

Profile and Plan Essentials

LEA Name		AUN
School District		101638803
Address 1		
311 Allison Ave		
Address 2		
City	State	Zip
Washington	PA	15301
Director of Special Education Name		
Camilla Justice		
Director of Special Education Email		
justicec@prexie.us		
Director of Special Education Phone Number		Director of Special Education Ext
724-223-5000		1332
Chief Administrator Name		
Mr George Lammay		
Chief Administrator Email		
lammayg@prexie.us		

Special Education Students

Total Number of Students Receiving Special Education

357

School District Total Student Enrollment

1593

Percent of Students Receiving Special Education

22.4

Steering Committee

Name	Position/Role	Building	Email
George Lammay	Superintendent	Washington SD	lammayg@prexie.us
Camilla Justice	Director of Special Education	Washington SD	justicec@prexie.us
BJ Mihelcic	Director of Curriculum	Washington SD	mihelcic@prexie.us
Darren Vaccaro	Building Principal	Washington Park El Sch	vaccaro@prexie.us
Courtney LeViere	Building Principal	Washington Park El Sch	levierec@prexie.us
Lou Magnotta	Building Principal	Washington Junior High School	magnottal@prexie.us
Jocelyn Sabruno	Building Principal	Washington SD	sabrunoj@prexie.us
Matthew Mols	Building Principal	Washington HS	molsm@prexie.us
Debbie Griffin	General Education Teacher	Washington Park El Sch	griffind@prexie.us
Andrew Spargur	General Education Teacher	Washington Junior High School	spargura@prexie.us
William "Ron" Todd	Special Education Teacher	Washington Junior High School	toddw@prexie.us
Kristine Makar	Special Education Teacher	Washington Park El Sch	makark@prexie.us
Breanna Baker	General Education Teacher	Washington HS	bakerb@prexie.us
Jessica Gardner	Special Education Teacher	Washington HS	faberj@prexie.us
Nicole Doss	Parent	Washington SD	dossn@prexie.us
Amy Roberts	Board Member	Washington SD	robertsa@prexie.us
Michelle Jacobs	Other	Washington SD	jacobsm@prexie.us
Keri Griffith	Other	Washington SD	griffithk@prexie.us

School District Areas of Improvement and Planning- Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning- Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality- Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality- Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality- Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

1. Is your School District currently a host district for a 1306 facility?

Yes

1.1. P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Super Nova Services	Residential Setting		District	1

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

The Washington School District is prepared to receive students and provide necessary services for students in these facilities. The Washington School District will be responsible for identifying the 1306 students through Child Find obligations and procedures. Any student residing in the facility that is found to be exceptional will be provided appropriate educational services in the least restrictive environment. The Washington School District will be responsible for providing the student with a free and appropriate program (FAPE) of special education and training consistent with Pennsylvania regulations and standards. The IEP team would be responsible for making decisions regarding the IEP development, include goals, programming, and educational placement for each student, to provide FAPE through a certified special education teacher. In the event Super Nova would not be able to bring a student on site, the Washington School District would provide a certified special education teacher to the 1306 facility. The district would also be responsible for seeking advice from the resident school district concerning the student and keeping the resident school district informed of its plan to educate the student to ensure FAPE is provided. All district administrators understand the obligations associated with 1306 facilities as referenced in the Basic Education Circular (BEC: Educational Programs for Students in "Non- Educational" Placements). As indicated in the BEC, "School districts which have students residing in a children's institution located within their borders ("host" school districts) are responsible for educating the students in those children's institutions." Washington School District would service as the host district for the 1306 students. The Washington School District will bill the resident school district for tuition of programming. The host school district will work in collaboration with the resident school district to provide all services. The host district would forward the 4605 PDE form to the resident school district. If the form is not signed and returned within 15 days, the host school district will send a second time. If again not returned, the host school district may construe such neglect to be acknowledgement of the student's residence.

