

**Fort Cherry SD SCHOOL DISTRICT**  
**FACILITATED SELF ASSESSMENT (FSA)**  
**2017-18 Compliance Monitoring for Continuous Improvement (CMCI)**  
 Pennsylvania Department of Education  
 Bureau of Special Education

Date(s) of Onsite Review	12/04/2017
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# Directions for the Facilitated Self Assessment (FSA)

2017-18 Compliance Monitoring for Continuous Improvement (CMCI)

Pennsylvania Department of Education

Bureau of Special Education (BSE)

The Facilitated Self Assessment (FSA) procedure, presented in the text for each topical area, shows what the Local Education Agencies (LEA) needs to do to complete the FSA. Information that the state is responsible for providing to help the LEA complete the FSA is prepopulated. In addition, the FSA details the procedures that will be followed by the BSE in completing the FSA review.

The FSA must be completed no later than 30 days prior to the onsite visit. **NOTE: Some items require the LEA to provide student files. Files are to be available onsite at the LEA. DO NOT FORWARD ANY CONFIDENTIAL STUDENT EDUCATIONAL FILES.**

## **FSA Procedure for LEA:**

Each LEA will establish a team to review and complete the required FSA.

Procedure for completion of the FSA:

1. Review the required standard and regulatory basis for each topic.
2. Follow the procedure titled LEA Procedure for each topic, gathering the required data.
3. Conduct the team discussion review using the LEA Team Discussion Points provided.
4. Complete the written Data Collection Summary in the format provided.
5. Where specified in the FSA, please forward policies, procedures, and reports to Jill Deitrich at the BSE address or have them available onsite for verification, as directed by the Chairperson.

Chairperson will review the FSA in preparation for the onsite review. Should there be any questions or concerns regarding the completion of the FSA, please direct them to the Chairperson.

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# **1. ASSISTIVE TECHNOLOGY DEVICES AND SERVICES; HEARING AIDS AND EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES**

## **STANDARD - ASSISTIVE TECHNOLOGY**

The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP.

## **REGULATORY BASE:**

**Assistive technology** - 34 CFR 300.5 and 300.6, 300.105, and 300.324

(a) Each public agency must ensure that assistive technology devices or assistive technology services, or both, as those terms are defined in Sections 300.5-300.6, respectively are made available to a student with a disability if required as a part of the student's--(1) Special education (2) Related services or (3) Supplementary aids and services.

## **STANDARD - HEARING AIDS**

Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly.

## **REGULATORY BASE:**

**Hearing Aids** - 34 CFR 300.113

Proper functioning of hearing aids. Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly.

**External components of surgically implanted medical devices**- 34 CFR 300.113

Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly.

**ASSISTIVE TECHNOLOGY AND SERVICES; HEARING AIDS AND EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES**

1.	<p><b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b></p>	
	<p><b>LEA PROCEDURE</b> LEA will select and review at minimum 10% of files for students for whom Assistive Technology (AT) is a required component of their IEP.</p> <p>LEA will discuss the LEA Team Discussion Points and complete Data Collection Summary.</p> <p>LEA will provide student files as needed by the Chairperson during the onsite review.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b> Chairperson will review 10%, or not less than 3 files, of students for whom AT is a required component of their IEP. Chairperson selection of files will include both files reviewed by LEA and files not reviewed by the LEA if sufficient number is available.</p> <p>Chairperson will answer the following questions:</p> <p>a. If there are no students currently identified as receiving AT, has the LEA established processes/procedures for the provision of AT should a student be identified as requiring AT?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>b. Is the provision of AT reflected in the students' IEPs?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>c. Is the recommendation for AT services and devices promptly followed by an IEP that incorporates the recommendation(s)?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>continued on next page</p>	

**ASSISTIVE TECHNOLOGY AND SERVICES; HEARING AIDS AND EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES**

	<p><b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b></p>	
	<p>d. Are AT services or devices identified with specificity in IEPs?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>e. Are AT services or devices reviewed annually, or as requested by the IEP team and/or parent?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>f. Are AT devices promptly repaired and is an interim device or backup plan in place while the device is being repaired/maintained?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p>	
<p><b>1A.</b></p>	<p><b>LEA PROCEDURE</b>          LEA will provide a brief written summary of how hearing aids and external components of surgically implanted medical devices for students with disabilities are properly maintained.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b>          Chairperson will interview the LEA representative then answer the following questions:</p> <p>a. If there are no students currently identified as receiving AT, has the LEA established processes/procedures for the provision of AT should a student be identified as requiring AT?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>b. Does the LEA maintain proper functioning of hearing aids and external components of surgically implanted medical devices for students with disabilities?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p>	

**ASSISTIVE TECHNOLOGY AND SERVICES; HEARING AIDS AND EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES**

**DATA COLLECTION WORKSHEET**

<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none"> <li>➤ AT services or devices required on students' IEPs were provided in a timely manner?</li> <li>➤ the LEA has a process/procedure to address the need for AT?</li> <li>➤ the LEA provides effective maintenance of all AT devices?</li> <li>➤ the LEA selects age/developmentally appropriate AT?</li> <li>➤ the AT used is based on recommendations from qualified personnel, e.g. speech language pathologists?</li> </ul>	<p>Yes Assistive technology required on students' IEPs has been provided in a timely manner. When it is determined that a child requires such a device, the process of attaining one is initiated by the District in collaboration with the Intermediate Unit.</p> <p>Yes If the IEP team feels there is a need for assistive technology, the District will initiate contact with the IU for either an Assistive Technology consult and/or evaluation. The Intermediate Unit has an assistive technology specialist assigned to the Districts. This individual assesses students' needs and provides the District assistance in borrowing and using recommended devices. They would also collect data to determine the effectiveness of a particular device and train our staff, student and parents in a timely manner. The IEP team is also able to make a recommendation for AT devices without an evaluation should the need arise. The evaluation is only necessary when the team cannot quite determine what would work best for the student and/or if the parent requests the AT evaluation.</p> <p>Yes - the District would provide any necessary maintenance for all AT devices at no cost to the student or parent. Depending on the device, it would be returned to the proper agency with an immediate replacement requested until the student's device was fully functional.</p> <p>Yes – all assistive technology devices are both age and developmentally appropriate for student use.</p> <p>Yes – The Speech / Language pathologist is typically the first person in the pre-referral process to assist with communication needs. The Speech therapist is well versed with Assistive Technology and will continually monitor for any student need in this area. Additionally, the special education teachers, occupational Therapist, Vision Therapist and Hearing Therapist are familiar with a variety of assistive technology devices and are considered qualified personnel and are able to make recommendations to the IEP teams. When needed the IU is consulted for assistive technology as described above.</p>

	<ul style="list-style-type: none"> <li>➤ personnel are aware of available AT resources?</li>   <li>➤ hearing aids and external components of surgically implanted medical devices are being properly maintained by the LEA?</li> </ul>	<p>Yes – the District personnel are aware of possible AT resources. They are also aware that if they do not know what might work for the student that we can request assistance from the IU Assistive Technologist Specialist (TAC team) to obtain information and possible devices to trial.</p> <p>All hearing aids, cochlear implants and FM systems are monitored on a weekly basis. The Teacher of the Deaf completes a visual inspection of the device followed by a functional listening check to ensure proper sound quality. If a problem is detected, the teacher of the deaf completes simple troubleshooting steps and if needed, contacts the Intermediate Unit #1 Educational Audiologist for further assistance. The Educational Audiologist will make an onsite visit for further troubleshooting. The FM device is sent out for servicing or repair by the Educational audiologist if necessary. The student is provided loaner FM equipment if it is available. If the Educational Audiologist finds that the student’s personal hearing aid or cochlear implant needs repaired or servicing, the parent is notified. The Educational Audiologist and/or the Teacher of the Deaf provide in-servicing for the regular education staff at the beginning of each school on the FM equipment. Extra batteries are kept in the student’s homeroom and with the Teacher of the Deaf. At the end of each school day, the FM system is returned to the student’s homeroom and charged for the following day.</p>
1.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b>  <b>CONCLUSION</b>  <input type="checkbox"/> Yes, In Compliance  <input type="checkbox"/> No, Not in Compliance</p>	
1 A.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b>  <b>CONCLUSION</b>  <input type="checkbox"/> Yes, In Compliance  <input type="checkbox"/> No, Not in Compliance</p>	

## 2. POSITIVE BEHAVIOR SUPPORT POLICY

### STANDARD - POSITIVE BEHAVIOR SUPPORT

LEA complies with the behavior support policy requirements.

### REGULATORY BASE:

**Positive Behavior Support** - 22 Pa. Code 14.133

(f) School entities have the primary responsibility for ensuring that positive behavior support programs are in accordance with this chapter, including the training of personnel for the use of specific procedures, methods and techniques, and for having a written policy and procedures on the use of positive behavior management support techniques and obtaining parental consent prior to the use of restraints or intrusive procedures as provided in subsection (c).

(h) Subsequent to a referral to law enforcement, for students with disabilities who have positive behavior support plans, an updated Functional Behavioral Assessment and positive behavior support plan shall be required.

**POSITIVE BEHAVIOR SUPPORT POLICY**

<b>2.</b>	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>	
	<p><b>LEA PROCEDURE</b> LEA will review its Positive Behavior Support (PBS) Policy, discuss LEA Team Discussion Points, and complete the Data Collection Summary.</p> <p>LEA will send its PBS Policy to BSE or make it available onsite for verification as directed by the Chairperson.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b> Chairperson will review the RISC system report of restraints by this LEA for the prior school year and current school year to date, and will select and review approximately 10 files each (if available) of:</p> <ul style="list-style-type: none"><li>• students who have been restrained</li><li>• students who have restraints included in their IEPs</li></ul> <p>Chairperson answers the following questions:</p> <p>a. Does the LEA have a current PBS Policy? ____ Yes ____ No</p> <p>b. Do students' IEPs that permit the use of restraints explain how restraints will be used only with PBS and with the teaching of socially acceptable behavior? ____ Yes ____ No ____ NA</p> <p>c. Are personnel authorized and trained in the use of restraints? ____ Yes ____ No ____ NA</p> <p>d. Is there evidence in students' IEPs of a plan for eliminating the use of restraints? ____ Yes ____ No ____ NA</p> <p>e. Are prone restraints prohibited and never used? ____ Yes ____ No ____ NA</p> <p>continued on next page</p>	

**POSITIVE BEHAVIOR SUPPORT POLICY**

STANDARDS TO BE MET PROCEDURES TO FOLLOW	
<p>f. If a student was restrained, was the parent notified and a meeting convened within 10 school days (or a written waiver provided by the parents)?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>g. Did the LEA complete an updated FBA and Behavior Plan for any student for whom the LEA reported a crime?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>Chairperson will review the LEA's PBS Policy and indicate whether the following required components are included:</p> <p>h. Positive techniques for the development, change, and maintenance of behaviors shall be the least intrusive necessary.</p> <p>i. Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students, or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.</p> <p>j. The use of restraints to control the aggressive behavior of an individual student shall cause a meeting of the IEP team to review the current IEP for appropriateness and effectiveness.</p> <p>k. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment.</p> <p>l. Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination and as agreed to by the student's parents. Mechanical restraints shall prevent a student from injuring himself or others or shall promote normative body positioning and physical functioning.</p> <p>continued on next page</p>	

<b>POSITIVE BEHAVIOR SUPPORT POLICY</b>	
	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>
	<p>m. The following aversive techniques of handling behavior are considered inappropriate and may not be used by agencies in educational programs:</p> <ul style="list-style-type: none"> <li>• Corporal punishment</li> <li>• Punishment for a manifestation of a student’s disability</li> <li>• Locked rooms, locked boxes, or other locked structures or spaces from which the student cannot readily exit</li> <li>• Noxious substances</li> <li>• Deprivation of basic human rights, such as withholding meals, water, or fresh air</li> <li>• Suspension constituting a pattern under 22 Pa. Code 14.143(a)</li> <li>• Treatment of a demeaning nature</li> <li>• Electric shock</li> </ul> <p>n. LEA has the responsibility for ensuring that Positive Behavior Support programs are in accordance with 22 Pa. Code Chapter 14, including the training of personnel for the use of specific procedures, methods, and techniques.</p> <p>o. Policy requires that the LEA obtain parental consent prior to the use of restraints or intrusive procedures when included in a student’s IEP as reflected in 22 Pa. Code Chapter 14.133(f).</p>

**POSITIVE BEHAVIOR SUPPORT POLICY**

**DATA COLLECTION WORKSHEET**

<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>LEA will conduct a review of longitudinal data regarding use of restraints, and provide conclusions about the LEA’s implementation of PBS below.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none"> <li>➤ the LEA’s PBS Policy includes all the required regulatory components?</li>   <li>➤ the LEA’s PBS Policy/procedure includes research-based practices and ensures that restraints are used only as a last resort?</li>   <li>➤ the LEA’s PBS Policy includes a description of personnel training on use of PBS, de-escalation techniques, and emergency responses?</li>   <li>➤ the LEA employs PBS as the primary method of addressing problem behaviors?</li> <li>➤ the LEA maintains and reports data on restraints as required by the Secretary?</li> </ul>	<p>Fort Cherry School District has formally adopted a positive behavior support policy (No. 113.2), this policy has been written to satisfy all the requirements of 22 Pa Code, Chapter 14 and the regulatory requirement under the Individuals with Disabilities Education Act- Part B. The policy prohibits the use of demeaning treatment, use of adverse techniques, and use of unreasonable restraints.</p> <p>Fort Cherry School District provides training to administrators, regular and special education teachers on PBS techniques administered through IU#1 staff members. In the past, Fort Cherry School District’s staff was trained in NCI. The major premise of the NCI training is that restraints are only used as a last resort after all de-escalation techniques have been utilized. IU#1 switched to safety cares and Fort Cherry staff has been trained for the past several years in this restraint format. Yes, Fort Cherry School District’s policy includes research-based practices ensuring that restraints are used only as a last resort.</p> <p>Fort Cherry School District’s policy outlines the district’s responsibility regarding Positive Behavior Support Plans, de-escalation techniques, and emergency response. These are all major components of the Safety Care model used in training. The district will provide regular training, and re-training as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusion, that will be used to implement Positive Behavior Supports or interventions in accordance with the students’ IEP and Policy.</p> <p>Fort Cherry School District’s staff employ positive behavior support methods as the primary method of addressing problem behaviors.</p> <p>Fort Cherry School District utilizes the RISC system to report all restraints that occur for any student with an IEP.</p>

<ul style="list-style-type: none"> <li>➤ parents are given notice when a restraint is used and, unless waived in writing, a meeting takes place within 10 school days?</li>   <li>➤ students who require specific intervention to address behavior that interferes with learning have behavior support plans as part of their IEPs?</li>   <li>➤ students' IEPs that include the use of restraints explain how restraints will be used only with specific component elements of PBS, in conjunction with the teaching of socially acceptable alternative skills?</li> <li>➤ personnel are authorized and trained in PBS and crisis restraint procedures?</li>   <li>➤ there is a plan for eliminating the use of restraints through the application of PBS?</li>   <li>➤ prone restraints are prohibited and never used?</li> <li>➤ when a student is referred to law enforcement, an IEP meeting is held, the Functional Behavioral Assessment is updated or developed, and a PBS plan is developed/revised by the team?</li> <li>➤ the LEA accesses professional development opportunities and technical assistance provided by the Bureau of Special Education/PaTTAN? (e.g. School-wide Behavior Support Programs)?</li> </ul>	<p>As per the policy, Fort Cherry School District shall notify the parent of the use of restraint and shall hold a meeting of the IEP team within 10 school days of the inappropriate behavior causing the use of restraint unless the parents, after written notice, agrees to waive the meeting.</p> <p>All students that have behaviors that interfere with their learning or that of others (as indicated in the special consideration section of the IEP), a Functional Behavioral Assessment (FBA) is conducted followed by a Positive Behavior Support Plan.</p> <p>If a student has a need for restraints the procedures are clearly outlined within the IEP. Fort Cherry School District discourages the use of all restraints, except in extreme situations.</p> <p>Staff within the Fort Cherry School District are trained in crisis restraint procedures and PBS on a yearly basis.</p> <p>The goal of Fort Cherry School District is to teach appropriate behaviors to students through the use of PBS plans to eliminate the need for restraints. At the same time, the other goal is to train as many staff as possible in de-escalation skills in order to meet student need before restraints are necessary.</p> <p>According to the policy, prone restraints are prohibited and never used. If a student is referred to law enforcement, an IEP meeting is held, the FBA is updated or developed and a PBS plan is developed / revised by the team in order to address the behavior exhibited.</p> <p>The district has had assistance with conducting FBA and PBSP writing with a behavioral consultant from IU#1. Additionally, IU#1 staff are trained annually with safety cares training and function as a team when dealing with issues of restraints, FBA's, and PBSP. In addition several of the special education teachers have received training regarding FBA/ PBSP development. Currently the District has in place the following programs at the elementary level: The Anti-Bullying Program and the D.A.R.E Program. Instructional Support Team (IST) is also utilized within the Elementary Center. Also, in place are the Student Assistance Program (SAP) and the Elementary Student Assistance Program (ESAP) throughout the district. The LEA believes these programs provide behavioral awareness (preventative) and supportive follow-up.</p>
<p><b>2. TO BE COMPLETED BY CHAIRPERSON:</b>  <b>CONCLUSION</b>  <input type="checkbox"/> Yes, In Compliance  <input type="checkbox"/> No, Not in Compliance</p>	

### **3. CHILD FIND: (ANNUAL PUBLIC NOTICE AND GENERAL DISSEMINATION MATERIALS)**

#### **STANDARD – CHILD FIND**

LEA demonstrates compliance with annual public notice requirements.

#### **REGULATORY BASE:**

**Child find** - 34 CFR 300.111(a)(1)(i)(ii)(c)(1)(2)

(a) General. (1) The State must have in effect policies and procedures to ensure that -- (ii) A practical method is developed and implemented to determine which children are currently receiving needed special education and related services.(c) Other children in child find. Child find also must include -- (1) Children who are suspected of being a child with a disability under § 300.8 and in need of special education, even though they are advancing from grade to grade; and (2) Highly mobile children, including migrant children, wards of the state and parentally placed private students as appropriate.

**Child Find** - Chapter 14.121(a) In addition to the requirements incorporated by reference in 34 CFR 300.111 (relating to child find), each school district shall adopt and use a public outreach awareness system to locate and identify children thought to be eligible for special education within the school district's jurisdiction.

