

SYLVAN HEIGHTS SCIENCE CHARTER SCHOOL  
SECTION: Special Education  
TITLE: CHILD FIND AND SCREENING  
ADOPTED: 5-20-13  
REVISED: 12-18-2017

The verification of children with disabilities is one of the most important aspects of both Federal law and state special education regulation. It is important that children who need special education services receive them. The verification process is the means for determining those children who are in need of special education services. The purpose of this policy is to provide assistance to the multidisciplinary evaluation teams of Sylvan Heights Science Charter School (Sylvan Heights/the School) as they assess each child who is referred for an evaluation to determine if he/she is a child with a disability and in need of special education services.

113.4. CHILD FIND AND SCREENING  
Guidelines Public Awareness and Outreach  
Title 22, Sec. 14.121, 14.122

The Principal/Chief Academic Officer (CAO) or designee shall ensure that the following public awareness activities occur concerning programs and services for children with disabilities who attend Sylvan Heights:

1. Directly or through the intermediate unit, publish once annually a written notice, in a newspaper or other media with circulation adequate to notify parents/guardians throughout the Harrisburg area, containing:

- a. Child identification activities,
- b. Available special education services and programs,
- c. The manner in which to request services and programs, and
- d. The procedures followed to ensure confidentiality of information pertaining to students with disabilities in accordance with state and federal law.

Public awareness activities will include information regarding potential signs of developmental delays and other risk factors that could indicate disabilities.

2. Post the information described in this policy conspicuously on the Sylvan Heights website and in student.

3. Display conspicuously in Sylvan Heights the information described in this policy.

Outreach

The Principal/CAO or designee shall ensure that the following outreach activities occur concerning programs and services for children with disabilities who attend Sylvan Heights: Directly or through Capital Area Intermediate Unit (CAIU), offer parent/guardian and family training and information activities and publicize the availability of such activities to all parents/guardians.

Directly or through the CAIU, provide periodic training to the School's regular and special education staff concerning the identification and evaluation of students with disabilities, and the provision of special education programs and services to those students with disabilities.

#### Screening System Title 22 Sec. 14.122

The Principal/CAO or designee shall establish a system of screening to accomplish the following, using existing building-level supports, services, and processes:

1. Assess, at reasonable intervals, whether all students are performing based on grade-appropriate standards in core academic subjects;
2. Use such assessments to provide additional instructional opportunities for students not achieving at the proficient level, or otherwise not performing based on grade-appropriate standards in core academic subjects, including but not limited to use of alternate instructional strategies, opportunities for extended learning time, and ongoing assessment of student response;
3. Determine, for students who are not performing based on grade-appropriate standards in core academic subjects, whether the performance deficit is the result of a lack of English language proficiency or cultural differences;
4. Conduct repeated, formal assessments of the achievement and progress of students who are not responding to the core program of reading or math instruction, - via scientifically-based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction, at reasonable intervals. The results of the assessments shall be provided to the parents/guardians of the students.
5. Complete a systematic observation of student's behavior, if behavior is of concern, in the classrooms and/or areas in which the student is displaying difficulty. Based thereon, implement group and/or individual positive behavior interventions and strategies; if necessary, conduct a functional behavior assessment (FBA).
6. Provide peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum.

7. Complete hearing and vision screening in accordance with Pol. 209 and 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.

8. Identify students who may need special education services and programs, prior to referral for a special education evaluation.

#### Rights Preserved and Waiver of Pre-Evaluation Screening

The screening activities described in this policy shall not serve as a bar to the right of a parent/guardian to request a multidisciplinary team evaluation at any time.

The School shall comply with requirements of state and federal laws and regulations when conducting evaluations. A student shall be assessed in all areas of suspected disability.

#### References:

School Code – 24 P.S. Sec. 1402

State Board of Education Regulations – 22 PA Code Sec. 14.121, 14.122

Individuals With Disabilities Education Act – 20 U.S.C. Sec. 1400 et seq.

Individuals With Disabilities Education, Title 34, Code of Federal Regulations – 34 CFR Part 300