



**YOUNG SCHOLARS**  
**CHARTER SCHOOL**

*Knowledge. Citizenship. Success.*

**Special Education**

**Policy and Procedures**

**Pennsylvania**

**2021-2022**

## Mission

The mission of Young Scholars is to provide a personalized middle school education that challenges, engages and prepares all students to passionately pursue their dreams and lead a life of active citizenship.

Special Education and Specialize Services will model our school-wide mission for 2021-2022 in inspiring and equipping every scholar to lead a life of achievement, service and success with providing the best services possible.

Special Education and Student Supports Services is a WHOLE TEAM APPROACH for 2021-2022 year, continuing to raise the bar on quality and fidelity!

## Introduction

The volume of federal and state regulations regarding special education, in addition to the required documentation, often leads to confusion and frustration for school personnel and parents trying to navigate the process. The purpose of this document is to provide concise, specific information in order to help teachers, administrators, and parents understand the policies and procedures for special services to provide a Free Appropriate Public Education for all Scholar Academies' Charter Schools in Pennsylvania.

Each section of this document provides a statement of the regulatory requirement, an explanation of the procedure and how it is to be implemented, who is responsible, and when appropriate, form or documentation methods to be used.

More information may be obtained through the following:

Pennsylvania Department of Education  
<http://www.pde.state.pa.us>

Pennsylvania Department of Education  
Bureau of Special Education  
[http://www.pde.state.pa.us/special\\_edu](http://www.pde.state.pa.us/special_edu)

Pennsylvania Training and Technical Assistance Network  
<http://www.pattan.k12.pa.us>

Office for Dispute Resolution  
<http://odr.pattan.net>

Office of Special Education Programs (OSEP)  
<http://www.ed.gov/about/offices/list/osers/osep>

Chapter 711 Charter School and Cyber Charter School Programs for Children with Disabilities  
<http://www.pacode.com/secure/data/022/chapter711/chap711toc.html>

Chapter 14 Pennsylvania Special Education Code  
<http://www.pacode.com/secure/data/022/chapter14/chap14toc.html>

## Special Education Defined

Federal regulations define Special Education as **specially designed instruction**, at no cost to the parents, to meet the unique needs of a child with a disability. **Specially designed instruction** means appropriate adaptation of content, methodology, or delivery of instruction. In turn, related services are provided to assist students to benefit from their specially designed instruction program. As a charter school, Young Scholars Charter School does not deny admission based on special needs or supplemental services.

Students who are identified as having one of the specific disability exceptionalities as determined by a multidisciplinary team are eligible for special education and related services. **Having one of the listed disabilities is not enough to qualify a child for special education. IDEA (Individuals with Disabilities Education Improvement Act) requires evidence that the disability adversely affects a student's performance at school.** Special education is available to eligible students from the time of their third birthday to graduation or age 21. If an eligible student turns 21 during the school year, special education will continue until the end of the school year.

At Young Scholars Charter School consultative services to teachers and instructional services to students with disabilities are provided by teachers trained in special education. The extent of the special education teacher's involvement with a student with a disability will vary, depending upon the student's need for specialized instruction. The special education teacher and the classroom teachers collaborate on the selection and modification of lessons and activities that are designed to enhance student success in the general education classroom.

## Annual Reporting Requirements

Young Scholars Charter Schools comply with Chapter 711, Title 22 of the PA Code in annual reporting to the state department of education. The annual report must include:

- The number of students with disabilities in special education
- The services, programs, and resources implemented by staff
- The services and programs utilized through contracting with another public agency, other organizations, or individuals
- The services and programs utilized through the assistance of an intermediary unit
- Staff training in special education utilized through the Department's training and technical assistance network and intermediate unit.
- An assurance that the charter school is in compliance with Federal Laws and regulations governing children with disabilities and the requirements of Chapter 711
- The age and type of exceptionality for each enrolled child with a disability; the level of intervention provided to each child with a disability; and programs and services available to children with a disability.

