

Fort Cherry SD

Special Education Plan Report

07/01/2016 - 06/30/2019

District Profile

Demographics

110 Fort Cherry Rd
 Mc Donald, PA 15057
 (724)796-1551
 Superintendent: Jill Jacoby
 Director of Special Education: Dawn Smith

Planning Committee

Name	Role
Rob Baier	High School Teacher - Regular Education : Special Education
Trisha Craig	Administrator : Professional Education Special Education
Brienne Eiler	Elementary School Teacher - Regular Education : Professional Education Special Education
Suzanne Hendricks	Elementary School Teacher - Special Education : Professional Education Special Education
Jill Jacoby	Administrator : Professional Education Special Education
Jennifer Johns	Middle School Teacher - Special Education : Special Education
Daniel Mayer	Building Principal : Special Education
Michelle Presutti	High School Teacher - Special Education : Professional Education Special Education
Dawn Smith	Special Education Director/Specialist : Professional Education Special Education
Kristen Spellman	Elementary School Teacher - Special Education : Special Education
Christina Worstall	Parent : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 196

Identification Method

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

The Fort Cherry School District currently uses the discrepancy model to identify students with specific learning disabilities. This model requires the district to look at the discrepancy between a student's intellectual ability and achievement in order to make this determination. Throughout this process, information is gathered from each student's classroom teacher(s), parent(s) or guardian, and related service personnel. The information is then incorporated into the evaluation report. After all the information has been gathered and testing has been completed, the school psychologist completes the Determination of Specific Learning Disability section of the evaluation report. The report is then reviewed with the Multidisciplinary team. If the student is found eligible for Special Education Programming as a student with a Specific Learning Disability and requiring specially designed instruction, the MDT (upon transition into an IEP team) will determine appropriate programming, focusing on the service needed, not the location of that service(s).

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <http://penndata.hbg.psu.edu/BSEReports>

Not significantly disproportionate

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?

3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

The Fort Cherry School District is not a host District, under section 1306 of the Public School Code. Additionally there are no facilities for Incarcerated students within the District. Therefore, there are no problems or barriers that exist which would limit the District's ability to meet its obligations under Section 1306 of the Public School Code.

In the event that the District were to become a host District, District personnel would establish working connection with the facility. The District would contact the student's home district for educational paperwork. The District would then review documents, meet with necessary IEP team members, revise any necessary documents, and then implement special education services as appropriate. Student progress would be monitored and reported as indicated in the IEP.

If a Fort Cherry student were to attend a residential facility, the District would communicate with the Host School District officials and forward all the special education documentation to them. Following contact, an IEP team meeting would be held to determine the appropriate special educational services for the student. Student progress would be monitored and reported as indicated in their IEP.

Incarcerated Students Oversight

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).

The Fort Cherry School District is not a host District, for incarcerated students. Therefore, there are no problems or barriers that exist which would limit the District's ability to meet its obligations.

In the event that the District would become a host District, District personnel would establish a working relationship with the correctional institutions. The District would contact the student's home district for educational paperwork. The District would then review the paperwork, meet with necessary IEP team members, revise any necessary documents, and then implement special education services as appropriate. Student progress would be monitored and reported as indicated in the IEP.

If a Fort Cherry student was incarcerated the District would communicate with the Host School District officials and forward all the special education documentation to them. Following contact, an IEP team meeting would be held to determine the appropriate special educational services for the student. Student progress would be monitored and reported as indicated in their IEP.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The IEP Team is always convened to seek a Free and Appropriate Public Education in the Least Restrictive Environment for students with disabilities. The child always remains in the regular education environment unless psychological/psychiatric findings, staff/parent input, grades, standardized test scores, etc. indicate needs that require special education services in a separate location. The LEA always starts a student in the least restrictive environment and goes more restrictive only as deemed necessary by the IEP Team. The District maintains the procedures of pre-referral, Permission / Consent to Evaluate, Evaluation Report, Individualized Educational Plan, and Notice of Recommended Educational Placement for all Fort Cherry Students.

