

Profile and Plan Essentials

LEA Name		AUN
Washington SD		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
724.914.8253		
Chief Administrator Name		
Mrs Alisa D King		
Chief Administrator Email		
kinga@prexie.us		

Special Education Students

Total Number of Students Receiving Special Education

373

School District Total Student Enrollment

1473

Percent of Students Receiving Special Education

25.3

Steering Committee

Name	Position/Role	Building	Email
Alisa King	Superintendent	Washington SD	kinga@prexie.us
Camilla Justice	Director of Special Education	Washington SD	justicec@prexie.us
Anna Stanziano	Other	Washington SD	stanzianoa@prexie.us
BJ Mihelcic	Director of Curriculum	Washington SD	mihelcic@prexie.us
Dr. Kurt Mahan	Building Principal	Washington Park El Sch	mahank@prexie.us
Dr. Nicole Bockstoce	Building Principal	Washington Park El Sch	bockstocen@prexie.us
Lou Magnotta	Building Principal	Washington Junior High School	magnottal@prexie.us
Dr. Roylin Petties	Building Principal	Washington HS	pettiesr@prexie.us
Sally Groves	General Education Teacher	Washington Park El Sch	grovess@prexie.us
Kristine Makar	Special Education Teacher	Washington Park El Sch	makark@prexie.us
Kyleigh Felio	Special Education Teacher	Washington Park El Sch	feliok@prexie.us
Jocelyn Floyd	Parent	Washington Park El Sch	floydj@prexie.us
Michelle Jacobs	Other	Washington SD	jacobsm@prexie.us
Keri Griffith	Other	Washington SD	griffithk@pexie.us
Jessica Gardner	Other	Washington SD	gardnerj@prexie.us
Amy Roberts	Board Member	Washington SD	robertsa@prexie.us

School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
The LEA will implement targeted strategies to improve outcomes related to FSA 6 (Graduation) and FSA 7 (Dropout) for students with disabilities.	The district will improve graduation outcomes through district- and building-level improvement plans (ATSI/TSI), aligned to State Performance Plan (SPP) graduation targets, and will review graduation data to identify trends and areas of concern. The district will monitor the progress of students with disabilities toward graduation, including at least semi-annual credit checks, failing grade meetings, and will provide targeted instructional or programmatic supports when concerns are known related to credit fulfillment or progress toward graduation requirements. Transition planning will be implemented within the IEP process beginning no later than age 14 and will include measurable postsecondary goals, align courses of study, and coordinated transition services to support graduation and postsecondary outcomes in alignment with SPP expectations.
FSA 11 (Least Restrictive Environment): Improving Outcomes for Students with Disabilities	The LEA will ensure that placement decisions for students with disabilities are made by the IEP team based on individual student needs and that removal from the general education setting occurs only when education in that setting cannot be achieved satisfactorily with the use of supplementary aids and services. The LEA will monitor placement data, including the percentage of students educated in the regular classroom 80% or more of the day and less than 40% of the day, and will implement targeted actions to address identified areas of concern. The LEA will review IEPs to ensure accurate calculation and documentation of instructional minutes and alignment of placement decisions with services delivered. The LEA will also review out-of-district placements annually to ensure continued appropriateness and consideration of less restrictive options.
FSA 17 (Public School Enrollment): Ensuring Access and Equitable Services	The LEA will ensure that students with disabilities, including parentally placed private school students, have access to special education services/MDE evaluations in accordance with regulatory requirements. The LEA will implement procedures to support equitable participation, including timely consultation, service planning, and communication with families. The LEA will monitor enrollment data and service provision to ensure access to supports and will implement targeted actions to address identified barriers to enrollment and participation.

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?

Yes

I.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	0
City Mission	Licensed Shelter		District	2
AMI Inc	Drug & Alcohol Treatment Center		District	0
Salvation Army	Licensed Shelter		District	0
Arc Human Services Residential Program	Resident Treatment Facility		District	0
Supportive Concepts	Resident Treatment Facility		Licensed Private Academic	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, as the host district, ensures that students residing in 1306 facilities are provided a free appropriate public education (FAPE) in the least restrictive environment (LRE) in accordance with IDEA and Chapter 14 regulations. The District fulfills Child Find responsibilities within required timelines and ensures that eligibility, programming, and placement decisions are made by a properly constituted IEP team based on individual student needs, with consideration of the full continuum of placements and the use of supplementary aids and services prior to more restrictive settings. The District provides access to appropriate placements and services delivered by certified staff and maintains educational oversight through ongoing progress monitoring, data review, and IEP team meetings to ensure continued appropriateness of placement. The District collaborates with resident school districts and facility staff to ensure continuity of programming and compliance with applicable regulations. The District maintains required documentation, including PDE-4605 forms, and follows established procedures for communication and tuition processes. The Washington School District assures compliance with IDEA, Chapter 14, and Pennsylvania Department of Education requirements.