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

When the Washington School District receives notice that another school district is educating a resident student under section 1306, the district first confirms residency. Next, the district acknowledges the resident student through the PDE 4605 form. This form provides appropriate documentation for funding to support the individual student's education. Finally, the Special Education Director attends the IEP team meetings and discharge planning meetings. The Washington School District LEA ensures that the student's plan is calculated for the student to make meaningful educational progress in the least restrictive environment. During transition planning, building-level teams (special education and general education teachers, building administration, counselors, and the home district representatives) become involved in the meetings to ensure all team members have input and can develop a plan for a

successful transition. Upon return, a reintegration meeting is held, and the IEP is reviewed and revised as necessary.

Incarcerated Students Oversight

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

Yes

§1306.2 Facilities			
Facility Name	Facility Type	Services Provided By	Student Count
Washington County Jail	Jail	District	8

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

The district's annual public notice is published in the local newspaper and on the district's website, thereby making the community members aware of the available screenings and services offered by the school district. When a responsible party (parent, guardian, legal representative) requests an evaluation for a student residing in the Washington School District, the district conducts such an evaluation within 60 days to determine eligibility and whether or not the team should proceed with the identification of special education services. Washington School District also works collaboratively with the Treatment Supervisor at the jail for when new students enter the jail and need schooling. The Washington School District supplies educational resources and teachers for students identified who are placed in the jail, regardless of students' home school district. When a student with a disability enters the jail, the Washington School District is notified by the jail's Treatment Supervisor of school age students' enrollment. The student(s) are offered the option of getting a GED through the Washington County Jail Program or completing their diploma through Washington School District. If the student chooses to complete their diploma, the timelines necessary for their RR / IEP paperwork are followed under IDEA and FAPE along with programming designed to meet their needs. The Washington School District's Special Education Department works with sending districts to correspond data and educational documentation to facilitate the graduation process. When the Washington School District is made aware that a student with a disability has been incarcerated outside of the city, the Special Education Department contacts the correctional facility to ensure the appropriate educational program is implemented for the student's academic success. When the district receives Determination of District Residence for Students in Facilities and Institutions (Forms 4605) the district verifies the family's residency then signs and returns the form. This form helps to expedite the contact with the institution regarding academic programming.

Least Restrictive Environment

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

SE Inside Regular Education Class 80% or more Target: School Year 80% or more 2021-2022 59.6 % 2020-2021 61.4 % 2019-2020 56.3 % 2018-2019 52.4 % 2018-2017 47.7 % The Washington School District has not had inclusion rates about the state average in the last five years. However, the percentage of inclusion has increased over the past five years. As a response to this data, the Washington School District will continue to develop and incorporate inclusion for students into all planning and preparation for staff.

SE Inside Regular Class <40% Target: School Year <40% 2021-2022 17.5 % 2020-2021 16.0 % 2019-2020 11.0 % 2018-2019 10.2 % 2018-2017 9.3 % The Washington School District has not met the state percentage since 2017-2018 school year. Since that time, the percentage of students included for <40% of their day has also increased. In response to this data, the district is providing professional development and support for promoting inclusion in the General Education setting.

SE in Other Settings Target: School Year Other Settings 2021-2022 7.6 % 2020-2021 7.2 % 2019-2020 7.0 % 2018-2019 7.6 % 2018-2017 10.3 % The Washington School District has had a slight decrease in the number of students in outside placements since 2017-2018. However, the number of students being referred for other settings is growing. This is attributed to the lack of programming inside of the district. While the district has been over the state average for several years, a data review indicates that some of the increase is due to improved reporting procedures. The Washington School District recognizes the need to reduce the number of students educated in Other Settings. In response to this data, the district has developed a new service delivery model, including services for students that were not available previously for the 2023-2024 school year to reduce reliance on placements outside of the comprehensive school setting.

Total Enrollment, Number of Special Education Students, and Percentage of District Target: SY Total Enrollment Special Education Students % District Special Ed 2021-2022 1501 354 23.6 2020-2021 1488 331 22.2 2019-2020 1480 327 22.1 2018-2019 1469 326 22.2 2018-2017 1478 285 19.3 The Washington School District has had a growing number of students with disabilities over the last five years. While enrollment has increased slightly, the number of students being identified and/or arriving with disabilities is growing. In response to this data, it is attributed to improvement of child find procedures across the district.