Once a teacher has determined that a student is in need of further assistance they will make the initial referral to the appropriate program: for the Junior/Senior High student, the Student Assistance Program (SAP) and at the Elementary Center, the Elementary Student Assistance Program (ESAP). These teams meet to discuss the needs of the child and based upon their findings; the resulting action plan is then implemented in the regular education classroom to try to meet the student's needs. If difficulties persist at the Junior/Senior High level and more information is needed, the student is referred for a Multidisciplinary Evaluation. At the elementary level, if more information is needed, a second attempt is made before recommending a Multidisciplinary Evaluation. In this case, the child would be referred to the Instructional Support Program. This team meets and develops an action plan, which is implemented in the regular education classroom to try to meet the student's needs. At this point, if difficulties continue to persist, the student is referred for a Multidisciplinary Evaluation.

If the student is found to be eligible for special education services, every attempt is made to deliver them in the regular education classroom. "Which service(s)" is first determined by the recommendations of the school psychologist, as stated in the evaluation report. The IEP Team translates the recommendations into which service(s) a student needs in order to be successful. After the needs are identified and services determined, the IEP Team will determine "where" the

services will be implemented. The determination for placement is addressed with the question “In what environment(s) can this plan be best met for this student?” The location of the service is the regular education classroom first, unless services and resources cannot be reasonably provided in this environment.

District-wide students are supported in itinerant, supplemental, and full-time support programs. Many students receive the majority of their program while in the regular educational environment. They are supported with the full continuum of services in all environments. In the regular education classroom, the regular education teacher will deliver modifications and specially designed instruction as necessary. Support may be provided by a paraprofessional if needed. The student will receive instruction in the special education classroom only if his/her needs are such that they cannot be met in the regular education classroom.

At the Elementary Center, special education services are more likely to be delivered in a separate classroom at the primary level because of the emphasis on reading and math instruction. However, the inclusion of students with disabilities in the regular education classroom usually increases with each grade level. The District’s goal is for students with disabilities to be included into the regular education classroom to the maximum extent appropriate.

At all levels within the District, students with disabilities are being served in general classrooms more than ever before. Both regular and special education teachers monitor the progress of students with disabilities in the general classroom. In addition, both ensure that program modifications and specially designed instruction are implemented in accordance with the IEP. Ultimately, it is hoped that some students will be dismissed from the special education program altogether.

There are many opportunities for students with disabilities to interact with non-disabled peers throughout the school day. Elementary students are almost always included in the regular education environment for homeroom, breakfast/lunch, art, computer, STEAM, gym, library, music, recess, assemblies and programs, and other school-wide events. High school students are almost always included in the regular education environment for homeroom, breakfast, lunch, electives, rotation classes and other school wide and extra curriculum. The only exception to this opportunity is when the child poses a threat to themselves or others.

Regular Education curriculum is utilized in both the Special Education Classrooms to the fullest extent possible. A significant portion of the students are able complete the regular education coursework with accommodations. Sometimes these accommodations can be supported in the regular education classroom while at other times, the accommodations are too significant for the regular education classroom environment, therefore the support classroom must be utilized to meet the individual needs of the student. When absolutely necessary, students within the district may utilize an alternative curriculum. This curriculum is aligned with the Pennsylvania Standards. When this option is necessary, it is noted within the students' IEP.

When appropriate, students with disabilities who are educated outside of the District pursue regular curricula and activities too. Their progress is evaluated regularly by the IEP Team to determine readiness for placement in a less restrictive environment.

The District uses technology in all the classrooms. Computers, laptops & Chromebooks, and iPads are utilized in numerous Special Education Classrooms, as well as in the related service provider's rooms/areas. The iPads are utilized for instruction, social interaction, and therapeutic needs. Smart boards and Promethean boards, available in all classrooms, are also utilized allowing for direct student interaction within the lesson. In addition to the onsite technology devices available to District personnel for student assistance, the District will borrow necessary items from the lending library to better meet the needs of the students within the classrooms.

When the need arises, the District will contact consultants, mainly from IU#1, for training and consultation purposes. Trainings have been in the areas of Autism and Behavior. The Training and Consultation (TAC) team members have provided consultation and collaboration with District personnel by conducting on-site observations, training, behavior interventions, and assistance with student observations and development of FBAs with IEP teams. Additionally, the District has utilized IU assistance for testing preparation / training for PASA administration. Recently, the District utilized IU#1 staff for Safety Cares Training, for de-escalation and restraint training.

