

Profile and Plan Essentials

LEA Name		AUN
Fort Cherry SD		101632403
Address 1		
110 Fort Cherry Road		
Address 2		
City	State	Zip
Mc Donald	PA	15057
Director of Special Education Name		
Dr. Eric J. Lauver		
Director of Special Education Email		
elauver@fortcherry.org		
Director of Special Education Phone Number	Director of Special Education Ext	
7247961551	2328	
Chief Administrator Name		
Mr Thomas J Samosky		
Chief Administrator Email		
tsamosky@fortcherry.org		

Special Education Students

Total Number of Students Receiving Special Education 187

School District Total Student Enrollment 919

Percent of Students Receiving Special Education 20.3

Steering Committee

Name	Position/Role	Building	Email
Dr. Eric J. Lauver	Director of Special Education	Fort Cherry SD	elauver@fortcherry.org
Mr. Thomas J. Samosky	Superintendent	Fort Cherry SD	tsamosky@fortcherry.org
Mrs. Kristen Spellman	Special Education Teacher	Fort Cherry El Ctr	kspellman@fortcherry.org
Mr. Edward Dully	Special Education Teacher	Fort Cherry JSHS	edully@fortcherry.org
Mrs. Maria Novobilsky	Special Education Teacher	Fort Cherry JSHS	mnovobilsky@fortcherry.org
Mrs. Bethany Geisler	Special Education Teacher	Fort Cherry JSHS	bgeisler@fortcherry.org
Mr. Daniel Mayer	Building Principal	Fort Cherry El Ctr	dmayer@fortcherry.org
Mrs. Brianne Eiler	General Education Teacher	Fort Cherry El Ctr	beiler@fortcherry.org
Mrs. Lauren Cieply	General Education Teacher	Fort Cherry JSHS	lcieply@fortcherry.org
Mrs. Suzanne Hendricks	Special Education Teacher	Fort Cherry El Ctr	shendricks@fortcherry.org
Dr. Katelyn Willyerd	General Education Teacher	Fort Cherry JSHS	kwillyerd@fortcherry.org
Mrs. Jodie Hoover	General Education Teacher	Fort Cherry JSHS	jhoover@fortcherry.org
Mrs. Amy Oberly	Other	Fort Cherry El Ctr	aoberly@fortcherry.org
Mrs. Andrea Putt	General Education Teacher	Fort Cherry El Ctr	aputt@fortcherry.org
Mrs. Donna Horcick	General Education Teacher	Fort Cherry JSHS	dhorcick@fortcherry.org
Mrs. Michelle Presutti	Special Education Teacher	Fort Cherry El Ctr	mpresutti@fortcherry.org
Mr. Kevin Center	General Education Teacher	Fort Cherry JSHS	kcenter@fortcherry.org
Dr. Lori Pash	General Education Teacher	Fort Cherry El Ctr	lpash@fortcherry.org
Tara Daley	Parent	Fort Cherry El Ctr	
Marianne Boris	Parent	Fort Cherry El Ctr	
Julie Sepesy	Board Member	Fort Cherry SD	jsepesyfcbboard@yahoo.com
Breanna Stockdale	Parent	Fort Cherry SD	
Lynn Casella	Parent	Fort Cherry SD	
Kim Bianchi	Parent	Fort Cherry JSHS	
Cynthia Gaskill	Board Member	Fort Cherry SD	cegaskill.fcsb@gmail.com

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities
The number of students in outplacements exceeds state expectations.	The District will continue to consider Least Restrictive Environment to place students. As a small district, hosting programs for all disabilities is often cost-prohibitive; however, the District is committed to ongoing discussion regarding whether in-house programs make fiscal sense.
The number of students in outplacements exceeds state expectations.	The District will continue to consider Least Restrictive Environment to place students. As a small district, hosting programs for all disabilities is often cost-prohibitive; however, the District is committed to ongoing discussion regarding whether in-house programs make fiscal sense.
The number of students in outplacements exceeds state expectations.	The District will continue to consider Least Restrictive Environment to place students. As a small district, hosting programs for all disabilities is often cost-prohibitive; however, the District is committed to ongoing discussion regarding whether in-house programs make fiscal sense.

