Education Teachers Special Education Teachers

<b>Description of Training</b>			
Learning about the Invisible Disabilities that we don't "see," but require our supports- (Including physical, mental, and neurological			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Jennifer Peszek		2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	2	District	General Education Teachers Special Education Teachers

## Signatures & Affirmations

Approval Date

2025-05-21

### Uploaded Files

ISD Spec Ed Plan Affirmation 5-21-2025.pdf

- x 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.
- x 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.
- x 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.
- x The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- x 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.
- x 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

Bernadette C Reiley

Date