**CHILD FIND: ANNUAL PUBLIC NOTICE AND GENERAL DISSEMINATION MATERIALS**

<p>3.</p>	<p><b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b></p>	
	<p><b>LEA PROCEDURE</b> LEA will review its Annual Public Notice and dissemination materials, discuss LEA Team Discussion Points, and complete the Data Collection Summary.</p> <p>LEA will send its Annual Public Notice to BSE or make it available onsite for verification as directed by the Chairperson. LEA will compile and have available for review documentation of its dissemination materials.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b> Chairperson will answer the following questions:</p> <p>a. Does the LEA have a current Annual Public Notice?  <input type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p>b. Has the LEA adopted, and does it use, a public outreach awareness system to locate and identify all children thought to be eligible for special education within the LEA’s jurisdiction?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>c. Does the LEA’s public outreach awareness system include methods for reaching homeless children, wards of the state, children with disabilities attending private schools, and highly mobile children, including migrant children?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>d. Does the LEA conduct public awareness activities to inform the public of its special education services and programs and the manner in which to request them?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>continued on next page</p>	

**CHILD FIND: ANNUAL PUBLIC NOTICE AND GENERAL DISSEMINATION MATERIALS**

STANDARDS TO BE MET PROCEDURES TO FOLLOW	
<p>e. Is written information regarding services and programs and how to request them published in the LEA Handbook and LEA website?</p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>f. Does the LEA’s public awareness effort include information regarding potential signs of developmental delays and other risk factors that could indicate disabilities?</p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>g. Does the LEA provide Annual Public Notice to parents throughout the LEA of child identification activities?</p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>h. Is the Annual Public Notice published or announced in newspapers, electronic media, and other media with circulation adequate to notify parents throughout the LEA?</p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>i. Does the Annual Public Notice inform parents of child identification activities and procedures followed to ensure confidentiality of information pertaining to students with disabilities?</p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p>	

**CHILD FIND: ANNUAL PUBLIC NOTICE AND GENERAL DISSEMINATION MATERIALS**

**DATA COLLECTION WORKSHEET**

<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none"> <li>➤ the LEA's Annual Public Notice includes all the required components?</li> <li>➤ the LEA has adopted and uses a public outreach awareness system to locate and identify students thought to be eligible for special education within the LEA's jurisdiction?</li> <li>➤ the LEA conducts awareness activities to inform the public of its special education services and programs and how to request services and programs?</li> <li>➤ written information is published in the LEA Handbook and LEA website?</li> <li>➤ the Annual Public Notice includes procedures to ensure confidentiality of information pertaining to students with disabilities?</li> <li>➤ the LEA's personnel are familiar with the available dissemination materials and responsibility for dissemination of those materials?</li> <li>➤ the LEA uses a variety of methods (radio, TV, printed publications) and locations to provide the public notice?</li> </ul>	<p>Fort Cherry School District's annual public notice contains all the necessary components as outline in Chapter 14. The annual public notice includes; the purpose, the explanation of confidentiality (see confidentiality section of Child Find), the special education services description and an overview of the evaluation process, how and when to request a screening or evaluation. The notice also contains the appropriate contact information for staff in all districts in Washington County. The Annual Public Notices is published on the school website, in the local newspaper (in conjunction with the other school districts of Washington County), student handbook and printed copies in each office at each building.</p> <p>Awareness activities are provided to the public of its special education services and programs and how to request such services and programs at the yearly open house, kindergarten registration and early intervention meeting all of which are held annually.</p> <p>Written information is published in the student handbooks at the elementary and secondary building as well as on the district website. Recently, the information has been sent home to parents via an email blast. The Annual Public Notice includes procedures to ensure confidentiality of information pertaining to students with disabilities.</p> <p>All the necessary and appropriate LEA personnel are familiar with available dissemination materials and responsibilities of those materials. Information is disseminated via the Director of Pupil Services, training's, emails, and written communication.</p> <p>Fort Cherry School District publishes its annual public notices in the local newspaper (Observer Reporter), school website, e-blasts to all parents in the district, and it is displayed in each building office.</p>

	<p>➤ the distribution of notification to parents occurs routinely?</p>	<p>The distribution of notifications to parents occurs routinely via parent meeting, PTA, open house, and mailings to parents. The district provides information upon parent request and/or when school district personnel identify a need for information. The district works collaboratively with the IU#1 Early Intervention staff to ensure that parents of students in pre-k and Head Start programs are notified of child find. ....</p>
<p>3.</p>	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b>  <b>CONCLUSION</b>  <input type="checkbox"/> Yes, In Compliance  <input type="checkbox"/> No, Not in Compliance</p>	

## 4. CONFIDENTIALITY

### **STANDARD - CONFIDENTIALITY**

The LEA is in compliance with confidentiality requirements.

### **REGULATORY BASE:**

#### **Confidentiality – 34 CFR 300.610**

The Secretary takes appropriate action, in accordance with section 444 of GEPA, to ensure the protection of the confidentiality of any personally identifiable data, information, and records collected or maintained by the Secretary and by SEAs and LEAs pursuant to Part B of the Act, and consistent with §§ 300.611 through 300.627

#### **Referral to and action by law enforcement and judicial authorities - 34 CFR 300.535(b)(1)(2)**

(b) Transmittal of records. (1) An agency reporting a crime committed by a child with a disability must ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime. (2) An agency reporting a crime under this section may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act.

<b>CONFIDENTIALITY</b>	
<b>4.</b>	<p><b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b></p>
	<p><b>LEA PROCEDURE</b> LEA will review its Confidentiality Policy for compliance with regulations.</p> <p>LEA will identify any students with disabilities for whom it reported a crime, and determine if the records were forwarded to the appropriate authorities. LEA will make these records available onsite for the Chairperson’s review.</p> <p>LEA will discuss LEA Team Discussion Points, and complete the Data Collection Summary.</p> <p>LEA will send its Confidentiality Policy to BSE or make it available onsite.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b> The records of any students for whom the LEA reported a crime will be reviewed onsite by the Chairperson.</p> <p>Chairperson will answer the following questions: a. Does the LEA have a current LEA Confidentiality Policy?  <input type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p>Chairperson will review the LEA’s Confidentiality Policy and answer the following questions: Does the policy include: b. a description of the personally identifiable information maintained?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA  c. the uses to be made of the information?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>continued on the next page</p>

**CONFIDENTIALITY**

	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>	
	<p>d. a summary of the policies and procedures regarding (1) storage of information; (2) disclosure to third parties; (3) retention and destruction of personally identifiable information and information regarding record of access? ____ Yes ____ No ____ NA</p> <p>e. a description of the rights of parents to access this information? ____ Yes ____ No ____ NA</p> <p>f. information regarding charging a fee for copies, if applicable? ____ Yes ____ No ____ NA</p> <p>g. information regarding parents' hearing rights and hearing procedures? ____ Yes ____ No ____ NA</p> <p>h. identification of the agency official who has responsibility for ensuring confidentiality? ____ Yes ____ No ____ NA</p> <p>i. if the agency reported a crime committed by a student with a disability, did the agency ensure that copies of the special education and disciplinary records of the student were transmitted properly and only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA)? (34 CFR Part 99) ____ Yes ____ No ____ NA</p> <p>j. Has the LEA provided evidence that all persons collecting or using personally identifiable information receive training or instruction regarding confidentiality procedures? ____ Yes ____ No ____ NA</p>	

**CONFIDENTIALITY**

**DATA COLLECTION WORKSHEET**

<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the data collection summary.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none"><li>➤ the LEA's Confidentiality Policy includes all required components?</li>          <li>➤ LEA personnel receive adequate training regarding confidentiality?</li>          <li>➤ personnel are familiar with requirements for transfer of records to appropriate authorities for students with disabilities who commit a crime?</li></ul>	<p>Fort Cherry School District Policy for Governing the Collection, Classification, Maintenance, and Disclosure of Student Education Records Policy #216 adequately informs parents about the requirements of the confidentiality section including (1) a description of the Personally Identifiable Information; (2) the uses to be made of the information; (3) a summary of policies and procedures regarding storage of information, disclosure to third parties, retention and destruction of personally identifiable information and information regarding record of access; (4) a description of the rights of parents to access the information; (5) information regarding parents' hearing right and hearing procedures; (6) identification of the agency official who has responsibility for ensuring confidentiality;(7) a description of all the rights of parents and children regarding this information, including the rights under the Family Educational Rights and Privacy Act of 1974 and implementing regulations in 34 CFR part 99.</p> <p>At the beginning of each school year, district personnel are trained by building principals regarding confidentiality regulations. Any necessary additional training is conducted on an as needed basis if there is a suspicion of a violation of the policy.</p> <p>The district has not had to report a student who has committed a crime. If the situation would arise, the LEA is familiar with the law regarding the requirement of transfer of records to the appropriate authority for students with disabilities who may commit a crime. As stated in the Special Education Plan; the district would contact the district in which the institution is located to ensure that services are being provided for that student. The district would also provide all required special education paperwork; including IEPs, PBSP, and Evaluation/Re-Evaluation reports along with any other necessary information.</p>

4.	<b>TO BE COMPLETED BY CHAIRPERSON:</b> <b>CONCLUSION</b> ___ Yes, In Compliance ___ No, Not in Compliance	
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## 5. DISPUTE RESOLUTION

### **STANDARD - DISPUTE RESOLUTION**

The LEA uses dispute resolution processes for program improvement. - 34 CFR 300.500

### **REGULATORY BASE:**

#### **Procedural Safeguards - 34 CFR 300.504**

(a) Each SEA shall ensure that each public agency establishes, maintains and implements procedural safeguards that meet the requirements of 300.500 – regarding Mediation (300.506), Impartial Due Process (300.507) and State Complaints (300.151).

<b>DISPUTE RESOLUTION</b>	
<b>5.</b>	<p><b>STANDARDS TO BE MET</b> <b>PROCEDURES TO FOLLOW</b></p> <p><b>LEA PROCEDURE</b> LEA will review the information provided by BSE, discuss LEA Team Discussion Points and complete the Data Collection Summary.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b> Chairperson will review a maximum of 5 (if available) due process hearing decisions from the prior school year where the parent was the prevailing party, and answer the following questions:</p> <p>a. If appropriate, was the hearing decision reflected in the student's IEP?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>b. If required, was compensatory education incorporated into the student's IEP?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>c. Were the compensatory education services that were required by the hearing decision and included in the student's IEP delivered?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p>
<b>5A.</b>	<p><b>BSE PROCEDURE</b> Chairperson will review the following data and reach conclusions regarding effective use of dispute resolution systems.</p> <p>Data from the Office for Dispute Resolution (ODR) and BSE for this LEA from the prior school year:</p> <p><input type="text"/> 0 Number of complaints filed with BSE</p> <p><input type="text"/> 0 Number of complaints found to be valid</p> <p><input type="text"/> 0 Number of mediation requests</p> <p><input type="text"/> 0 Number of mediations held</p> <p><input type="text"/> 0 Number of due process hearings held</p> <p><input type="text"/> 0 Number of due process hearing decisions where the parent was the prevailing party</p>

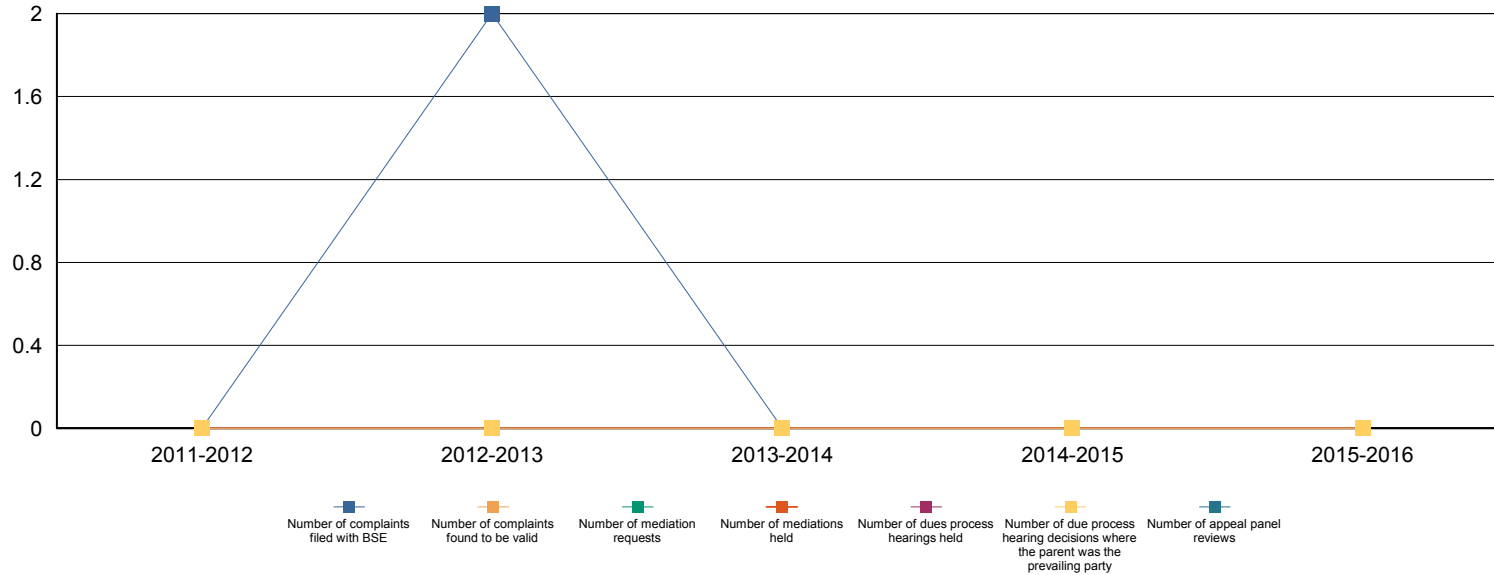
**DISPUTE RESOLUTION****DATA COLLECTION WORKSHEET**

<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the data collection summary</p> <ul style="list-style-type: none"><li>➤ What opportunities does the LEA provide parents for resolving issues at the building/LEA level?</li><li>➤ Are there any patterns in parent complaints (e.g. lack of related services, lack of assistive technology evaluations, etc.)?</li><li>➤ Are there any patterns in the issues filed for mediation or due process (e.g. lack of related services, implementation of IEP, lack of assistive technology evaluations, etc.)?</li><li>➤ How does the LEA ensure that mediation agreements are implemented?</li><li>➤ How does the LEA ensure that due process decisions are implemented?</li></ul>	<p>The LEA provides a variety of opportunities to communicate informally or formally to resolve issues at the building/LEA level. Specifically, the LEA is always available in person, by phone, or by written correspondence to address questions and concerns of parents within the District. The LEA may hold a variety of meetings to address parental concerns such as IEP Team meetings, parent conferences, staff meetings, and when appropriate, student meetings. The LEA always gives parents the opportunity to express their concerns in these meetings. The input of all stakeholders is equally valued and considered in the development of a resolution.</p> <p>In 2012-13 the LEA had 2 complaints listed. Years prior and years thereafter had zero complaints. This indicates that a pattern has not been established. If a pattern were to arise, the LEA would address the presenting issues and make the necessary changes and adjustments to ensure the proper implementation of special education services within the District.</p> <p>There are no patterns regarding issues filed for mediation or due process. If a pattern were to arise, the LEA would address the presenting issues and make the necessary changes and adjustments to ensure the proper implementation of special education services within the District.</p> <p>The LEA understands and respects the fact that mediation agreements are enforceable by a court of law. The LEA will place a high priority on the successful implementation of all mediation agreements. The LEA will require teachers to document all implemented modifications of said agreement. Parents are encouraged to contact the LEA with any concerns regarding the proper implementation of the mediation agreement.</p> <p>If a due process decision were rendered, the LEA would ensure complete implementation through the same follow-up and teacher documentation that mediation agreements require.</p>

5.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p>LEA has implemented due process hearing decisions as required.</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> NA</p>	
5 A.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p>Data indicate that the LEA uses dispute resolution systems effectively.</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No (requires an improvement plan)</p> <p><input type="checkbox"/> NA</p>	

**Five Year Longitudinal Data Link**

## Dispute Resolution



<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>Description</u>
0	2	0	0	0	Number of complaints filed with BSE
0	0	0	0	0	Number of complaints found to be valid
0	0	0	0	0	Number of mediation requests
0	0	0	0	0	Number of mediations held
0	0	0	0	0	Number of due process hearings held
0	0	0	0	0	Number of due process hearing decisions where the parent was the prevailing party

## 6. - 7. GRADUATION and DROPOUT RATES

### **STANDARD - Graduation**

The graduation rate of the LEA's students with disabilities meets state targets.

### **STANDARD – Dropout**

The dropout rate of the LEA's students with disabilities meets the SPP target.

### **REGULATORY BASE**

#### **Performance goals and indicators - 34 CFR 300.157(a)(3)(4)**

The State must—(a) Have in effect established goals for the performance of children with disabilities in the State that— (3) Address graduation rates and dropout rates, as well as such other factors as the State may determine; and (4) Are consistent, to the extent appropriate, with any other goals and academic standards for children established by the State.

<b>GRADUATION and DROPOUT RATES</b>	
<b>6.</b>	<p><b>STANDARDS TO BE MET</b> <b>PROCEDURES TO FOLLOW</b></p>
	<p><b>LEA PROCEDURE - GRADUATION RATES</b> LEA will discuss LEA Team Discussion Points and complete the Data Collection Summary. Data will be taken from the school year PennData Report required by the SPP/APR. (NOTE: SPP target reporting is based on prior year’s reporting cycle, e.g., 2015-16 monitoring will use 2012-13 cohort graduation data from the School District Required Federal Reporting Measures on PDE’s website. The LEA may describe and discuss more current data and performance on the SPP/AMO target in the special considerations section below.)</p> <p><b>CLICK HERE TO VIEW YOUR LEA'S REPORT</b></p> <p><b>LEA CONCLUSION</b> LEA results for students with disabilities compared to the SPP/AMO target:  <input checked="" type="checkbox"/> Met SPP/AMO graduation target  <input type="checkbox"/> Did not meet SPP/AMO graduation target</p> <p>If the LEA’s online report does not have graduation data displayed, due to 10 or fewer students in the group, the LEA will complete the following, using the most recent data available:</p> <p><input type="text" value="15"/> Number of students eligible to graduate  <input type="text" value="14"/> Number of students that graduated  <input type="text" value="93"/> Percent of students that graduated</p> <p>&lt;p&gt;&amp;nbsp;&lt;/p&gt;  &lt;b&gt;SPECIAL CONSIDERATIONS&lt;/b&gt;&lt;p&gt;&amp;nbsp;&lt;/p&gt;  &lt;b&gt;BSE PROCEDURE - GRADUATION RATES&lt;/b&gt;&lt;br&gt;  Chairperson will review the data and available information to determine need for an improvement plan.</p>

**GRADUATION and DROPOUT RATES (includes students who have aged out)**

**STANDARDS TO BE MET  
PROCEDURES TO FOLLOW**

7. **LEA PROCEDURE - DROPOUT RATES**  
 LEA will discuss LEA Team Discussion Points and complete the Data Collection Summary. Data will be taken from the school year PennData Report required by the SPP/APR. (NOTE: SPP target reporting is based on prior year’s reporting cycle e.g., 2015-16 monitoring will use 2012-13 dropout data. The LEA may describe and discuss more current data and performance on the SPP target in the Special Considerations section below.)

     1 Total number of students with disabilities reported dropped out.

   14 Total number of students with disabilities reported graduated with diploma, dropouts, certificate/GED recipients, reached maximum age, and died.

   7.14 LEA dropout rate for students with disabilities ( $1 \div 2 \times 100 = 3$ ) (OSEP)

  12.23 State dropout rate for students with disabilities. (OSEP)

LEA results for students with disabilities compared to the SPP target:

  X Met SPP target

     Did not meet SPP target

<b>LEA’s Graduation/Dropout Data by Disability Category</b>	
<b>Disability</b>	<b># Dropouts</b>
Autism	0
Deaf-Blindness	0
Emotional Disturbance	1
Hearing Impairment Including Deaf	0
Intellectual Disability (Mental Retardation)	0
Multiple Disabilities	0
Orthopedic Impairment	0
Other Health Impairment	0
Specific Learning Disability	0
Speech or Language Impairment	0
Traumatic Brain Injury	0
Visual Impairment Including Blindness	0

Five Year Longitudinal Data Link

**SPECIAL CONSIDERATIONS**

**BSE PROCEDURE - DROPOUT RATES**  
 Chairperson will review the data and available information to determine need for an improvement plan.