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
Students with IEP's currently receive more suspensions than their non-disabled peers.	The District will continue to analyze data and begin to move toward a Positive Behavior Interventions and Supports (PBIS) model.

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
After the COVID-19 pandemic, the number of students in special education has increased by 30% from the 2019-20 school year until the 2022-23 school year. There are not specific areas where identification is oversampled at this time.	The District will use a new procedural manual in conjunction with its MTSS model to provide students with a continuum of services, first focused on providing services within the regular education classroom, before recommending the initiation of a referral.

Non-Resident Students Oversight

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

No

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

Under § 1306 of the PA School Code, when a non-resident student is placed in a residential facility (including group homes, therapeutic foster care, etc.) within the District, the Fort Cherry School District (host district) would allow a nonresident student in a residential facility to attend the public schools of the host district until the student receives a diploma or completes the school term in which they turn 21. The Host District would be responsible for providing the educational program for students, including students with disabilities placed in such a facility, while ensuring FAPE for eligible students with IEP's in accordance with the Individuals with Disabilities Education Act (IDEA). The Host District cannot refuse to educate a student in a regular or special education program in a regular public school unless: 1) a court order requires that the child be educated at the residential facility; 2) a current IEP and Notice of Recommended Educational Placement (NOREP) requires a different educational placement; 3) the child is currently expelled from their last educational placement; or 4) the student is in an interim alternative educational setting. If the Host District and parent through the IEP team process make a determination that an alternative educational setting will more appropriately address the student's educational needs, the Host District will be responsible for providing the student with FAPE and any needed special education or services (including ensuring that a certified special education teacher is providing services) and is responsible for making decisions regarding the goals, specially-designed instruction, and educational placement for each student through the IEP Team process. In addition to ensuring that an appropriate educational program is provided, the Host District will be responsible for Child Find for children thought-to-be-eligible for special education services and/or accommodations within the Host District's jurisdiction. This responsibility includes locating, identifying, and evaluating all § 1306 students with suspected disabilities, including but not limited to, evaluating students for whom a request for an evaluation has been made. In addition, the host school district must seek informed consent to initiate evaluation procedures from an individual who meets the definition of parent in the IDEA, a surrogate parent appointed by the host school district, or a person appointed by a court to provide such consent. For children suspected as IDEA eligible students, the Host District is responsible for maintaining contact with the student's resident school district for the purpose of keeping the resident school district informed of its plans for educating the student and seeking the advice of that district with respect to the student.

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

To ensure a successful transition back to school, the Fort Cherry School District will make reasonable attempts to promptly obtain the student's educational records, including the IEP and supporting documents and any other records relating to the provision FAPE to the student, from the previous LEA where the student was enrolled; and the previous LEA where the student was enrolled will promptly respond to the new LEA's request for educational records. In addition, the Fort Cherry School District will consult with the district of residence regarding the educational services to be provided while keeping the district of residence informed with regard to the student's educational programming.

Incarcerated Students Oversight

1. **Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?**

No

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

Least Restrictive Environment

1. **Review the district's data for Least Restrictive Environment. Highlight areas of improvement.**

