

SHAMOKIN AREA SCHOOL DISTRICT

Child Find Policy

November 3, 2008

CHILD FIND SCREENING

1. Purpose

Local school districts are responsible for conducting the child-find activities for children residing within their jurisdiction. The local educational agency has general oversight responsibility for all children residing within the District. Identified procedures are reasonably calculated to locate and make available for evaluation students with disabilities.

If parent/guardian believes that his/her school-age child may be in need of special education screening or evaluation, services are available to parent/guardian at no cost, upon written request. Parent/guardian may request screening and evaluation at any time, even if the child is not enrolled in the district's public school program. Requests for evaluation and screening are made available to any building principal, school psychologist or student support services.

If parent/guardian disagrees with the results of the psycho-educational evaluation, he/she has a right to access an outside evaluation of the child. The Shamokin Area School District complies with all federal and state regulations and requirements regarding access to and provision of independent evaluations.

In compliance with state and federal law, the district will provide to each handicapped student those related aids, services, or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of any public school program.

2. Authority

22 Pa. Code §§ 14.121
and 14.122

34 C.F.R. §§ 300.125
and 300.451.

The Board and school district are aware that they have the responsibility to actively locate students who are disabled. They participate with Central Susquehanna Intermediate Unit and in its passive child find activities to broadcast parents' rights and services throughout the county using local news publication. As needed they will take an active role at the district level to ensure that all parents and caregivers have access to services and programs through a systematic

child find process. The district goal is to provide a Free and Appropriate Public Education to all eligible students.

3. Guidelines

3.1

Public

Awareness

Directly or through The Central Susquehanna Intermediate Unit, publish once annually a written notice, in a newspaper or other media with circulation adequate to notify parents throughout the school district, of child identification activities, of school district and other public special education services and programs, of the manner in which to request services and programs, and of the procedures followed to ensure confidentiality of information pertaining to students with disabilities in accordance with state and federal law;

Post conspicuously on the Internet home page of the school district the information described in this policy;

Display conspicuously in every public school building in the school district printed circulars or pamphlets containing the information described in subsection 3.1 of this policy.

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3.2 Outreach

Directly or through the Central Susquehanna Intermediate Unit, offer parent and family training and information activities and publicize the availability of such activities to all parents;

Directly or through the Central Susquehanna Intermediate Unit, provide to physicians, hospitals, mental health professionals, daycare providers, and County agency personnel training or other information concerning the types of special education programs and services available in and through the school district and the manner in which parents can access those services.

Directly or through the Central Susquehanna Intermediate Unit, provide periodic training to regular education staff of the school district and, by invitation, of the private schools concerning the identification and evaluation of, and provision of special education programs and services to, students with disabilities.

3.3 Screening

The superintendent or his or her designee shall establish a system of screening to accomplish the following, and, whenever practicable, the system thus established shall use existing building-level supports, services, and processes;

Identify and provide initial screening for students prior to referral for an initial special education multidisciplinary team evaluation. Included in the screening process are those students who are identified as migrant, homeless or otherwise highly mobile;

Provide peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum;

Conduct hearing and vision screening in accordance with section 1402 of the Public School Code of 1949, 24 P. S. § 14-1402, for the purpose of identifying students with hearing or vision difficulty so that they can be referred for assistance or recommended for evaluation for special education;

Identify students who may need special education services and programs.

3.4 Pre-Evaluation

Screening

The pre-evaluation screening process described in this policy shall include—

For students with academic concerns, an assessment of the student's functioning in the curriculum including curriculum-based or performance-based assessment;

For students with behavioral concerns, a systematic observation of the student's behavior in the classroom or area in which the student is displaying difficulty;

An intervention based on the results of these assessments or systematic observations;

An assessment of the student's response to the intervention;

A determination of whether or not the assessed difficulties of the student are the result of a lack of instruction or limited English proficiency;

A determination of whether or not the student's needs exceed the functional capacity of the regular education program, without special education programs and services, to maintain the student at an instructional level appropriate to the level and pace of instruction provided in that program;

Activities designed to gain the participation of parents.

Controls to ensure that if screening activities have produced little or no improvement within 60 school days after initiation, the student is referred for a multidisciplinary team evaluation.

3.5

Rights Preserved and Waiver of Pre-evaluation Screening.

The screening activities described in section 3.4 of this policy shall not serve as a bar to the right of a parent to request a multidisciplinary team evaluation at any time. When the completion of screening activities prior to referral for a multidisciplinary team evaluation will result in serious mental or physical harm, or significant educational regression, to the student or others, the school district may initiate a multidisciplinary team reevaluation without completion of the screening process. Whenever an evaluation is conducted without a pre- evaluation screening, the activities described in section 3.4 of this policy shall be completed as part of that evaluation whenever possible.

3.6 Independent Evaluation:

If you believe that your school-age child may be in need of special education screening or evaluation, services are available to you at no cost, upon written request. You may request screening and evaluation at any time, even if your child is not enrolled in the district's public school program. Requests for evaluation and screening are to be made to any building principal, school psychologist, or the Supervisor of Special Education.

If you disagree with the results of the psycho-educational evaluation, you have the right to access an outside evaluation of your child. The Shamokin Area School District complies with all federal and state regulations and requirements regarding access to and provision of independent evaluations.

In compliance with state and federal law, the district will provide each handicapped student with those aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of any public school program.

4. Delegation of Responsibility

The superintendent or his or her designee shall ensure that activities concerning programs and services for children with disabilities who reside within the school district, regardless of whether those children attend public or private schools.

This is a new policy and reflects Pennsylvania School code and Federal Legislation.

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