Indicator 5: Educational Environment Based the most recent Penn Data Report Dec 1, 2010.

The district did meet SSP requirements in one of the three areas for this indicator--inside the regular education class less than 40% of the time.

For the remaining two areas, the District did not meet the requirements. The District's percentage of students that are inside regular class 80% or more of the day is at 53.7% of the special education population with the states' percentage at 62.4%. While the Fort Cherry School District focuses on placing the students in the least restrictive environment as much as possible, the IEP teams make the determination of placement. The individual child's needs are met on an individual basis, not on one that is going to force them into the regular education environment, just to have students in the regular education environment. This percentage has increased since the previous years' submission from 53.6% (Dec 1, 2011) to the 53.7% (Dec 1, 2013). While this section is to focus on data from school year 2013- 2014, the most current Special Education Data Report from 2014 - 2015 states that the percentage of students that are inside the regular class 80% or more of the day is at 61.1% (Dec 1, 2014). It is important to note that the District is trending toward closing the gap between the state's percentage. The increase from 53.7% to 61.1% is indicative of this. The District will continue to focus on LRE on an individual basis.

With regards to outplacements (LRE – placed out of the District) the District is higher (9.6%) and the State (4.8%) as of Dec 1, 2013. The trend for the last two years is decreased number of outplaced students. Dec. 1, 2014 = 8.6% (16 students) and Dec 1, 2015 = 7.1% (14 students). This decreasing

trend is due to efforts taken by the IEP teams to return students to their home district at every opportunity. The district does recognize that these percentage numbers are higher than the state. However, the IEP teams upon determining where the students' needs can best be met which may require to select a more restrictive environment, such as an outside placement.

When it is determined that an outplacement is needed the team will review which facility(s) in the area are most appropriate for the student. A process of elimination is utilized by taking into account which schools and facilities do meet the need of the student along with the travel distance. Because Fort Cherry School District is located in a rural area, the travel distance must be taken into account, as some facilities are located over 90 minutes away. If the team feels this is the best environment for the student, then the team will proceed with placement in that school/facility. At a minimum of once a year, all outplaced students' placements are reviewed. This is mostly done during the annual IEP meeting. The team closely reviews data to determine if the student is able to return to the district. If this is the determination of the team, then a 'return to school' plan is developed and all members work toward assisting the student to return to the District.

Behavior Support Services

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

The Fort Cherry School District adopted the Behavior Support Policy from the Intermediate Unit. This Policy fulfills the requirements of 22 PA Code, Chapter 14 and the regulatory requirements under the Individuals with Disabilities Education Act — Part B. The District also updated their Manifestation Determination Procedures, to better align its procedures to reflect the Adopted Behavior Support Policy.

The Behavior Support Policy--Discipline of Students with Disabilities:

Positive, rather than negative, measures form the basis of behavior support programs to ensure that all students and eligible young children shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. Behavior support programs must include research based practices, and techniques to develop and maintain skills that will enhance an individual student's or eligible young child's opportunity for learning and self-fulfillment. Positive Behavior Support Plans (PBSP) must be based on functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student or eligible young child shall be as least intrusive as necessary. The use of restraints is considered a measure of last resort only to be used after other less restrictive measures, including de-escalation techniques. The District utilizes the Safety Cares Model for Restraint Practices. This program focuses on de-escalation techniques as a general practice to assist with behavioral concerns. The District anticipates training staff to be trainers of the program so that the entire district can be trained and subsequent retraining can occur on an annual basis by the trained staff.

Students with disabilities who engage in inappropriate behavior, disruptive or prohibited activities, and/or actions injurious to themselves or others shall be disciplined in accordance with their Individual Education Program (IEP), PBSP, and Board Policy. A PBSP is a plan for students with disabilities and eligible young children who require specific intervention to address behavior that interferes with learning. The PBSP is developed by the IEP team, and is based on a functional behavior assessment. The PBSP upon its completion becomes part of a child's IEP.