**GRADUATION and DROPOUT RATES**

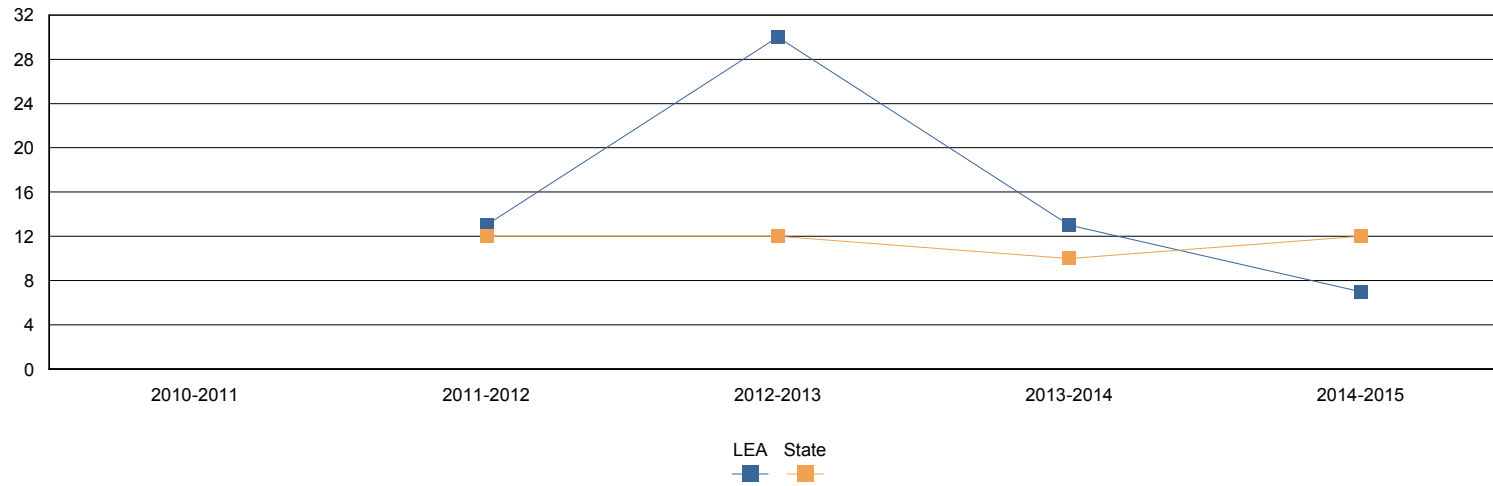
**DATA COLLECTION WORKSHEET**

<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the data collection summary.</p> <ul style="list-style-type: none"> <li>➤ Are attendance rates of students with disabilities comparable to those of all students?</li> <li>➤ Does the LEA have a process for verifying accuracy of its graduation and dropout data, including students reported as "moved, known to be continuing"?</li> <li>➤ Are students who are highly mobile receiving comparable special education services, credit and partial credit for courses completed in other LEAs, and regular diplomas?</li> <li>➤ What do these data mean to the LEA?</li> <li>➤ Does a particular disability category show a disproportionately higher dropout rate?</li> </ul>	<p>Attendance rates for students with disabilities are comparable to those of all students. The district has a 94.26% compared to students with disabilities with 93.30%. There is less than 1% difference with attendance rates and it is above the SPP requirement of 90%.</p> <p>Yes the FCSD has a process for verifying accuracy of graduation and dropout rate data, including students reported as 'moved, known to be continuing.' FCSD uses IEPWriter and MMS for verifying the accuracy of these. The district also submits an annual exit report through PIMS.</p> <p>Students who are regarded as highly mobile receive FAPE as required. When a student with special education enrolls in the FCSD the transcripts, current IEP, most recent evaluation/reevaluation reports and other necessary documents are obtained from the previous school. The paperwork is reviewed and if necessary verbal discussions occur between the former school district and FC. After reviewing the paperwork made available to FC, the district will accept grades and credits from the former school for highly mobile and for all students including those with disabilities. All students meeting graduation requirements and /or the goals and objectives of their IEP receive a regular education diploma.</p> <p>Fort Cherry School District is pleased with the fact that their students are remaining in school and reaching the goal of graduation. The district acknowledges that in 2012-2013, 3 out of 13 students dropped out giving the LEA a 30% dropout rate. Three students with disabilities dropped out in 2013-2014. A total number of 22 did graduate in this year which gave the district a rate of 13.64%. For 2014-2015, one student dropped out while 14 graduated. This is a 7.14% drop out rate. In 2015-2016, there were 2 students who dropped out with 13 graduating giving us a 15.38% drop out rate. The only year the district was below the state average was 2014-2015. The district acknowledges there is an importance to focus on the graduation rate and to further develop the support to assist students with disabilities to ensure they reach their goal of graduation.</p> <p>The data does not indicate any disability category at a disproportionately higher rate for drop out. Over the past several years, the categories of emotional disturbance, SLD, OHI, account for all of the dropout numbers.</p>

	<ul style="list-style-type: none"> <li>➤ Does a particular disability category show a disproportionately lower graduation rate?</li> <li>➤ How do these data compare with the trends in the LEA's general population of students?</li>   <li>➤ How will the LEA use the data for continuous improvement initiatives?</li>   <li>➤ Does the LEA demonstrate program incentives to encourage graduation?</li>   <li>➤ Does the LEA maintain effective dropout prevention programs?</li> </ul>	<p>No particular disability category shows a disproportionately lower graduation rate.</p> <p>Last year (2016-2017) 1 student from the general education population dropped out of school and earned a GED. 1 student from the special education population dropped out and earned a GED. This data suggests that the special education programming is working to meet the needs of students with respect to staying in school to maintain transition goals of training, education or employment.</p> <p>The district will continue to closely monitor graduation and dropout rates to ensure continued success in this area. The district will also maintain all current programming and make adjustments should the need arise. Such changes may include; curriculum review, outside agency involvement, and programming realignment.</p> <p>The district works closely with outside agencies such as OVR, Southwest Training, WACTC, and TEC to assist with encouraging graduation through assistance with obtaining post secondary goals of either employment or training.</p> <p>The district's current dropout rate is low. The district has been successful with maintaining programming for prevention of dropout.</p>
6.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p>_____ Yes (Met SPP/AMO target or Met BSE established target for 10 or less students eligible to graduate)</p> <p>_____ No (Requires an improvement plan)</p>	
7.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p>_____ Yes (Met SPP target)</p> <p>_____ No (Requires an improvement plan)</p>	

**Five Year Longitudinal Data Link**

**Dropout Rates**



<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>Description</u>
	13.64	30	13.64	7.14	LEA dropout rate for students with disabilities ( $1 \div 2 \times 100 = 3$ ) (OSEP)
	12.24	12.24	10.97	12.23	State dropout rate for students with disabilities. (OSEP)

## 8. EXCLUSIONS: SUSPENSIONS AND EXPULSIONS

### STANDARD – SUSPENSION and EXPULSION

The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.

The LEA adheres to procedural requirements in suspending students with disabilities.

### REGULATORY BASE:

#### **Suspension and expulsion rates** - 34 CFR 300.170(a)(1)(2)(b)

(a) General. The SEA must examine data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities—(1) Among LEAs in the State; or (2) Compared to the rates for nondisabled children within those agencies. (b) Review and revision of policies. If the discrepancies described in paragraph (a) of this section are occurring, the SEA must review and, if appropriate, revise (or require the affected State agency or LEA to revise) its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that these policies, procedures, and practices comply with the Act.

#### **Disciplinary placements** - Chapter 14.143

(a) Notwithstanding the requirements incorporated by reference in 34 CFR 300.530 (b) and 300.536 (relating to authority of school personnel; and change of placement because of disciplinary removals), a disciplinary exclusion of a student with a disability for more than 15 cumulative school days in a school year will be considered a pattern so as to be deemed a change in educational placement.

(b) A removal from school is a change of placement for a student who is identified with mental retardation, except if the student's actions are consistent with 34 CFR 300.530 (g) (1) - (3) (relating to authority of school personnel).

**EXCLUSIONS: SUSPENSIONS AND EXPULSIONS**

8.	<p><b>STANDARDS TO BE MET</b> <b>PROCEDURES TO FOLLOW</b></p>	
	<p><b>LEA PROCEDURE</b> LEA will select at minimum 10% of the files of students with disabilities who have been suspended for more than 10 consecutive or 15 cumulative school days in the prior school year. LEA will review for compliance with the mandated procedural safeguards requirements. LEA will discuss LEA Team Discussion Points and complete the Data Collection Summary.</p> <p>LEA will provide a list of all students with disabilities who were suspended (in and out of school) during the prior school year. This list is to include all removals. The information will include the student’s name, birth date, primary disability, and each date the student was suspended. LEA will have available the files of all students on the list.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b> Divide the list into 2 groups as follows: GROUP 1 = Students (other than a student with intellectual disability) who were suspended from school for more than 10 consecutive or 15 cumulative school days during the prior school year.</p> <p>GROUP 2 = Students with intellectual disability (regardless of whether the intellectual disability is a primary or secondary exceptionality) who were suspended from school for any number of days during the prior school year.</p> <p>For each group, the Chairperson will select and review approximately a 20% sample and conduct the following review: a. GROUP 1 ONLY: Any disciplinary exclusion of a student with disabilities for more than 10 consecutive school days or more than 15 cumulative school days in a school year is considered a change in educational placement. Manifestation determination, and if a manifestation, either Functional Behavioral Assessment is completed and a positive behavior support plan developed, or if a behavioral intervention plan already has been developed, a review of the behavioral intervention plan and modification if necessary, and notice to the parents shall be afforded prior to exclusion.</p> <p>____ Yes ____ No ____ NA</p> <p>continued on next page</p>	

<b>EXCLUSIONS: SUSPENSIONS AND EXPULSIONS (continued)</b>	
<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>	
<p>b. GROUP 2 ONLY: Any disciplinary exclusion of a student with intellectual disability is considered a change in educational placement. Manifestation determination, and if a manifestation, either Functional Behavioral Assessment is completed and a positive behavior support plan developed, or if a behavioral intervention plan already has been developed, a review of the behavioral intervention plan and modification if necessary, and notice to the parents shall be afforded prior to exclusion.</p> <p>____ Yes          ____ No          ____ NA</p> <p>c. For GROUP 1 was FAPE provided on day 11 following consecutive suspension or on day 16 following cumulative suspensions?</p> <p>____ Yes          ____ No          ____ NA</p> <p>d. For GROUP 2, was FAPE provided from day 1?</p> <p>____ Yes          ____ No          ____ NA</p>	

**EXCLUSIONS: SUSPENSIONS AND EXPULSIONS**

**STANDARDS TO BE MET  
PROCEDURES TO FOLLOW**

**LONG TERM SUSPENSIONS**

(Greater than 10 consecutive or 15 cumulative school days or is a pattern):

a. Regular education population:

Total # students	# Suspended Long Term	% of Pop
<u>840</u>	<u>0</u>	<u>0.00</u>

b. Population of students with intellectual disability:

Total # students with ID	# Suspended Long Term	% of Pop.
<u>7</u>	<u>0</u>	<u>0.00</u>

c. Other students with disabilities:

Total # other students with disabilities	# Suspended Long Term	% of Pop.
<u>191</u>	<u>0</u>	<u>0.00</u>

**EXPULSIONS**

d. Total # students	# Expelled Long Term	% of Pop.
<u>840</u>	<u>0</u>	<u>0.00</u>

e. Population of students with intellectual disability:

Total # students with ID	# Expelled Long Term	% of Pop.
<u>7</u>	<u>0</u>	<u>0.00</u>

f. Other students with disabilities

Total # other students with disabilities	# Expelled Long Term	% of Pop.
<u>191</u>	<u>0</u>	<u>0.00</u>

**STUDENTS PLACED IN 45 SCHOOL DAY INTERIM ALTERNATIVE EDUCATIONAL SETTINGS FOR DRUG/WEAPONS OFFENSES AND STUDENTS WHO HAVE INFLICTED SERIOUS BODILY INJURY UPON ANOTHER PERSON WHILE AT SCHOOL, ON SCHOOL PREMISES, OR AT A SCHOOL FUNCTION UNDER SEA OR LEA JURISDICTION**

- g. 198 Total # students with disabilities in LEA.
- h. 0 Total # students with disabilities placed in Interim Alternative Educational Settings by this LEA.
- i. 0 Total # students for whom this placement was preceded by issuance of a NOREP/PWN.

**SPECIAL CONSIDERATIONS**

**BSE PROCEDURE**

Chairperson will review the information the LEA provided regarding data for their student population placed on suspensions and expulsions during the prior school year and answer the corresponding compliance questions.

**EXCLUSIONS: SUSPENSIONS AND EXPULSIONS (continued)**

**DATA COLLECTION WORKSHEET**

	<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none"> <li>➤ the LEA reviews the data for patterns and causes of suspensions and expulsions?</li>   <li>➤ the LEA has considered these data?</li>   <li>➤ these data are comparable to trends in the general student population?</li> <li>➤ the LEA uses follow-up studies and LEA data to drive program changes?</li>   <li>➤ the LEA provides Functional Behavioral Assessment, manifestation determination, and FAPE to students whose removal constitutes a change of placement?</li> <li>➤ the LEA reviews data if there are concerns specific to students identified with intellectual disability?</li>   <li>➤ Are there any instances of students with disabilities being sent home for disciplinary purposes that are considered official suspension?</li> </ul>	<p>The district does not have a pattern of suspensions and expulsions. If the district was ever presented with such an issue(s), the IEP team(s) would examine the current PBSP and/or develop a PBSP through the formal FBA process to determine the necessary steps for eliminating unwanted behavior. The IEP team would continue to monitor behavior through this manner, adjusting the plan as necessary.</p> <p>As stated above, the FCSD does not have a pattern of suspensions and expulsions. Data is continuously monitored.</p> <p>Yes, the data is comparable to trends in the general student population. Data from last year suggests that programming efforts are successfully working and the LEA does not believe that any programming changes need to occur at this time.</p> <p>This decision is required as per district policy and would immediately take place should a change in placement become necessary due to behavioral misconduct.</p> <p>All district administrators involved with discipline are aware of students identified as Intellectually Disabled. Should the need arise, they consult with the Director of Pupil Services in all matters regarding the need for discipline of this population.</p> <p>All suspensions in the Fort Cherry School District are official suspensions. Students with or without disabilities are not sent home without being suspended officially.</p>
8.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p>___ Yes, In Compliance with procedural requirements</p> <p>___ No, Not in Compliance with procedural requirements</p> <p>___ NA</p>	

<b>8 A.</b>	<b>TO BE COMPLETED BY CHAIRPERSON:</b> <b>CONCLUSION</b> Special education suspension rates are consistent with, or less than, regular education suspension rates. <input type="checkbox"/> Yes <input type="checkbox"/> No (Requires an improvement plan) <input type="checkbox"/> NA	
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## 9. FACILITIES USED FOR SPECIAL EDUCATION

### STANDARD - FACILITIES

The LEA will be in compliance with the facilities requirements.

### REGULATORY BASE:

#### Facilities - 22 Pa. Code 14.144

The comparability and availability of facilities for students with a disability shall be consistent with the approved intermediate unit or school district plan, which shall provide, by description of policies and procedures, the following:

- (1) Students with disabilities will be provided appropriate classroom space.
- (2) Moving of a class shall occur only when the result will be:
  - (i) To bring the location for delivery of special education services and programs closer to the students' homes.
  - (ii) To improve the delivery of special education services and programs without reducing the degree to which the students with disabilities are educated with students without disabilities.
  - (iii) To respond to an emergency which threatens the students' health or safety.
  - (iv) To accommodate ongoing building renovations, provided that the movement of students with disabilities due to renovations will be proportional to the number of students without disabilities being moved.
  - (v) That the location of classes shall be maintained within a school building for at least 3 school years.
- (3) Each special education class is:
  - (i) Maintained as close as appropriate to the ebb and flow of usual school activities.
  - (ii) Located where noise will not interfere with instruction.
  - (iii) Located only in space that is designed for purposes of instruction.
  - (iv) Readily accessible.
  - (v) Composed of at least 28 square feet per student.

<b>FACILITIES USED FOR SPECIAL EDUCATION</b>	
<b>9. STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>	
<p><b>LEA PROCEDURE</b> LEA will review all facilities where it has placed a student to receive special education services (not to include Approved Private School placements). LEA will complete the report of facilities chart which follows <i>only for those facilities the LEA identifies as potentially noncompliant</i>. LEA will respond to the following facilities requirements:</p> <p>a. Are the special education schools and classrooms comparable to regular schools and classrooms?  <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>b. Is each special education class maintained as close as appropriate to the ebb and flow of usual school activities?  <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>c. Is each special education class located where noise will not interfere with instruction?  <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>d. Is each special education class located only in space that is designed for purposes of instruction?  <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>e. Is each special education class readily accessible?  <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>continued on next page</p>	

<b>FACILITIES USED FOR SPECIAL EDUCATION</b>	
<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>	
<p>f. Is each special education class composed of at least 28 square feet per student?</p> <p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>g. Has the location of classes been maintained within a school building for at least 3 school years? (This applies to significant facility changes such as movement between LEA – not room changes within a school building.)</p> <p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>h. If required, has the LEA filed a Special Education Plan Revision Notice (SEPRN) with all of the components?</p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input checked="" type="checkbox"/> NA</p> <p><b>SPECIAL CONSIDERATIONS</b></p>	



<b>FACILITIES USED FOR SPECIAL EDUCATION</b>		
	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>	
	<b>BSE PROCEDURE</b> Chairperson will review the information provided by the LEA, and verify results as needed.	
<b>9.</b>	<b>TO BE COMPLETED BY CHAIRPERSON:</b> <b>CONCLUSION</b> ___ Yes, In Compliance ___ No, Not in Compliance	

# 10. INDEPENDENT EDUCATIONAL EVALUATION

## STANDARD – INDEPENDENT EDUCATIONAL EVALUATION

The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.

### REGULATORY BASE:

**Independent educational evaluation** - 34 CFR 300.502

General. (1) The parents of a child with a disability have the right under this part to obtain an independent educational evaluation of the child, subject to paragraphs (b) through (e) of this section. (2) Each public agency must provide to parents, upon request for an independent educational evaluation, information about where an independent educational evaluation may be obtained, and the agency criteria applicable for independent educational evaluations as set forth in paragraph (e) of this section.

<b>INDEPENDENT EDUCATIONAL EVALUATION</b>	
<b>10.</b>	<p><b>STANDARDS TO BE MET</b> <b>PROCEDURES TO FOLLOW</b></p>
	<p><b>LEA PROCEDURE</b> LEA will provide a description of its procedure for responding to requests from parents for an Independent Educational Evaluation (IEE) at public expense.</p> <p>LEA will make available files of all students for whom an IEE at public expense was requested by the parent during the prior school year.</p> <p>LEA will discuss LEA Team Discussion Points and complete the Data Collection Summary.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b> Chairperson will select and review 10%, or not less than 3 files, of LEA files and answer the following questions:</p> <p>a. Does the LEA provide information where an IEE may be obtained?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>b. Does the LEA notify parents in writing via a NOREP/PWN when the LEA declines the parent's request for an IEE at public expense and the reason for denial of the IEE?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>c. Does the LEA's procedure demonstrate that the LEA does not unreasonably delay either providing the IEE at public expense or initiating a due process hearing?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>d. Is there evidence that the LEA considered the IEE?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p>

<b>INDEPENDENT EDUCATIONAL EVALUATION</b>	
<b>DATA COLLECTION WORKSHEET</b>	
<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <ul style="list-style-type: none"> <li>➤ Are LEA personnel (principals, administrators, psychologists, and teachers) familiar with the requirements for IEEs?</li>   <li>➤ How does the LEA ensure that the results of an IEE are considered in any decision made with respect to the provision of FAPE?</li> </ul>	<p>All school personnel are familiar with the procedures and provisions for independent educational evaluation. The LEA follows procedure outlined for this process. The district adheres to all requirements of the IEE process as defined in the Procedural Safeguard Notice distributed to all parents when requesting an IEE. The Special Education Director would meet with the appropriate administrative team members prior to agreeing to an Independent Evaluation. Due to the cost to the district, the Superintendent would be included in the appropriate administration team and thus be included in that decision.</p> <p>. The District will obtain the copies from the agency that conducted the evaluation. The school psychologist is provided a copy of this report. The District will then conduct an Multidisciplinary Team meeting to share and discuss the conclusions of the evaluation. If the evaluation is within Chapter 14 standards for eligibility and need, the contents of the independent education evaluation will be considered as part of the District's Evaluation Report.</p>
<p><b>10. TO BE COMPLETED BY CHAIRPERSON:</b>  <b>CONCLUSION</b>  <input type="checkbox"/> Yes, In Compliance (Must answer Yes or NA to all 4 questions (a-d) under BSE Procedure.)  <input type="checkbox"/> No, Not in Compliance</p>	

# 11. LEAST RESTRICTIVE ENVIRONMENT (LRE)

## 1st STANDARD -- CONTINUUM

The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.