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

District verifies residency, completes the PDE-4605 form, and maintains ongoing communication with the host district and facility to monitor the student's program and progress. The District/Facility participates in IEP and transition planning meetings to ensure the provision of a

free appropriate public education (FAPE) in the least restrictive environment (LRE). Transition planning occurs prior to discharge and includes coordination with district staff to ensure appropriate supports and placement are in place. Upon return, a reintegration meeting is held to review and revise the IEP as needed. The District continues to monitor student progress to support a successful transition and ongoing access to FAPE in the LRE.

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	3

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 Washington School District ensures a comprehensive system of oversight to identify, evaluate, and provide services to incarcerated students at the Washington County Correctional Facility (WCCF) who may be eligible for special education, in accordance with IDEA and Pennsylvania Chapter 14 regulations. The District fulfills its Child Find obligations through ongoing collaboration with WCCF staff to identify all school-age students entering the facility and review intake information and educational history. Upon notification of an incarcerated student, the District promptly obtains and reviews educational records, including prior IEPs and evaluation reports. For students with a current IEP, services are implemented without delay. For students suspected of having a disability or lacking current evaluation data, the District initiates the evaluation process and issues Permission to Evaluate (PTE) within required timelines. Eligibility is determined by a properly constituted multidisciplinary team. For students identified as eligible, the District develops and implements an IEP to provide a free appropriate public education (FAPE). The IEP team considers the unique circumstances of incarceration while ensuring access to appropriate academic instruction, supports, and related services. Placement decisions are made in accordance with 34 C.F.R. 300.114–300.116, based on individual student needs, with consideration of the full continuum of placements and the use of supplementary aids and services prior to more restrictive settings, to the extent practicable within the correctional environment. The District provides educational programming within WCCF aligned to student goals, including opportunities to pursue a high school diploma or GED, as appropriate. Ongoing communication with facility staff supports implementation of services, progress monitoring, and timely IEP review to ensure continued provision of FAPE. The District completes required documentation, including the PDE-4605 form, and follows established procedures for residency verification, communication, and funding. Through these procedures, the Washington School District ensures that all incarcerated students who may be eligible for special education are appropriately located, identified, evaluated, and provided services in compliance with IDEA, Chapter 14, and Pennsylvania Department of Education requirements.

Least Restrictive Environment

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

A review of the District's Special Education Data Reporting (SEDR) for Least Restrictive Environment (LRE) over the past three years demonstrates areas of both decline and targeted improvement needs. The percentage of students educated inside the regular classroom for 80% or more of the day has decreased from 55.8% in 2022–2023 to 48.5% in 2023–2024 and 44.9% in 2024–2025, remaining significantly below the state average of 61.7%. At the same time, the percentage of students educated in the regular classroom less than 40% of the day has improved from 23.2% in 2023–2024 to 17.6% in 2024–2025, reflecting a reduction in more restrictive placements; however, this rate remains above the state average of approximately 10.6%. The percentage of students educated in other settings has remained relatively stable (6.8%, 6.1%, 6.7%) and continues to exceed the state average of approximately 4.4%, indicating a continued need to reduce reliance on more restrictive placements. Overall, the District has demonstrated progress in reducing the percentage of students educated in highly restrictive settings (<40%). However, continued focus is needed to increase access to general education environments (=80%) in order to more closely align with state LRE targets. To support this effort, the District has expanded opportunities for push-in services at the high school level in core content areas, including Biology, Algebra, and English. Additionally, the Special Education Department will implement a systematic review process to identify students who are approaching more restrictive placements. For these students, teams will monitor progress and convene IEP meetings, as appropriate, to consider supports and services that promote increased participation in general education settings.