A PBSP should provide educators with a framework for building inclusive, proactive classrooms where students are taught to make responsible choices. According to IDEA and the Pennsylvania School Code, the plan must:

- Focus on positive measures which are researched based.
- Teach alternative skills to replace inappropriate behavior.
- Use interventions that are least intrusive.
- Avoid the use of aversive techniques, restraints or punishments.
- Use techniques, procedures and methods for which the staff has been adequately trained.
- Include a functional assessment and manifestation determination as appropriate.

The Behavior Support Policy also indicates procedures for Disciplinary Exclusions for:

- Intellectual Disability
- Weapons Violation
- Drug/Controlled Substances Violations
- Serious Bodily Injury

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

Ensuring FAPE / Hard to Place Student

The District has been fortunate in resolving issues of placement for "difficult to place students" with the assistance of Intermediate Unit #1. There has been no need to report any students in the past year as Cordero Class Members. Should the need arise, the District would contact the Interagency Coordinator to resolve and locate an appropriate educational placement for a student.

When the District suspects a student may be at risk of not having his/her IEP implemented in the public school setting, or such student may pose the challenge in terms of finding an appropriate educational placement, the District will contact the Intermediate Unit #1 Interagency Coordinator who will arrange an Interagency meeting through the local CASSP office to include all agencies that provide support to the student. The IEP team members will meet to review the IEP to determine if the student's needs are being met and to make necessary changes and/or recommendations. If the team determines that the student can no longer be served in the public educational setting, placement options will then be considered. The District will follow up with making the appropriate contacts. In the event that a placement cannot be secured, and the student has been or will be at risk of waiting 30 days or more for an appropriate educational placement, the District will report the required information utilizing the required form to the Pennsylvania Department of Education, updating the information monthly as needed until an appropriate placement has been secured. Additionally, the District will report to the Department of Education all students who are on *Homebound Instruction* or *Instruction in the Home* on the appropriate form.

Collaboration in Providing Services

The District will maintain contacts with other child servicing agencies by participating in CASSP / Interagency meetings as necessary. The District will participate in other meetings as needed if the service provider, (i.e. hospitals, APS, RTF's) has or will have a direct relationship with the student's success in school. The Director of Pupil Services or designee will maintain contact with the Intermediate Unit #1 Interagency Coordinator to act as a liaison when necessary between the district and the child servicing agencies.

Improving Program Capacity

The Director of Pupil Services or designee will maintain an ongoing relationship with the Intermediate Unit One Interagency Coordinator and request trainings as needed. Additionally, the District will be represented at seminars, workshops, and other such trainings targeted to improve the District's program capacity.

Coordination of Available Funds/Resources Usages

The District will utilize the Interagency meeting process to determine what resources the student may be eligible for while researching appropriate placements. The District will work with the Parent(s) to complete the necessary applications(s) if the student has never been found eligible for medical assistance. The District will make available the necessary documents to support eligibility using the appropriate procedures under the Health Insurance Portability and Accountability Act (HIPAA).

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

Current Program Strengths and Highlights

- The District continues to provide a Therapeutic Emotional Support Program staffed by 3.5 FTE, one consulting psychiatrist, one licensed social worker, one regional social worker, and three paraprofessionals.
- The District continues to provide a Learning Support Program staffed by 7.5 FTE and five paraprofessionals.
- The District has recently added a Life Skills Support Program to students at the Jr./Sr. High School. It is currently staffed by 1 FTE teacher and one paraprofessional.
- The District continues to provide all related services of Speech & Language Support, OT, PT, O&M, Vision Support, and Hearing Support.
- The District contracts with the Intermediate Unit 1 to employ 1 full time school psychologist.
- The District has 2 sensory rooms (1 per building) to meet the sensory needs (sensory diets) and de-escalation needs of the support students. IEP teams work closely to understand sensory needs and to follow any sensory diets that are required.
- The District offers to all students a 30 minute period for individualized academic needs: Activity, Intervention, Remediation, & Enrichment time (AIRE). AIRE Time is offered on a daily basis and is utilized to target specific student skills / needs.
- The District provides a tutoring program for all classes before school in the FC Elementary Center. Student participation is voluntary.
- The District currently utilizes IEPWriter and Child Count software to facilitate IEP development and data submission. All support teachers have either been trained by Leader Service Staff Trainers or by District Staff to utilize IEPWriter.
- The Support Teachers have been trained and are currently implementing Progress Monitoring techniques in their classrooms.