### REGULATORY BASE:

**Continuum** - 34 CFR 300.115(a)(b)(1)(2)

(a) Each public agency must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. (b) The continuum required in paragraph (a) of this section must—(1) Include the alternative placements listed in the definition of special education under § 300.38 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and (2) Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

## 2nd STANDARD - DISTRIBUTION OF SCHOOL-AGED STUDENTS

Students with disabilities are provided for in the least restrictive environment. 34 CFR 300.114 – 117

### REGULATORY BASE:

**General LRE requirements** - 34 CFR 300.114-117(2)(i)(ii)

(2) Each public agency must ensure that—(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

**FSA 11 and 11A Data and Table Index**

<b>DATA DISPLAY</b>	COMPARISON OF LEA AND STATE EDUCATIONAL PLACEMENT DATA AND LEA PERFORMANCE ON SPP TARGETS
<b>LEA TABLE 1:</b>	DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION
<b>STATE TABLE 1:</b>	DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION
<b>LEA TABLE 1A:</b>	DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION BY GRADE LEVEL
<b>LEA TABLE 2:</b>	DISTRIBUTION OF FIRST GRADE STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION
<b>STATE TABLE 2:</b>	DISTRIBUTION OF FIRST GRADE STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION
<b>LEA TABLE 3:</b>	DISTRIBUTION OF FIRST GRADE STUDENTS BY TYPE OF SUPPORT CATEGORY ACROSS LOCATIONS OF INTERVENTION
<b>STATE TABLE 3:</b>	DISTRIBUTION OF FIRST GRADE STUDENTS BY TYPE OF SUPPORT CATEGORY ACROSS LOCATIONS OF INTERVENTION

**LEAST RESTRICTIVE ENVIRONMENT (LRE)**

**COMPARISON OF LEA AND STATE EDUCATIONAL PLACEMENT DATA AND LEA PERFORMANCE ON SPP TARGETS**

<b>11.</b>	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>																													
	<p><b>LEA PROCEDURE</b></p> <p>LEA has reviewed its parent survey results and identified any areas of needed improvement. The LEA will make this information available on site for BSE verification.</p> <p>The LEA will examine the following data comparing local and state rates and LEA performance on SPP targets, and will reflect upon this information in the Team Discussion Points and Data Collection Summary:</p> <p>a. <u>61.58</u> % of LEA students with an IEP served inside the regular classroom 80% or more of the day (formerly less than 21%) (State % is <u>62.59</u>)</p> <p>b. <u>22.63</u> % of LEA students with an IEP served inside the regular classroom no more than 79% of the day and no less than 40% of the day (formerly 21-60%) (State % is <u>23.01</u>)</p> <p>c. <u>7.37</u> % of LEA students with an IEP served inside the regular classroom less than 40% of the day (formerly greater than 60%) (State % is <u>9.68</u>)</p> <p>d. <u>0.00</u> % of LEA students educated in public separate facilities (EX: centers, segregated settings...) (State % is <u>1.52</u>)</p> <p>e. <u>7.37</u> % of LEA students educated in private separate facilities (EX: private day schools) (State % is <u>2.72</u>)</p> <p>f. <u>0.53</u> % of LEA students educated in public or private separate residential facilities (EX: ICP, PRRI, residential treatment program) (State % is <u>0.35</u>)</p> <p>Compared to state percentages, LEA data for the above 6 items are as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Setting</th> <th style="width: 20%;">Above State Rate</th> <th style="width: 20%;">Below State Rate</th> <th style="width: 45%;">Same As State Rate</th> </tr> </thead> <tbody> <tr> <td>a.</td> <td></td> <td style="text-align: center;"><b>X</b></td> <td></td> </tr> <tr> <td>b.</td> <td></td> <td style="text-align: center;"><b>X</b></td> <td></td> </tr> <tr> <td>c.</td> <td></td> <td style="text-align: center;"><b>X</b></td> <td></td> </tr> <tr> <td>d.</td> <td></td> <td style="text-align: center;"><b>X</b></td> <td></td> </tr> <tr> <td>e.</td> <td style="text-align: center;"><b>X</b></td> <td></td> <td></td> </tr> <tr> <td>f.</td> <td style="text-align: center;"><b>X</b></td> <td></td> <td></td> </tr> </tbody> </table>	Setting	Above State Rate	Below State Rate	Same As State Rate	a.		<b>X</b>		b.		<b>X</b>		c.		<b>X</b>		d.		<b>X</b>		e.	<b>X</b>			f.	<b>X</b>			
Setting	Above State Rate	Below State Rate	Same As State Rate																											
a.		<b>X</b>																												
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c.		<b>X</b>																												
d.		<b>X</b>																												
e.	<b>X</b>																													
f.	<b>X</b>																													

<b>LEAST RESTRICTIVE ENVIRONMENT (LRE)</b>									
<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>									
<p>LEA results for students with disabilities compared to the SPP target: (NOTE: This SPP target reporting is based on prior year’s reporting cycle. The LEA may describe and discuss more current data and performance on SPP target in the Special Considerations section below.)</p> <p>g. Met SPP target for students with disabilities served inside the regular classroom 80% or more of the day.</p> <p>h. Met SPP target for students with disabilities served inside the regular classroom less than 40% of the day.</p> <p>i. Met SPP target for students with disabilities served in other locations.</p> <table border="1"> <thead> <tr> <th>Setting</th> <th>Met SPP Target</th> </tr> </thead> <tbody> <tr> <td>80% or more</td> <td>N</td> </tr> <tr> <td>Less than 40%</td> <td>Y</td> </tr> <tr> <td>Other Locations</td> <td>N</td> </tr> </tbody> </table> <p><b>SPECIAL CONSIDERATIONS</b></p>	Setting	Met SPP Target	80% or more	N	Less than 40%	Y	Other Locations	N	
Setting	Met SPP Target								
80% or more	N								
Less than 40%	Y								
Other Locations	N								

**LEAST RESTRICTIVE ENVIRONMENT (LRE)**

**LEA TABLE 1: DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION**

<b>11A</b>	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>	
	<p><b>LEA PROCEDURE</b> The LEA will review LEA Table 1 and State Table 1, carefully reviewing LEA data that is discrepant from the state data and providing an explanation for any LEA data that differs from the state data by greater than 10 percentage points for more segregated settings (i.e. inside the regular education class less than 40% of the school day, or other settings). The data in LEA Table 1 is PennData submitted by the LEA, which summarizes the number and percentage of students, by primary disability, placed in each location of intervention. A link to five years of data is provided so that trends may be examined. State Table 1, on the next page, is a state summary of the distribution, and is provided as a point of reference for the team. The team should reference their analysis of this data in the LEA Team Discussion and the LEA Data Collection Summary.</p>	<p><b>BSE PROCEDURE</b> BSE Chairperson will review the data provided for the LEA and the State and make note of data that suggests compliance, non-compliance, or need for improvement.</p>

PRIMARY DISABILITY	LOCATION OF INTERVENTION: (number of students/percentage of total for the disability category)							TOTAL
	Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular class less than 40% of the school day	Educated in public separate facilities	Educated in private separate facilities	Educated in public or private separate residential facilities	Receive instruction in the home	
Intellectual Disability	0 / 0.00	2 / 50.00	2 / 50.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	4
Hearing Impairment including Deafness	1 / 100.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	1
Speech or Language Impairment	33 / 100.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	33
Visual Impairment Including Blindness	1 / 33.33	0 / 0.00	1 / 33.33	0 / 0.00	1 / 33.33	0 / 0.00	0 / 0.00	3
Emotional Disturbance	9 / 39.13	5 / 21.74	2 / 8.70	0 / 0.00	7 / 30.43	0 / 0.00	0 / 0.00	23
Orthopedic Impairment	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Other Health Impairment	17 / 62.96	6 / 22.22	1 / 3.70	0 / 0.00	2 / 7.41	1 / 3.70	0 / 0.00	27
Specific Learning Disability	46 / 58.97	27 / 34.62	5 / 6.41	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	78
Deaf-Blindness	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Multiple Disabilities	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	1 / 50.00	0 / 0.00	1 / 50.00	2
Autism	8 / 50.00	3 / 18.75	3 / 18.75	0 / 0.00	2 / 12.50	0 / 0.00	0 / 0.00	16
Traumatic Brain Injury	2 / 66.67	0 / 0.00	0 / 0.00	0 / 0.00	1 / 33.33	0 / 0.00	0 / 0.00	3

**LEAST RESTRICTIVE ENVIRONMENT (LRE)**

**STATE TABLE 1: DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION**

PRIMARY DISABILITY	LOCATION OF INTERVENTION: (percentage of total for the disability category)							TOTAL
	Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular class less than 40% of the school day	Educated in public separate facilities	Educated in private separate facilities	Educated in public or private separate residential facilities	Receive instruction in the home	
Intellectual Disability	10.39	33.77	45.55	5.38	4.06	0.62	0.23	0.00
Hearing Impairment including Deafness	67.29	13.77	6.79	0.73	9.62	1.80	0.00	0.00
Speech or Language Impairment	96.25	2.71	0.91	0.03	0.08	0.00	0.01	0.00
Visual Impairment Including Blindness	61.00	11.97	6.60	0.79	17.96	1.67	0.00	0.00
Emotional Disturbance	47.08	20.50	13.81	5.50	11.22	1.75	0.14	0.00
Orthopedic Impairment	51.97	24.47	17.37	3.95	1.05	0.13	1.05	0.00
Other Health Impairment	65.68	25.40	5.74	0.98	1.84	0.21	0.14	0.00
Specific Learning Disability	66.76	28.95	3.22	0.34	0.58	0.11	0.03	0.00
Deaf-Blindness	16.42	19.40	14.93	1.49	38.81	7.46	1.49	0.00
Multiple Disabilities	4.24	11.67	51.19	11.87	14.86	1.80	4.38	0.00
Autism	42.97	22.86	24.68	2.56	6.41	0.43	0.09	0.00
Traumatic Brain Injury	45.14	25.38	19.60	2.74	5.47	0.30	1.37	0.00

**LEAST RESTRICTIVE ENVIRONMENT (LRE)**

**LEA TABLE 1A: DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION BY GRADE LEVEL**

<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>	
<b>LEA PROCEDURE</b> The LEA will review LEA Table 1A, LEA data by grade level (E=Elementary (grades K-6), M=Middle School (grades 7-8), H=High School (grades 9-12)) and provide explanation of any significant changes in placement patterns between the three levels. For example, if 60% of students with intellectual disability are served inside the regular class 80% or more at the Elementary level, and this decreases to 45% at the Middle School level, the LEA is to provide an explanation. In general, the LEA is to explain any change of greater than 10 percentage points across levels and disability categories. The team should reference their analysis of this data in the LEA Team Discussion and the LEA Data Collection Summary.	<b>BSE PROCEDURE</b> BSE Chairperson will review the data provided for the LEA and the State and make note of data that suggests compliance, non-compliance, or need for improvement.

PRIMARY DISABILITY	LOCATION OF INTERVENTION: (percentage of total for the disability category)															TOTAL									
	Inside the regular class 80% or more of the school day			Inside the regular class 40-79% of the school day			Inside the regular class less than 40% of the school day			Educated in public separate facilities			Educated in private separate facilities				Educated in public or private separate residential facilities			Receive instruction in the home					
	E	M	H	E	M	H	E	M	H	E	M	H	E	M	H		E	M	H	E	M	H			
<b>Intellectual Disability</b>	0	0	0	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
	0.0	0.0	0.0	0.0	25.0	25.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
<b>Hearing Impairment including Deafness</b>	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
<b>Speech or Language Impairment</b>	27	2	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	33
	81.8	6.1	12.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
<b>Visual Impairment Including Blindness</b>	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	3
	0.0	33.3	0.0	0.0	0.0	0.0	33.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	33.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
<b>Emotional Disturbance</b>	4	2	3	1	1	3	2	0	0	0	0	0	1	2	4	0	0	0	0	0	0	0	0	0	23
	17.4	8.7	13.0	4.4	4.4	13.0	8.7	0.0	0.0	0.0	0.0	0.0	4.4	8.7	17.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
<b>Orthopedic Impairment</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
<b>Other Health Impairment</b>	10	1	6	1	3	2	1	0	0	0	0	0	0	0	2	0	1	0	0	0	0	0	0	0	27
	37.0	3.7	22.2	3.7	11.1	7.4	3.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7.4	0.0	3.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
<b>Specific Learning Disability</b>	17	9	20	17	5	5	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	78
	21.8	11.5	25.6	21.8	6.4	6.4	6.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
<b>Deaf-Blindness</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	

<b>Multiple Disabilities</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	0.0	0.0	0.0	0.0	50.0		
<b>Autism</b>	3	4	1	2	0	1	3	0	0	0	0	0	0	1	1	0	0	0	16	
	18.8	25.0	6.3	12.5	0.0	6.3	18.8	0.0	0.0	0.0	0.0	0.0	0.0	6.3	6.3	0.0	0.0	0.0		0.0
<b>Traumatic Brain Injury</b>	2	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	3	
	66.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	33.3	0.0	0.0	0.0	0.0	0.0		0.0

**LEAST RESTRICTIVE ENVIRONMENT (LRE)**

**LEA TABLE 2: DISTRIBUTION OF FIRST GRADE STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION**

<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>	
<b>LEA PROCEDURE</b> The LEA will review LEA Table 2 and State Table 2, carefully reviewing LEA data that is discrepant from the state data and providing an explanation for any LEA data that differs from the state data by greater than 10 percentage points for more segregated settings (i.e. inside the regular education class less than 40% of the school day, or other settings). The data in LEA Table 2 is PennData submitted by the LEA, which summarizes the number and percentage of LEA FIRST GRADE students, by primary disability, placed in each location of intervention. A link to five years of data is provided so that trends may be examined. State Table 2, on the next page, is a state summary of the distribution of FIRST GRADE STUDENTS, and is provided as a point of reference for the team. The team should reference their analysis of this data in the LEA Team Discussion and the LEA Data Collection Summary.	<b>BSE PROCEDURE</b> BSE Chairperson will review the data provided for the LEA and the State and make note of data that suggests compliance, non-compliance or need for improvement.

PRIMARY DISABILITY	LOCATION OF INTERVENTION: (number of first grade students/percentage of total for the disability category)							TOTAL
	Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular class less than 40% of the school day	Educated in public separate facilities	Educated in private separate facilities	Educated in public or private separate residential facilities	Receive instruction in the home	
Intellectual Disability	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Hearing Impairment including Deafness	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Speech or Language Impairment	5 / 100.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	5
Visual Impairment Including Blindness	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Emotional Disturbance	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Orthopedic Impairment	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Other Health Impairment	1 / 100.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	1
Specific Learning Disability	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Deaf-Blindness	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Multiple Disabilities	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Autism	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Traumatic Brain Injury	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0

**LEAST RESTRICTIVE ENVIRONMENT (LRE)**

**STATE TABLE 2: DISTRIBUTION OF FIRST GRADE STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION**

PRIMARY DISABILITY	LOCATION OF INTERVENTION: (percentage of total for the disability category)							TOTAL
	Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular class less than 40% of the school day	Educated in public separate facilities	Educated in private separate facilities	Educated in public or private separate residential facilities	Receive instruction in the home	
Intellectual Disability	12.53	34.17	49.08	1.98	2.24	0.00	0.00	0
Hearing Impairment including Deafness	61.95	12.68	11.22	0.98	12.20	0.98	0.00	0
Speech or Language Impairment	97.41	1.49	1.04	0.04	0.03	0.00	0.00	0
Visual Impairment Including Blindness	62.07	8.05	12.64	0.00	16.09	1.15	0.00	0
Emotional Disturbance	40.15	23.20	24.49	3.68	8.47	0.00	0.00	0
Orthopedic Impairment	57.58	22.73	12.12	1.52	4.55	0.00	1.52	0
Other Health Impairment	58.91	29.19	10.57	0.37	0.89	0.07	0.00	0
Specific Learning Disability	55.79	36.23	7.58	0.06	0.35	0.00	0.00	0
Deaf-Blindness	50.00	0.00	0.00	25.00	25.00	0.00	0.00	0
Multiple Disabilities	6.09	13.20	54.82	10.15	12.18	0.00	3.55	0
Autism	37.17	20.13	37.90	1.91	2.84	0.05	0.00	0
Traumatic Brain Injury	38.89	33.33	22.22	5.56	0.00	0.00	0.00	0

**LEAST RESTRICTIVE ENVIRONMENT (LRE)**

**LEA TABLE 3: DISTRIBUTION OF FIRST GRADE STUDENTS BY TYPE OF SUPPORT CATEGORY ACROSS LOCATIONS OF INTERVENTION**

<p><b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b></p>	
<p><b>LEA PROCEDURE</b> The LEA will review LEA Table 3 and State Table 3 carefully reviewing LEA data that is discrepant from the state data and providing an explanation for any LEA data that differs from the state data by greater than 10 percentage points for more segregated settings (i.e. inside the regular education class less than 40% of the school day, or other settings). The data in LEA Table 3 is PennData submitted by the LEA, which summarizes the number and percentage of LEA FIRST GRADE students, by type of support and location of intervention. A link to five years of data is provided so that trends may be examined. State Table 3, on the next page, is a state summary of the distribution, and is provided as a point of reference for the team. The team should reference their analysis of this data in the LEA Team Discussion and the LEA Data Collection Summary.</p>	<p><b>BSE PROCEDURE</b> BSE Chairperson will review the data provided for the LEA and the State and make note of data that suggests compliance, non-compliance or need for improvement.</p>

<b>LOCATION OF INTERVENTION: (number of students/percentage of total for the type of support category)</b>								
<b>TYPE OF SUPPORT</b>	<b>Inside the regular class 80% or more of the school day</b>	<b>Inside the regular class 40-79% of the school day</b>	<b>Inside the regular class less than 40% of the school day</b>	<b>Educated in public separate facilities</b>	<b>Educated in private separate facilities</b>	<b>Educated in public or private separate residential facilities</b>	<b>Receive instruction in the home</b>	<b>TOTAL</b>
<b>Autistic Support</b>	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
<b>Emotional Support</b>	1 / 100.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	1
<b>Deaf and Hard of Hearing Support</b>	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
<b>Learning Support</b>	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
<b>Life Skills Support</b>	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
<b>Multiple Disabilities Support</b>	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
<b>Physical Support</b>	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
<b>Speech and Language Support</b>	5 / 100.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	5
<b>Blind-Visually Impaired Support</b>	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0

**LEAST RESTRICTIVE ENVIRONMENT (LRE)**

**STATE TABLE 3: DISTRIBUTION OF FIRST GRADE STUDENTS BY TYPE OF SUPPORT ACROSS LOCATIONS OF INTERVENTION**

<b>TYPE OF SUPPORT</b>	<b>Inside the regular class 80% or more of the school day</b>	<b>Inside the regular class 40-79% of the school day</b>	<b>Inside the regular class less than 40% of the school day</b>	<b>Educated in public separate facilities</b>	<b>Educated in private separate facilities</b>	<b>Educated in public or private separate residential facilities</b>	<b>Receive instruction in the home</b>	<b>TOTAL</b>
<b>Autistic Support</b>	23.01	19.50	50.84	2.26	4.31	0.07	0.00	0
<b>Emotional Support</b>	37.23	22.82	27.96	4.14	7.70	0.14	0.00	0
<b>Deaf and Hard of Hearing Support</b>	66.49	8.76	9.79	1.03	12.89	1.03	0.00	0
<b>Learning Support</b>	58.10	33.96	7.36	0.21	0.38	0.00	0.00	0
<b>Life Skills Support</b>	4.54	26.92	63.69	1.56	3.29	0.00	0.00	0
<b>Multiple Disabilities Support</b>	3.23	6.45	62.37	13.98	9.68	0.00	4.30	0
<b>Physical Support</b>	62.50	15.62	18.75	3.12	0.00	0.00	0.00	0
<b>Speech and Language Support</b>	98.63	0.67	0.66	0.01	0.03	0.00	0.00	0
<b>Blind-Visually Impaired Support</b>	62.65	6.02	13.25	0.00	16.87	1.20	0.00	0

LEAST RESTRICTIVE ENVIRONMENT (LRE)		
DATA COLLECTION WORKSHEET		
11A	LEA Team Discussion Points	LEA Data Collection Summary
	<p>a. Are there specific disability categories that show a high number of students placed outside the general education classroom for more than 20% of the school day?</p> <p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p>b. If the answer to "a" is "yes," list the reasons why a high number of students in those categories are placed outside the general education classroom for more than 20% of the school day.</p> <p>c. Do trend data in LEA tables and Five Year Longitudinal Data show an increase or decrease in the number of students with an IEP served in general education classrooms for increased portions of the school day? If there is a decrease in the trends, please explain.</p>	<p>2015-2016 data shows there are categories that have a high number of students placed outside of the general education classroom for more than 20% of the school day. Students are being placed in these categories because of their level of need. The level of SLD students being served at the itinerant level is showing an increase in the trend over the past 4 years. The district acknowledges that in 2014-2015, the level was at 58.97%. However, the overall trend, according to %, has increased by 3.23% over the last 4 years. Additionally, low incident categories of hearing and multiple disabilities have seen an increased enrollment in the past 3 years. This attributes to the fact that in the last 3 years, our number of hearing impaired students has gone from 0 to 3 students. These three students were enrolled then identified in the district. Moreover, in those same years, multi disability students educated above Itinerant level has shown an increase from 1 to 3 students.</p>

- Increase
- Decrease
- Remained relatively the same

d. Do the data in the LEA Tables match the current Special Education Plan Program Profile?

- Yes
- No

e. Does the current Special Education Plan Program Profile describe the services and programs available to ensure that the continuum of services is available within the LEA?

- Yes
- No

**Review LEA Tables 2 & 3 and State Tables 2 & 3 for first grade students, respond to the following questions and provide explanation.**

f. Are there specific disability categories that show a high number of first grade students placed outside the general education classroom for more than 20% of the school day?

- Yes
- No

g. If the answer to “f” is “yes,” list the reasons why a high number of students in those categories are placed outside the general education classroom for more than 20% of the school day.

h. Are there specific types of support that show a high number of first grade students placed outside the general education classroom for more than 20% of the school day?

When analyzing the data in the LEA tables and the Five Year Longitudinal Data, there is a decrease in the number of students who have IEPs who are served in the general education classroom for increased portions of the day. Low incident categories of students enrolling in the district have increased in recent years. Low incident categories include hearing, vision, and multiple disabilities. When making instructional decisions, the FCSD uses this data to propel students in the right instructional direction. As a district, Fort Cherry has the goal of providing all students with the appropriate services and supports. By looking at a student’s need and their disability level, we can assess and determine what programs, supports, and services to offer our students least restrictive environment. However, LRE may not always be the best place for the student, even though that is where the district would like to see the student placed. Also, inclusion may not be the best option for the student. As a result, we consider each students needs individually and try to find ways that we can offer our students as much time as possible that would benefit them in the general education classroom. FCSD’s objective is to assist our students by examining what their needs and offering ways for them to build upon their strengths. Our goal as a district is to give our students a strong foundation to be successful upon completion of high school.