Currently, 50% of students are in the regular education classroom 80% or more of the day, which is significantly below the 61.5% from the PennData SEDR, and 35.79% of students are in the regular education classroom between 40 and 79% of the school day. Additionally, 12.5% of students are in special education in other settings. This exceeds the state average of 4.5%. The number of students in the regular education classroom 40–79% of the school day is disproportionately high, particularly at the 7–12 High School level. The District has the intention to review scheduling models to move to a more inclusive/co-taught model. In the interim, the District is eliminating a 30-minute homeroom period where students were placed with their special education teacher. While students will still be able to meet with their case manager on an as-needed basis during homeroom time, the elimination of this time will cause more students to be in the 80% or higher range, while still providing students with the support they will need in English Language Arts and Mathematics to be successful. The special education in other settings number is magnified by the small size of the district. Students in other settings typically have severe emotional or developmental needs that cannot be addressed within a small school district with limited resources. Therefore, partnerships with neighboring districts and outplacements offer students the needed supports in an efficient and student-centered manner. Currently, the District accepts students from Avella Area School District into its High School Life Skills Support program. Additionally, the District has recognized an increase in students requiring elementary-level Life Skills Support programming. As such, the District is partnering with the Watson Institute to form an Elementary Life Skills Support classroom, with the intention of keeping students who need Life Skills Support programming in their neighborhood school. For the first time since the COVID-19 pandemic, during the 2022–23 school year, the District was able to complete a full academic year without placing a student at the high school (7–12) level. As such, the District should begin to see decreases in the number of outplaced students, due to attrition caused by student graduation (3 scheduled to graduate in 2024). Further, the District was able to return 2 students from outplaced schools during the 2022–23 school year while providing for the student's individual needs. For students who have reached the senior year and wish to maintain enrollment, the District has traditionally partnered with Transitional Employment Consultants (TEC). Such placement is for Community-Based Vocational Instruction (CBVI). Because of the increased numbers of students in the District's Life Skills Support Program, the District has been working through its Transition Coordinator to establish local partnerships to begin a program for students through the Office of Vocational Rehabilitation (OVR).

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

The District uses a Multi-Tiered Systems of Support (MTSS) model to ensure students receive supports in their most appropriate environment. The preference of the District is that the classroom teacher is the first source of interventions and supports for academics. Students in Tier 1 have access to core content classroom instruction with differentiation from a certified classroom teacher, access to the school counselor, and access to the District mental health consultant (in times of crisis). Students in Tier 2 are referred to the SAP program. These students have access to case management for their SAP case, frequent school-to-home contact, a managed SAP plan with measurable goals, monitored progress toward plan goals, the District mental health consultant (with scheduled supports), and community-based mental health counseling. Students in Tier 3 are referred for further evaluation, typically first through a 504 evaluation. These students have access to accommodations and modifications relevant to the student's disability, as well as a case manager to improve home-to-school communication and progress monitoring. Students who do not make progress in Tier 3 are referred by the District for a multi-disciplinary evaluation through the Special

Education Department. From a social/emotional standpoint, all District facilities have school counselors, and the school counselor to student ratio is approximately 1:300. Further, both District buildings have Mental Health Consultants who facilitate student groups, provide resources and supports, and work with students in crisis. The District employs two Student Supports Coordinators who act as the Student Assistance Program (SAP) facilitator and are the lead for guiding the discussions regarding interventions, student supports, and student tiering.

3. **Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.**

The District plans to undergo extensive training in co-teaching to significantly increase the number of students who are included in the general education curriculum to the maximum extent possible. This training will be provided by Intermediate Unit 1 and the Fort Cherry School District. Both regular and special education staff will receive additional coaching and walkthroughs specific to best practices in inclusive classrooms. Additionally, both the Elementary Center and High School schedule are designed to maximize participation in the general education curriculum through opportunities that are co-taught by a regular education and special education teacher.

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

As part of its discussion, the IEP team will identify potential barriers to access, identify strategies and services to eliminate barriers, and discuss appropriate supplementary aids and services to promote meaningful participation of students with disabilities in extracurricular activities. Included in this discussion would be training to sponsors, coaches, and/or staff of the extracurricular in ways to provide accommodations, modifications, aids, and services from the IEP as part of the extracurricular activity. Additionally, the District would provide appropriate aids and services from the student's IEP to include (but not limited to) specialized transportation, and 1:1 paraprofessional support. Per the IEP, the District would make every reasonable effort to ensure that a student's needs as defined in the IEP would be met through a range of supplementary aids and services, allowing for meaningful participation.

5. **Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?**

Students who are outplaced from the Fort Cherry School District have the same opportunities to participate in District-led extracurricular activities as their non-disabled peers. As part of the IEP team meeting, students who have an expressed interest, either through a verbal request or other means (e.g. results of a transition survey indicating interest in a particular club or activity), the District would discuss appropriate opportunities relevant to the interest and desires of the student and/or family. Students who are outplaced in private institutions would be provided with every opportunity to participate meaningfully in such opportunities. This would include the ability for the District to provide accommodations and services, including special transportation, to remove barriers to participation. The student's IEP would drive the conversation related to specific needs to ensure meaningful participation.

