

Profile and Plan Essentials

LEA Name		AUN	
Fannett-Metal SD		112282004	
Address 1			
14823 Path Valley Road			
Address 2			
P.O. Box 91			
City	State	Zip	
Willow Hill	PA	17271	
Director of Special Education Name			
Dr. Tara Will			
Director of Special Education Email			
willt@fmtigers.org			
Director of Special Education Phone Number		Director of Special Education Ext	
7173943011		3011	
Chief Administrator Name			
Dr Tara Will			
Chief Administrator Email			
willt@fmtigers.org			

Special Education Students

Total Number of Students Receiving Special Education

97

School District Total Student Enrollment

377

Percent of Students Receiving Special Education

25.7

Steering Committee

Name	Position/Role	Building	Email
Teresa Black	Director of Special Education	Fannett-Metal SD	blackt@fmtigers.org
Stephanie Shoemaker	Building Principal	Fannett-Metal El Sch	shoemakers@fmtigers.org
Todd Best	Building Principal	Fannett-Metal SHS	bestt@fmtigers.org
Megan Thomas	Other	Fannett-Metal SD	mthomas@iu08.org
Tara Will	Superintendent	Fannett-Metal SD	willt@fmtigers.org
Daniel Simpson	Parent	Fannett-Metal SHS	SimpsonD@fmtigers.org
Marybeth Zepka	Parent	Fannett-Metal El Sch	chriszepka@outlook.com
Sandara Miley	General Education Teacher	Fannett-Metal El Sch	mileys@fmtigers.org
Thomas Otis	Special Education Teacher	Fannett-Metal SHS	otist@fmtigers.org
Michelle Gordon	General Education Teacher	Fannett-Metal SHS	gordonm@fmtigers.org
Bonnie Cornelious	Board Member	Fannett-Metal SD	corneliousb@fmtigers.org
Catherine Adams	Board Member	Fannett-Metal SD	adamsca@fmtigers.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)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Improvement and Planning Activity
Will be addressed by Record Review and Professional Development.
The Special Education department will review the current IEPs to confirm that each student is receiving the correct level of service ie Itinerant, supplemental or full time.
The master schedule includes 2-60 minute periods for ELA and Math. If this is a contributing factor that caused the increase in Supplemental supports provided to students, the master schedule may need to be modified.
Professional Development opportunities will be offered to all Special Education teachers during the 2024-2025 school year. The topics will include IEP writing and will provide an in depth look into understanding the level of support offered to Special Education students.

Parent Involvement (Indicator 8)

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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Non-Resident Students Oversight

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

No

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.)

FMSD does not currently have any detention homes, drug and alcohol treatment facilities, or homes for orphans, etc., within the borders of the district. At this time there is one therapeutic foster care home that infrequently hosts students. The director of special education is charged with convening a team to review student needs and available services within the host area while working with the facility and host district to ensure LRE is maintained. Every effort is made to ensure that student needs are identified, communicated to all needed parties, and a plan developed to provide supports and services within the least restrictive environment. Regular monitoring of student functioning occurs to determine if changes to the implemented program of services and supports needs to be made.

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

Regular review of student functioning is initiated by the director of special education in addition to typical progress monitoring conducted for all special education students. When a student is able to leave the 1306 facility and return to their typical school a transition plan is developed in an attempt to successfully manage the student's needs. This plan is a collaborative endeavor with those staff at the "sending" school and facility and those within the "receiving" school.

Incarcerated Students Oversight

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

No

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).**

No response required. However, Lincoln Intermediate Unit No. 12 provides educational services to eligible incarcerated students at the Franklin County Jail which is located in a neighboring school district. The district maintains a relationship with the LIU and would coordinate the needed sharing of information and documents with educational staff at the jail to ensure FAPE is being offered.

Least Restrictive Environment

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

At this time, the District has not met the target for LRE - it is being investigated. We will continue to ensure that the regular education environment is the first placement of choice with needed aids and services as long as educational benefit is achieved and student need is met. The district's percentage of students with speech language impairment is being monitored as this population continues to grow. Regular education intervention is being discussed.