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

The Washington School District has expanded its offerings to provide a full continuum of services K- 12. The district's service delivery model includes several universal practices to address all students' academic and social/ emotional needs. The Washington School District is committed to providing a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). The design of each building's schedule allows for a full continuum of services. The inclusive nature of the schedule allows each IEP team to determine through the IEP the least restrictive environment. The Washington School District has participated in professional development and coaching on differentiated instruction and inclusive practices. The district is working on development and enhancement of a Multi-Tiered System of Support (MTSS) to address both academic and social/emotions needs of students in tiers 1, 2, and 3. The Washington School District also has a partnership with a local mental health agency that provides community-based mental health services at elementary schools. The district hopes to expand this program. Numerous community agencies support the district in supporting mental health needs. In addition, the district has a well-established Student Assistance Program (SAP) team that collaborates

with outside providers to ensure needed support is provided. Further, staff participate and engage in a professional learning community to strengthen their capacities to address the needs of all students.

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

Each year the Washington School District plans for curricular training and programming. A review of student data and administrative observation informs this planning. The Washington School District is committed to providing all students with an equal opportunity to succeed. The district utilizes a variety of evidence-based and research-based instructional approaches and programs in core academic areas to support participation in the general education curriculum. In addition, all students are supported in the general education curriculum with various supplemental programs and services identified through the MTSS system. Individual IEP teams utilize the Supplementary Aids and Services Toolkit (PATTAN) to identify services and support to enable students with disabilities to participate and succeed in general education settings. The district continues to collaborate with PaTTAN, and the Intermediate Unit (IU1) to deliver site-based training, consultation, and technical assistance to staff. Additionally, the district contracts with outside agencies for training and support to ensure all students have access to meaningful educational opportunities.

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

Each IEP team discusses the meaningful participation of students with disabilities in extracurricular activities during the IEP with this question: "To what extent, if any, will the student participate with non-disabled peers in extracurricular activities or other nonacademic activities?" In addition, individual teams discuss the supplementary aids and services needed for the school day and determine the necessary support for participation in extracurricular activities. The following are examples of support an IEP team may consider: physical environment needs (preferential seating or planned physical space for accessibility of a wheelchair), level of support staff collaboration (providing paraprofessional support, providing nursing services, providing vision/hearing teacher services), specialized equipment (use of assistive technology, specialized transportation, adapted sports equipment), pace and presentation style of activity (offering breaks, offering customized schedule for participation, offering visuals to supplement), accessibility to materials (use of assistive technology for accessing Braille materials), social-behavioral interactions (providing social stories, peer-assisted/mentoring support, intentional cooperative groups, explicit teaching of skills before the event) executive functioning (creating and reviewing a schedule of events, allowing for additional transition time, and creating organizational systems, checklists).

7. Describe the School District procedures that ensure, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district-led extracurricular activities.

The Washington School District administrators (Special Education Director, Principal, Superintendent, School Psychologists) attend all IEP meetings for students with disabilities that the district has placed in private institutions. During these meetings, the LEA ensures Chapter 14 compliance and, most importantly, that the student is making meaningful progress. In addition, opportunities for extracurricular participation are discussed, and any options for the student to be educated with non-disabled children are considered. Additionally, parents receive district communication regularly about extracurricular activities available within the district. The district works collaboratively with the private institutions and parents to provide the support needed for students to engage in the identified opportunities (i.e., enrollment at Western Area Career Technical Center (WACTC), community-based

work, participation in specific district courses, and district-sponsored sports teams). When the data indicates that the student is prepared to return to a comprehensive school, the Washington School District works closely with the family and the service provider to develop an individual reintegration plan.

8. **Discuss the School District's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out-of-district placement chart).**