For more than 20% of the school day, there are 7 students at the first grade level (2 ED, 4 SLD, and 1 student with autism) who are placed outside the general education classroom. They require a more restrictive environment based on their level of need.

<p> <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No </p> <p>i. If the answer to “h” is “yes,” list the reasons why a high number of first grade students in those types of support are placed outside the regular classroom for more than 20% of the school day.</p> <p>j. Do the trend data show an increase or decrease in the number of first grade students with an IEP served in general education classrooms for increased portions of the school day? If there is a decrease in the trends, please explain.</p> <p> <input checked="" type="checkbox"/> Increase  <input type="checkbox"/> Decrease  <input type="checkbox"/> Remained relatively the same </p> <p>k. Are there specific school buildings that show a high number of first grade students placed outside the general education classroom for more than 20% of the school day?</p> <p> <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No </p>	<p>When data was reviewed, the following 3 areas require more supports for students: SLD, ED, and Autistic Support. This corresponds with those students who receive more intense supports from the FCSD as shown in the previous question.</p> <p>Fort Cherry data indicates that there has been an increase in identified students over the past 6 years thus increasing the number of identified students. These students, overall, have increased participation in general education classes for longer periods of time throughout the school day. As a percentage, the students educated within the regular education classroom for more than 40% of the school day has increased from 66% to 87%. While the students inside the regular education classroom, which is less than 40% of the day, dropped from 34% to approximately 13%.</p>
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<b>LEAST RESTRICTIVE ENVIRONMENT (LRE)</b>	
<b>DATA COLLECTION WORKSHEET</b>	
<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p><b>Respond to the following questions and provide a brief explanation.</b></p> <ul style="list-style-type: none"> <li>➤ For students educated outside the regular classroom for more than 20% of the school day, did IEP teams determine that those students could not receive a meaningful benefit from education in the general education classroom?</li> <li>➤ If so, what were the reasons?</li> <li>➤ What supplementary aids and services in the general education classroom did the team discuss prior to recommending removal from regular class for any portion of the school day?</li> <li>➤ In what types of settings and environments are the following types of support provided: learning support, life skills support, emotional support, autistic support, physical support, multiple disability support, hearing support, vision support, speech and language support?</li> <li>➤ For each of the above, is that type of support provided in general education classes as well as in special education classes?</li> <li>➤ If it is not provided in general education classes, what are the reasons?</li> <li>➤ How are students whose behavior may disrupt their own learning or that of others supported by the LEA?</li> </ul>	<p>Students educated outside of the regular education classroom for more than 20% of the school day cannot receive meaningful benefit when receiving instruction in the general education classroom as determined by IEP team discussions.</p> <p>Since the IEP is individualized, it varies from student to student. However, some common examples are: emotional needs, learning needs, and behaviors that impede the learning of others.</p> <p>The team discussed support from paraprofessionals in the classroom, social work, speech/language support, vision support, OT support, PT support, and hearing support along with implementing accommodations with in the general education classroom.</p> <p>FCSD is the neighborhood school setting where the following supports are provided: learning support, life skills support, emotional support, hearing support, vision support, speech and language support, and social work support.</p> <p>The amounts of support vary per student and are based on individual needs. All supports are provided within the general education classroom to the fullest extent possible.</p> <p>If a student requires more intensive services or disrupts the learning of others, they may need more intense services. These services may or may not be offered within the building. This results in outplacement supports.</p> <p>When a student's behavior is impeding their learning or that of others, they are first placed into a more restrictive environment within the district after all other options of supplementary aids and services have been exhausted. If a positive behavior support plan exists, it may be revised or an FBA may be started. If the most restrictive environment within the district (full time special education placement) does not meet the student's needs, then the team will begin to explore options for appropriate programming/placement in an outside separate school or facility.</p>

<ul style="list-style-type: none"> <li>➤ What plans does the LEA have to develop programs and services to ensure that the continuum of services is available within the LEA?</li>   <li>➤ Do students with an IEP have the same opportunities to participate in academic, nonacademic or extracurricular activities as peers who are non-disabled?</li>   <li>➤ If a student needs supplementary aids and services to participate in extracurricular activities, is that support provided?</li>   <li>➤ Do IEP teams begin the discussion of educational placement with the option of regular class for the entire school day?</li>   <li>➤ During IEP team meetings in which a student's educational placement is determined, does the team discuss how the student can be educated in regular class with supplementary aids and services for the entire school day?</li>   <li>➤ Are additional resources or supports needed to facilitate providing supplementary aids and services to students with an IEP within general education classrooms? If so, explain.</li>   <li>➤ How often are special education teachers available for co-teaching and consultation in general education classrooms?</li>   <li>➤ Do students with an IEP tend to spend less time in general education classes as they grow older?</li> </ul>	<p>As specified in the special education plan, there is a continuum of services available in the district. First and foremost, the district will continue to focus on returning out placed students to their home district. Additionally, the district has recently developed life skills programming at the junior senior high level to meet the needs of students educated with in the district. The district is in the process of expanding its transition services for all students ages 14 and older.</p> <p>Students with an IEP have the same opportunities to participate in the same academic, nonacademic, or extracurricular activities as peers who are non-disabled. Students with disabilities are expected to meet all of the entrance and enrollment requirements before participating in a given class or activity just as those students without disabilities is expected.</p> <p>SDI's needed for students with disabilities to participate in extracurricular activities are provided were discussed at IEP team meetings when appropriate.</p> <p>As required by state and federal laws, discussions of where to place students always begins with a discussion about general education placement. Data in the Present Levels of Academic Achievement and Functional Performance provide a basis for any discussion where a decision might be made regarding removal of a student from the general education setting. IEP team operates with the following phrase in mind: special education is a service, not a place. The IEP team respects all aspects of LRE.</p> <p>The team begins with the assumption that the student will be placed in the regular education classroom for the entire school day. If the student needs a more restrictive environment as determined by the team that cannot be addressed by the SDI and modifications, the team will then discuss options that will meet their needs. This may include placement within the learning support / emotional support classrooms for various classes throughout the day.</p> <p>In the general education program, additional resources are needed to facilitate supplementary aids and services. The district contacts various service providers to meet the need of additional resources. These service providers include: IU personnel, OVR, and Gateway Vision. These services can be provided wherever it is deemed necessary by the IEP team either in the regular education classroom or special education classroom. For consultation, special education teachers are available daily to discuss the general education classroom procedures and modifications. Special education teachers are available to assist in the facilitation of various regular education classroom lessons. This is accomplished through constant collaboration and consultation with the department staff.</p> <p>As students grow older, they are not spending less time in a general education classroom.</p>
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	<p>➤ If so, is this true for students with all disabilities or only for certain disability categories?</p>	<p>This is true for only certain disability categories. The content of the material at the elementary level and the ability to adapt the curriculum to meet the needs of students is much easier for a student with the MR disability category. These students can be educated at the elementary level within the regular education classroom and receive the appropriate accommodations to make the student succeed. For assessment, these students are able to receive a pass/fail grade.</p>
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**LEAST RESTRICTIVE ENVIRONMENT (LRE)**

STANDARDS TO BE MET PROCEDURES TO FOLLOW	
<p><b>BSE PROCEDURE</b></p> <p>The BSE Chairperson will review the data in all tables, as well as the current Special Education Program Plan Profile, the Data Collection Summary, information provided by the LEA, the Parent Survey results, and the Teacher Survey results, and answer the following questions:</p> <p>a. No specific disability groups or grade levels show a high number of students in more restrictive settings?  <input type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p>b. Do trend data in LEA tables show an increase in the number of students with an IEP served in general education classrooms for increased portions of the school day?  <input type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p>c. Do data in the LEA Tables match the current Special Education Plan Program Profile?  <input type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p>d. Does the current Special Education Plan Program Profile describe the services and programs available to ensure that a continuum of services is available within the LEA?  <input type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p>e. The data support a conclusion that the LEA is complying with requirements for continuum of services as articulated in the standards and regulatory base for LRE?  <input type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p>f. Available information supports a conclusion that the LEA is complying with requirements for the provision of a full range of supplementary aids and services as articulated in the standards and regulatory base for LRE?  <input type="checkbox"/> Yes  <input type="checkbox"/> No</p>	

<b>LEAST RESTRICTIVE ENVIRONMENT (LRE)</b>	
<b>11</b>	<b>TO BE COMPLETED BY BSE PERSONNEL:</b> <b>CONCLUSION</b> <input type="checkbox"/> Yes (Met SPP target) <input type="checkbox"/> No (Requires an improvement plan)
<b>11A</b>	<b>TO BE COMPLETED BY CHAIRPERSON:</b> <b>CONCLUSION</b> The data and information in the FSA, in combination with interviews and file reviews, supports a conclusion that the LEA is complying with requirements for the continuum of services and provision of a full range of supplementary aids and services, as articulated in the standards and regulatory base for LRE. <input type="checkbox"/> Yes <input type="checkbox"/> No

# 12. PROVISION OF EXTENDED SCHOOL YEAR (ESY) SERVICES

## STANDARD – PROVISION OF EXTENDED SCHOOL YEAR (ESY) SERVICES

### REGULATORY BASE

#### ESY - 34 CFR 300.106

(a) General. (1) Each public agency must ensure that extended school year services are available as necessary to provide FAPE, consistent with paragraph (a)(2) of this section. (2) Extended school year services must be provided only if a child's IEP Team determines, on an individual basis, in accordance with §§ 300.320 through 300.324, that the services are necessary for the provision of FAPE to the child. (3) In implementing the requirements of this section, a public agency may not—(i) Limit extended school year services to particular categories of disability; or (ii) Unilaterally limit the type, amount, or duration of those services. (b) Definition. As used in this section, the term extended school year services means special education and related services that—(1) Are provided to a child with a disability—(i) Beyond the normal school year of the public agency; (ii) In accordance with the child's IEP; and (iii) At no cost to the parents of the child; and (2) Meet the standards of the SEA.

#### Chapter 14.132

(a) In addition to the requirements incorporated by reference in 34 CFR 300.106 (relating to extended school year services), school entities shall use the following standards for determining whether a student with disabilities requires ESY as part of the student's program: (1) At each IEP meeting for a student with disabilities, the school entity shall determine whether the student is eligible for ESY services and, if so, make subsequent determinations about the services to be provided.

<b>PROVISION OF EXTENDED SCHOOL YEAR (ESY) SERVICES</b>	
<b>12.</b>	<p><b>STANDARDS TO BE MET</b> <b>PROCEDURES TO FOLLOW</b></p> <p><b>LEA PROCEDURE</b> LEA will prepare a list of all students currently determined to be eligible for ESY services. The list is to include the student’s name, disability category of eligibility, and type and location of special education service the student receives. (Use PennData definitions for category, type, and location.)</p> <p>LEA will send the list to BSE or make it available onsite for verification as directed by the Chairperson.</p> <p>LEA will review its data regarding ESY provision by disability, location of intervention, number of program hours, related services provided, and date of determination.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b> Chairperson will examine the list of students receiving ESY services to determine if students with various disabilities and types of services are receiving ESY programs. Chairperson will also consider the findings of other team members from the file reviews.</p> <p>Chairperson will select and review files of students found to be eligible and ineligible for ESY and reach conclusions. The sample will consist of at least 10 files in each eligibility category if available.</p> <p>Chairperson will answer the following questions:</p> <ol style="list-style-type: none"> <li>a. Is expedited review being offered to families of students who are not "target" group members if there is a disagreement about eligibility or the content of the program?</li> <li>b. Is the LEA complying with timelines for the new deadlines for "target" group students?</li> <li>c. Are procedural safeguard options provided to parents who disagree with ESY eligibility determinations?</li> <li>d. Is there evidence that ESY programs are individualized with regard to amount of services and individually appropriate goals and related services?</li> <li>e. In cases where ESY eligibility is denied, is there evidence in the file to support that conclusion, including information and data that demonstrates that the student does not require ESY in accordance with the determination criteria included in state regulations?</li> </ol>

**PROVISION OF EXTENDED SCHOOL YEAR (ESY) SERVICES**

**DATA COLLECTION WORKSHEET**

<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <ul style="list-style-type: none"> <li>➤ Does data regarding ESY participation indicate that all students with disabilities are considered for eligibility for ESY services, regardless of disability category, or type of special education service they are receiving?</li> <li>➤ Does the LEA make ESY determinations based on student needs, considering both short and long term breaks and interruptions in services?</li> <li>➤ Are ESY program decisions based on individual student needs vs. administrative convenience or other factors?</li> <li>➤ Are expedited reviews offered to families of students who are not "target" group members if there is a disagreement about eligibility or content of the program?</li> <li>➤ Are procedural safeguard options provided to parents who disagree with ESY eligibility determinations?</li> <li>➤ Is there evidence that ESY programs are individualized with regard to amount of services and individually appropriate goals and related services?</li> </ul>	<p>IEP team addresses ESY during annual meetings regardless of the disability or type of service the students are receiving. Special education teachers collect data throughout the year by progress monitoring the goals. Curriculum based assessments and standardized assessments are among the more frequently used means of monitoring a student's progress regarding regression and recoupment. During the summer months those students received ESY services. Their level of intervention ranged from itinerant through supplemental and into full time in a variety of settings to met their educational needs. ...</p> <p>Fort Cherry School District's LEA makes ESY determinations based on student needs, considering both short (holidays) and long (summer vacation) term breaks and interruptions in services. Progress monitoring of goals is used to support decisions regarding the need for ESY. ...</p> <p>ESY program decisions are based on individual student needs and data collected regarding progress on the IEP goals and objectives. The programming is individualized to meet each specific student's educational needs. ....</p> <p>Anytime a parent requests a meeting regarding disagreements about eligibility or content of the program, a meeting is held. Fortunately there have been no disagreements. ....</p> <p>Procedural safeguards are provided to the family at least one time per year. In addition, as with any disagreement, a NOREP is presented to the family in order for their disagreement to be documented and another set of procedural safeguards is presented. ....</p> <p>The progress monitoring for the current IEP is reviewed to determine the need for ESY services and then the program is developed around those needs that the team feel are appropriate. Measurable Annual Goals, Short term objectives, and related services are determined based on the progress monitoring data collected throughout the year. ....</p>

	<p>➤ In cases where ESY eligibility is denied, is there evidence in the file to support that conclusion, including information and data that demonstrates that the student does not require ESY in accordance with the determination criteria included in state regulations?</p>	<p>Yes, data is collected on all students through progress monitoring and determinations for ESY are based on the progress monitoring information. In cases where ESY services are denied, there would be evidence within the Present Level of Academic Achievement and Functional Performance to support progress toward the annual goals documenting there is not a need for ESY. ...</p>
<p>12.</p>	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b>  <b>CONCLUSION</b>  <input type="checkbox"/> Yes, In Compliance  <input type="checkbox"/> No, Not in Compliance</p>	

# 13. PROVISION OF RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING

## STANDARD – PROVISION OF RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING

### REGULATORY BASE

**Related Services** – 34 CFR 300.34(10)(i)(ii)(iii)(iv)(v)(vi)

(10) Psychological services includes—(i) Administering psychological and educational tests, and other assessment procedures; (ii) Interpreting assessment results; (iii) Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning; (iv) Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations; (v) Planning and managing a program of psychological services, including psychological counseling for children and parents; and (vi) Assisting in developing positive behavioral intervention strategies.

<b>PROVISION OF RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING</b>	
<b>13.</b>	<p><b>STANDARDS TO BE MET</b> <b>PROCEDURES TO FOLLOW</b></p>
	<p><b>LEA PROCEDURE</b> LEA will describe the provision of psychological counseling services to students within the LEA, specifically how it plans and manages a program of psychological services, including psychological counseling for those students whose IEPs require this service as a provision of FAPE. LEA will provide, in this FSA, a brief listing of what services are available both within the school setting and for school-funded services obtained from outside agencies. During the onsite review, the LEA must provide to the Chairperson specific written assurance or other documentation that parents are not charged for psychological counseling services that students require if the service is a necessary related service.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b> Chairperson will review the description in the FSA and assurance or other documentation provided onsite to assess compliance with requirements.</p>

**PROVISION OF RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING**

**DATA COLLECTION WORKSHEET**

<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <ul style="list-style-type: none"> <li>➤ Are there sufficient psychological counseling services available to meet the needs of students in the LEA?</li> <li>➤ Is there a continuum of services available to address students who need varying types and levels of support?</li> <li>➤ Are psychological counseling services, when included in a student's IEP, provided at no cost to parents?</li> <li>➤ Does the LEA have effective arrangements with outside service providers?</li> </ul>	<p>Fort Cherry School District contracts with IU#1 for psychological and social worker services. These professional are available five days a week within our districts. Psychologist services include psychological evaluations, writing evaluation reports, counseling for students, completing FBA's and PBSPs, providing behavior supports in the classroom, SAP/eSAP team member for elementary and secondary buildings, in-service training, and consultation for regular and special education staff. Social worker services include individual sessions, group sessions, behavior modification, social skill building, developing appropriate coping skills in academic settings and support system for students. The social worker also is part of the SAP/eSAP team.</p> <p>There is a continuum of services available to students with varying needs. These services begin with a comprehensive evaluation which includes psychological evaluation and social histories. The students also receive services through Try Again Homes, Washington Communities, SPHS, Southwest Training, OVR, and H.O.M.E.S. FCSD has a close working relationship with behavioral health providers in the community.</p> <p>Costs for psychological counseling services are never extended to the parents(s)/guardian.</p> <p>Yes, the district provides services beginning with a comprehensive evaluation which includes psychological evaluation and social histories. The students also receive services through drug and alcohol counseling through the care center, involvement with CASSP meetings, truancy elimination program, Washington hospital teen outreach programs. FCSD psychological staff has a close relationship with Washington county Children and Youth Services, Washington County Juvenile Probation, Washington County Human Service including the ID (Child alert through graduation programs). Contracted therapeutic services for PT, OT, Vision support, hearing support, AT, and behavioral consultations are also provided.</p>

	<p>➤ If students require psychological counseling as a related service, and it is provided outside of the school setting, is transportation provided where necessary and at no cost to the parent?</p>	<p>Yes, if there was a need the district would provide transportation at no cost to the parents.</p>
<p>13.</p>	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b>  <b>CONCLUSION</b>  <input type="checkbox"/> Yes, In Compliance  <input type="checkbox"/> No, Not in Compliance</p>	

# 14. CASELOAD AND AGE RANGE

**STANDARD - CASELOAD AND AGE RANGE**

The LEA complies with the caseload and age range requirements.

**REGULATORY BASE**

**Caseload for Special Education** – 22 Pa. Code 14.105(C)

(2) The following chart represents the maximum number of students allowed on a teacher’s caseload:

	ITINERANT (20% OR LESS)	SUPPLEMENTAL (LESS THAN 80% BUT MORE THAN 20%)	FULL-TIME (80% OR MORE)
LEARNING SUPPORT	50	20	12
LIFE SKILLS SUPPORT	20	20	12 (grades K-6) 15 (grades 7-12)
EMOTIONAL SUPPORT	50	20	12
DEAF AND HEARING IMPAIRED SUPPORT	50	15	8
BLIND AND VISUALLY IMPAIRED SUPPORT	50	15	12
SPEECH AND LANGUAGE SUPPORT	65		8
PHYSICAL SUPPORT	50	15	12
AUTISTIC SUPPORT	12	8	8
MULTIPLE DISABILITIES SUPPORT	12	8	8

(4) A school district may request approval for a caseload chart that varies from that in paragraph (2) as part of its special education plan consistent with § 14.104 (relating to special education plans).

**REGULATORY BASE**

**Age Range Restrictions** – 22 Pa. Code 14.146

(a) The maximum age range in specialized settings shall be 3 years in elementary school (grades K-6) and 4 years in secondary school (grades 7-12).

(b) A student with a disability may not be placed in a class in which the chronological age from the youngest to the oldest student exceeds these limits unless an exception is determined to be appropriate by the IEP team of that student and is justified in the IEP.