- The District continues to support the pre-referral process of the Instructional Support Team (IST), the Elementary Student Assistance Program (ESAP) at the Elementary Center, and the Student Assistance Program (SAP) at the High School. These programs manage and support the pre-referral process. Both standardized and curriculum-based assessments are utilized, allowing for more precise assessments in order to assist the teams in designing appropriate interventions to measure the student's response to the intervention, as required under the Reauthorization of IDEIA (2004).
- As part of the child find obligations of IDEA, the District provides assessments at the request of parents for any student residing in Fort Cherry School District.
- The District continues to offer a full continuum of services while expanding least restrictive environment practices. All appropriate members participate in the IEP meetings to determine first the need(s) of the child and second, where the need(s) can be met.
- The District continues a partnership with Child Alert. Child Alert provides early intervention programming to preschool children of need: educational, related services, and family support services found in need of such services.
- The District continues its partnership with the Intermediate Unit #1 for contractually related services. Such Services include OT, PT, Speech, O&M, Vision, Hearing Support and Social Work Services.
- The District offers transitions services to all students ages 14 through graduation. The Transition Coordinator collaborates with outside agencies, such as The Office of Vocational Rehabilitation (OVR) and South West Training services. The Transition coordinator and agencies work together to help students work toward achieving their goals after high school. Other opportunities available to all students include attendance at Washington Area Career and Technology Center (WACTC) or within the Agriculture Program in the Jr./Sr. High School.
- The District has a strong emphasis on Computer Based learning. There is a Little Rangers Makers Studio on the elementary center. Additionally, there is a newly added STEAM (Science, Technology, Engineering, Arts, and Mathematics) Lab for grades K-6. Furthermore, stationary computer labs, mobile computer labs, and mini computer labs are available in each classroom at the Elementary Center. Every Learning Support, Life Skills Support, and Emotional Support classroom has a Smartboard or Promethean board.
- The District offers various computer programs for all students to enhance their reading and mathematical abilities. Such programs include: Accelerated Reader, Star Reader, First in Math, IXL Math, Terra Nova, CDTs, Aleks Math program, and Cognitive Tutor remedial software. The District is looking to purchase of the Study Island Program for next year.

- The District utilizes MMS as an online student data warehouse, lesson plan organizer, and grade reporting system. This system is accessible to teachers, parents, and students. This software allows the parents to access the students' grades in a timely manner while promoting communication and awareness of student progress.
- Several of the support classrooms have iPads available for student use. Therapists (OT and SP) also utilize iPad application / integration into their daily classroom sessions.
- Training opportunities are provided to faculty and staff during 6 in-service days, 4 professional development Act - 80 days. Trainings are offered based upon a needs assessment inventory. Trainers may include, but are not limited to: IU Trainers, Specialists, Teacher Leaders, and Administrators.
- Faculty and Staff may request to attend or may be asked to attend off campus conferences and workshops to further professional development opportunities.
- Annually, the District trains (re-certifies) staff with the Safety Cares Training Program.
- Parents are offered training at least annually at the District. Training topics are based upon parent request/need through parent input surveys and hot-topics in special education. These trainings take place during the evening and/or school day.
- The District sends home information to parents regarding training opportunities off campus in the ways of conferences and workshops provided by outside agencies.
- The District has held parent trainings with neighboring school districts in an effort to meet a more broad range of parents' needs.