During the 2022-2023 school year, the Washington School District completed an informal needs assessment and closely reviewed the data. The district revised the service delivery model in response to the data gathered. Data indicated a need for development of a robust MTSS system across the district, addition of Autistic Support and Emotional Support programming at the secondary grades, addition of Multiple Disabilities Support at the primary levels, and the development of or collaboration with local transition agencies for an 18 to 21-year-old programming with a focus on transition skills. By adding these programs to the district, the number of students needing outside placements will decrease. The district will implement these changes for the 2023-2024 school year.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
The Day School	Approved Private School (APS)		The Day School	Multiple Disabilities Support	1
Adelphoi Village	Other	Alternative Education Center	Adelphoi Village	Life Skills Support	1
Bentworth Partial Program	Other	Partial Hospitalization Program	Centerville Clinics & Bentworth SD	Life Skills Support	2
Transformation Learning Center	Licensed Private Academic		Transformation Learning Center	Emotional Support	8
Trinity High School	Other	Public School District	Trinity School District	Autistic Support	1
Watson Institute	Approved Private School (APS)		Watson Institute	Autistic Support	5
Western School for Blind Children	Approved Private School (APS)		Western School for Blind Children	Blind and Visually Impaired Support	1
Western Pennsylvania School for the Deaf	Approved Private School (APS)		Western Pennsylvania School for the Deaf	Deaf and Hard of Hearing Support	1

Positive Behavior Support

Date of Approval

2018-05-07

Uploaded Files

559.1 - Behavior Support for Students with Disabilities 2018.pdf

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

The Washington School District provides services K- 12 to address the emotional and social needs of students with disabilities. Students with disabilities can access all the services provided through the PBIS system and school-based behavioral health services. Additionally, based on IEP team recommendations, special education teachers and related service providers may provide individual or small group skills-based instruction using evidence-based curriculum and instructional practices. Washington School District utilizes comprehensive therapeutic emotional support services inside and outside of the district for those students who may require more assistance than can be provided during their school day. Washington School District provides Applied Behavior Analysis (ABA) therapy services for students with Autism. Several of the district's teachers and paraprofessionals have been trained in the area of ABA. Practitioners of applied behavior analysis aim to improve socially important behavior by using interventions that are based upon principles of learning theory and that have been evaluated in experiment using reliable and objective measurement. Washington School District is continuously working to improve emotional and social needs of students with disabilities.

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

The Washington School District is committed to approaching behavioral management with evidence-based positive approaches. Training topics for staff include components of functional behavioral assessments, classroom management, school-wide positive behavioral interventions, and best practices in behavioral support. All Special Education staff in the Washington School District will receive de-escalation training. Additionally, each school will be required to identify a crisis response team trained in crisis management program.

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

As part of the MTSS (Multiple Tiered System of Supports), the Washington School District Implements a PBIS program K- 12. The positive behavioral support policy complies with the PSBA model policy and Special Education regulations outlined in Chapter 14. The Washington School District promotes a positive behavior support model with all students. The district provides training in data collection, positive behavior support plans, and de-escalation to the appropriate staff. The district supports a proactive approach to discipline and behavioral support that emphasizes teaching skills and reinforcing appropriate behaviors. The student code of conduct and student handbooks follow these principles. School-wide and classroom-based expectations are proactive and use positive principles. The district recognizes the importance of effective communication with parents and guardians in a positive behavioral support program. The district utilizes the traditional in-school suspension room and serves as a place where students will receive support from behavior specialists through direct instruction, written reflections, and regular school work with the support of a special education teacher when appropriate. The Washington School District also has a behavior specialist at Washington Park School, a Dean of Discipline at the Jr/Sr High School and two full-time resource officers (one at each building). Additionally, Washington School District has also implemented the following programs within the

district: 1. Restorative Practices (i.e, Social-Emotional Learning circles, problem solving, relationship development, Suite 360 lessons for both students and staff, peer jury, conflict resolution, etc.) 2. Safe2Say Something - Safe2Say Something is a youth violence prevention program run by the Pennsylvania Office of Attorney General. The program teaches youth and adults how to recognize warning signs and signals, especially within social media, from individuals who may be a threat to themselves or others and to "say something" before it is too late. With Safe2Say Something, it's easy and confidential to report safety concerns to help prevent violence and tragedies. 4. ALICE Training and Stop the Bleed Training: Washington School District has SAP teams (Student Assistance Program) in place at both the Park school and at the Jr/Sr High School. Teacher must receive extensive training to be a member of this team. SAP is a K-12 school-based, evidence-informed framework for prevention, early intervention, referral, and support for students with needs that may prevent them from fully benefiting from their educational experience. SAP is designed to assist in identifying issues including alcohol, tobacco other drugs and mental health issues which pose a barrier to a student's success. The Washington School District continues to work to improve all positive behavior support practices K-12.