<b>CASELOAD AND AGE RANGE</b>	
<b>14.</b>	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>
	<p><b>LEA PROCEDURE</b>  For every student with disabilities receiving special education services and programs placed by the LEA (not to include Approved Private School placements), the LEA shall provide a Teacher Class Report fully completed by the teacher and with the teacher's original signature. The Teacher Class Reports must be sent to the Chairperson or made available onsite for verification as directed by the Chairperson.</p> <p>LEA will review its current caseload and age range figures. LEA will review available evidence of any caseload plan changes. LEA will review the data collected, discuss LEA Team Discussion Points and complete the Data Collection Summary.</p> <p>LEA will answer the following questions:</p> <p>a. Do all teachers' student caseloads meet the requirements?  <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p>b. Do all teachers' student age ranges meet the requirements?  <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b>  Chairperson will review the data provided by the LEA and make compliance determinations.</p>

**TEACHER'S CLASS REPORT**  
**(Reporting on CASELOAD and AGE RANGE)**

**DIRECTIONS TO THE TEACHER AND LEA ADMINISTRATION:**

Provide the information indicated below. Use one page for every teacher. This information is to be forwarded in hard copy to the Chairperson or made available onsite if directed by the Chairperson. Each page may have only one support group and support. If one teacher's assignment includes more than one support group and more than one support that teacher must use multiple pages. **Include teachers contracted from the IU and all other locations where the LEA placed the student (but not to include teachers providing special education services to students at Approved Private Schools). If a teacher is providing services in multiple buildings or multiple LEAs, the teacher's entire caseload must be shown.**

OPR (EX: SD, IU)	TEACHER'S NAME and BUILDING NAME (Include name of facility, if other than a SD building)	BLDG TYPE (Regular building or a Center)	SUPPORT GROUP (EX: LS, ES LSS; MDS, etc.) One only	SUPPORT (i.e. itinerant supplemental, full-time)	AGE RANGE LOW HIGH	TEACHER FTE (EX: every day, 5 days/ week = 1.00)	NUMBER OF STUDENTS ON TEACHER'S CASELOAD ROSTER

**DIRECTIONS TO THE TEACHER:**

Provide the following information then sign and date the form.

- How many students are on your caseload?  
(If you are providing services in multiple buildings or multiple LEAs, please include your entire caseload.)

**AGE RANGE:**

- Are any of your classes outside the allowed age range?  
(A 3-year age span is allowed for grades K-6; a 4-year span for grades 7-12. If, for example, students in one class ranged in age from 8 to 11 years old, there would be a 3-year age span.)

**No**

**Yes**

- If yes, provide the following information specific to each class that in which the age range of the students is outside the allowance:

**Day  
of the  
Week**

**Class Period  
or  
Timeframe**

**Age Range  
of the  
Class**

**Name of the Student Who Places  
the Class Outside the Allowed Age Range**


Chairperson will review the records of approximately 1% of these students to verify that the age range exception is justified in the student's IEP.

**TEACHER'S SIGNATURE:**

**Date Completed by Teacher:**

<b>CASELOAD AND AGE RANGE</b>	
<b>DATA COLLECTION WORKSHEET</b>	
<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <ul style="list-style-type: none"> <li>➤ Are student/teacher ratios adequate to meet the needs of all students with disabilities?</li> <li>➤ Are age ranges appropriate to meet compliance requirements and for the provision of effective instructional programs for students with disabilities?</li> </ul>	<p>All Student/teacher ratios in Fort Cherry School District are adequate to meet the needs of students with disabilities. ...</p> <p>Some of the life skill support programs do not meet the age range provision due to the students staying in school until age of 21; therefore, there is a difficulty at the high school level maintaining the four year provision Due to age ranges not being in compliance, parents are asked to agree to an age range waiver indicating that they are knowledgeable of the current age ranges during that session/class time. This is documented in the student's IEP. Where instances occur of classes being beyond the age requirements, attempts are made to schedule the students out of the class in groups that allow those remaining within the classroom to be appropriately grouped by age. ...</p>
<p><b>14. TO BE COMPLETED BY CHAIRPERSON:</b>  <b>CONCLUSION</b>  <input type="checkbox"/> Yes, In Compliance  <input type="checkbox"/> No, Not in Compliance</p>	

## 15. PARENT TRAINING

### **STANDARD – PARENT TRAINING**

Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.

### **REGULATORY BASE - 34 CFR 300.34(c)(8)(i)(ii)(iii)**

(8)(i) Parent counseling and training means assisting parents in understanding the special needs of their child; (ii) Providing parents with information about child development; and (iii) Helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP or IFSP.

**PARENT TRAINING**

**15. STANDARDS TO BE MET  
PROCEDURES TO FOLLOW**

**LEA PROCEDURE**

LEA has reviewed its parent survey results and identified any areas of needed improvement. The LEA will make this information available on-site for BSE verification.

LEA will review its evidence of training that addresses special education held during the past 24 months as well as training anticipated to be given during the current school year.

- a. 11 Number of trainings offered by the LEA specifically for parents of student with disabilities

Topic of Trainings:

- 0 Behavior Support
- 3 Response to Intervention (Reading, Math, Progress Monitoring)
- 0 Inclusive Practices
- 5 Transition
- 0 AT
- 0 Autism
- 3 Interagency
- 0 Other (please list topic)

Source of Training: Early Literacy Night, Early Literacy Night, K - Transition Meet and Greet / Registration, Make n' Take Workshop, IU1 Local Task Force Training, IU1 Local Task Force Training, IU1 Local Task Force Training, Transition to 7th Grade Meet and Greet, 7th Grade Transition Meet and Greet, Jr. High Transitional Information Night, Jr. High Transitional Information Night

Approximate Dates of Trainings in the past 24 months:

2/16/2017, 3/16/2017, 4/10/2017, 11/4/2015, 3/7/2017, 5/4/2017, 6/8/2017, 5/19/2016, 5/26/2017, 8/23/2016, 8/22/2017

**SPECIAL CONSIDERATIONS**

- b. 7 Approximate number of parents of students with disabilities who attended trainings or opportunities provided by the LEA

Topic of Trainings:

- 0 Behavior Support

	<p style="text-align: center;"> <u>2</u> Response to Intervention (Reading, Math, Progress Monitoring)  <u>0</u> Inclusive Practices  <u>5</u> Transition  <u>0</u> AT  <u>0</u> Autism  <u>0</u> Interagency  <u>0</u> Other (please list topic) </p> <p>Source of Training: Approximate Dates of Trainings in the past 24 months:</p>	
<b>SPECIAL CONSIDERATIONS</b>		

<b>PARENT TRAINING</b>	
	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>
	<p>LEA will review its plan for parent training, methods of outreach to parents, including foster/surrogate parents, parent training needs assessment tools, and LEA policy on parent access to classrooms.</p> <p><b>BSE PROCEDURE</b> Chairperson will review the data provided by the LEA to determine compliance.</p> <p>Chairperson will review documentation of parent training delivered in the past 24 months as well as training anticipated to be given during the current school year to assess the LEA’s plans and implementation of meaningful parent training, including LEA-wide parent training, student-specific training, and counseling and support for families.</p> <p>Chairperson will verify whether the LEA has a policy that ensures that parents have reasonable access to their child’s classrooms.</p> <p>c.LEA documents that they have a policy that ensures reasonable classroom access for parents.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<b>15A.</b>	<p><b>BSE PROCEDURE</b> Chairperson will review information provided by the LEA regarding parent survey results and identified areas of need, if any, and will determine if improvement plan is needed.</p>

**PARENT TRAINING**

**DATA COLLECTION WORKSHEET**

<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none"> <li>➤ parent input is sought to determine what parent trainings are needed/desired?</li>   <li>➤ parents are notified of all meetings for the purpose of identification, evaluation, educational placement, and the provision of FAPE?</li>   <li>➤ accommodations are made by the LEA to support parent participation in meetings (e.g. after-school meetings, conference calls, transportation, childcare, etc.)?</li>   <li>➤ efforts are made by the LEA to seek parent input when parents do not attend trainings offered by the LEA?</li> </ul>	<p>Parental input is sought during IEP meetings, open house, parent/teacher conferences, informal phone calls, and visits. From this input, parental trainings are discussed. ...</p> <p>Parents are notified of all meeting for the purpose of identification, evaluation, education placement and provision of FAPE through a written invitation. Often times, if the parent doesn't respond in writing, the IEP case manger makes a phone call(s) to reach the parent. At least three attempts are made to contact the parent. Some of the attempts have been via regular mail, phone calls, text, emails, notes sent with student, and/or certified mail. ...</p> <p>Fort Cherry School District encourages and supports parent participation in meetings. Time adjustments such as after or before school meetings, phone conferences, transportation would be provided, home visits, etc. are often utilized to ensure parents are able to attend. In cases where the parent needs an interpreter, the district sets this up and will pay for services if needed. The district encourages the parents to bring younger siblings to the meeting if child care is an issue. ...</p> <p>Teachers and school staff utilize phone calls, email, and one call now messages to inform parents of school events and training's. Attempts have been made via surveys to determine the reason for low attendance at parental training's and school wide functions. The district recognized the fact that some attendances are difficult to obtain sign in sheets, such as the Jr. High Transition Night. Several parents of the district attend that evening, known to be parents of special needs students, however, due to the large turn out and lack of sign in sheets being made available, the evidence of their attendance is not available. Moving forward the special education department will make every effort possible to include sign-in sheets at all large group functions. ...</p>

	<ul style="list-style-type: none"> <li>➤ the LEA identifies parents who may need additional support to fully participate in their child's educational process?</li>   <li>➤ the LEA seeks to improve parent attendance at parent trainings?</li>   <li>➤ the LEA trains personnel and parents together?</li>   <li>➤ the LEA invites surrogate parents and foster parents to parent training opportunities?</li> </ul>	<p>FCSD is aware of the parents needing additional support to participate in their child's education process. As new students enter the district, the administration becomes familiar with new circumstances and provides resources according to the needs of the family. The district would like to see parents participate as much as possible in all aspects of their child's education. ...</p> <p>FCSD has attempted in the past to provide parent training on various topics, at various times, throughout the district, and throughout the year. Parents attend training's sporadically. The special education department has started to piggy back off of the PTA and Title one activities/events in attempts to gather more parent involvement. In addition, parents are encouraged to attend the Local Transition Coordinating Council meetings and the Local Task Force Meetings. At this time, there have been no parents attending either of these meetings by physical or phone attendance. The district has a fully operational website on which teachers are beginning to place video blogs of lessons taught etc. Moving forward, the district will make efforts to place links of taped training sessions onto the website for more parents to view if they are unable to attend.</p> <p>All parent training are open to school personnel as well. The district offers a variety of events and training's that are open to parents and staff especially through Title 1 and PTA events. Parent participation is low for most events. Moving forward the district recognizes the need to think outside the box when planning trainings in the district as well as working with local schools to offer joint district trainings.</p> <p>Surrogate parents and foster parents are placed on the district One Call Now system when they register their child in the district. This allows them to get the same notification as every other parent in the district regarding training opportunities.</p>
15.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p><input type="checkbox"/> Yes, In Compliance</p> <p><input type="checkbox"/> No, Not in Compliance</p>	
15A.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p>The parent survey results do not indicate need for an improvement plan.</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No (Requires an improvement plan)</p>	

## **16. PARTICIPATION IN STATE AND LOCAL ASSESSMENTS**

### **STANDARD – PARTICIPATION IN STATEWIDE ASSESSMENTS**

The LEA's population of students who participate in state assessment is comparable with the state data.

#### **REGULATORY BASE:**

##### **Participation in Assessments - 34 CFR 300.160(a)**

General. A State must ensure that all children with disabilities are included in all general State and district-wide assessment programs, including assessments described under section 1111 of the ESEA, 20 U.S.C. 6311, with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective IEPs.

<b>Participation in State and Local Assessments</b>	
<b>16.</b>	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>
	<p><b>LEA PROCEDURE</b> LEA will review data in the chart below, discuss LEA Team Discussion Points, and complete the Data Collection Summary. Data will be taken from the school year PennData Report required in the SPP/APR. (NOTE: SPP target reporting is based on prior year's reporting cycle.)</p> <p><b>SPECIAL CONSIDERATIONS</b></p>

LEA specific information will be provided in chart format on the web.

	<b>Participation Rate</b>			
	<b>LEA Rate</b>	<b>State Rate</b>	<b>SPP Target</b>	<b>LEA Met SPP Target</b>
<b>Reading</b>	98.00	98%	95%	X
<b>Math</b>	98.00	98%	95%	X

<b>Participation in State and Local Assessments</b>	
	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>
<b>16A.</b>	<p><b>LEA PROCEDURE</b> LEA will complete the following information using the school year report required by the SPP/APR and discuss LEA Team Discussion Points. (NOTE: SPP target reporting is based on prior year's reporting cycle.)</p> <p><b>Participation Rate</b> <b>DISTRICT-WIDE LOCAL ASSESSMENTS</b> List grades in which the LEA conducted district-wide local assessments. <u>K-12</u></p> <p>_____ <u>198</u> Total number of students with disabilities in grades participating in district-wide local assessment.</p> <p>_____ <u>191</u> Total number of students with disabilities who participated in the district-wide local assessment.</p> <p>_____ <u>1</u> Total number of students with disabilities who participated in an alternate local assessment.</p> <p><b>BSE PROCEDURE</b> Chairperson will review the data provided by the LEA to determine compliance.</p> <p><b>SPECIAL CONSIDERATIONS</b></p>

**Participation in State and Local Assessments**

**DATA COLLECTION WORKSHEET**

<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <ul style="list-style-type: none"> <li>➤ If the LEA has not met the SPP target for participation in statewide assessment, what improvements are needed?</li> <li>➤ How does the LEA determine student participation in LEA and statewide assessment?</li> <li>➤ What methods are being used to ensure that students with disabilities participate in the PSSA/Keystone Exams or PASA?</li> <li>➤ Does the LEA monitor student participation in statewide assessment as students advance from elementary to secondary grades to ensure consistently high participation rates across all grade levels?</li> <li>➤ Has the LEA in-serviced its personnel, including administrators, regarding the requirement of participation in statewide assessments?</li> <li>➤ Has the LEA made available to personnel the PA guidelines regarding statewide assessments?</li> </ul>	<p>The district has met the SPP target for participation in state wide assessments. Of the 115 students eligible to take the state wide assessments, 113 participated which gave the district 98.3% participation rate.</p> <p>Student participation in any assessments is determined through the IEP process. Discussion takes place with all parties involved; parent(s), student if applicable, teacher(s), and administration. ...</p> <p>All students in FCSD are encouraged to participate in the PSSA/PASA assessments. As students with disabilities are included in all school activities, they are equally encouraged through school activities to attend school and participate. In addition, participation is discussed and delineated through the IEP team meeting process. ...</p> <p>The FCSD monitors student participation in statewide assessments throughout the K-12 process. Students in grades 3-8 and 11 participate in statewide assessments. As students advance from building to building, the supervisor works closely with the guidance departments and special education teachers and administrators to encourage continued participation in statewide assessments. ...</p> <p>Teachers, administrators, and support personnel, throughout the district, are provided with in-service training on a yearly basis regarding encouraging participation of students with disabilities in the statewide assessments. ...</p> <p>Each year, as the new state guidelines are available, they are provided to necessary personnel through the district. In addition, online resources are provided so the teachers have access to any further electronic updates. Updates come from a variety of administration to include, curriculum of instruction, supervisor of special education, and principals. ...</p>

	<ul style="list-style-type: none"> <li>➤ Does the LEA provide preparation for students in test-taking techniques prior to the administration of testing?</li>   <li>➤ Does the LEA provide training for personnel on the PSSA/Keystone Exams and PASA?</li>   <li>➤ Are statewide and LEA-wide assessment data used to drive program changes?</li> </ul>	<p>Test taking techniques are embedded into the curriculum of all classes (K-12). Particular emphasis is provided in those grades that are state testing. Students are exposed to skill specific tutoring, electronic learning, behavior strategies, test taking strategies, and diagnostic assessments throughout the year. Students can also take advantage of the school tutoring from teachers before school. ...</p> <p>Throughout the year, personnel in the district receive training on the PSSA/PASA. Staff receive all yearly updates so as to meet compliance with all testing situations. ...</p> <p>Statewide and district wide assessment data is analyzed as it is available. Data meetings are held throughout the year to discuss changes in programming based on the needs outlined in the data analysis. ...</p>
16.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b>  <b>CONCLUSION</b>  <input type="checkbox"/> Yes (Met SPP target for participation rate)  <input type="checkbox"/> No (Requires an improvement plan for participation rate)</p>	
16A.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b>  <b>CONCLUSION</b>  LEA complies with requirements for district-wide local assessment.  <input type="checkbox"/> Yes  <input type="checkbox"/> No (Requires an improvement plan)</p>	

# 17. PUBLIC SCHOOL ENROLLMENT

## 1st STANDARD – PUBLIC SCHOOL ENROLLMENT

The LEA's percentage of children with disabilities served in special education is comparable to state data.

### REGULATORY BASE:

**Child Find** - 34 CFR 300.111

Children with disabilities within each disability category have been identified, located, and evaluated.

## 2nd STANDARD – TIMELY PROVISION OF FAPE

### REGULATORY BASE

**Child Find** - 34 CFR 300.111

Children with disabilities within each disability category have been identified, located, and evaluated.

When IEPs must be in effect- 34 CFR 300.323

(e) IEPs for children who transfer public agencies in the same State. If a child with a disability (who had an IEP that was in effect in a previous public agency in the same State) transfers to a new public agency in the same State, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) must provide FAPE to the child (including services comparable to those described in the child's IEP from the previous public agency) until the new public agency either- (1) adopts the child's IEP from the previous public agency; or (2) develops, adopts, and implements a new IEP that meets the applicable requirements in 300.321 through 300.324.

(f) IEPs for children who transfer from another State. If a child with a disability (who had an IEP that was in effect in a previous public agency in another State) transfers to a public agency in a new State, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) must provide the child with FAPE (including services comparable to those described in the child's IEP from the previous public agency) until the new public agency (1) conducts an evaluation pursuant to 300.304 through 300.306 (if determined to be necessary by the new public agency); and (2) Develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in 300.320 through 300.324.

**PUBLIC SCHOOL ENROLLMENT**

17.	<p><b>STANDARDS TO BE MET</b> <b>PROCEDURES TO FOLLOW</b></p>																					
	<p><b>LEA PROCEDURE</b> LEA will review the following data from the prior school year, discuss LEA Team Discussion Points, and complete the Data Collection Summary.</p> <table border="0"> <tr> <td style="text-align: right;"><u>1,077</u></td> <td>Total # LEA's student population</td> </tr> <tr> <td style="text-align: right;"><u>548</u></td> <td>Number Elementary (K-6)</td> </tr> <tr> <td style="text-align: right;"><u>529</u></td> <td>Number Secondary (7-12)</td> </tr> <tr> <td style="text-align: right;"><u>196</u></td> <td>Total # special education population</td> </tr> <tr> <td style="text-align: right;"><u>161</u></td> <td>Number Disabled excluding Speech</td> </tr> <tr> <td style="text-align: right;"><u>82.14</u></td> <td>% Disabled excluding Speech</td> </tr> <tr> <td style="text-align: right;"><u>35</u></td> <td>Number Speech only</td> </tr> <tr> <td style="text-align: right;"><u>17.86</u></td> <td>% Speech only</td> </tr> </table> <p>Percentage of students with disabilities identified eligible for special education:</p> <table border="0"> <tr> <td><b>State</b></td> <td><b>LEA</b></td> </tr> <tr> <td style="text-align: right;"><u>15.92%</u></td> <td style="text-align: right;"><u>18.20%</u></td> </tr> </table> <p>LEA results compared to state:</p> <p><input type="checkbox"/> Lower  <input type="checkbox"/> Same  <input checked="" type="checkbox"/> Higher</p> <p>LEA should explain any extraordinary circumstances that might impact LEA enrollment data, e.g. institutions or correctional facilities located in the LEA's geographical region, recent establishment of community living arrangements, significant population changes, etc.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b> Chairperson will review the LEA data to determine need for improvement.</p>	<u>1,077</u>	Total # LEA's student population	<u>548</u>	Number Elementary (K-6)	<u>529</u>	Number Secondary (7-12)	<u>196</u>	Total # special education population	<u>161</u>	Number Disabled excluding Speech	<u>82.14</u>	% Disabled excluding Speech	<u>35</u>	Number Speech only	<u>17.86</u>	% Speech only	<b>State</b>	<b>LEA</b>	<u>15.92%</u>	<u>18.20%</u>	
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<b>PUBLIC SCHOOL ENROLLMENT</b>	
<b>DATA COLLECTION WORKSHEET</b>	
<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <ul style="list-style-type: none"> <li>➤ How does the LEA's overall percentage of students with disabilities compare to the state percentage of students with disabilities?</li> <li>➤ Is the percentage of students with disabilities unusually higher or lower than the state average?</li>   <li>➤ Is there any particular category of disability that the LEA may need to review for proportionality?</li>   <li>➤ How will the LEA use the data to make informed program decisions?</li> </ul>	<p>Fort Cherry's overall percentage of students with disabilities is 18.20%. This is higher than the state percentage of 15.92%. ...</p> <p>Fort Cherry is usually higher than the state average. The district's percentage of students with disabilities would not be considered unusually higher than the state average at only 2.28% higher. A possible explanation for this could be the declining enrollment within the district which would affect the percentage number of students that present with disabilities. Data indicates over the last 5 years, the district has seen enrollment decline by 117 students. This combined with an increase of identified students would attribute to the district having a higher average than the state. ...</p> <p>The majority of the disability categories are proportional to the state. FC finds our population of ED and Sp/Lang students to be slightly higher than the state. The district is continually reviewing chapter 14 regulations regarding qualifications for the above mentioned categories. The district is confident these diagnoses are valid and does not have concerns regarding disproportionality. ...</p> <p>The district monitors the data annually to determine if there is any need for program restructuring. ...</p>

**PUBLIC SCHOOL ENROLLMENT**

**STANDARDS TO BE MET  
PROCEDURES TO FOLLOW**

17A.