Assurances

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of 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.
- Implementation of 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 District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of 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.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following 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.
- Assurance of 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.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
There are no non-resident student facilities located in the Fort Cherry School District. The District is not a host district under section 1306 of the public school code.	Nonresident	There are no facilities located in the Fort Cherry School District. The District is not a host district under section 1306 of the public school code.	0
There are no facilities located in the Fort Cherry School District. The District is not a host district under section 1306 of the public school code.	Incarcerated	There are no facilities located in the Fort Cherry School District. The District is not a host district under section 1306 of the public school code.	0

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Transformation Learning	Other	Full Time Emotional Support	2
The Western Pennsylvania School for Blind Children	Other	Full Time Vision/Learning Support	1
Pathfinders Schools	Approved Private Schools	Full Time Autistic Support	1
The Children's Institute	Approved Private Schools	Full Time Multiple Handicap / Learning Support	1
Washington Park Elementary School	Neighboring School Districts	Full Time Autistic Support	2
D.T. Watson	Approved Private Schools	Full Time Autistic Support	1
Wesley Spectrum	Approved Private Schools	Full time Emotional Support	4
Laboratory School	Neighboring School Districts	Full-time Multi Handicapped classroom	1
Transitional Employment Consultants	Other	Multi-Disability	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 22, 2016

Reason for the proposed change: Anticipated case load for beginning of 2016-17 school year.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fort Cherry Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	5	1

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 22, 2016

Reason for the proposed change: Anticipated caseload for the start of the 2016-17 school year

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fort Cherry Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	1	0.12
Fort Cherry Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	8	0.88

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 22, 2016

Reason for the proposed change: Anticipated caseload for the start of the 2016-17 school year

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fort Cherry Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	6	0.86
Fort Cherry Elementary Center	An Elementary School	A building in which General	Supplemental (Less Than 80% but More	Learning Support	11 to 13	1	0.14

	Building	Education programs are operated	Than 20%)				
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Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 22, 2016*Reason for the proposed change:* Anticipated caseload for the start of the 2016-17 school year**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fort Cherry Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	6 to 13	8	0.5

Justification: This program position is the only emotional support teacher in the elementary building (K-6). While students come and go on an individual basis, the majority of the time, primary students and intermediate students are not in the same room at the same time. Parents are asked to sign an age-range waiver once it is determined that an age range of greater than 3 is determined within the classroom.

Fort Cherry Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 13	8	0.5
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Justification: This program position is the only emotional support teacher in the elementary building (K-6). While students come and go on an individual basis, the majority of the time, primary students and intermediate students are not in the same room at the same time. Parents are asked to sign an age-range waiver once it is determined that an age range of greater than 3 is determined within the classroom.

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 22, 2016*Reason for the proposed change:* Anticipated caseload for the start of the 2016-17 school year**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fort Cherry Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 12	70	0.78

Justification: This program position (speech therapist) is the only person providing this service in the building. The students are grouped by age (and/or seen individually) and are never out of age range compliance

Fort Cherry Jr/Sr	A Junior/Senior	A building in	Itinerant	Speech and	12 to	20	0.22
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High School	High School Building	which General Education programs are operated		Language Support	18		
Justification: This program position (speech therapist) is the only person providing this service in the building. The students are grouped by age (and/or seen individually) and are never out of age range compliance							

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 22, 2016*Reason for the proposed change:* Anticipated caseload for the start of the 2016-17 school year**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fort Cherry Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	5	0.62
Fort Cherry Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	3	0.38

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 2, 2016*Reason for the proposed change:* Anticipated caseload for the start of the 2016-17 school year**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fort Cherry Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	10	0.63
Fort Cherry Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	6	0.37

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 22, 2016*Reason for the proposed change:* Anticipated caseload for the start of the 2016-17 school year**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fort Cherry Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	8	0.62
Fort Cherry Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	5	0.38

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 22, 2016*Reason for the proposed change:* Anticipated caseload for the start of the 2016-17 school year**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fort Cherry Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	5	0.71
Fort Cherry Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	2	0.27

Program Position #10*Operator:* School District**PROGRAM DETAILS**

Type: Class

Implementation Date: August 22, 2016

Average square feet in regular classrooms: 630 sq. ft.

