



Identification and Evaluation of Special Needs Students Policy

August 21, 2014

Definition of Terms

The following words and terms, when used in this policy, have the following meanings, unless the context clearly indicates otherwise:

- *IEP* — Individualized Education Program
- *IST* — Instructional Support Team
- *LEA* — Local Education Agency
- *MDT* — Multi-Disciplinary Team
- *Parent* — The term as defined in 34 CFR 300.20 (relating to parent) and also includes individuals appointed as foster parents under 42 Pa.C.S. § § 6301—6311 (relating to the Juvenile Act)
- *Student with a disability* — A child of school age who meets the criteria in 34 CFR 300.7 (relating to a child with a disability)

Screening

Collegium Charter School has established a system of screening to accomplish the following:

- (1) Identify and provide initial screening for students prior to referral for a special education evaluation.
- (2) Provide peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum.
- (3) 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.
- (4) Identify students who may need special education services and programs.

The screening process shall include:

- (1) For students with academic concerns, an assessment of the student's functioning in the curriculum including curriculum-based or performance-based assessment.
- (2) 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.
- (3) An intervention based on the results of the assessments.
- (4) An assessment of the student's response to the intervention.
- (5) A determination as to whether the student's assessed difficulties are due to a lack of instruction or limited English proficiency.
- (6) 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.
- (7) Activities designed to gain the participation of parents.

If screening activities have produced little or no improvement within 60 school days after initiation, the student shall be referred for evaluation under § 14.123 (relating to

evaluation). Screening activities do not serve as a bar to the right of a parent to request an evaluation, at any time, including prior to or during the conduct of screening activities.

Evaluation/Reevaluation

- (2) Evaluations shall be sufficient in scope and depth to investigate information relevant to the young child's suspected disability, including physical development, cognitive and sensory development, learning problems, learning strengths and educational needs, communication development, social and emotional development, self-help skills and health considerations, as well as an assessment of the family's perceived strengths and needs which will enhance the child's development.
- (3) The assessment shall include information to assist the MDT to determine whether the child has a disability and needs special education and related services and to determine the extent to which the child can be involved in appropriate preschool activities.
- (4) The following timeline applies to the completion of evaluations and reevaluations under this section:
 - (i) Initial evaluation or reevaluation shall be completed and a copy of the evaluation report presented to the parents no later than 60 days after the LEA receives written parental consent.
 - (ii) Notwithstanding the requirements incorporated by reference in 34 CFR 300.536 (relating to reevaluation), a reevaluation report shall be provided within 60 days from the date that the request for reevaluation was received from the parent or teacher, or from the date that a determination is made that conditions warrant a reevaluation.
 - (iii) Reevaluations shall occur at least every 3 years. Reevaluations shall occur at least every two years for all students with Intellectual Disabilities or students placed in Approved Private Schools.

The group of qualified professionals, which reviews the evaluation materials to determine whether the child is a child with a disability under 34 CFR 300.534(a)(1) (relating to determination of eligibility), shall include a certified school psychologist when evaluating a child for autism, emotional disturbance, intellectual disability, multiple disabilities, other health impairments, specific learning disability or traumatic brain injury.

IEP

In addition to the requirements incorporated by reference, the following provisions apply to IEPs:

- (1) Copies of the comprehensive evaluation report shall be disseminated to the parents at least 10 school days prior to the meeting of the IEP team. A parent may waive this provision.
- (2) The IEP of each student shall be implemented as soon as possible but no later than 10 school days after its completion.
- (3) If a student with a disability moves from one local education agency (LEA) in this Commonwealth to another, the new LEA shall implement the existing IEP to the extent possible or shall provide the services and programs specified in an interim IEP agreed to by the parents. The interim IEP shall be implemented until a new IEP is developed and implemented or until the completion of due process proceedings under this chapter.
- (4) In addition to the requirements incorporated by reference in 34 CFR 300.29, 300.344(b) and 300.347(b) (relating to transition services; IEP team; and content of IEP), each LEA shall designate persons responsible for coordinating transition activities.