- 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?**

Fannett-Metal School District utilizes two main practices that are universally available to support students.: The Student Assistance Program and the Instructional Support Team (IST). Referrals for any concern can be made to the school principal who will then mobilize the appropriate intervention group. The designated team is charged with developing appropriate interventions/accommodations based upon the student's individual circumstances. Data analysis is a key first step in determining next steps for each student which may then include adaptations or accommodations to the regular education program, referral to additional supports, or evaluation for possible special education eligibility.

- 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.**

Fannett-Metal School District ensures meaningful participation of students with disabilities in the general education curriculum by providing all educators with needed support. This support can include district-wide training on modifying/adapting instructional materials, training on positive communication with all students and parents, and time to meet with special education instructors to assist in curriculum modifications needed to lead to student success. Teachers can also be afforded time to observe peers who are exceptional in instructing students with disabilities. Training on a variety of strategies to use in the classroom to elicit maximum student attention to instruction.

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

Fannett-Metal prides itself on making certain every student that wants to participate in extracurricular activities has the opportunity and means to do so. The district realizes the

importance of activities outside of the traditional classroom and has purchased specialized equipment, provided adult supervision, and has deployed nursing specialists in order for all children to have these experiences.

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.**

There are limited options available for student placement off campus that are within a reasonable drive from the Fannett-Metal School District. Meeting student need is of paramount importance to the district and the location of the service is not a deciding factor to the LEA if services cannot be provided relatively near the schools. Parent wishes are considered as is length of time a student may need to spend on transportation each day. Efforts are made to support students on campus, but when a placement is needed the district is limited by the type of students admitted to and attending the specialized placement. Education with regular education peers as much as is appropriate is always a goal, but not always feasible given the programs that are available (e.g. there is no partial hospitalization program in the County). Students with disabilities who are residents of the district that are receiving their educational programming off campus are permitted to participate in district lead extracurricular activities if so desired and safe to do so. Needed supports and accommodations are provided to ensure participation is possible.

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).**

Fannett-Metal School District is a small, rural, geographically isolated public school in south central Pennsylvania. As student need has presented additional special education classrooms on campus have been added to ensure appropriate continuation of services. For those students who present with needs that cannot be met with additional supplementary aids and services, FMSD utilizes programs administered by outside agencies including Lincoln Intermediate Unit No. 12, Merakey, and River Rock Academy as well as partnering with neighboring LEA's who may have available programs appropriate for certain students. On-going relationships with County agencies such as the Child & Adolescent Service Systems are maintained to assist the district with high need students.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Franklin Learning Center	Other	Public Special Needs Facility	Lincoln Intermediate Unit No. 12 and constituent districts	Multiple Disabilities Support	1

River Rock Academy	Licensed Private Academic		Customized Alternative Education Services	Emotional Support	1
SOAR (Student Options to Acquire Resiliency)	Other	Mental health treatment alternative to hospitalization	Folium, Inc	Emotional Support	1

Positive Behavior Support

Date of Approval

2020-11-10

Uploaded Files

Behavior Support Policy.docx

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

Having a caring and compassionate staff is certainly part of the equation here at Fannett-Metal, but it goes beyond that. Teachers are well versed in providing structure to students throughout the day while also having clear and predictable routines in the classroom. Positive behavior support with rewards is part of every special education classroom and teachers reinforce student expectations and model desired behavior throughout the school year. As many students come from situations that are less than ideal, these fundamental principals provide a safe haven for learning and social/emotional growth. Students need to know that they are cared for, safe, and respected in order to thrive socially and emotionally. Our teachers are the first line of support for students with social and emotional needs. Encouraging involvement with peers through positive means and activities, modeling expectations, and establishing clear and meaningful rewards and consequences within the classroom are used daily. For those that may have needs beyond what can be provided within the classroom referral for additional services may occur and include any number of interventions offered by the school counselor or school based mental health provider. Students may need additional/supplemental aids or services to fully participate in activities that will promote social and/or emotional growth, which are always considered by the IEP team. Frequent communication and collaboration with parents on the needs of their children, with regular monitoring by the teacher and IEP team may result in changes to supports provided or, in extreme cases, the location of those services if FMSD is not able to provide for the child's needs on campus.

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.

All special education classrooms utilize a positive behavior support program to promote desired behavior and reward good choices. Additionally, the district provides training to all special education and administrative staff on the philosophy and techniques of The Crisis Prevention Institute (CPI). This training is provided every two years following CPI's recommendation and emphasizes intervention and de-escalation techniques in order to avoid serious student behaviors. Staff are encouraged to reflect on how their approach to student situations can contribute to the resolution or further deterioration of a given behavioral situation. However, if, as

a last resort, a student becomes a danger to themselves or others safety restraint procedures developed by the Institute are utilized.

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

The School-Wide Positive Behavior Support Program at Fannett-Metal School District has been most successful at the elementary school level. Utilizing a reward and recognition system that is based upon the GRRREAT theme, students earn Tiger Paws for: Giving 100 percent, Responsibility, Respect, Right Choices, Encouraging Others, Accepting Differences, and showing Team Work. Individual and classroom rewards can be earned. Office discipline referrals have been used to gauge discipline improvement since implementation many years ago. Review of expected behavior is reviewed at least yearly with all students as well as the theme being reinforced within the classroom by each teacher. The secondary building also implements a positive approach to behavior working with students to determine what appropriate behavior looks like and providing individual, classroom and school-wide rewards and incentives. Secondary school-wide programming has been less successful due to inconsistent implementation likely caused by frequent administrative turnover. Both formal and informal programs have been attempted with many classrooms implementing their own positive behavior support program for the classes that they teach. This area continues to be reviewed with an anticipated formal SWPBS program being adopted in the near future.

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

In addition to two full time school counselors and a part time school psychologist, the Fannett-Metal School District has contracted with TrueNorth Wellness (<https://www.truenorthwellness.org/behavioral-health-services/>) to provide professional individual, group, and family therapy on campus. For student and family needs that exceed what can be provided by school staff, a referral to TrueNorth may be made if the concern is within their area of expertise. Otherwise, families are encouraged to utilize community and agency services that may better meet their unique needs.

13. Describe the School District's restraint procedure.

Restraint is the last option used to control student behavior and is only to be used when the safety, welfare, and security of the individual or his/her peers is at risk. A core group of special education staff and paraprofessionals are trained, and regularly updated, in the Crisis Prevention Institute method of nonviolent crisis intervention. In the event of that a restraint is used, the trained team will properly document the incident, notify the parents and schedule an IEP meeting within 10 days. The purpose of the IEP meeting is to make necessary changes to the behavior plan and positive behavior support plan. Any incident warranting a restraint, will be properly documented according to the reporting procedure (RISC).

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.

We have no student(s) who are consistently receiving instruction completed in the home and falling under the Cordero case.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FB	Elementary	Full-time (1.0)	05/29/2024 12:29 PM

Building Name		
Fannett-Metal El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
	Classroom Location	Age Range
	Elementary	6 to 11
Age Range Justification		FTE %
Elementary Learning Support serves Kdg - grade 5		0.7

Building Name		
Fannett-Metal El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
	Classroom Location	Age Range
	Elementary	6 to 11
Age Range Justification		FTE %
Elementary Learning Support serves Kdg - grade 5		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JS	Elementary	Full-time (1.0)	05/23/2024 12:38 PM

Building Name			
Fannett-Metal El Sch			
Support Type			
Life Skills Support			
Support Sub-Type			
Life Skills Support (Grades K-6)			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			2
	Classroom Location		Age Range

	Elementary	5 to 8
Age Range Justification		FTE %
		0.1

Building Name		
Fannett-Metal El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
	Classroom Location	Age Range
	Elementary	5 to 8
Age Range Justification		FTE %
		0.04

Building Name		
Fannett-Metal El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
	Classroom Location	Age Range
	Elementary	5 to 8
Age Range Justification		FTE %
		0.03

Building Name		
Fannett-Metal El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
	Classroom Location	Age Range
	Elementary	5 to 8
Age Range Justification		FTE %
		0.1

Building Name		
Fannett-Metal El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
	Classroom Location	Age Range
	Elementary	5 to 8
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RW	Secondary	Full-time (1.0)	05/23/2024 12:38 PM

Building Name		
Fannett-Metal MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
	Classroom Location	Age Range
	Secondary	11 to 13
Age Range Justification		FTE %
		0.2

Building Name		
Fannett-Metal MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
	Classroom Location	Age Range
	Secondary	11 to 13
Age Range Justification		FTE %
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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TO	Secondary	Full-time (1.0)	02/12/2024 08:40 AM
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Building Name		
Fannett-Metal MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Classroom Location	Age Range	
Secondary	15 to 18	
Age Range Justification		FTE %
		0.05

Building Name		
Fannett-Metal SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Level of Support		Case Load
Itinerant (20% or Less)		2
Classroom Location	Age Range	
Secondary	15 to 18	
Age Range Justification		FTE %
Secondary Life Skills Support classroom grades 6-12		0.04

Building Name		
Fannett-Metal SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Classroom Location	Age Range	
Secondary	15 to 18	
Age Range Justification		FTE %
		0.36

Special Education Facilities

Building Name		Room #
Fannett-Metal MS		1
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
50 feet, 0 inches x 21 feet, 9 inches	1087sqft	38
Implementation Date		
2021-10-25		
Uploaded Files		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

1 Assurance Check

Building Name		Room #
Fannett-Metal El Sch		102
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 6 inches x 27 feet, 0 inches	769sqft	27
Implementation Date		
2021-08-23		
Uploaded Files		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	

The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

2 Assurance Check

Building Name		Room #
Fannett-Metal MS		26
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 20 feet, 0 inches	600sqft	21
Implementation Date		
2021-10-25		
Uploaded Files		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

3 Assurance Check

Building Name		Room #
Fannett-Metal SHS		7
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 16 feet, 2 inches	355sqft	12
Implementation Date		
2021-10-25		
Uploaded Files		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	

The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

4 Assurance Check

Building Name		Room #
Fannett-Metal El Sch		105
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 6 inches x 27 feet, 0 inches	769sqft	27
Implementation Date		
2021-10-25		
Uploaded Files		

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

5 Assurance Check

Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	1	District Wide	Contractor
Guidance Counselor	1	Elementary	District
Guidance Counselor	1	Secondary	District
Occupational Therapist	1	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Other	1	District Wide	Contractor
Paraprofessionals	4	District Wide	District
Other	1	District Wide	Contractor

6 Special Education Support Services

Special Education Personnel Development

Autism

Description of Training			
Working with students diagnosed with Autism			
Lead Person/Position		Year of Training	
Suzanne Wasilowski		2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
PBIS Training			
Lead Person/Position		Year of Training	
Tanya Morret		2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	5	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

Paraprofessional

Description of Training			
Sessions from PaTTAN's Special Education Paraprofessional Training Series are available online. Trainings provide practical information regarding educational methods and resources to special education paraprofessionals working with students in a variety of educational settings. These sessions will assist special education paraprofessionals to gain knowledge related to the standards listed in the Pennsylvania Credential of Competency Checklist, and obtain in-service training hours required by Pennsylvania regulations.			
Lead Person/Position		Year of Training	
PaTTAN		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	20	PaTTAN	General Education Teachers Paraprofessionals Special Education Teachers

Transition

Description of Training			
A review of the IEP and Transition			
Lead Person/Position		Year of Training	
PDE/PaTTAN		2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	6	Intermediate Unit PaTTAN Other	Central Office Administrators Special Education Teachers

Science of Literacy

Description of Training			
ELA Curriculum Staff Development			
Lead Person/Position		Year of Training	
Stephanie Shoemaker and Curriculum Vendor		2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
4	2	District Intermediate Unit Other	Building Administrators General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Variety of individual trainings including ELA, Math and Cyber information			
Lead Person/Position		Year of Training	
Building Administration and Counseling		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Parents

IEP Development

Description of Training			
This self-paced twelve module online course provides participants with instruction on required elements for each section of the Individualized Education Program (IEP) as well as best practice considerations when preparing for and conducting an IEP team meeting.			
Lead Person/Position		Year of Training	
Cecil Crouch - content expert - PaTTAN		2024	
Hours Per Training	Number of Sessions	Provider	Audience
1.25	12	PaTTAN	Special Education Teachers

Signatures & Affirmations

Approval Date

2024-04-11

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

Dr. Tara Will

Date

2024-05-23