**LEA PROCEDURE**

LEA will send its written Policy on Student Admission (22 Pa Code, 11.41 BEC Enrollment of Students, January 22, 2009) to BSE or make it available onsite for verification as directed by the Chairperson.

**SPECIAL CONSIDERATIONS**

**BSE PROCEDURE**

Chairperson will review the Policy and answer questions a-f. If the response to any of these questions is “No” the Bureau of Special Education will refer the LEA to the School Services Unit of PDE for follow up.

a. Does the LEA have a written Policy on Student Admission?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

b. Does the Policy include a statement or description of entitlement to education for resident and non-resident students?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

c. Does the Policy include provisions for timely enrollment? (A school district or charter school shall normally enroll a child the next business day but no later than 5 business days of application)

\_\_\_\_\_ Yes

\_\_\_\_\_ No

d. Does the Policy include a statement or description that a child’s right to be admitted to school may not be conditioned on the child’s immigration status, and that the LEA may not inquire regarding the immigration status of a child as part of the admission process?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

e. Does the Policy include provision for administering a home language survey to all students seeking first time enrollment in its schools?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

f. If the Policy describes additional information (other than proof of age, immunizations required by law, proof of residency, parent registration statement, and home language survey) that the LEA requests in the admission process, is it explained that the LEA can not prohibit or delay admission contingent upon receipt of this additional information?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

<b>PUBLIC SCHOOL ENROLLMENT</b>	
	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>
<b>17B.</b>	<p><b>LEA PROCEDURE</b></p> <p>LEA will compile a list of students who meet ALL of the following criteria:</p> <ul style="list-style-type: none"> <li>➤ Student transferred to the LEA from another LEA in Pennsylvania or another State within the past 6 months</li> <li>➤ Student had an IEP in place when he/she transferred to the LEA</li> <li>➤ Student is still being served by the LEA</li> </ul> <p>LEA will review the files of 10 students who meet the above criteria. If less than 10 students meet the above criteria, review all the files, e.g., if 7 students meet all three criteria review all 7 files. Respond to the LEA Team Discussion Points in the LEA Data Collection Summary.</p> <p>LEA will send the list of students to BSE or make it available onsite for verification as directed by the Chairperson. Chairperson may review the same files as the LEA, and/or select other files as warranted.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b></p> <p>Chairperson will examine files, review the LEA Data Collection Summary, and respond to the following question:</p> <p>In the files reviewed, did the LEA provide timely FAPE for transfer students in accordance with regulations?</p> <p>_____ Yes          _____ No          _____ NA (no students for whom requirements were applicable)</p>

**PUBLIC SCHOOL ENROLLMENT**

**DATA COLLECTION WORKSHEET**

<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <ul style="list-style-type: none"> <li>➤ Are staff that are responsible for enrolling students with disabilities in the LEA aware of the regulatory requirements for transferring students with IEPs from LEAs within state and out of state?</li>   <li>➤ Are there written procedures that address these requirements?</li>   <li>➤ Does the LEA have any additional requirements for admitting students with disabilities (beyond those established by the LEA’s Policy on Student Admission)?</li>   <li>➤ Have there been instances in the past six months in which timely provision of FAPE has been denied for transferring students?</li>   <li>➤ If denial of timely FAPE has occurred, did the LEA offer compensatory education?</li> </ul>	<p>Yes, the staff that are responsible for enrolling students with disabilities in the LEA are aware of the regulatory requirements for transferring students with the IEPs from LEA's within the stand and out of the state. As students enroll (same day), an email is sent to all parties involved including the supervisor of special education and her secretary so files can be obtained asap. Often times, if the last district uses IEP writer, the records can be transferred over instantaneously upon request. ...</p> <p>The district policy outlines the information that is required to admit a student to school as well as the time frame for students admission. There is an accompanying enrollment packet that contains all of the forms required for enrollment. The packet serves as the written procedure for enrolling all students including indication of special needs and any previous special education program/services. Additionally, the supervisor is contacted when a student with an IEP is enrolled. The supervisor serves as the point of contact, within the district, to assure that the regulatory requirements are followed when transferring students with IEPs from LEAs both within state and out of state. ...</p> <p>The LEA does not have any additional requirements for admitting students with disabilities beyond those established by the LEA"s policy on student admission. The policy that is currently in place serves all students including those with disabilities, in a timely manner. ...</p> <p>There have been no instances of denying FAPE to transferring students in Fort Cherry School District. ...</p> <p>Since there has been no denial of FAPE, there has not been a need for compensatory education. ...</p>

**PUBLIC SCHOOL ENROLLMENT**

	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>	
17C.	<p><b>LEA PROCEDURE</b></p> <p>LEA will complete the following information for the prior school year, discuss LEA Team Discussion Points, and provide the following information about students who are currently enrolled or attending an Alternative Education for Disruptive Youth (AEDY) program.</p> <p>Prior school year information:</p> <p>a. _____ 5 Total number of students, both regular education and students with disabilities with an IEP enrolled or attending an AEDY program in the prior year</p> <p>b. _____ 2 Total number of students with disabilities with an IEP enrolled or attending an AEDY program in the prior year</p> <p>Current school year students with disabilities with an IEP list:</p> <p>c. The LEA will provide a list of all students with disabilities with an IEP who are currently enrolled or attending an AEDY program. This list will include the student’s name, birth date, primary disability, name of the AEDY program, the date enrolled in the AEDY program, and the date of the initial or most recent reevaluation. The LEA will have available the files of all students on the list.</p> <p>LEA should explain under Special Considerations any extraordinary circumstances that might impact the LEA AEDY data, e.g. institutions or correctional facilities located in the LEAs geographical region, significant population changes, etc.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b></p> <p>Prior school year information:</p> <p>The BSE Chairperson will review the information regarding data for the population of students with disabilities with an IEP enrolled or attending an AEDY program and answer the corresponding conclusion question.</p> <p>Current school year students with disabilities with an IEP list:</p> <p>The BSE Chairperson will select at least 3 files, unless there are less than 3 students with disabilities with an IEP, to be assigned to a peer monitor to conduct all special education monitoring activities including, student file review, parent interview, special education teacher interview, general education teacher interview, classroom observation and student interview* (*applicable to students grade 9 and above).</p>	

**PUBLIC SCHOOL ENROLLMENT**

**DATA COLLECTION WORKSHEET**

<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <ul style="list-style-type: none"><li>➤ Is the percentage of students with disabilities with an IEP disproportionately higher than the percentage of regular education students assigned to AEDY programs?</li> <li>➤ Does the LEA have a process of reviewing their AEDY data to identify any patterns of referral?</li><li>➤ Do the reasons for referral to AEYD programs for students with disabilities with an IEP show a pattern of similar offenses?</li> <li>➤ Has the LEA initiated any steps to implement school based prevention programs to proactively reduce the number of students with disabilities with an IEP referred to AEDY programs?</li></ul>	<p>The District placed 5 students in an Alternative Education Program during the 2016-17 school year. IEP teams found that 2 students were in need of an AEDY placement with a special education percentage of 40%. Fort Cherry School District had its own AEDY program, that was in session after school into the evening. This program has since closed at the end of the 2016-17 school year, due to budgetary issues. All students that attended Fort Cherry's Alternative Program returned to the regular school day. The 2 students with IEPs had team meetings to discuss the return to the regular school day.</p> <p>Fort Cherry reviews each AEDY referral on an individual basis. The steps of an informal hearing and AEDY referral process are followed. While no district pattern is shown many cases of referral to AEDY programs are based on drug and/or weapon violation, and persistent disregard for school rules and authority. This is not applicable for the district currently. If students were referred and if a pattern would be shown, the district would review the referral process to make sure all such placements are being monitored.</p> <p>The district has not found the need to implement an significant school based prevention and/or intervention programs to proactively reduce the number of students referred to AEDY programs as a referral has not been made. The district does provide counseling services via a school social worker and guidance counselors. The district has a Student Assistance Program (SAP) in place in which staff can identify any student in need academically, socially, behaviorally, etc... to help ensure appropriate services are in place for each student/family.</p>

<b>PUBLIC SCHOOL ENROLLMENT</b>	
<b>17.</b>	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p><input type="checkbox"/> Yes, LEA is comparable to statewide average</p> <p><input type="checkbox"/> No, LEA is significantly discrepant compared to the statewide average (Requires an improvement plan)</p>
<b>17A.</b>	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p><input type="checkbox"/> Yes, LEA Policy on Student Admission includes all components reviewed.</p> <p><input type="checkbox"/> No, LEA policy on Student Admission does not have all components reviewed. BSE will refer the LEA to the School Services Unit of PDE for follow up.</p>
<b>17B.</b>	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p><input type="checkbox"/> Yes, In Compliance with regulatory requirements for transfer of students with IEPs from LEA to LEA.</p> <p><input type="checkbox"/> No, Not in Compliance with regulatory requirements for transfer of students with IEPs from LEA to LEA.</p> <p><input type="checkbox"/> NA</p>
<b>17C.</b>	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p><input type="checkbox"/> Yes, the LEA data indicates that the placement rate of students with disabilities with an IEP in AEDY programs is comparable to the placement rate of regular education students.</p> <p><input type="checkbox"/> No, the LEA data indicates that the placement rate of students with disabilities with an IEP in AEDY programs is significantly discrepant</p> <p><input type="checkbox"/> NA</p>

## 18. SURROGATE PARENTS (STUDENTS REQUIRING)

### STANDARD – SURROGATE PARENTS

The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.

### REGULATORY BASE:

**Surrogate parents** - 34 CFR 300.519(a)(1)(2)(3)(4)(b)(1)(2)(h)

(a) General. Each public agency must ensure that the rights of a child are protected when—(1) No parent (as defined in § 300.30) can be identified; (2) The public agency, after reasonable efforts, cannot locate a parent; (3) The child is a ward of the State under the laws of that State; or (4) The child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(6)). (b) Duties of public agency. The duties of a public agency under paragraph (a) of this section include the assignment of an individual to act as a surrogate for the parents. This must include a method—(1) For determining whether a child needs a surrogate parent; and (2) For assigning a surrogate parent to the child. (h) SEA responsibility. The SEA must make reasonable efforts to ensure the assignment of a surrogate parent not more than 30 days after a public agency determines that the child needs a surrogate parent.

**SURROGATE PARENTS (STUDENTS REQUIRING)**

18.	<p><b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b></p>	
	<p><b>LEA PROCEDURE</b>                  LEA will send a report of students in need of a surrogate parent (including students whose parents are unknown or unavailable and all students who are wards of the state) to BSE or make it available onsite for verification as directed by the Chairperson. LEA will have available files of all students who have a surrogate parent assigned.</p> <p>LEA will review and send to BSE, or make it available onsite for verification as directed by the Chairperson, evidence of recruitment, selection, training, and assignment of surrogate parents.</p> <p>LEA will discuss LEA Team Discussion Points and complete the Data Collection Summary.</p> <p>LEA will also answer the following two questions:                  Does the LEA document a procedure to identify students who need surrogate parents, including unaccompanied homeless youth?</p> <p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p>Does the LEA document a procedure to assign a surrogate parent not more than 30 days after the LEA determines that the student needs a surrogate parent?</p> <p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p>	

**SPECIAL CONSIDERATIONS**

**BSE PROCEDURE**

Chairperson will select and review 10%, or not less than 3, files of non-wards of state students with surrogate parents assigned. Chairperson will also review all files of student who are wards of the state.

Chairperson will answer the following questions:

a. Were surrogate parents appointed within 30 days of identification of need for a surrogate?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

\_\_\_\_\_ NA (No students need surrogate parents)

continued on next page

<b>SURROGATE PARENTS (STUDENTS REQUIRING)</b>	
	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>
	<p>b. Are assigned surrogate parents persons other than individuals employed by an agency involved in the education or care of the child?</p> <p>_____ Yes            _____ No            _____ NA (No students need surrogate parents)</p> <p>c. Are surrogate parents actively involved in the education of the child (e.g. attending IEP meetings)?</p> <p>_____ Yes            _____ No            _____ NA (No students need surrogate parents)</p> <p>d. Does the LEA document a procedure to identify students who need surrogate parents, including unaccompanied homeless youth?</p> <p>_____ Yes            _____ No            _____ NA</p> <p>Chairperson will review the report provided by the LEA to determine compliance.</p>

**SURROGATE PARENTS (STUDENTS REQUIRING)**

**DATA COLLECTION WORKSHEET**

	<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <ul style="list-style-type: none"> <li>➤ How does the LEA determine whether a student needs a surrogate parent?</li> <li>➤ What methods are used to recruit surrogate parents?</li> <li>➤ Are there enough surrogate parents to meet the LEA's needs?</li> <li>➤ Are surrogate parents afforded all the educational rights of other parents of students with disabilities in the LEA?</li> <li>➤ Does the LEA review the training provided to surrogate parents to ensure surrogate parents have adequate knowledge to serve in this capacity?</li> <li>➤ For children for whom a surrogate parent is required, does the LEA have procedures in place to ensure that a surrogate is appointed within 30 days?</li> </ul>	<p>The District searches records to identify persons who are wards of the state or whose parent or guardians are unknown or unavailable. The District then reports such students to the director of special education in IU 1 by October 1st of every school year. Determination of students needing surrogate parents will ultimately be made by IU 1. ...</p> <p>The IU 1 recruits interested parties through news media, local task forces, advocacy organizations, PTO/PTA organizations, and other volunteer organization. ...</p> <p>Currently, the District does not have any students requiring surrogate parents, however, should the need arise, the IU 1 would be informed and provide surrogate parents accordingly. ...</p> <p>The surrogate parent's primary responsibility is to act in place of a parent for the child concerning their educational placement. They are afforded the same rights as other parents of students with disabilities. They are to attend all meetings from the evaluation process through to the IEP development and subsequent annual reviews and RR reviews. The surrogate parents' responsibility is to function as the one representing the child in circumstances where decisions need to be made regarding the child's educational placement and programs. ...</p> <p>The LEA reviews the training provided to surrogate parents to ensure that the surrogate parents have adequate training. However, the IU 1 is responsible for training surrogate parents. ...</p> <p>The LEA contacts the IU to ensure that a surrogate is appointed within the required time lines. ...</p>
18.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p><input type="checkbox"/> Yes, In Compliance</p> <p><input type="checkbox"/> No, Not in Compliance</p>	

## 19. PERSONNEL TRAINING

### **STANDARDS - TRAINING**

In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.

### **REGULATORY BASE:**

#### **Personnel development - 34 CFR 300.207**

The LEA must ensure that all personnel necessary to carry out Part B of the Act are appropriately and adequately prepared, subject to the requirements of 300.156 (related to personnel qualifications) and section 2122 of the ESEA.

#### **State-level activities - 34 CFR 300.704(b)(4)(i)**

Funds reserved under paragraph (b) (1) of this section must be used to carry out the following activities: (1) For support and direct services, including technical assistance, personnel preparation, and professional development and training.

**PERSONNEL TRAINING**

<p><b>19.</b></p>	<p><b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b></p>																	
	<p><b>LEA PROCEDURE</b>            LEA has reviewed its teacher survey results and identified any areas of needed improvement. The LEA will make this information available on-site for BSE verification.</p> <p>LEA will review its evidence of training that addresses special education held during the past 24 months as well as training anticipated to be given during the current school year.</p> <p>LEA will provide the following data:            Training is provided as part of the Professional Development Plan of the LEA and Act 48 credit is available.</p> <p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p><u>35</u> Number of trainings and/or consultations with topics regarding special education provided to LEA personnel.</p> <p>Topic of Training:</p> <table border="0"> <tr> <td style="text-align: right;"><u>6</u></td> <td>Behavior Support</td> </tr> <tr> <td style="text-align: right;"><u>4</u></td> <td>Reading</td> </tr> <tr> <td style="text-align: right;"><u>2</u></td> <td>FAPE in the LRE</td> </tr> <tr> <td style="text-align: right;"><u>2</u></td> <td>Transition</td> </tr> <tr> <td style="text-align: right;"><u>0</u></td> <td>AT/Low Incidence</td> </tr> <tr> <td style="text-align: right;"><u>1</u></td> <td>Confidentiality</td> </tr> <tr> <td style="text-align: right;"><u>1</u></td> <td>FBAs/Manifestation Determinations</td> </tr> <tr> <td style="text-align: right;"><u>19</u></td> <td>Other (please list topic)</td> </tr> </table> <p>Monitoring Review, Disability Training, Working with families, Maintaining records, Speech Training, Technology Training, Writing Workshops, Grammar Workshop, Math Workshop</p>	<u>6</u>	Behavior Support	<u>4</u>	Reading	<u>2</u>	FAPE in the LRE	<u>2</u>	Transition	<u>0</u>	AT/Low Incidence	<u>1</u>	Confidentiality	<u>1</u>	FBAs/Manifestation Determinations	<u>19</u>	Other (please list topic)	
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<u>1</u>	FBAs/Manifestation Determinations																	
<u>19</u>	Other (please list topic)																	

	<p>Source of Training: Suicide Prevention, Safety-Care Behavioral Safety Training, Kandoolu Training, Indicator 13, Support Service Training, Data Driven Decision Making, ABA Classroom Implications, Professional Responsibilities in Education, Autism: Preparing for Life After High School, Tier 3 Behavior Supports: Conducting a FBA, Title 1 Make n' Take Workshop, Cyclical Monitoring and Continuous Improvement, Student Assistance Training, Google Training, Grammar Boot Camp, Developing a K-12 Writing Program, Building Effective Math Assignments, Language Sample Analysis: Assessment/Intervention, Comprehensive Assessment: SLP's, How SLP's can best serve students with SRD, Critical Reading and Writing Strategies for TDA, Apple Tools for Special Needs, Drug Trends, Maintaining Accurate Records, Communicating with Families, Intervention, Precision Reading and A.R, ADHD in Education: Inclusive Practices, Bright Solutions for Dyslexia, A-Z Guide on Positive Discipline, Combat Bullying: Empowering Students, Dealing with Discipline: Eliminating Issues, Building Bridges: Working with difficult parents, A Closer Look at Learning Disabilities, Anxiety Disorders in Children, Oppositional, Defiant &amp; Disruptive Children</p> <p>Approximate Dates of Trainings in the past 24 months:  1/15/2016, 3/17/2017, 8/24/2017, 10/13/2017, 8/24/2017, 8/24/2017,  11/3/2016, 8/23/2016, 10/12/2016, 11/12/2015, 11/4/2015, 10/26/2017,  10/11/2017, 8/24/2016, 10/7/2016, 8/25/2016, 4/13/2017, 5/11/2017, 4/4/2017,  5/17/2016, 10/2/2015, 11/6/2015, 2/17/2017, 6/16/2016, 7/7/2016, 12/3/2015,  4/3/2017, 3/29/2017, 5/9/2017, 5/28/2016, 2/26/2016, 11/27/2015, 3/4/2016,  2/15/2017, 11/19/2015</p> <p>Does the LEA plan include a description of personnel training on use of PBS, de-escalation techniques, and emergency responses.</p> <p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p>	
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**PERSONNEL TRAINING**

19.	<p><b>STANDARDS TO BE MET</b>  <b>PROCEDURES TO FOLLOW</b></p>																	
	<p><u>  0  </u> Number of trainings and/or consultations with topics regarding special education provided jointly to parents of students with disabilities and personnel.</p> <p>Topic of Training:</p> <table style="margin-left: 40px;"> <tr><td><u>  0  </u></td><td>Behavior Support</td></tr> <tr><td><u>  0  </u></td><td>Reading</td></tr> <tr><td><u>  0  </u></td><td>FAPE in the LRE</td></tr> <tr><td><u>  0  </u></td><td>Transition</td></tr> <tr><td><u>  0  </u></td><td>AT/Low Incidence</td></tr> <tr><td><u>  0  </u></td><td>Confidentiality</td></tr> <tr><td><u>  0  </u></td><td>FBA/Manifestation Determinations</td></tr> <tr><td><u>  0  </u></td><td>Other (please list topic)</td></tr> </table> <p>Source of Training:</p> <p>Approximate Dates of Trainings in the past 24 months:</p> <p>The LEA will indicate whether the training audience included the following stakeholders:</p> <p>a. Administration  <u>  </u> Yes  <u>  X  </u> No</p> <p>b. Teachers, Regular Education  <u>  </u> Yes  <u>  X  </u> No</p> <p>c. Teachers, Special Education  <u>  </u> Yes  <u>  X  </u> No</p> <p>d. Paraprofessionals  <u>  </u> Yes  <u>  </u> No  <u>  X  </u> NA</p> <p>e. Personal Care Assistants  <u>  </u> Yes  <u>  </u> No  <u>  X  </u> NA</p> <p>f. Educational Interpreters</p>	<u>  0  </u>	Behavior Support	<u>  0  </u>	Reading	<u>  0  </u>	FAPE in the LRE	<u>  0  </u>	Transition	<u>  0  </u>	AT/Low Incidence	<u>  0  </u>	Confidentiality	<u>  0  </u>	FBA/Manifestation Determinations	<u>  0  </u>	Other (please list topic)	
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<u>  0  </u>	Other (please list topic)																	

	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b> Chairperson will review the evidence of training and determine compliance.</p>	
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<b>PERSONNEL TRAINING</b>		
	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>	
<b>19A.</b>	<b>BSE PROCEDURES</b> Chairperson will review information provided by the LEA regarding teacher survey results and identified areas of need, if any, and will determine if improvement plan is needed.	