Square footage of this classroom: 630 sq. ft. (21 feet long x 30 feet wide)

Reason for the proposed change: This Jr./Sr. High School Learning Support Service will become a Life Skills Support Service

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fort Cherry Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 16	6	1

Program Position #11

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 22, 2016

Reason for the proposed change: Anticipated caseload for the start of the 2016-17 school year

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fort Cherry Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 16	13	0.76
Fort Cherry Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 16	4	0.24

Program Position #12

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 22, 2016

Reason for the proposed change: Anticipated caseload for the start of the 2016-17 school year

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fort Cherry Jr/Sr	A	A building	Itinerant	Emotional	15 to	4	0.5

High School	Junior/Senior High School Building	in which General Education programs are operated		Support	19		
Fort Cherry Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	4	0.5

Program Position #13*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 22, 2016*Reason for the proposed change:* Anticipated caseload for the start of the 2016-17 school year**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fort Cherry Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	6 to 9	3	0.01
Justification: This itinerant teacher sees 3 students within the district on an individual basis. This is the only deaf and hearing teacher for the district.							

Program Position #14*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 22, 2016*Reason for the proposed change:* Anticipated caseload for the start of the 2016-17 school year**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fort Cherry School District	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	13 to 13	1	0.08
Fort Cherry School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	8 to 11	2	0.08
Justification: This is the only Vision teacher for the district.							

Program Position #15

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: August 22, 2016

Reason for the proposed change: Anticipated caseload for the start of the 2016-17 school year

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fort Cherry School District	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	13 to 13	1	0.08
Fort Cherry School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	8 to 11	2	0.08

Justification: This is the only Vision teacher for the district.

Program Position #16

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: August 22, 2016

Average square feet in regular classrooms: 930 sq. ft.

Square footage of this classroom: 418 sq. ft. (22 feet long x 19 feet wide)

Reason for the proposed change: Anticipated caseload for the start of the 2016-17 school year

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fort Cherry Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	7	0.39
Fort Cherry Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	11	0.61

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Pupil Services	Fort Cherry School District	1
Paraprofessional	Fort Cherry Elementary Center	4.75
Paraprofessional	Fort Cherry Jr/Sr High School	2.5
School Guidance Counselor	Fort Cherry Elementary Center	1
School Guidance Counselor	Fort Cherry Jr/Sr High School	2
Transition Coordinator	Fort Cherry Jr/Sr High School	0.1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Psychologist	Intermediate Unit	5 Days
Social Worker	Intermediate Unit	5 Days
Regional Social Worker	Intermediate Unit	2 Days
Occupational Therapist	Intermediate Unit	3 Days
Physical Therapist	Intermediate Unit	7 Hours
Psychiatrist	Intermediate Unit	30 Minutes
Supervisor	Intermediate Unit	2 Hours
Paraprofessional - ES	Intermediate Unit	5 Days
Paraprofessional - ES	Intermediate Unit	5 Days
Paraprofessional - AS	Intermediate Unit	5 Days
Vision Teacher	Intermediate Unit	30 Minutes
Hearing Teacher	Intermediate Unit	7.5 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	<p>The District will plan to offer training in the area of Autism over the course of the next three years.</p> <p>The necessary professional staff (Special Education teachers, Regular Education teachers, Paraprofessionals) will participate in Autism awareness training. Other staff may be included as deemed appropriate, i.e. administrators, counselors and other support staff. These trainings may include, but are not limited to: skill development, educational participation, and community awareness. Trainings will take place over the course of three years during district in-service days, professional development Act-80 days, and may include individual off-campus trainings and workshops, as deemed appropriate. Additionally, parent may be included in these trainings as deemed appropriate.</p> <p>Evidence of implementation: Training participation will be the collection of sign-in sheets and/or completion of tasks required during training sessions.</p>
Person Responsible	Fort Cherry School District
Start Date	8/22/2016
End Date	6/28/2019
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.5
# of Sessions	3
# of Participants Per Session	20
Provider	IU trainer
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.

Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p>

	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

Behavior Support

Description	<p>The District will offer trainings in the area of Behavior Support to the necessary professionals over the course of the next three years.</p> <p>The necessary professional staff, to include, but not limited to, teachers and paraprofessionals. They will participate in Behavior support and awareness trainings. These trainings may include but are not limited to: skill development, FBA evaluation and development, behaviors as they relate to specific disability areas, behavior support charting, and use of positive behavior support plans. Trainings will take place over the course of three years during district in-service days, Professional Development Act-80 days, and may include individual off-campus trainings and workshops as deemed appropriate. Parent participation may also be included as deemed appropriate.</p> <p>Additionally, District staff will be trained with the Safety-Care Behavioral Safety Training Program. This program will provide the skills and competencies necessary to effectively prevent, minimize and manage behavioral challenges with dignity, safety, and the possibility of change. This specific training will be offered to selected members of the district which will become the "crisis team" for behavioral assistance within each of the District buildings. The remainder of the staff will be trained with Safety-Care Verbal de-escalation techniques to assist with classroom management of preventive behavior management.</p> <p>Evidence of Implementation: Training participation will be the collection of</p>
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	sign-in sheets and/or completion of tasks required during training sessions.
Person Responsible	Fort Cherry School District
Start Date	8/22/2016
End Date	6/28/2019
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	2.5
# of Sessions	6
# of Participants Per Session	10
Provider	IU trainer
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>

Training Format	LEA Whole Group Presentation School Whole Group Presentation Department Focused Presentation Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers observation of preventive behavioral techniques
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of written reports summarizing instructional activity

Paraprofessional

Description	<p>The District will offer training to the Paraprofessional staff over the course of the next three years.</p> <p>All necessary paraprofessional staff will participate in special education training. Training topics may include but are not limited to: Autism, Behavior Support, Specific Learning Disability, Emotional Disturbance, Deaf and Hard of Hearing, and Special Education Regulations. Trainings will take place over the course of three years during District in-service days, professional development</p>
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	Act-80 days, and may include individual off-campus trainings and workshops as deemed appropriate. Evidence of Implementation: Training participation will be the collection of sign-in sheets and/or the completion of the required tasks during training sessions.
Person Responsible	Fort Cherry School District
Start Date	8/22/2016
End Date	6/28/2019
Program Area(s)	Professional Education, Special Education, Educational Technology

Professional Development Details

Hours Per Session	2.0
# of Sessions	20
# of Participants Per Session	10
Provider	Fort Cherry School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Department Focused Presentation Offsite Conferences
Participant Roles	Paraprofessional

Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Journaling and reflecting
Evaluation Methods	Participant survey

Reading NCLB #1

Description	<p>The District plans to offer training related to skill areas in reading to address areas of NCLB #1 over the course of the next three years.</p> <p>All necessary staff, which may including; teachers, paraprofessionals, and administrators, will participate in various training sessions and workshops to enhance their skills in the areas of teaching reading. Trainings may include, but are not limited to: skill development, lesson plan enhancement, instructional implementation, Text Dependent Analysis, effective evaluation tools, and data interpretation. Training will take place over the course of three years during District in-service days, Professional Development Act-80 days, and may include individual off-campus training and workshops as deemed appropriate.</p> <p>Evidence of Implementation: Training participation will be the collection of sign-in sheets and/or completion of tasks required during training sessions.</p>
Person Responsible	Fort Cherry School District
Start Date	8/22/2016
End Date	6/28/2019
Program Area(s)	Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology

Professional Development Details

Hours Per Session	2.5
# of Sessions	3
# of Participants Per Session	20
Provider	Fort Cherry School District
Provider Type	School Entity

PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Asst Supt / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>

Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>

Transition

Description	<p>The District will offer training in the area of Transition over the course of the next three years.</p> <p>All necessary professional staff, to include teachers and paraprofessionals will participate in Transition trainings. Parent participation during selected trainings may be offered. These trainings may include but are not limited to: transition needs and assessments, community and agency awareness, and post high school opportunities. Trainings will take place over the course of three years during District in-service days, Professional Development Act-80 days, and may include individual off-campus trainings, workshops, and site visitations as deemed appropriate.</p> <p>Evidence of Implementation: Training participation will be the collection of sign-in sheets and/or completion of tasks required during training sessions.</p>
Person Responsible	Fort Cherry School District
Start Date	8/22/2016

End Date	6/28/2019
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	2.5
# of Sessions	3
# of Participants Per Session	20
Provider	Fort Cherry School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Department Focused Presentation</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p>

	School counselors Paraprofessional Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Participant survey

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. 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.
2. 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.
3. 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.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. 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.
6. 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.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer