

CHESTER COUNTY FAMILY ACADEMY BOARD OF TRUSTEES DISPROPORTIONALITY PREVENTION POLICY

It is the policy of the Board of Trustees (“Board”) of the Chester County Family Academy (“CCFA”) that there shall not be disproportionate representation of racial and/or ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. It is the policy of the Board of Trustees of CCFA to comply with Chapter 711.23 of Title 22 of the Pennsylvania Code regarding student screening and disproportionality.

It is the policy of CCFA that there shall be no disproportionality in regard to any of the following areas per 34 CFR 300.646:

- (1) The identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment described in section 602(3) of IDEA;
- (2) The placement in particular educational settings of these children; and
- (3) The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

The CCFA Board authorizes the Chief Executive Officer (CEO) or his/her designee to enforce this policy

The CCFA Board directs its administration to utilize such evaluative measures that mitigate against the potential for disproportionate representation as the result of inappropriate identification.

The CCFA Board directs its administration to appropriately identify students for special education and related services by following evaluation and reevaluation procedures mandated by IDEA 2004 and its implementing regulations.

The CCFA Board directs its administration to appropriately identify students' disabilities by complying with the screening and child find requirements of Chapter 711 of Title 22 of the Pennsylvania Code and by conducting evaluations and reevaluations in accordance with applicable state and federal laws and regulations.

The CCFA Board directs its administration to ensure that no evaluation or reevaluation procedures, tests or reports are culturally and/or racially biased. Tests and instruments used to identify students shall not be racially or culturally biased.

In accordance with 34 CFR 300.646(b)(2) (relating to disproportionality), as established by the Pennsylvania Department of Education, if disproportionality should be found to exist at CCFA, the services that would be required at CCFA would then include:

- (1) A verification that the student was provided with appropriate instruction in reading, including the essential components of reading instruction (as defined in section

1208(3) of the Elementary and Secondary Education Act (ESEA) (20 U.S.C.A. § 6368(3)), and appropriate instruction in math;

- (2) For students with academic concerns, an assessment of the student's performance in relation to State-approved grade level standards;
- (3) For students with behavioral concerns, a systematic observation of the student's behavior in the school environment where the student is displaying difficulty;
- (4) A research-based intervention to increase the student's rate of learning or behavior change based on the results of the assessments under paragraph (2) or (3), or both;
- (5) Repeated assessments of achievement or behavior, or both, conducted at reasonable intervals, reflecting formal monitoring of student progress during the interventions;
- (6) A determination as to whether the student's assessed difficulties is the result of a lack of instruction or limited English proficiency;
- (7) A determination as to whether the student's needs exceed the functional ability of the regular education program to maintain the student at an appropriate instructional level; and,
- (8) Documentation that information about the student's progress as identified in paragraph (5) was periodically provided to the student's parents.