

September 22, 2017

Dear Parents/Guardians:

Included in this packet are the following:

1. Family Educational Rights and Privacy Act (FERPA)
2. Guidelines for the Collection, Maintenance, and Dissemination of Student Records
3. Annual Notice to Parents
4. Special Education Program

Sincerely,



Eric Guldin  
Chief Executive Officer/Principal

September 22, 2017

Dear Parent, Guardian or Eligible Student:

The Family Educational Rights and Privacy Act (FERPA) and Pennsylvania law afford parents/guardians and students eighteen (18) years of age and over (eligible students) certain rights with respect to the student's educational records as follows:

1. The right to inspect and review the student's education records within thirty (30) days of the charter's receipt of a request for access.

A parent or eligible student making such a request must submit to the appropriate school official a written request that identifies the record(s) s/he wishes to inspect. The CEO will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading or otherwise violates the privacy rights of the student.

A parent or eligible student may request the charter school to amend a record s/he believes is inaccurate, misleading or violates the privacy rights of the student by clearly identifying in writing the part of the record s/he wants changed and specifying why it is inaccurate, misleading or violates the privacy rights of the student. The request shall be made to the CEO.

If the school decides not to amend the record as requested, the CEO will notify the parent or eligible student of the decision and advise him/her of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA and State law authorize disclosure without consent.

Disclosure of personally identifiable information can be made without consent to the following:

- School officials, including teachers, with a legitimate need to review an education record in order to fulfill their professional responsibilities. This may include the disclosure of disciplinary information regarding conduct that posed a significant risk to the safety or well-being of the student or others. A school official is a person employed by the charter school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Trustees; a person or company with whom the charter school has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
- Officials of another school or school system in which the student seeks or intends to enroll. In this case, disciplinary information may be included. The district will make a reasonable attempt to notify the student's parents prior to the disclosure of information and will provide the parent with a copy of the record if so requested.
- Authorities named in FERPA and accompanying federal regulations, including authorized representatives of the Controller General of the United States, Secretary of Education, and State and local educational authorities.
- Officials connected with a student's application for a receipt of financial aid.
- State and local officials who are required to get specific information pursuant to State law if the disclosure concerns the juvenile justice system and the system's ability to effectively serve the student whose records are released. If the State statute was enacted after November 19, 1974, the officials must certify in writing that the information will not be disclosed to any other person, except as provided by State law, without prior written consent of the parent.
- Educational testing and research organizations for the purpose of administering student aid programs or improving instruction of predictive test as long as confidentially is maintained and such organizations are required to destroy records after they no longer are needed.
- Accrediting institutions.
- In emergency situations to appropriate persons if the information is necessary to protect the health and safety of the students or others.
- Anyone if required by a court order or subpoena. However, where the subpoena is issued by a federal grand jury the district will make reasonable efforts to notify the parent or eligible student prior to complying with the subpoena or court order.

- The charter school may disclose group scholastic achievement data from which the individual cannot be identified without consent of the parent or eligible student.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office administers FERPA is: Family Policy Compliance Office, - U.S. department of Education, 600 Independence Avenue, SW Washington DC 20202-4605.
  5. The right to refuse to permit the designation of any or all of the categories of directory information.

The charter school is permitted by law to disclose directory information without written consent of the parent or eligible student. The parent or eligible student has the right to refuse to permit the designation of any or all of the categories of directory information if a written refusal is forwarded to the CEO by the beginning of the current school term.

“Directory Information” means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes the student’s name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, photograph, e-mail addresses, and the most recent previous educational agency or institution attended.

6. The right to request that information not be provided to military recruiting officers.
7. The right to be notified and have consent obtained or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):
  - Political affiliations or beliefs of the student or student’s parent;
  - Mental or psychological problems of the student or student’s family;
  - Sex behavior or attitudes;
  - Illegal, anti-social, self –incriminating, or demeaning behavior;
  - Critical appraisals of others with whom respondents have close family relationships;
  - Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  - Religious practices, affiliations, or beliefs of the student or parents; or
  - Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes ("marketing surveys"), and certain physical exams and screenings.

