

Profile and Plan Essentials

LEA Name		AUN	
School District		111312503	
Address 1			
2400 Cassady Ave			
Address 2			
Suite 2			
City		State	Zip
Huntingdon		PA	16652
Director of Special Education Name			
Sean Cummins			
Director of Special Education Email			
scummins@huntsd.org			
Director of Special Education Phone Number		Director of Special Education Ext	
(814) 643-4140		2123	
Chief Administrator Name			
Mrs Jennifer Mitchell			
Chief Administrator Email			
jmitchell@huntsd.org			

Special Education Students

Total Number of Students Receiving Special Education

411

School District Total Student Enrollment

1666

Percent of Students Receiving Special Education

24.7

Steering Committee

Name	Position/Role	Building	Email
Sean Cummins	Director of Special Education	Huntingdon Area SD	scummins@huntsd.org
Trista Mitchell	Board Member	Huntingdon Area SD	tmitchell@huntsd.org
John Miller	Building Principal	Standing Stone El Sch	jmiller@huntsd.org
Sarah Marter	Special Education Teacher	Huntingdon Area SHS	sbunch@huntsd.org
Chris Patrick	General Education Teacher	Huntingdon Area SHS	cpatrick@huntsd.org
Heidi Albert	Special Education Teacher	Standing Stone El Sch	halbert@huntsd.org
Whitney and John Rivello	Parent	Huntingdon Area SD	whitneyrivello@comcast.net
Travis Lee	Director of Curriculum	Huntingdon Area SD	tlee@huntsd.org
Jennifer Mitchell	Superintendent	Huntingdon Area SD	jmitchell@huntsd.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)

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.

RTI (only if state approved)

Building Name	AUN	Branch Number	RTI	Approved RTI Use
Standing Stone El Sch	111312503	7620	Reading	
Southside El Sch	111312503	7525	Reading	

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.)**

The Huntingdon Area School District currently does not have any facilities that operate under Section 1306 guidelines. In the event that a facility would locate within the district, our district would fully comply with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations under Section 1306 of the Public School Code as outline in the BEC: Educational Programs for Students in Non-Educational Placements 22 Pa. Code Section 14.102. Any barriers would be addressed through continued collaborative efforts between our district and 1306 facilities to ensure child find and provision of Free Appropriate Public Education (FAPE) for students with disabilities. Should a student be identified as a student that may be in need of special education, the district would initiate a Child Study Team meeting, seek permission to have the student evaluated for special education, conduct the evaluation with one of our school psychologists, and collaborate with a special education teacher in our district to develop an IEP that ensures FAPE in the least restrictive environment for that student. Our district remains involved with the FAPE for our district's students that are placed in alternate facilities and serviced as a Section 1306 student. We continue to support the host district with planning and decision making. If evaluations are necessary, the Huntingdon Area School District would support the host district in completing the evaluation and determining if special education services are necessary. When biological families hold educational rights, contact is made with the family to ensure that their rights are secured. The Huntingdon Area School District works closely with outside agencies and families, including foster families, to meet the needs identified for each student. The district participates in Child and Adolescent System Services Programs (CASSP) meetings to ensure that all the individual needs of the student are being addressed and appropriate agency services are utilized.

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

The district participates in Child and Adolescent System Services Programs (CASSP) meetings to ensure that all the individual needs of the student are being addressed, appropriate agency services are utilized, and a successful transition plan is put into place. The host school district should attempt to work with the resident school district to prepare for the student's discharge from the institution at least two weeks prior to the student's planned discharge from the residential program, if possible. If, instead of returning home, the student is moving to a residential facility in another school district, these contacts should be made with the new host school district. The Huntingdon Area School District will attempt to work with the resident school district to prepare for the student's discharge from the institution at least two weeks prior to the student's planned discharge from the residential program, if possible. If, instead of returning home, the student is moving to a residential facility in another school district, these contacts should be made with the new host school district. In making a decision about where to educate a student, consideration will be given to the courses that are available to the child in the proposed program, the qualifications of the staff, and the program's ability to provide FAPE and comply with the other requirements of the IDEA and Title 22 of the PA Code Chapters 14,15, and 16 along with Section 504 of the Rehabilitation Act of 1973. In addition, the IEP Team will consider whether the program will prepare the student to meet any applicable promotion and/or graduation requirements based on their needs.