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

The Washington School District has a healthy support system for school-based behavioral health services. The district employs school counselors K- 12 who work with students, families, and school teams. The district contracts with the Intermediate Unit 1 for Social Workers for K-12 support, full time. In addition, Washington School District partners with Center for Community Resources for SAP referrals and services Washington School District also partners with Centerville Clinics and Washington Drug & Alcohol Commission for mental health therapy services. The Washington School District has used Bentworth's Partial Program for students in need of higher level of mental health services. The district strives for open communication with all mental health service providers, including short and long-term placements.

13. Describe the School District's restraint procedure.

Physical management procedures (restraints) are only used when necessary for safety and with the utmost care for the safety and wellbeing of the agitated person and everyone else. Physical management procedures (restraints) must meet the following criteria: 1) There must be an imminent risk of serious harm to the agitated person or someone else, 2) There must be no other practical way to prevent that harm without physical management, and 3) The risk of not intervening must be greater than the risk of intervening. The school-based crisis teams (trained Crisis Management Specialists) respond as needed and assess the situation using the above criteria. If physical management is required, the least restrictive method of restraint is applied, and an additional team member observes for safety and times the restraint. During the restraint, de-escalation methods are used. Holds are as brief as possible, and the crisis team plans for release following the safety crisis management procedures. A district nurse completes a brief post-incident assessment, and the family is contacted. The school team debriefs the student when appropriate. If the student has an IEP, an IEP team meeting is convened within ten days. During the IEP team meeting, the team reviews the incident, the student's positive behavioral support plan (if applicable), and IEP. The team decides if changes are needed to meet the students' needs. If the team needs additional information, the parent is given a permission to reevaluate. The district reports restraints through the RISC system.

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 district recognizes that it is responsible for identifying students who require intensive interagency coordination. These students are reported through the Special Education @ Home Reporting System. In addition, students who receive special education services, and are receiving homebound instruction, or whose IEP team has determined that the placement is Instruction Conducted in the Home, must be reported in this system. If the district cannot successfully locate or design a special education program to provide FAPE, the district would identify the student through the reporting system and participate in the intensive interagency process. The Washington School District maintains open and positive relationships with Intermediate Unit 1, PaTTAN, Child and Youth Services, and outside service providers. These relationships assist in the resolution of any issue impacting our students. The district is committed to expanding interagency relationships to best serve our students.

Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
School Psychologist	2	District Wide	Contractor
Physical Therapist	2	District Wide	Contractor
Occupational Therapist	2	District Wide	Contractor
Social Worker	2	District Wide	Contractor
Paraprofessionals	21	District Wide	District
Other	1	District Wide	Contractor
Other	1	District Wide	Contractor

1 Special Education Support Services

Special Education Personnel Development

Autism

Description of Training			
Ongoing on-site consultation around the Verbal Behavior Autism Initiative Program classrooms			
Lead Person/Position		Year of Training	
PaTTAN Consultants		2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	5	PaTTAN	Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Safety Care Crisis Prevention Training			
Lead Person/Position		Year of Training	
Camilla Justice, Special Education Director		2023	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	District Other	Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Bureau of Special Education Paraprofessional Credential of Competency: Entry Level Training Series			
Lead Person/Position		Year of Training	
Camilla Justice, Special Education Director		2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	7	PaTTAN	Paraprofessionals

Transition

Description of Training			
Indicator 13 Recap			
Lead Person/Position		Year of Training	
Camilla Justice, Special Education Director		2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Special Education Teachers

Science of Literacy

Description of Training			
A training on literacy development for all students and identifying the correct number of competencies around structured literature.			
Lead Person/Position		Year of Training	
District Leaders		2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Other	General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
New Student Orientation is designed to education and support parents and students entering into Washington School District.			
Lead Person/Position		Year of Training	
Building Administrators		2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Parents

IEP Development

Description of Training			
IEP Compliance Monitoring Review			
Lead Person/Position		Year of Training	
Camilla Justice, Special Education Director		2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Paraprofessionals Special Education Teachers

Signatures & Affirmations

Approval Date

2023-04-27

Uploaded Files

- 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

George Lammay

Date

2023-06-15