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

Currently, the district places students out-of-district who have significant needs, including multiple disabilities and intellectual disabilities in the elementary schools; Autism, where the student presents with additional care needs; and emotional disturbances that present significant disruptions to the learning environment and require additional therapeutic and/or medial interventions to be successful. As part of this plan, the District has investigated possibilities of returning students from out-of-district placements to their neighborhood school in the District. As

such, the District is going to open a Life Skills Support classroom at Fort Cherry Elementary Center, with the goal of returning several students from outplacement, while also allowing new kindergarten student enrollments to remain in district rather than needing to consider an outplacement for such services. Yearly, the District reevaluates its needs and provides recommendations for the best level of support for all students. Should the ability to offer additional in-house programming in the above-listed areas be a possibility, the District will act.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
DT Watson Institute South	Approved Private School (APS)		Watson Institute	Autistic Support	7
Transformation Learning	Licensed Private Academic		Transformation Learning, Inc.	Emotional Support	3
Wesley Spectrum High School	Approved Private School (APS)		Wesley Family Services	Emotional Support	3
Western Pennsylvania School for Blind Children	Approved Private School (APS)		Western Pennsylvania School for Blind Children	Blind and Visually Impaired Support	1
IU1 Educational Campus at McMurray	Other	IU Operated Campus	Intermediate Unit 1	Emotional Support	1
Southwood RTF	Other	IU Operated Campus	Southwood	Autistic Support	1
Wesley K-8 School	Approved Private School (APS)		Wesley Family Services	Emotional Support	1
Wesley Bridge Program	Approved Private School (APS)		Wesley Family Services	Autistic Support	1
Transitional Employment Consultants	Other	Local Training Agency	Transitional Employment Consultants	Life Skills Support	1

Positive Behavior Support

Date of Approval

2021-06-28

Uploaded Files

Behavior Support 113.2.pdf

1. How does the district support the emotional, social needs of students with disabilities?

The Fort Cherry School District employs a Multi-Tiered Systems of Support (MTSS) framework to support emotional and social needs of all students. Students within the tiers have access to the District Mental Health Consultants and School Counselors. Students with documented disabilities may, with an IEP team decision, receive Social Work and/or Social Skills services to address specific areas of need documented by data. Further, students with documented emotional disturbances receive access to emotional support classrooms that are highly-structured environments to support the student's emotional and social needs. Students receive Social/Emotional Learning (SEL) opportunities in the Elementary Center through the TEAMology and BASE programs, while students at the High School receive SEL opportunities through the BASE program.

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

A core team at both the Elementary Center and High School are trained as a crisis response team. All members of the crisis response team are Safety Cares trained. Further, as part of Pennsylvania regulations, the teaching staff is trained in an ongoing manner regarding deescalation and working with students in crisis. The staff also receives trauma-informed care training from licensed mental health professionals to gain an understanding of how to work with students in need.

3. Describe the district positive school wide support programs.

The Fort Cherry School District uses a Multi-Tiered Systems of Support (MTSS) framework to support all learners. All students have access to supports for academics, behavior, and organization in three tiers--Tier 1, where all students receive general support in the classroom; Tier 2, where students receive interventions specific to their plan via the Student Assistance Program (SAP) team; and Tier 3, where students receive individualized supports driven by the student's 504 or IEP document, including both informal and formal behavior plans. Specific to the Elementary Center, all students have a course in TEAMology, which is an Social-Emotional Learning (SEL) curriculum, focused on giving students tools to recognize and react to their emotions. Students in grades 3–12 also receive experiences in the BASE program to further their Social-Emotional Learning. The District also employs two mental health consultants, who lead group and individual sessions to support students on both a triage and scheduled basis.

4. Describe the district school-based behavior health services.

The Fort Cherry School District uses a continuum of behavioral health services, accessed via the Student Assistance Program (SAP). For students showing a need for behavioral health, a SAP referral is filed by a parent, student, teacher, or other staff member with the appropriate Student Support Coordinator/Building Principal. The SAP team assesses the referral and will either refer such needs to the SAP liaison for intake or to

one of the District's Mental Health Consultants. SAP-based behavioral health services are provided by Healing Bridges, facilitated via the Center for Community Resources. SAP-based behavioral health services can extend into the summer, with parental consent. The District Mental Health Consultants are available daily in each building on scheduled school days. In situations of crisis, a trained professional (Mental Health Consultant, School Counselor, or Licensed Social Worker) will conduct a pre-assessment to determine the source of crisis and attempt to provide interventions to the student. If such interventions are ineffective, a referral will be made to a mental/behavioral health agency for an assessment. Documentation of such visit and assessment may be required for re-admittance to school.