**PERSONNEL TRAINING**

**DATA COLLECTION WORKSHEET**

<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none"> <li>➤ instructional paraprofessionals receive 20 hours of staff development activities related to their assignment each school year?</li> <li>➤ personal care assistants receive 20 hours of staff development activities related to their assignment each school year (the 20 hours of training may include training required by the school-based ACCESS program)?</li> <li>➤ educational interpreters receive 20 hours of staff development activities relating to interpreting or transliterating services annually?</li> <li>➤ the LEA identifies personnel training needs?</li>   <li>➤ the LEA addresses the identified personnel training needs?</li>   <li>➤ the LEA provides professional development activities for both general and special education professional personnel?</li>   <li>➤ the LEA provides professional development activities for paraprofessional personnel?</li> <li>➤ the LEA provides professional development activities for personal care assistant personnel?</li>   <li>➤ the LEA ensures that personnel have the skills and knowledge necessary to meet the needs of students with disabilities?</li> </ul>	<p>Fort Cherry School District provides at least 20 hours of staff development activities for the paraprofessionals which align to their assignments each year. Each paraprofessional maintains a record of his/her hours that are then provided to the LEA upon completion of the hours.</p> <p>The LEA does not have any (or have had any) Personal Care Assistance in recent times. If one were needed, the district would provide the required training hours.</p> <p>FCSD does not employ educational interpreters. If interpreters are needed, FCSD contracts with IU1 to provide these services.</p> <p>Personnel training needs are identified with regards to state initiative (Indicator 13, 14 PBS, LRE, etc.) student specific needs, and based on the overall identified needs of the district. In addition, team teaching, differentiated instruction, cooperative learning, peer support, and hybrid learning are some examples of training.</p> <p>Once the needs are identified, the in-service/training schedule is developed to support the needs as they are prioritized for the staff. The administration prioritizes the needs, based on evaluations and input from the staff.</p> <p>Identified needs in school wide positive behavior support/restorative practices, sensory input, and secondary transition have led to various professional development activities across the grades for general educational and special education staff.</p> <p>Paraprofessional personnel receive at least 20 hours of professional development activities throughout the school year.</p> <p>The district does not have a need for this at this time. Should a personal care assistant be necessary, the district would offer professional development activities for this individual(s). .?</p> <p>District personnel are provided with training to enhance their skills and knowledge that is necessary to meet the individual needs of students with disabilities. If the IEP team has determined a specific area of support that is needed to address a student concern that support may be added to a specific student's IEP under the heading of "support for school personnel".</p>

	<ul style="list-style-type: none"> <li>➤ training has enhanced the ability of teachers and others to use strategies such as behavioral interventions to address the conduct of students with disabilities that impedes their learning?</li> <li>➤ the LEA acquires and disseminates to teachers, administrators, and related services personnel significant knowledge derived from educational research and other sources?</li> <li>➤ the LEA adopts effective practices, materials, and technology?</li>   <li>➤ the data demonstrate instructional changes that impact student performance?</li> </ul>	<p>On going professional development activities focus on behavioral interventions through the SWPBS program, as well as through restorative training sessions to address the conduct of students with disabilities. When significant knowledge is derived from educational research and training's, it is disseminated through the school district by means of email, websites, handouts, and training's.</p> <p>FCSD has enhanced student learning through the use of Olweus Bullying Program, IXL, SWPBS, Alternative behavior educator (ABE), Accelerated Reading, SMART and Promethean boards in core subject areas, interactive white boards, projectors, portable laptop carts, Chromebooks, IPADs, and a variety of online curriculum enhancements for students.</p> <p>Due to the use of technology programs and school wide programming, student performance has shown increases in recent years in local and state testing scores. Where sub groups may not have hit that AYP, there is growth shown in all areas. The number of suspensions has decreased in most recent years and the number of graduates has increased due to all of the programs and support services put in place to support our students.</p>
<p>19.</p>	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b>  <b>CONCLUSION</b>  <input type="checkbox"/> Yes, In Compliance  <input type="checkbox"/> No, Not in Compliance</p>	
<p>19A.</p>	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b>  <b>CONCLUSION</b>  The teacher survey results do not indicate need for an improvement plan.  <input type="checkbox"/> Yes  <input type="checkbox"/> No (Requires an improvement plan)</p>	

## **20. INTENSIVE INTERAGENCY APPROACH (FORMERLY CORDERO CLASS MEMBERS)**

### **STANDARDS – INTENSIVE INTERAGENCY APPROACH**

The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.

### **REGULATORY BASE:**

#### **Provision of FAPE – 300.101(a)**

(a) General. A free appropriate public education must be available to all children residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school, as provided for in 300.530(d).

#### **Least Restrictive Environment - 34 CFR 300.114**

Each public agency shall ensure – (i) that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and (ii) that special classes, separate schooling or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

**INTENSIVE INTERAGENCY APPROACH**

<b>20.</b>	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>	
	<p><b>LEA PROCEDURE:</b> LEA will have available for the onsite review files of all students included on the Intensive Interagency Report (formerly TAP Report).</p> <p>LEA will review the files of students reported as Cordero class members and those students with disabilities currently receiving Instruction in the Home or Homebound Instruction and answer the following questions:</p> <p>Does the LEA report all students with disabilities who have been identified as requiring homebound instruction?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p>Does the LEA report all students with disabilities who have been identified as requiring Instruction in the Home?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE:</b>Chairperson will answer the following questions:</p> <p>a. Has the LEA reported in a timely manner all students with disabilities that are receiving Instruction in the Home or Homebound Instruction?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA (Mark NA only if the LEA does not have any students receiving Instruction in the Home or Homebound Instruction.)</p> <p>b. Has the LEA reported in a timely manner all currently active Cordero class members?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA (Mark NA only if the LEA does not have any currently active Cordero class members.)</p>	

**INTENSIVE INTERAGENCY APPROACH**

**DATA COLLECTION WORKSHEET**

<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>LEA will review its identification data by race/ethnicity.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none"> <li>➤ the LEA has students for whom it has had difficulty locating a program to ensure the provision of FAPE?</li>   <li>➤ the LEA has resolved the issues of locating services for difficult to place students?</li>   <li>➤ the LEA utilizes the Regional Interagency Coordinators to assist in interagency planning to mitigate and/or eliminate barriers to placement resolution?</li>   <li>➤ the LEA participated in interagency approach trainings?</li>   <li>➤ the LEA uses interagency approach situations to improve LEA program capacity?</li>   <li>➤ the LEA engages in intensive interagency collaboration for students with complex needs?</li>   <li>➤ the LEA engages other student serving systems (e.g. mental health, intellectual disability, child protective services, juvenile probation, and drug/alcohol treatment services) for difficult to place students?</li> </ul>	<p>No, the LEA has not had difficulty locating a program to ensure the provision of FAPE. If the LEA has students for whom the district has had difficulty locating a program to ensure the provision of FAPE, the following will happen: As per the District’s Special Education Plan (Interagency Collaboration, item #2), the District would use the interagency approach to resolve and locate educational placements and services for hard to place students with disabilities. ...</p> <p>The LEA would resolve the issues of locating services for difficult to place students through interagency collaboration. As per the Special Education Plan, (Interagency Collaboration, item #3), the District collaborates with other child servicing systems that assist in providing supports or programming for students with disabilities. ...</p> <p>There has been no need for recent use of the Regional Interagency Coordinator in interagency planning. However, if the District were in need of these services, the LEA would contact other child services agencies by participating in CASSP/interagency meetings as necessary. The District will participate in other meetings as needed if the service provider has or will have a direct relationship with a student’s success in school. The LEA will also contact the IU 1 Interagency Coordinator to act as a liaison when necessary between the District and the child servicing agencies. ...</p> <p>The district consults with IU1 inter-agency coordinator and the CASSP coordinator on a regular basis, and is notified of any training's that might occur in the local area. ...</p> <p>The district as engaged intensive inter-agency approach to appropriately educate students, the approach is not currently linked to program improvements and /or capacity building. ...</p> <p>Currently, all district students are being appropriately educated and FAPE is being provided. ...</p> <p>No, however, should the need arise to utilize one of the above mentioned systems, the LEA would refer to the mental health resource list and invite representatives from the agencies to the IEP Team meetings. ...</p>

	<ul style="list-style-type: none"> <li>➤ there is a particular disability category of students or types of educational placement needed that the LEA has difficulty locating?</li> <li>➤ the LEA continually monitors students receiving Homebound Instruction?</li>   <li>➤ the LEA continually monitors students receiving Instruction in the Home for ongoing placement needs?</li>   <li>➤ the LEA has effective arrangements with outside service providers?</li>   <li>➤ the LEA continues to identify unmet needs that may still exist?</li> </ul>	<p>There is not a particular disability category or type of educational placement that the LEA has difficulty locating. ...</p> <p>When the district has students receiving home-bound instruction the LEA monitors progress as required through the IEP process. The LEA informs the department of education of the student's needs relating to home bound instruction. ...</p> <p>When Fort Cherry School District has students receiving instruction in the home for ongoing placement needs, the LEA monitors progress as required through the IEP process. The district will continue to monitor until appropriate education placements are available. The LEA informs the department of education as to the student's need and continuing need for instruction in the home. ...</p> <p>The LEA has effective arrangements with outside service providers by obtaining numerous contacts that are utilized by IU1, along with county services through CASSP, and private services. ...</p> <p>The LEA meets annually with the Inter-agency coordinator from IU1 to discuss services for hard to place students. Should the need arise during the school year, the LEA would contact the coordinator to discuss unmet needs of any students that may be difficult to place. If any student, either in district, out of district, or hard to place is experiencing unmet needs, the LEA would respond accordingly by discussing the issues with the inter-agency coordinator. The LEA would also discuss these needs with the district team to determine other placements to pursue in order to meet the student's needs. ...</p>
20.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p>___ Yes, In Compliance</p> <p>___ No, Not in Compliance</p> <p>___ NA</p>	

# **21. SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE; PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION; SPP/APR INDICATOR 13 (TRANSITION)**

## **STANDARD – SUMMARY OF PERFORMANCE**

The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out.

## **REGULATORY BASE**

**Additional requirements for evaluations and reevaluations** - 34 CFR 300.305(e)(3)

(e) Evaluations before change in eligibility. (1) Except as provided in paragraph (e)(2) of this section, a public agency must evaluate a child with a disability in accordance with §§300.304 through 300.311 before determining that the child is no longer a child with a disability. (3) For a child whose eligibility terminates under circumstances described in paragraph (e)(2) of this section, a public agency must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

## **STANDARD – PROCEDURAL SAFEGUARDS FOR GRADUATION**

The LEA provides required prior written notice for graduation.

## **REGULATORY BASE**

**Limitation-exception to FAPE for certain ages** – 34 CFR 300.102(B)(iii)

(iii) Graduation from high school with a regular high school diploma constitutes a change in placement, requiring written prior notice in accordance with §300.503.

## **STANDARD – TRANSITION REQUIREMENTS**

The LEA complies with requirements for transition planning for students

### **REGULATORY BASE**

#### **Transition- (20 U.S.C. 1416(a)(3)(B))**

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

**SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE; PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION; SPP/APR INDICATOR 13 (TRANSITION)**

21.	<p><b>STANDARDS TO BE MET</b> <b>PROCEDURES TO FOLLOW</b></p>	
	<p><b>LEA PROCEDURE</b> LEA will prepare a list of students who graduated or aged out in the prior school year and send the list to BSE or make it available onsite for verification as directed by the Chairperson. LEA will make files available for those students selected by the Chairperson.</p> <p>LEA has reviewed its student survey results and identified any areas of needed improvement. The LEA will make this information available on-site for BSE verification.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b> Chairperson will select and review 10%, or not less than 3 files, of students who have graduated or aged out, and confirm that a Summary of Academic Achievement and Functional Performance has been provided to the student.</p> <p>Chairperson will select and review 10%, or not less than 3 files, of students who have graduated, and confirm that a NOREP/PWN was issued by the LEA.</p> <p>Chairperson will answer the following questions: a. Has the LEA issued a Summary of Academic Achievement and Functional Performance for all students reviewed as required?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA  b. Did the LEA issue prior written notice (NOREP/PWN) recommending graduation for all students reviewed?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p>	

<b>SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE; PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION; SPP/APR INDICATOR 13 (TRANSITION)</b>	
<b>21A.</b>	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>
	<b>LEA PROCEDURE</b> LEA will provide the BSE with a list of students who are age 16 and older as per the age on the IEP. Chairperson will select 10 files from the list and review to determine compliance with SPP/APR Indicator 13 transition requirements.
<b>21.</b>	<b>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION</b> ___ Yes, In Compliance ___ No, Not in Compliance
<b>21 A.</b>	<b>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION</b> ___ Yes, In Compliance ___ No, Not in Compliance

## **22. DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION**

### **STANDARD – DISPROPORTIONATE REPRESENTATION**

LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.

### **REGULATORY BASE**

**State monitoring and enforcement** - 34 CFR 300.600(d)(3)

(d) The State must monitor the LEAs located in the State, using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas: (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification.

<b>DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION</b>	
<b>22.</b>	<p><b>STANDARDS TO BE MET</b> <b>PROCEDURES TO FOLLOW</b></p>
	<p><b>LEA PROCEDURE</b> LEA will review its identification data by race/ethnicity and complete LEA Team Discussion Points.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b> Chairperson will review LEA team discussion points, compare with LEA school district special education plan, consider results of file review findings for evaluation, and will answer the following questions.</p> <p>a. Is there an indication of disproportionate representation of racial/ethnic groups receiving special education that is the result of inappropriate identification?  <input type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p>b. Is there an indication of disproportionate representation of racial/ethnic groups by disability category receiving special education that is the result of inappropriate identification?  <input type="checkbox"/> Yes  <input type="checkbox"/> No</p>

**DATA COLLECTION WORKSHEET**

<b>DATA COLLECTION WORKSHEET</b>		
	<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <ul style="list-style-type: none"> <li>➤ What do the data mean to the LEA?</li> <li>➤ How do the data for students with disabilities compare with race/ethnicity in the general student population of the LEA?</li> <li>➤ Is any particular disability group disproportionately represented by a higher or lower identification rate?</li> <li>➤ If so, are continuous improvement activities in place?</li> <li>➤ Has the LEA established policies and procedures to prevent inappropriate identification of students by race/ethnicity receiving special education?</li> <li>➤ If so, are continuous improvement activities in place?</li> <li>➤ Has the LEA established policies and procedures to prevent inappropriate identification of students by race/ethnicity by disability category?</li> <li>➤ If so, are continuous improvement activities in place?</li> </ul>	<p>After review of the special education data report, the LEA does not demonstrate disproportionate representation by race / ethnicity. ...</p> <p>The data for students with disabilities is proportional with regards to race / ethnicity in the general student population. ...</p> <p>No, there is no dis-proportionality between categories. According to the most recent Penn Data reports, FCSD has no significant disproportionate disability groups. ...</p> <p>N/A ...</p> <p>Data indicates there has not been a need to establish policies and procedures to prevent inappropriate identification by race / ethnicity receiving special education; therefore, there is not a need to develop continuous improvement activities. ...</p> <p>N/A ...</p> <p>Data indicates there has not been a need to establish policies and procedures to prevent inappropriate identification by race / ethnicity receiving special education by disability category; therefore, there is not a need to develop continuous improvement activities. ...</p> <p>N/A</p>
<b>22.</b>	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No (Requires an improvement plan)</p>	

## 23. EDUCATIONAL BENEFIT REVIEW

### **STANDARD:**

The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.

### **REGULATORY BASE:**

#### **Definition of individualized education program - 34 CFR 300.320**

IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with 300.320 through 300.324 and that must include- (2) (i) A statement of measurable annual goals, including academic and functional goals designed to- (A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and (B) Meet each of the child's other educational needs that result from the child's disability.

#### **Development, review, and revision of IEP – 34 CFR 300.324**

Each public agency must ensure that, subject to paragraphs (b) (2) and (b) (3) of this section, the IEP Team – (i) Reviews the IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and (ii) Revises the IEP, as appropriate, to address- (A) Any lack of expected progress toward the annual goals described in 300.320 (a) (2), and in the general education curriculum, if appropriate

**EDUCATIONAL BENEFIT REVIEW**

23.	<p><b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b></p>	
	<p><b>LEA PROCEDURE</b> LEA will conduct an Educational Benefits Review (EBR) for a sample of students, in accordance with training and instructions provided by the BSE. The team will answer the following ten questions for each student in the sample:</p> <ol style="list-style-type: none"> <li>1. Are the assessments complete and do they identify all of the student's needs, including postsecondary outcomes and/or career assessment/functional vocational evaluation for secondary students?</li> <li>2. In Year 3, does the IEP, through the Present Level of Academic Achievement and Functional Performance (PLAAFP) statement or other IEP information, identify all of the student's significant needs?</li> <li>3. In Year 3, are all of the student's needs addressed by goals and objectives, transition services, and/or supplementary aids and services, including, for secondary students, postsecondary outcomes, preferences, and interests?</li> <li>4. In Year 3, are there programs and services to support all of the student's goals and objectives?</li> <li>5. Do the transition services provided for the student over the three-year period of review represent a coordinated set of activities related to the student's vision for adult life?</li> <li>6. In reviewing the comparison of the PLAAFP from Year 1 to Year 2 and from Year 2 to Year 3, if the student <i>did not</i> make progress, were the goals and objectives, transition activities, or programs and services in Year 3 changed in the IEP to facilitate the student's future progress?</li> <li>7. In reviewing the comparison of the PLAAFP from Year 1 to Year 2 and from Year 2 to Year 3, if the student <i>did</i> make progress, were the goals and objectives, transition activities, or programs and services in Year 3 changed in the IEP to facilitate the student's future progress, including participation in general education?</li> <li>8. Were sufficient services provided to ensure that the student would make progress?</li> <li>9. Is this student provided with supplementary aids and services to support participation in extracurricular and non-academic activities if determined to be needed by the IEP team?</li> <li>10. Based upon the review of Worksheets Year 1, 2 and 3 and questions # 1-9 above, the LEA has determined that the student has received educational benefit?</li> </ol>	

<b>EDUCATIONAL BENEFIT REVIEW</b>		
<b>DATA COLLECTION WORKSHEET</b>		
	<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary (What Do We Know?)</b>
	LEA team will analyze results of the EBR review in accordance with training and instructions provided by BSE, and will provide summary results in the LEA Data Collection Summary.	
	<b>BSE PROCEDURE</b> BSE will review the data provided, discuss the LEA's conclusions with LEA personnel, and determine compliance or noncompliance with requirements.	
<b>23.</b>	<b>TO BE COMPLETED BY CHAIRPERSON:</b> <b>CONCLUSION</b> IEPs for all students in the sample are reasonably calculated to result in Educational Benefit. ____ Yes ____ No	