

## **Annual Public Notice of Child Identification Activities**

The Southeastern Greene School District uses the following procedures for screening, identifying, and evaluating specified needs of school-aged students requiring special programs of service.

The District meets the health requirement screen as described in Section 1402 of the School Code. The District routinely conducts screening of a child's hearing acuity in the following grades: Kindergarten, 1, 2, 3, 7, 11, and others according to need. Visual acuity is screened in every grade. Height and weight data are collected yearly at every grade level. Visual acuity, hearing acuity, height and weight screenings are conducted throughout the school year at the child's home school. Dental exams are conducted in the spring of each school year in Kindergarten, grade 3 and 7. TB testing is completed in the winter months of each year in grade 1 and 9.

Kindergarten screening is held in April or May of each school year at the Southeastern Greene Elementary School. Speech and language skills are screened during Kindergarten in the fall of each school year and upon referral from parents and/or professional staff. Gross motor and fine motor skills, academic skills, and social-emotional skills are assessed by classroom teachers on an on-going basis and referrals made when needed.

From time to time the School District will administer standardized tests and district-wide assessments to students, beginning during the first grade year. Reports of these tests are provided to parents each year. In addition, most elementary students will be tested by their teachers to determine whether they have learned the particular skill being taught. These tests are given throughout the year. Other testing occurs on the basis of individual need. Vocational interest tests and/or aptitude tests may be given in the secondary school. Any parent who has a question about the testing program should contact the Southeastern Greene High School Principal or Guidance Counselor.

At the elementary level, screening information is used by the Building Principal to address the specific needs of the student and/or to document the need for further evaluation. If it is determined that the child needs additional services, the classroom teacher, Building Principal and School Psychologist will consult and the necessary adjustments relative to such areas as learning, behavior, and physical performance will be attempted to keep the child involved with traditional classroom experiences. If a student does not make progress, parents will be asked to give written permission for a multidisciplinary evaluation.

At the secondary level, screening information is reviewed by a team consisting of a minimum of a classroom teacher, Building Principal and School Psychologist to determine if adjustments can be made in the child's current program and/or if a multidisciplinary evaluation is warranted.

Parents with concerns regarding their student may contact the Building Principal at any time to request a screening or evaluation. The request shall be in writing. If the request is

made orally, the parent will be asked to make the request in writing and will be provided with the proper form. Communication with parents and students shall be in English or their native language. For parents with a hearing impairment, the School District will provide a person to communicate in sign language.

After the multidisciplinary evaluation is completed, an Evaluation Report (ER) is compiled with parent input and includes specific recommendations for the types of intervention necessary to accommodate the child's specific needs. Parents are then invited to participate in a meeting where the results of the evaluation are explained and discussed. An Individual Education Program (IEP) is developed for those students qualifying for special education services. The IEP Team consists of the following: the parents, the Building Principal/LEA, a special education teacher and a regular education teacher. Other team members may include: the student when appropriate, the School Psychologist, public agency representative, other teachers or specialists, other administrative staff, etc. Parents are an integral part of the IEP Team and are encouraged to be physically present at the IEP meeting. The District makes every effort to ensure parent participation. The District notifies the parent in writing and makes documented phone calls to make parents aware of the IEP conference and the importance of parent participation. Parents are then presented a Notice of Recommended Educational Placement (NOREP) with which they agree or disagree. If parents agree, the IEP is implemented. If parents disagree with the recommendations, the issue may be taken to a pre-hearing conference, mediation, or due process hearing.

The Southeastern Greene School District operates a comprehensive continuum of services for special needs students. Types of services available include: Learning Support which is primarily for students with academic learning needs, Emotional Support which addresses social and emotional difficulties, Physical Support for students whose need is the result of a physical disability, Autistic Support for those students diagnosed with Autism and/or Pervasive Developmental Disorder, Speech and Language Support which is for students who have articulation and/or expressive/receptive language difficulties, Hearing Support for students who are hearing impaired/deaf, Vision Support which is for students who are blind or visually impaired, and Gifted Support for those students identified as mentally gifted. The small number of students whose needs cannot be accommodated in the public school setting can receive services in an approved private school or other licensed facility at School District expense. No such placement is made without an IEP meeting and parental agreement.

If a child does not qualify for special education services, he/she may still be considered a protected handicapped student and require services under Chapter 15. A protected handicapped student is a student who is school age with a physical or mental disability, which substantially limits or prohibits participation in or access to any aspect of the school program. Southeastern Greene School District provides each protected handicapped student the aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extra curricular activities to the maximum extent appropriate to the student's abilities. If you

believe your child comes under this classification and is in need of a service to assist him/her in benefiting from his/her education, you should contact the Building Principal.

In accordance with the Board's philosophy to provide a quality educational program to all students, the District shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success. Students who have limited English proficiency (LEP) will be identified, assessed and provided services.

The Southeastern Greene School District recognizes the need to protect the confidentiality of personally identifiable information in the education records of exceptional children. The Southeastern Greene School District Confidentiality Assurance Policy has been prepared to insure the privacy rights of both the parents and the exceptional child in the collection, maintenance, release, and destruction of these records. The Southeastern Greene School District and its staff are required by Federal law and State and Federal Rules and Regulations to protect the rights of students. The foundation of these rights comes from Federal Legislation entitled the Family Educational Rights and Privacy Act of 1974 - FERPA (also known as the Buckley Amendments). All students are protected by the State Regulations contained in Chapter 12 known as Students' Rights and responsibilities. In addition, State Rules and Regulations protect regular and special education students' right and privacy. School records are always open and available to parents and only to school officials who have legitimate "need to know" information about the child. Disclosure of information means to permit the release, transfer or other communication of education records to any party, by oral, written and/or electronic means. This means that information about a student cannot be shared in conversation without permission. This also applies to other personnel who do not have an educationally relevant reason to possess knowledge of a student.

The parents of a student or eligible student have the right to inspect and/or challenge their child's, or their own educational records, to receive copies of the records, and to have a school official explain the records if requested as outlined in the Southeastern Greene School District Policy. The School District will disclose directory information which includes: the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weights and heights of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information. Should the parent of a student or eligible student wish to refuse disclosure of this information, a written notice of refusal of disclosure of directory information must be sent to the Principal within twenty (20) days of this public notice. To inspect your child's, or your record, contact the Building Principal.

The Southeastern Greene School District will not release information from a student's education record without prior consent to officials of other primary or secondary schools or school systems in which a student seeks or intends to enroll. Transcripts to post-

secondary institutions in which a student seeks or intends to enroll will be sent upon request of parents of a student or eligible student. Parents, upon written request, may receive a copy of records that may be released by the School District. The parents have the right to request that their child's, or their own educational records be changed if they are inaccurate, misleading or violate students' rights, and to a hearing if that request is refused. A more detailed explanation of these rights, the procedure to follow, and the limitations on the release of records is presented in the School District's policy on the collection, maintenance and release of student records. You may obtain a copy of this policy by contacting the Building Principal.

For further information on the screening procedures, evaluation procedures, and provision of services to protected handicapped students, contact the Southeastern Greene School District, 1000 Mapletown Road Greensboro, PA 15338, or call 724-943-3630.