5. **Describe the district restraint procedure.**

Physical restraint of students will be used as a final alternative when either all non-violent crisis intervention methods have proven ineffective or the immediate health, safety, and welfare of the student, another student, or staff member is in danger. A team of Fort Cherry School District administrators and teachers are trained in SafetyCare Crisis Prevention Training. As part of this process, these employees are properly trained in the process of physical restraint of students. Members of the crisis team respond to such situations to provide interventions and supports, starting with nonviolent crisis intervention, and concluding (if necessary) with physical restraint. After any physical restraint, the Director of Pupil Services enters such restraint into the RISC system for state reporting purposes. After the restraint, members of the team completing the restraint will complete data relevant to the RISC report and report such information to the Director of Pupil Services for entry into the RISC system. According to PA Code, within 10 days of the restraint, the team will hold an IEP team meeting to discuss the restraint and any needed adjustments or reevaluations proposed as a result of the incident and resulting restraint.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

The District had one student who met the threshold for both homebound and substantial risk of waiting more than 30 days for an appropriate educational placement. Due to the student's escalating behaviors, his previous placement was unable to continue services. The LEA worked with Intermediate Unit 1 and PaTTAN to continue to find an appropriate placement. During this gap, an attempt was made to locate a homebound instructor through multiple agencies, including the LEA staff, IU1 staff, and other private providers. This student has been placed as of February 2023.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
H.S.	Multiple	Part-time (0.5)	04/04/2023 01:14 PM

Building Name		
Fort Cherry El Ctr		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	13 to 13
Age Range Justification		FTE %
		0.07

Building Name		
Fort Cherry JSHS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	17 to 17
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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V.S.	Secondary	Part-time (0.5)	02/20/2023 10:35 AM
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Building Name		
Fort Cherry JSHS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	16 to 17
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
J.J.	Elementary	Full-time (1.0)	04/18/2023 08:54 AM

Building Name		
Fort Cherry El Ctr		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 10
Age Range Justification		FTE %
Elementary Life Skills Support Classroom: Students may be in Grades K–6. While students may be in the classroom simultaneously, instruction is adapted to the needs of each individual student. Families of students in the classroom are asked to sign the age range waiver in their child's IEP.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K.H.	Multiple	Full-time (1.0)	04/04/2023 01:12 PM

Building Name		
Fort Cherry El Ctr		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
While the position is K–12, students are grouped by grade level in sessions.		0.77

Building Name		
Fort Cherry JSHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range

School District	Secondary	12 to 18
Age Range Justification		FTE %
While the position is K–12, students are grouped by grade level in sessions.		0.23

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K.S.	Elementary	Full-time (1.0)	02/06/2023 09:19 PM

Building Name		
Fort Cherry El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
Intermediate Learning Support (serviced by grade level)		0.22

Building Name		
Fort Cherry El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %

Intermediate Learning Support (serviced by grade level)	0.3
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
M.P.	Elementary	Full-time (1.0)	02/20/2023 08:01 AM

Building Name		
Fort Cherry El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.24

Building Name		
Fort Cherry El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
S.C.	Elementary	Full-time (1.0)	02/20/2023 08:11 AM

Building Name		
Fort Cherry El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.06

Building Name		
Fort Cherry El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
M.K.	Elementary	Full-time (1.0)	02/20/2023 08:10 AM

Building Name		
Fort Cherry El Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 13
Age Range Justification		FTE %
This program position is the intermediate emotional support teacher in the elementary building (4-6). While students come and go on an individual basis, the majority of the time, intermediate students in the 4th - 6th grade level may be in the class at the same time. That requires the district to have parents sign an age-range waiver once it is determined that an age range of greater than 3 is determined within the classroom. Children are instructed at instructional levels with same aged peers to the fullest extent		0.18

