

<p>Title 22 Sec. 4.13, 14.122, 14.125 34 CFR Sec. 300.111</p>	<p>4. Display conspicuously in every public school building in the school district printed circulars or pamphlets containing the information described in this policy.</p> <p><i>Outreach –</i></p> <p>The Superintendent or his/her designee shall ensure that the following outreach activities occur concerning programs and services for children with disabilities who reside within the school district, regardless of whether those children attend public or private schools:</p> <ol style="list-style-type: none">1. Directly or through the Intermediate Unit, offer parent/guardian and family training and information activities and publicize the availability of such activities to all parents/guardians.2. Directly or through the 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/guardians can access those services.3. Directly or through the 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. <p><u>Screening</u></p> <p><i>Screening System –</i></p> <p>The Superintendent or his/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:</p> <ol style="list-style-type: none">1. Assessment and reasonable intervals to determine whether all students are performing based on grade-appropriate standards in core academic subjects.2. Use of 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 use of alternate instructional strategies, opportunities for extended learning time, and ongoing assessment of student response.
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<p>SC 1402 Pol. 209</p> <p>Title 22 Sec. 14.122, 14.123 Pol. 113.3</p>	<ol style="list-style-type: none">3. For students who are not performing based on grade-appropriate standards in core academic subjects, a determination that the performance deficit is not the result of a lack of English language proficiency or cultural differences.4. For students who are not responding to the core program of reading or math instruction, provision of scientifically-based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction, with repeated, formal assessments of achievement and progress conducted at reasonable intervals, the results of which shall be provided to the parents/guardians of the student.5. For students with behavioral concerns, completion of a systematic observation of the student's behavior in the classroom or area in which the student is displaying difficulty and, based thereon, implementation of group or individual positive behavior interventions and strategies.6. Provision of peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum.7. Completion of hearing and vision screening in accordance with Section 1402 of the Public School Code of 1949 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. Identification of students who may need special education services and programs. <p><u>Rights Preserved And Waiver Of Pre-Evaluation Screening</u></p> <p>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. 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 Director of Special Education may opt to initiate a multidisciplinary team re-evaluation without completion of the screening process. Whenever an evaluation is conducted without a pre-evaluation screening, the activities described in this policy shall be completed as part of that evaluation whenever possible.</p>
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References:

School Code – 24 P.S. Sec. 1402

State Board of Education Regulations – 22 PA Code Sec. 4.13, 14.104, 14.121, 14.122, 14.123, 14.125

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

Board Policy – 100, 113, 113.1, 113.2, 113.3, 209, 914