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 implements a cohesive system of universal (Tier I) practices to address the academic and social/emotional needs of all students requiring accommodations to access the learning environment. Core instruction is aligned to Pennsylvania Academic Standards and supported through evidence-based instructional practices and differentiation to ensure access for all learners. The District utilizes a Multi-Tiered System of Supports (MTSS) framework to provide consistent academic and behavioral supports across all settings. As part of this framework, the District uses multiple data sources, including benchmark assessments, classroom-based data, progress monitoring, and behavioral data, to identify students in need of additional support and to inform instructional decision-making. To support social/emotional development, the District implements schoolwide positive behavioral interventions and supports (PBIS), clearly defined behavioral expectations, and social-emotional supports. Staff are trained in trauma-informed practices and de-escalation strategies to support student engagement and

regulation. Additional universal supports include classroom accommodations, flexible grouping, environmental supports, and access to counseling and student assistance programming. These practices ensure access to the general education curriculum and a supportive learning environment for 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.

The Washington School District ensures meaningful participation of students with disabilities in the general education curriculum through aligned academic programming and ongoing staff training. Instruction is based on Pennsylvania Academic Standards and supported through differentiation, accommodations, and specially designed instruction to meet individual student needs. The District utilizes inclusive practices, including push-in services and collaboration between general education and special education staff, to increase access to grade-level content. IEP teams ensure that appropriate supports, services, and modifications are in place to enable participation in the general education environment to the maximum extent appropriate. Professional development is provided to general and special education staff to strengthen inclusive instructional practices, effective differentiation, and the implementation of accommodations and specially designed instruction. Training also includes strategies to support diverse learning needs, promote student engagement, and align instruction with IEP goals. Through these efforts, the District promotes equitable access to the general education curriculum and supports improved outcomes for students with disabilities.

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

The Washington School District ensures that students with disabilities have meaningful access to and participation in extracurricular activities through the provision of appropriate supplementary aids and services. These supports are determined by the IEP team based on individual student needs and may include accommodations, adult support, behavioral supports, assistive technology, and health-related services. The District collaborates with activity sponsors, coaches, and staff to implement necessary supports and ensure that students with disabilities can participate alongside nondisabled peers to the maximum extent appropriate. Environmental supports, modified expectations, and scheduling considerations may also be utilized to facilitate access and participation. Staff receive guidance on implementing accommodations and supports in extracurricular settings to ensure consistency with IEP requirements. Through these practices, the District promotes equitable access and meaningful participation in extracurricular activities for all students with disabilities.

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 ensures that students with disabilities placed in private institutions are educated in the least restrictive environment (LRE) to the maximum extent appropriate, in accordance with 34 C.F.R. §§300.114–300.118 and Pennsylvania Chapter 14 regulations. For students placed in private institutions by the IEP team, the District maintains responsibility for ensuring the provision of a free appropriate public education (FAPE). Placement decisions are made by the IEP team based on individual student needs, with consideration of the full continuum of placements and the use of supplementary aids and services prior to more restrictive settings. District representatives participate in all placement and review meetings to ensure compliance and monitor student progress. The District collaborates with private institutions and families to promote opportunities for interaction with nondisabled peers to the maximum extent appropriate. These opportunities may include participation in academic, vocational, and community-based experiences, including access to programs such as the Western Area Career and Technology Center (WACTC), community-based work experiences, and participation in district courses or activities when appropriate. Students placed in private institutions are also provided the opportunity to participate in district-led extracurricular and nonacademic activities. The District ensures families are informed of available opportunities and collaborates with private institutions to provide necessary supplementary aids and services, including accommodations, supports, and transportation, to facilitate participation. The District maintains oversight through ongoing communication, progress monitoring, and IEP team review. Placement decisions are revisited regularly, and when appropriate, the District collaborates with families and providers to develop and implement individualized reintegration plans to support movement to less restrictive environments. Through these procedures, the Washington School District ensures compliance with IDEA and Chapter 14 while promoting access to nondisabled peers, participation in extracurricular activities, and progress toward less restrictive settings.

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).