Building Name		
Fort Cherry El Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %

	0.1
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
S.H.	Elementary	Full-time (1.0)	02/20/2023 08:28 AM

Building Name		
Fort Cherry El Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
This program position is the primary emotional support teacher in the elementary building (K-3). While students come and go on an individual basis, the majority of the time, intermediate students in the 4th - 6th grade level may be in the class at the same time. That requires the district to have parents sign an age-range waiver once it is determined that an age range of greater than 3 is determined within the classroom. Children are instructed at instructional levels with same aged peers to the fullest extent		0.08

Building Name	
Fort Cherry El Ctr	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	11

Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
C.G.	Secondary	Full-time (1.0)	04/18/2023 09:24 AM

Building Name		
Fort Cherry JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 17
Age Range Justification		FTE %
Single Life Skills Support Classroom. Differentiated content provided, based on student need.		0.27

Building Name		
Fort Cherry JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17

Age Range Justification	FTE %
	0.08

Building Name		
Fort Cherry JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
L.G.	Secondary	Full-time (1.0)	04/18/2023 08:59 AM

Building Name		
Fort Cherry JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.1

Building Name		
Fort Cherry JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
M.N.	Secondary	Full-time (1.0)	02/20/2023 08:44 AM

Building Name		
Fort Cherry JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.06

Building Name

Fort Cherry JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 16
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
L.S.	Secondary	Full-time (1.0)	04/18/2023 10:15 AM

Building Name		
Fort Cherry JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.08

Building Name		
Fort Cherry JSHS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 17
Age Range Justification		FTE %
This program position is primarily 7-8 learning support, with one 10th grade student on the caseload. The 10th grade student is not educated with any 7th or 8th grade students, as students receive grade-level and content-specific instruction.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
C.T.	Secondary	Full-time (1.0)	04/18/2023 09:24 AM

Building Name		
Fort Cherry JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.1

Building Name
Fort Cherry JSHS

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
E.D.	Secondary	Full-time (1.0)	04/18/2023 10:16 AM

Building Name		
Fort Cherry JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.15

Building Name		
Fort Cherry JSHS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
B.G.	Secondary	Full-time (1.0)	04/18/2023 10:17 AM

Building Name		
Fort Cherry JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.45

Building Name		
Fort Cherry JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.22

Special Education Facilities

Building Name		Room #
Fort Cherry El Ctr		111
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 31 feet, 0 inches	775sqft	27
Implementation Date		
2022-10-13		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Fort Cherry JSHS		155
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 0 inches x 21 feet, 0 inches	777sqft	27
Implementation Date		
2022-12-05		
Uploaded Files		

2 Assurance Check

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

Building Name		Room #
Fort Cherry JSHS		218
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 4 inches x 36 feet, 8 inches	782sqft	27
Implementation Date		
2022-08-29		
Uploaded Files		

3 Assurance Check

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

Building Name		Room #
Fort Cherry JSHS		205
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 6 inches x 29 feet, 8 inches	608sqft	21
Implementation Date		
2022-12-05		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Fort Cherry JSHS		221
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 6 inches x 29 feet, 6 inches	604sqft	21
Implementation Date		
2022-12-05		
Uploaded Files		

5 Assurance Check

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

Building Name		Room #
Fort Cherry JSHS		101
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 8 inches x 29 feet, 8 inches	613sqft	21
Implementation Date		
2022-12-05		
Uploaded Files		

6 Assurance Check

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

Building Name	Room #
Fort Cherry JSHS	119

School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 29 feet, 1 inches	639sqft	22
Implementation Date		
2022-12-05		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Fort Cherry JSHS		122
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 5 inches x 29 feet, 0 inches	592sqft	21
Implementation Date		
2022-12-05		
Uploaded Files		

8Assurance Check

Assurance Check	Yes	No

The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Fort Cherry JSHS		105
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 3 inches x 20 feet, 3 inches	592sqft	21
Implementation Date		
2022-12-05		
Uploaded Files		