The transcript of high school students will be released to post-secondary institutions or employers with written student permission. A transcript of a graduate will be released only with the graduate's signature, not the parent's signature. The permanent record card will be kept as the official school record.

Sincerely,

A handwritten signature in cursive script, appearing to read "Eric Guldin".

Eric Guldin  
CEO/Principal

September 22, 2017

Dear Parent or Guardian:

In accordance with Ketterer Charter School's "Guidelines *for the Collection, Maintenance, and Dissemination of Student Records*", it is incumbent upon us to advise you of the **Standardized Testing Program** to be conducted within the charter school and the educational purpose for the administration of each testing instrument.

NAME OF TEST: Classroom Diagnostic Tool (CDT)

GRADES: 10-12

PURPOSE: Students will participate in quarterly diagnostic assessments in Biology to determine their mastery of the skills in the PA Core. Action plans will be developed individually for students who need additional support in obtaining these skills.

StudyIsland's data-driven standards mastery and formative assessment solutions are designed to help K-12 students master the content specified in state and PA Core standards and improve performance in core skill areas

NAME OF TEST: Study Island Benchmark Assessments

GRADES: All

PURPOSE: Students will participate in quarterly benchmark assessments in mathematics and English Language Arts to determine their mastery of the skills contained in the PA Core. Action plans will be developed individually for students who need additional support in obtaining these skills.

Your child's scores on these tests will be maintained as part of his or her school records as long as he/she attends this charter school. Should your child be transferred to another school system the scores will be transferred as part of the permanent record. No individual or agency outside the school system will be permitted to inspect your child's school record without written permission from you. Should you wish to examine your child's record at any time, you may arrange to do so by making an appointment with the CEO. Parents of secondary students are urged to call the counselor's office for a conference on the interpretation of the scores of these tests. The test results are routinely available to parents.

Ketterer Charter School also participates in the **Pennsylvania System of School Assessment**. The public is demanding more information about the quality of public schools. The State Board of Education has designed this assessment plan to provide information about Ketterer Charter School and how it relates to other schools in the State. All districts are required to assess students in Reading and Math, in grade levels 3, 4, 5,6,7,8 and 11. At grades 5, 8 and 11 the students take a Writing Assessment.

Results of the Pennsylvania System of School Assessment are reported by school for curricular and planning purposes. Individual student profiles will also be compiled and shared with parents in these areas.

Sincerely,

A handwritten signature in cursive script, appearing to read "Eric Guldin".

Eric Guldin  
CEO/Principal

**Ketterer Charter School  
Latrobe, Pennsylvania**

**ANNUAL NOTICE TO PARENTS**

In compliance with State and Federal law, Ketterer Charter School will provide to each protected handicapped student, without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student, the child must be of school age with a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the school program.

These services and protections for "*protected handicapped students*" are distinct from those applicable to all-eligible or exceptional students enrolled (or seeking enrollment in special education programs.

For further information on the evaluation procedures and provisions to protected handicapped students please contact the CEO, counselor, nurse, or Supervisor of Special Education at 724-539-9110.



September 22, 2017

**SPECIAL EDUCATION PROGRAMS KETTERER CHARTER SCHOOL**

Ketterer Charter School provides a wide variety of programs to meet the needs of eligible and exceptional students. Programs are either operated by the charter school or provided by Westmoreland Intermediate Unit #7 or another appropriately credentialed institution. A complete list of programs for individuals with physical or mental disabilities who may receive special education services is contained on the next page. The charter school conducts screening to identify students who are thought to be in need of special education.

Parents are also an important part of the process of identifying exceptional students. Parents are asked to be involved at all steps in developing a program to meet the needs of individual students. If you think your child is exceptional you may also refer your child for an evaluation by contacting the Supervisor of Special Education or the CEO.

The material which follows can serve as a guide and help you understand the screening and identification process for special education. If you have specific questions, please contact the school by 724-537-9110

**Definition of Exceptional Student (Section 14.1)**

Exceptional students- A student who meets one of the following criteria:

- (i) An eligible student
- (ii) A student other than an eligible young child who is gifted as set forth in Chapter 342
- (iii) A student receiving special education and related services as a gifted and talented school-aged person under Chapter 13 prior to July 1, 1990.
- (iv) A school age child in a detention home.