A review of the District's Special Education Data Reporting (SEDR) over the past three years indicates a continued need to build internal capacity and expand programs and services to ensure a full continuum of placements. The percentage of students educated in other settings has remained relatively stable (6.8% in 2022–2023, 6.1% in 2023–2024, and 6.7% in 2024–2025), consistently exceeding the state average of approximately 4.4%, indicating ongoing reliance on more restrictive, out-of-district placements. Additionally, the District's percentage of students educated in the regular classroom for 80% or more of the day has decreased over time (55.8% to 44.9%), while remaining below the state average of 61.7%, further demonstrating the need to strengthen in-district programming and inclusive practices. These data indicate a need for the

District to expand its continuum of services by increasing access to inclusive instructional models, developing additional in-district programming to support students with more intensive academic and behavioral needs, and strengthening the use of supplementary aids and services within general education settings. The District currently provides a continuum of services across grades K–12, including general education with supports, learning support, emotional support, autistic support, multiple disabilities support, and transition programming, and continues to expand these offerings to better meet student needs within the District. Efforts to build staff capacity through targeted professional development and enhanced collaboration between general and special education will further support the delivery of services within the District. By expanding in-district supports and programs, the District aims to reduce reliance on out-of-district placements and increase opportunities for students with disabilities to be educated in the least restrictive environment.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Western Pennsylvania School for the Deaf	Approved Private School (APS)		Western Pennsylvania School for the Deaf	Deaf and Hard of Hearing Support	0
Western School for Blind Children	Approved Private School (APS)		Western School for Blind Children	Blind and Visually Impaired Support	0
The Day School	Approved Private School (APS)		The Day School	Multiple Disabilities Support	0
Bentworth Partial Program	Other	Partial Hospitalization Program	Centerville Clinics & Bentworth SD	Emotional Support	1
Transformation Learning Center	Licensed Private Academic		Transformation Learning Center	Emotional Support	3
The Education Center at the Watson Institute	Approved Private School (APS)		Watson Institute	Autistic Support	2
Transitional Employment Consultants (TEC)	Other	Transition Program	Transitional Employment Consultants (TEC)	Life Skills Support	1
IU1 McMurray Campus	Other	Special Education Center	Intermediate Unit 1	Emotional Support	2

IU1 Waynesburg Campus	Other	Special Education Center	Intermediate Unit 1	Emotional Support	2
IU1 McMurray Campus	Other	Special Education Center	Intermediate Unit 1	Autistic Support	1
IU1 McMurray Campus	Other	Special Education Center	Intermediate Unit 1	Multiple Disabilities Support	1
Wesley Schools	Approved Private School (APS)		Wesley Spectrum Services	Emotional Support	0
Wesley Schools	Approved Private School (APS)		Wesley Spectrum Services	Autistic Support	0
IU1 McMurray Partial Hospitalization Program (PHP)	Other	Partial Hospitalization Program	Intermediate Unit 1	Emotional Support	0

Positive Behavior Support

Date of Approval

2024-12-02

Uploaded Files

559.1 - Behavior Support For Students With Disabilities Rev 12-24.pdf

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

The Washington School District supports the emotional and social needs of students with disabilities through a comprehensive, school-based system of behavioral health and social-emotional supports. The District utilizes schoolwide Positive Behavioral Interventions and Supports (PBIS) frameworks and coordinated behavioral health services to promote the development of social-emotional skills, establish clear behavioral expectations, and support positive student engagement. School counseling services are a key component of this system, providing students with access to individual counseling, small group counseling, and classroom-based social-emotional instruction. Counselors collaborate with staff, families, and community agencies to address students' academic, behavioral, and emotional needs. The District also implements structured support systems such as the Student Assistance Program (SAP), which identifies students in need of additional behavioral or mental health support and coordinates appropriate interventions and referrals. Additional supports include partnerships with community agencies to provide counseling, mental health services, and substance use prevention programming. When behavioral needs are identified, supports are informed by Functional Behavioral Assessments and may include the development and implementation of Positive Behavior Support Plans designed to teach replacement behaviors and improve student outcomes. Staff are provided with ongoing training in positive behavior supports, de-escalation strategies, and trauma-informed practices to ensure consistent and effective responses to student needs. The District further incorporates restorative practices and social-emotional skill development opportunities to promote positive peer interactions, problem-solving, and a sense of belonging. Through these coordinated systems, the Washington School District promotes a positive, inclusive environment that supports the emotional and social development of students with disabilities and ensures access to the educational environment.

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 provides ongoing, systematic training to staff in the use of positive behavior supports, de-escalation techniques, and appropriate responses to student behavior, in alignment with IDEA, Chapter 14 regulations, and Board Policy 559.1. Consistent with Board policy, the District ensures staff receive initial and ongoing training in the implementation of

positive behavior supports, including Functional Behavioral Assessments (FBA), development and implementation of Positive Behavior Support Plans (PBSPs), and the use of research-based behavioral interventions. Staff are also trained in schoolwide Positive Behavioral Interventions and Supports (PBIS), with a focus on establishing clear expectations, reinforcing positive behavior, and utilizing data to guide decision-making. The District utilizes QBS Safety-Care as its primary crisis prevention and intervention training program. Through this model, staff are trained in preventative strategies, recognition of early warning signs, verbal de-escalation techniques, and safe, appropriate responses to behaviors that may require immediate intervention, with an emphasis on maintaining student dignity and safety. Additional training includes trauma-informed practices and proactive approaches to behavior management, including identification of triggers, use of reinforcement systems, and instruction of replacement behaviors. The District partners with System 123 and The Arc of Pennsylvania – Include Me, and the IU1 to provide supplemental professional development focused on de-escalation, inclusive practices, and supporting students with behavioral needs. All special education staff receive training in crisis prevention, and each building maintains a designated crisis response team. Staff are trained in procedures related to the use of restraint and seclusion, which are utilized only as a last resort when a student presents a clear and present danger to self or others, in accordance with Board Policy 559.1 and applicable regulations. The District ensures implementation fidelity through ongoing monitoring of behavioral data, coaching, and collaboration with PaTTAN and Intermediate Unit 1 (IU1). Data are used to evaluate the effectiveness of supports, guide decision-making, and inform additional training needs. Through these coordinated training efforts, the District ensures staff are equipped to implement proactive, preventative, and responsive strategies that support student behavior, maintain safe learning environments, and promote access to education in the least restrictive environment.

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

The Washington School District implements schoolwide positive support programs through a consistent Positive Behavioral Interventions and Supports (PBIS) framework to promote safe, supportive, and inclusive learning environments. Clear behavioral expectations are established, explicitly taught, and reinforced across all settings, with an emphasis on the development of social-emotional skills and appropriate replacement behaviors. Building teams regularly review behavioral data to identify trends, guide decision-making, and strengthen school climate. The District also provides social-emotional supports through counseling services and the Student Assistance Program (SAP) to proactively address student needs. Staff are trained in positive, preventative practices, including trauma-informed approaches and de-escalation strategies, to support student engagement and reduce behavioral escalation. Through these coordinated efforts, the District promotes positive behavior, supports student well-being, and ensures access to the educational environment for all students.

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

The Washington School District provides coordinated school-based behavioral health services to support the social, emotional, and behavioral needs of students, in alignment with IDEA, Chapter 14 regulations, and Board Policy 559.1. The District utilizes a combination of internal staff and community partnerships to deliver services. School counselors (K–12) and Intermediate Unit 1 (IU1) social workers provide direct and consultative support to students, families, and school teams. Each building maintains a Student Assistance Program (SAP) to identify students in need of behavioral health support and coordinate referrals. The District partners with community agencies, including the Center for Community Resources, Centerville Clinics, and the Washington Drug and Alcohol Commission, to provide counseling, mental health, and substance use services. For students requiring more intensive support, the District collaborates with external providers, including partial hospitalization programs, to ensure continuity of care and support successful reintegration. Behavioral health services may include individual counseling, small group interventions, behavioral consultation, and referrals to outside agencies. These supports are aligned with schoolwide positive behavior systems and, when appropriate, Individualized Education Programs (IEPs) and Positive Behavior Support Plans (PBSPs) to ensure coordinated implementation and progress monitoring. Through these coordinated services, the District ensures students receive timely, comprehensive behavioral health support to promote engagement and access to the educational environment.