9Assurance Check

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

Building Name		Room #
Fort Cherry El Ctr		106
School Building		Building Description
Elementary		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 34 feet, 0 inches	1054sqft	37
Implementation Date		
2022-12-05		
Uploaded Files		

10 Assurance Check

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

Building Name	Room #
Fort Cherry El Ctr	137
School Building	Building Description
Elementary	A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement
31 feet, 0 inches x 39 feet, 0 inches	1209sqft
Max # of students in classroom	43
Implementation Date	
2022-12-05	
Uploaded Files	

11 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Fort Cherry El Ctr		206
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 31 feet, 0 inches	961sqft	34
Implementation Date		
2022-12-05		
Uploaded Files		

12Assurance Check

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

Building Name		Room #
Fort Cherry El Ctr		239
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 22 feet, 0 inches	462sqft	16

Implementation Date
2022-12-05
Uploaded Files

13 Assurance Check

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

Building Name		Room #
Fort Cherry El Ctr		256
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 42 feet, 0 inches	1344sqft	48
Implementation Date		
2022-12-05		
Uploaded Files		

14 Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
--	-----	--

Building Name		Room #
Fort Cherry El Ctr		270
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 37 feet, 0 inches	925sqft	33
Implementation Date		
2023-08-21		
Uploaded Files		

15Assurance Check

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

Special Education Support Services

16Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	Secondary	District
Paraprofessionals	4	Elementary	District
Paraprofessionals	7	Secondary	District
School Psychologist	1	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Social Worker	1	Secondary	Contractor
Guidance Counselor	2	Secondary	District
Guidance Counselor	1	Elementary	District
Social Worker	1	Elementary	Contractor
Other	2	Secondary	District
Other	2	Elementary	District

Special Education Personnel Development

Autism

Description of Training			
Autism Training and Strategies for Teachers			
Lead Person/Position		Year of Training	
Dr. Eric J. Lauver, Director of Pupil Services		2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Positive Behavior Interventions and Supports (PBIS) Core Team Training for FCEC and FCHS			
Lead Person/Position		Year of Training	
Dr. Eric J. Lauver, Director of Pupil Services		2023	
Hours Per Training	Number of Sessions	Provider	Audience
6	4	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

Description of Training
Positive Behavior Interventions and Supports (PBIS) Whole Staff Training for FCEC and FCHS

Lead Person/Position		Year of Training	
Dr. Eric J. Lauver, Director of Pupil Services		2024	
Hours Per Training	Number of Sessions	Provider	Audience
4	2	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
Master Teacher Training Modules			
Lead Person/Position		Year of Training	
Dr. Eric J. Lauver, Director of Pupil Services		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	20	District	Paraprofessionals

Transition

Description of Training	
Transition Services Overview/Work-Based Learning	
Lead Person/Position	Year of Training

Dr. Eric J. Lauver, Director of Pupil Services		2023 2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	multiple	District Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Science of Literacy

Description of Training			
Structured Literacy Training			
Lead Person/Position		Year of Training	
Dr. Eric J. Lauver, Director of Pupil Services		2023 2024	
Hours Per Training	Number of Sessions	Provider	Audience
5	2	District Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training

Co-Teaching Supports and Services in Schools			
Lead Person/Position		Year of Training	
Dr. Eric J. Lauver, Director of Pupil Services		2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Participation in IEP Meetings			
Lead Person/Position		Year of Training	
Dr. Eric J. Lauver, Director of Pupil Services		2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Understanding PBIS			
Lead Person/Position		Year of Training	
Dr. Eric J. Lauver, Director of Pupil Services		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

IEP Development

Description of Training	
Co-Teaching/Least Restrictive Environment	
Lead Person/Position	Year of Training

Dr. Eric J. Lauver, Director of Pupil Services		2023	
Hours Per Training	Number of Sessions	Provider	Audience
7	2 (minimum)	District Intermediate Unit PaTTAN	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Standard IEP setup/layout			
Lead Person/Position		Year of Training	
Dr. Eric J. Lauver, Director of Pupil Services		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Special Education Teachers

Signatures & Affirmations

Approval Date
2023-04-24

Uploaded Files

signed spec educ plan 23-24.pdf

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

Superintendent/Chief Executive Officer

Thomas J. Samosky

Date

2023-06-19