IEP- Individualized Education Program  
IST- Instructional Support Team  
ITP- Individual Transition Plan

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IEP- Individualized Education Program

IST- Instructional Support Team

ITP- Individual Transition Plan

Instructional setting- A classroom or other setting in which exceptional students or eligible young children is receiving special education and related services or early intervention.

MDT- Multidisciplinary team

ER – Evaluation Report

## **FRAME OF REFERENCE**

Basically, the frame of reference begins with a student's identified or suspected exceptionality.

Further, once a student's need is determined, the services and/or programs needed to meet that need are based on the nature of the need-not on what services or programs are available or can be conveniently provided.

Finally, the delivery of all services is managed at the building level-under the direction of the CEO or the CEO's designee.

In short, we determine the need, then we determine the service to meet the need, and then we provide that service.

## **SERVICE BASED ON NEED**

A STUDENT RECEIVES SPECIAL EDUCATION SERVICES AND/OR PROGRAMS BY WAY OF SYSTEMATIC PROCEDURES:

- A. Screening and Evaluation Process
- B. Individualized Education Plan
- C. Educational Placement

## **SCREENING AND EVALUATION PROCESS**

Section 342.24

THE RULES STATE THAT ....

The screening and evaluation process shall be the systematic determination of the degree to which a student needs instructional support and special education services and programs.

The degree of need is the student's measured instructional level compared to the functional ability of the regular education program.

The screening and evaluation process may include the activities of the IST, the MDT, and the IEP team.

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The screening and evaluation process includes the following steps:

- A. Initial Screening & Instructional Support
- B. Multidisciplinary Evaluation
- C. Individualized Education Planning

## **INITIAL SCREENING & INSTRUCTIONAL SUPPORT**

Section 342.23

SCREENING OCCURS AT THREE LEVELS:

- A. Level I: Group-based data—often referred to as comprehensive screening.
- B. Level II: Sensory, motor, speech, and language data (usually generated by school-wide screening programs).
- B. Level III: Instructional Support (IST)

Levels I&II provide traditional forms of screening that are well understood.

## **ELEMENTS OF INSTRUCTIONAL SUPPORT**

INSTRUCTIONAL SUPPORT INCLUDES, BUT IS NOT LIMITED TO, THE FOLLOWING SCREENING ACTIVITIES;

- A. Communicating with parents concerning their student's needs and abilities and encouraging them to participate in finding ways to meet specified needs
- B. Assessing the degree of need for students whom IST assistance is requested.
- C. Recommending specific instructional support services to meet the needs of students.
- D. Providing specific instructional support services as recommended.
- E. Reviewing, within required timelines, the student progress to ensure that the instructional support services provided meet the established performance criteria. Section 342.23(3)

### **INSTRUCTIONAL SUPPORT**

Fundamental to the screening and evaluation process.

#### **PROVISION OF INSTRUCTIONAL SUPPORT AFTER VALIDATION**

Ketterer Charter School instructional Support Teams are trained and received validation. The teams are responsible for providing a system of instructional support which does four things:

- A. Assures that a continuum of services is available and used effectively in each public school building.
- B. Provides peer support for teachers and other staff members to assist them in working effectively with students.
- C. Provides initial screening and direct intervention for those students prior to referral for a multi-disciplinary evaluation.
- D. Provides services to individual exceptional students if required by the students IEP's Section 14.24(b)

### **CONTINUUM OF SERVICES**

The CEO of Ketterer Charter School shall maintain a comprehensive directory of educational services and programs available to students in the building. These services and programs may include, but are not limited to the following:

- A. Student services:
  - 1. Health services
  - 2. Counseling Services
  - 3. Library services off campus
- B. Instructional support services for instructional personnel.
  - 1. Peer support and exchange.
  - 2. Instructional consultation.
  - 3. Classroom training.
- C. Supplementary instructional support services and programs (as appropriate within required eligibility).
  - 1. Title One
  - 2. English as a second language
  - 3. Alternative education
  - 4. Special education

The continuum of service represents an ordered priority from minimal to most intensive level of services shall be deployed according to the following priority determination:

- A. Peer support & exchange for instructional personnel.
- B. Instructional consultation for school personnel.
- C. Classroom training for instructional personnel.
- D. Paraprofessional.
- E. Team teacher, for example, additional teacher in the classroom.
- F. Special teacher, for example, remedial teacher, special education teacher.

- G. Specialist, for example, therapist

There is nothing location-specific in the levels of service listed above. Any and all of these levels of service delivery can be applied at any and all locations of service delivery. The determination of the appropriate location of service delivery is made in accordance with other provisions of the new regulations and standards. Section 342.24(g)

### DIRECT INTERVENTION BY THE IST OCCURS AT THREE LEVELS

First, the services of the IST may be those provided by other programs in the school or even other agencies outside of the school. In such cases, all that the IST has to do is to track the student's progress. Section 342.24(g) & (h)

Second, the services of the Support Teacher may be provided in a student's classroom to assist the student and/or the student's teacher in helping an identified student. The Support teacher is a specially trained, certified teacher that works in a screening role as an instructional consultant and/or trainer with teachers and identified students in their respective classrooms.

Section 342.24(b) & (d)

Third, when such a service is specified in the IEP, the IST may provide support in the integration of eligible students into regular education setting.

Section 14.24(a)

Note: The Support Teacher is only one of the services of the IST.

#### Miscellaneous IST Issues:

- A. The IST meets only when needed-it does not have to meet on a scheduled basis, though there is nothing wrong with a regularly scheduled IST meeting.
- B. Parents must be notified when their students are being considered for instructional support, and it is always good practice to involve parents at all levels of student assistance, but there is no requirement that the parent must participate in or be invited to an IST meeting.
- C. By the same token, if parents choose to refer a student the IST process for a multidisciplinary evaluation, they have the right to do that.

#### Applicable for Elementary Age Students Only

### SCHOOL CODE DEFINITION OF SPECIAL EDUCATION

(24p6 113-1371)

#### Sec. 1371 (24PS 13-1371) Definition of exceptional children: reports: examination

- (1) The term "*exceptional children*" shall mean children of school age who deviate from the average in physical, mental, emotional or social characteristics to such an extent that they require special educational facilities or service.

#### Definition of Special Education (Section 14.1)

**Screening and evaluation process:** The systematic determination of the nature of a student's need for special education or early intervention services and programs, including supplementary aids and services, and the monitoring of progress during the delivery of the services.

**Special Education-** specially designed instruction to meet the needs of an exceptional student.

**Supplementary aids and services-** Instructional support provided by professionals on addition to the classroom teacher and by paraprofessional personnel; technology and specialized equipment; and other Instructional support and services provided in conjunction with regular class placement.

#### Definition of Appropriate Program (Section 14.1)

**Appropriate Program** –Special education and related services

I provided at no cost to the parents

II provided under the authority of a school entity, directly, by referral or by contact.

- III provided by an agency.
- IV Individualized to meet the educational or early intervention needs of the student
- V reasonably calculated to yield meaningful educational or early intervention benefit and student or child progress.
- VI Provided in conformity with an IEP
- VII In conformity with applicable Federal requirements, including Part B of the Education of the Handicapped Act (20 U.S.C.A. State Statutes 1411-1420), 34 CFR Part 300.

**Definition of Educational Placement (Section 14.1)**

**Educational placement-** the overall educational environment in which special education and related services and programs are provided to an exceptional student.

**Definition of Eligible Student (Section 14.1)**

**Eligible student**—An individual of school age who was receiving special education and related services as a handicapped school-aged person under Chapter 13(Reserved) prior to July 1, 1990 or an individual of school age who meet the criteria in paragraphs (I) and (II).

- (I) The individual has one or more of the following physical or mental disabilities, as set in Chapter 342;
  - (A) Autism/pervasive disturbance development disorder.
  - (B) Emotional disturbance.
  - (C) Neurological impairment.
  - (D) Deafness/hearing impairment.
  - (E) Specific learning disability.
  - (F) Mental retardation.
  - (G) Multihandicap.
  - (H) Other health impairment.
  - (I) Physical disability.
  - (J) Speech impairment
  - (K) Blindness/visual impairment
- (II) The individual is determined by an IEP team. Based upon recommendations in a multihandicapped evaluation, to need special education.