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
Huntingdon County Jail	Correctional Facility	District	0

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 Huntingdon Area School District takes responsibility to ensure that FAPE is offered to each student who is eligible for special education within the Huntingdon County Jail. Specifically, our district complies with Child Find obligations of IDEA; utilizes appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates; implement, timely review and/or develop Individualized Education Programs (IEPs) for eligible student in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and provide FAPE in conformity with the IEP. Presently the Huntingdon Area School District provides Child Find services by collaborating with the warden. Through scheduled classes and communication with personnel at the Huntingdon County Jail, we continue to locate, identify, and evaluate students in need of an education. The warden provides the district with a weekly list of new students less than 22 years of age. We interview the student and do an informal assessment upon the student's first week of incarceration and then from that screening an evaluation may be deemed appropriate.

Least Restrictive Environment

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

As evidenced by the 2024-2025 Penn Data Report, students with disabilities in the Huntingdon Area School District are included in the regular education classroom at a higher rate than the state average. The IEP team, with consideration of appropriate supplementary aides and services, remains the vehicle that guides our team members in developing least restrictive educational placements for all children with disabilities. The removal of a student with a disability from the regular education environment only occurs when education in that setting cannot be achieved satisfactorily with the full range of supplementary aides and services (including collaborative, instructional, physical, and social-behavioral); or if the student is unable to make meaningful progress on the goals included in his/her IEP. A student with a disability is not removed from education in age appropriate regular classrooms solely because of needed modifications in the general education curriculum or because of the nature or severity of the student's disability. An appropriate placement is determined only after considering the full continuum of special education programs and services, along with documentation and progress monitoring data, that a more restrictive educational placement is determined appropriate by the IEP team (i.e. special classes, special schools, home instruction, or instruction in hospitals and institutions).

- 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?**

We have implemented training of inclusive practices and specially designed instruction for all teachers and paraeducators at all levels in order to provide knowledge and skills needed to teach students with disabilities in the regular education environment. Co-teaching is utilized throughout the district to make the regular curriculum available to all students and enable them to achieve their full academic potential. Ongoing training/support for co-teaching is available through district administration, as well as, the Tuscarora Intermediate Unit 11 (TIU 11). Regular and special education teachers collaborate at all levels, creating adaptations for special education students within the regular classroom. The district's commitment is further demonstrated in our description of services spanning the full continuum of special education services. We have students receiving itinerant, Supplemental and Full-time Special Education services.

- 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.**

Our services provide students with evidence-based instruction and interventions within appropriate educational settings with peers. Placement decisions are made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and are made in conformity with the LRE provisions. Supports such as co-teaching, paraprofessional support, assistive technology and classroom accommodations and modifications are considered in an effort to maintain high rates of inclusion for special education students. Our district works collaboratively with TIU 11 staff to ensure that students utilize appropriate assistive technology devices so that they can make adequate progress in their least restrictive environments. District-wide training in Multi-Tiered Systems of Support is ongoing and will continue to be a priority in the coming years. Itinerant special education services are also considered for each student at the IEP team meeting. If greater support is needed, the district utilizes supplementary aides and services which are provided in the regular education class. The district provides supplementary aides and services for consideration in the following four categories: Collaborative, Instructional, Physical, and Social-Behavioral under LRE. Some examples of these supplementary aides and services include reading or math intervention groups,

adapted materials and assessment, paraprofessional support, assistive technology, and/or cotaught classes. If a student still is not successful with these regular education supports, in conjunction with specially designed instruction as determined by the IEP team, the team may determine that the student is in need of a greater amount of special education such as supplemental or full-time support. The district strives to provide a wide range of supports such as co-taught classes, resource periods, research-based interventions and instructional programs, and curriculum conducive to differentiated instruction. Additionally, the classroom teacher makes other adaptations and accommodations in the regular education classroom in consultation with the special education teacher.

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

If special education is necessary, the district considers a full range of aids and services. The IEP team must ensure that students are being educated with their regular education peers to the maximum extent appropriate. Most students, regardless of the severity of disability are included with regular education peers for homeroom, breakfast, lunch, recess (elementary), special area subjects (elementary/middle), electives (high school), field trips and at any other time determined appropriate by the IEP team. In providing or arranging for the provision of nonacademic and extracurricular services and activities—including meals, recess periods, and the services and activities set forth in 34 CFR § 300.107—the Huntingdon Area School District ensures that each student with a disability participates with nondisabled students in the extracurricular activities to the maximum extent appropriate to the needs of that student. Each student with a disability has the supplementary aids and services determined by the student’s IEP team to be appropriate and necessary for the student to participate in nonacademic settings according to 34 CFR § 300.117 (related to Nonacademic Settings). The Huntingdon Area School District has unified sports at the high school level. The Huntingdon Area Middle School hopes to implement unified sports in the 2026 - 2027 school year.

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 Huntingdon Area School District ensures that to the maximum extent appropriate, children with disabilities in public or private institutions or other care facilities are educated with nondisabled peers, and removal from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with supplementary aids/services cannot be achieved satisfactorily. Children with disabilities also have the opportunity to participate in district lead extracurricular activities as the student and their families may choose. Currently, our district is not experiencing difficulty ensuring FAPE to any specific disability category. Programs throughout the surrounding school districts have been identified to help support students with severe social/emotional/behavioral needs, highly aggressive students, and students who have multiple disabilities, which are not able to be appropriately addressed within the regular school setting. Placements are based upon the district's continuum of special education services that supports the access to a full continuum to meet the needs of children with disabilities. Special classes, separate schooling, or other removals from the regular educational environment occur only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily; or is unable to make meaningful progress on the goals included in the student's IEP. We do have a process in place that addresses hard to place students. First, the IEP team meets to identify the needs of the student and determine that all district's program options have been considered. Then the district will request a Child and Adolescent Student Service Program (CASSP) meeting. At this meeting, many agencies come together to help facilitate an appropriate placement and ensure that the needs of the student are being addressed. Once a placement is

found, the district schedules a tour of the placement, as desired by the parent, and then holds an IEP team meeting to finalize the plans and secure the placement. The CASSP process has been successful in locating facilities and programs for students for whom it has been difficult to provide FAPE. Ongoing CASSP meetings are held on a regular basis to discuss transitional services in hopes that each student placed will be able to return to the home school.

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).

The district has partnered with Laurel Life to provide a hybrid program that, in addition to core academics, will offer instruction on mental health and socio-emotional wellness to build skills and strategies in areas such as mindfulness, executive functioning, resiliency, and character development at the high school and at the middle school as on the 2025-2026 school year. The intent of the program is to keep students who are struggling in the traditional academic setting in the district and avoid out-of-district placements, as well as address some of the many mental health related deficits that are affecting students' success in school. Standing Stone Elementary has recently implemented a Community and School Based Behavioral Health (CSBBH) program. This program teaches children new ways to manage their feelings and behaviors so the child is ready to learn and get along better with others. The middle school now has full time CSBBH staff on site. The ongoing MTSS initiative is evidence of the district's commitment to providing a continuum of services for all students as well.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Merakey Education and Autism Center	Other	Not-for-profit Developmental, Behavioral Health, and Education Provider	Merakey	Autistic Support	3
Extended Family Program	Other	Day Treatment Service Provider	Appalachia Intermediate Unit	Emotional Support	2
Nittany Learning Services	Other	AEDY	Nittany Learning Services	Learning Support	2
Summit Academy	Other	Residential Treatment Facility	The Academy Schools	Emotional Support	1
New Outlook Academy	Other	Residential Treatment Facility	The Academy Schools	Emotional Support	2
Western PA School for the Blind	Approved Private School (APS)		Western PA School for the Blind	Blind and Visually Impaired Support	1
Soaring Heights	Licensed Private Academic	Licensed Private Academic School	Pyramid Health Care	Autistic Support	2
TIU 11 Partial Hospitalization Program	Other	Partial Hospitalization Program	Tuscarora Intermediate Unit	Emotional Support	1

Positive Behavior Support

Date of Approval

2020-10-19

Uploaded Files

Policy 113.2 - Behavior Support.pdf

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

Our district is aligned with all provisions of IDEA 2004 and Pa 22 School Code § 14.133 in which positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraint.

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.

Our district offers training in Safety Care crisis prevention and management strategies. Safety Care training will be offered to staff to utilize a common vocabulary along with preventative and de-escalation strategies in classrooms. Additionally, the district has implemented measures to notify trained staff to conduct threat assessments to those students who are experiencing extreme distress and require immediate intervention. All district staff are required to participate in annual suicide awareness prevention and response training.

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

The Huntingdon Area School District participates in school-wide Positive Behavioral Intervention and support (PBIS) with supports through Tuscarora Intermediate Unit #11. The PBIS programs follow research-based models for PBIS implementation. Staff are trained annually and meet monthly to evaluate the program and make recommendations for change based on data.

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

The district partnered with a local behavioral health service provider to implement a community school-based behavioral health program at one of the elementary schools, and the district is seeking to expand that service to the middle school. The program consists of three trained staff who work with up to sixteen families to provide school, home, and community behavioral health support. There are three full-time social workers across the district to support students and their families. Staff regularly participates in Child and Adolescent Service System Program (CASSP) meetings that are designed to help children and adolescents with or at risk of developing severe emotional disorders and their families. All of the schools in the district also have active SAP teams. Student Assistance Program (SAP) is a systematic team process used to mobilize school resources to remove barriers to learning. 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 primary goal of the Student Assistance Program is to help students overcome these barriers so that they may achieve, advance, and remain in school.

13. Describe the School District's restraint procedure.

Staff are trained in the use of Safety Care techniques. This strategy provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change. These strategies are appropriate for individuals experiencing developmental, neurologic,

psychiatric, and other impairments, as well as individuals who have experienced psychological or sexual trauma. Safety Care promotes a reinforcement-based approach to developing new skills, maintaining safety, and reducing or eliminating restrictive interventions.

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 Huntingdon Area School District currently has 1 student on Instruction Conducted in the Home due to severe needs and fragile health concerns. Exposure to peers in the school building could compromise is health further.

Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Paraprofessionals	48	District Wide	District
Director of Pupil Services	1	District Wide	District
School Psychologist	2	District Wide	District
Social Worker	3	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	District
Transition Coordinator	1	Secondary	District
Guidance Counselor	5	District Wide	District

1 Special Education Support Services

Special Education Personnel Development

Autism

Description of Training			
National Autism Conference			
Lead Person/Position		Year of Training	
PDE, PaTTAN, and Penn State Outreach		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
20	4	PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Structured Teaching			
Lead Person/Position		Year of Training	
Director of Student Services		2026	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Other	Paraprofessionals Special Education Teachers

Description of Training			
Safety Care			
Lead Person/Position		Year of Training	
QBS		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
7	4	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Safety Care			
Lead Person/Position		Year of Training	
TIU 11		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience

7	4	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers
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Description of Training			
Positive Behavior Interventions & Supports			
Lead Person/Position		Year of Training	
TIU 11 & Building Level PBIS Teams		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
7	1	District Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Special Education Paraprofessional Credential of Competency Training Series			
Lead Person/Position		Year of Training	
Director of Student Services		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
7	4	PaTTAN	Paraprofessionals

Description of Training			
Apple Products & Online Learning			
Lead Person/Position		Year of Training	
Director of Online Learning		2026	
Hours Per Training	Number of Sessions	Provider	Audience
7	1	District Other	Paraprofessionals

Description of Training			
Special Education Paraprofessional Training Series			
Lead Person/Position		Year of Training	
Director of Student Services		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
7	4	PaTTAN	Paraprofessionals

Description of Training

Paraeducator Book Study			
Lead Person/Position		Year of Training	
TIU 11		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	Intermediate Unit	Paraprofessionals

Transition

Description of Training			
Huntingdon County Transition Coordinating Council			
Lead Person/Position		Year of Training	
TIU 11		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	9	Intermediate Unit	Building Administrators Central Office Administrators Special Education Teachers

Science of Literacy

Description of Training			
Comprehensive PaTTAN Supports (Elementary & Secondary)			
Lead Person/Position		Year of Training	
PaTTAN Educational Consultants		2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	5	PaTTAN	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

Description of Training			
PaTTAN Literacy: Science of Reading			
Lead Person/Position		Year of Training	
PaTTANT Educational Consultants		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	7	PaTTAN	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Enhanced Core Reading Instruction			
Lead Person/Position		Year of Training	
ECRI Trainers		2026	
Hours Per Training	Number of Sessions	Provider	Audience

7	2	Other	Building Administrators General Education Teachers Special Education Teachers
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Parent Training

Description of Training			
Local Task Force on the Right to Education			
Lead Person/Position		Year of Training	
TIU 11		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

IEP Development

Description of Training			
Functional Behavior Assessments & Positive Behavior Support Plans			
Lead Person/Position		Year of Training	
School Psychologists & TIU 11 Consultants		2026	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Intermediate Unit	Special Education Teachers

Description of Training			
IEP Compliance			
Lead Person/Position		Year of Training	
Director of Student Services		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training	
IEP Meetings and Team Collaboration	
Lead Person/Position	Year of Training
Director of Student Services	2026 2027 2028 2029

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

Description of Training			
504 Writing Workshop			
Lead Person/Position		Year of Training	
Erin Gilsbach		2026	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

- There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
- The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Superintendent/Chief Executive Officer

Date