13. Describe the School District's restraint procedure.

The Washington School District implements restraint procedures in accordance with IDEA, Pennsylvania Chapter 14 regulations, and Board Policy 559.1. The District maintains a positive behavior support framework grounded in the use of Functional Behavioral Assessments (FBA) and the development and implementation of Positive Behavior Support Plans (PBSPs) to teach and reinforce appropriate replacement behaviors. Restraint is utilized only as a last resort in situations involving a clear and present danger to the student or others, and only after less restrictive interventions have been attempted and determined to be ineffective. Each school maintains a designated crisis response team trained in QBS Safety-Care to ensure the use of safe, approved physical management techniques and consistent implementation of de-escalation strategies. When a crisis occurs, trained staff assess the immediacy and severity of risk and determine whether physical intervention is necessary. If restraint is required, the least restrictive technique is used, continuous monitoring is maintained, and the intervention is terminated as soon as the safety concern is resolved. Mechanical, prone, or breathing-restrictive restraints are prohibited. The District prohibits the use of aversive techniques, demeaning treatment, and punishment for behaviors that are manifestations of a student's disability. Seclusion, when utilized, is implemented only in accordance with Board policy, with continuous supervision and never in a locked setting. All incidents involving restraint are documented using a standardized reporting process and submitted through the Pennsylvania Restraint Information System Collection (RISC), in accordance with state requirements. Parents/guardians are notified within 24 hours and/or as

soon as practicable following the incident. Following each incident, the District implements a structured review process. For students with an IEP, the IEP team is convened within ten (10) school days, unless waived by the parent, to review the incident and determine appropriate next steps. This may include conducting or revising an FBA, developing or revising a PBSP, considering a reevaluation or change in placement, or modifying specially designed instruction or related services. The District conducts ongoing analysis of restraint data, including RISC reporting, to monitor trends, inform staff training, and ensure compliance. These practices support continuous improvement and reinforce the District's commitment to minimizing the use of restraint through proactive and preventative strategies. Through these procedures, the Washington School District ensures that restraint is used only when necessary, implemented safely by trained personnel, and followed by a structured, data-driven process to support student needs and prevent future occurrences.

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 Washington School District recognizes that instruction conducted in the home is a highly restrictive placement and is utilized only when necessary based on individual student needs. The District closely monitors students receiving instruction in the home to ensure continuity of services and to minimize the duration of such placements. An area of concern includes the potential for delays in returning students to a less restrictive environment, particularly when students are awaiting appropriate placements or require coordination with outside agencies. To address this, the District actively monitors timelines, including the 30-day threshold outlined in Cordero, and engages in ongoing collaboration with families, Intermediate Unit 1 (IU1), and other child-serving agencies to expedite placement. The District also recognizes that students receiving instruction in the home may experience reduced access to peer interaction, extracurricular opportunities, and the full educational environment, which may impact both academic progress and social-emotional development. Additionally, the District identifies attendance and engagement as an area of concern, particularly for students with significant medical conditions, terminal illness, or mental health needs, which may impact consistent participation in instruction. In response, the District maintains ongoing communication with families and providers, monitors student engagement, and adjusts supports as needed to promote participation to the greatest extent possible.

Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
School Psychologist	2.6	District Wide	Contractor
Physical Therapist	2	District Wide	Contractor
Occupational Therapist	2	District Wide	Contractor
Social Worker	2.6	District Wide	Contractor
Paraprofessionals	29	District Wide	District
Director of Special Education	1	District Wide	District
Other	1	District Wide	District
Other	1	Secondary	Contractor
Other	1	District Wide	Contractor
Other	7	District Wide	District

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		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	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		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	District Other	Building Administrators Central Office Administrators General Education Teachers 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		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
2	7	PaTTAN	Paraprofessionals Other

Transition

Description of Training			
College and Career Readiness Fair			
Lead Person/Position		Year of Training	
Transition Coordinator		2026	
		2027	
		2028	
		2029	

Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Central Office Administrators Parents Special Education Teachers Other

Science of Literacy

Description of Training			
ELA Initiatives: ESGI Grouping, Heggerty, UFLi			
Lead Person/Position		Year of Training	
District Leaders		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3.5	1	District Other	General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
YOU ARE NOT ALONE IN NAVIGATING SPECIAL EDUCATION We're here to support you.			
Lead Person/Position		Year of Training	
Local Task Force		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	General Education Teachers Parents Paraprofessionals Special Education Teachers

IEP Development

Description of Training			
Neophyte Trainings (IEP Compliance and More)			
Lead Person/Position		Year of Training	
Camilla Justice, Special Education Director/Anna Stanziano, Assistant Special Education Director		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	10	District	Paraprofessionals Special Education Teachers

Signatures & Affirmations

Approval Date

2026-04-30

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

Alisa D. King

Date

2026-04-29