## Free Appropriate Public Education (FAPE)

Young Scholars Charter School ensure that all children with disabilities who enroll in the school have the right to a free appropriate public education (FAPE). This includes children with disabilities who are advancing from grade to grade. FAPE shall also be provided to children who have been suspended or expelled from school in accordance with Title 34 of Federal Regulations (34 CFR) 300.300 (a) and 300.121 (e). Special education and related services are provided at public expense, under public supervision and direction, and

without charge. They meet the standards for the State of Pennsylvania and are provided in conformity with an individualized education program (IEP) that meets IDEA requirements of 34 CFR300.340-300.350.

Regulations also require that students with disabilities have opportunities to participate with other students in nonacademic settings such as meals, recess, and extracurricular activities, to the maximum extent appropriate. These students must also be considered for inclusion in extracurricular activities and school-sponsored events, such as student government, school sports events, and after-school clubs.

### **Procedures:**

FAPE will be made available to each child with disabilities who is in need of special education and related services even though the child is advancing from grade to grade [34 CFR 300.121(a) and 300.121(e) (1)]. The determination that a child is eligible for special education must be made on an individual basis by the group responsible within the public agency for making those determinations.

### **Intensive Interagency Approach**

Young Scholars Charter School will use assistance from agencies, if needed, in order to ensure a FAPE for students with disabilities. Young Scholars Charter School must identify any students reported as Cordero class members and those students currently on instruction in the home or students with disabilities on homebound instruction.

Additionally, there are policies in place for locating services for difficult to place students. Young Scholars Charter School will utilize Regional Interagency Coordinators to assist in planning and will engage in other student serving systems (i.e., mental health, child protective services, juvenile probation) for difficult to place students if needed. Furthermore, the charter school will strive to participate in interagency approach trainings, and will attempt to make effective arrangements with outside service providers.

Young Scholars Charter School will also endeavor to monitor students receiving homebound instruction and Instruction in the Home for ongoing placement needs. There will also be a continual identification of unmet needs that may still exist.

### **Obligations when a child who had an IEP in his or her previous school district enrolls in a charter school LEA?**

Part B of IDEA contains requirements for IEPs when children with disabilities transfer into a new LEA in the same school year, and these requirements are fully applicable to children with IEPs who transfer from one LEA into a new charter school LEA or who transfer into a new charter school that is part of an LEA.

If a child with a disability who received special education and related services pursuant to an IEP in a previous LEA transfers to a new LEA in the same State and enrolls in a new school within the same school year, the new LEA must provide FAPE to the child, even if the previous LEA failed to meet the annual review requirements because the child moved. 34 CFR §300.323(e). The determination of what constitutes FAPE must be done in consultation with the parents and includes services comparable to those described in the child's IEP from the previous LEA. These comparable services are provided until the new LEA either

- (1) adopts the child's IEP from the previous LEA;
- (2) or (2) develops, adopts, and implements a new IEP that meets the applicable requirements in 34 CFR §§300.320 through 300.324. In addition, consistent with 34 CFR §300.323(e), the new LEA must

take these steps within a reasonable period of time to avoid any undue interruption in the provision of required special education and related services.

Under 34 CFR §300.323(f), if a child with a disability who had an IEP that was in effect in a previous LEA in another State transfers to an LEA in a new State, and enrolls in a new school within the same school year, the new LEA (in consultation with the parents) must provide the child with FAPE (including services comparable to those described in the child's IEP from the previous LEA), until the new LEA (1) conducts an evaluation pursuant to 34 CFR §§300.304.

through 300.306 (if determined to be necessary by the new LEA); and, if appropriate, (2) develops and implements a new IEP that meets the applicable requirements in 34 CFR §§300.320 through 300.324. Thus, if a child with a disability who had an IEP in a school district in one State transfers to an LEA in a different State and enrolls in a charter school LEA or a charter school that is a school of the LEA in the same school year, the new LEA must provide FAPE to the child with a disability through the provision of comparable services, until the new LEA conducts its own evaluation and makes its own eligibility determination, if determined necessary, and, if appropriate, develops a new IEP for the child.

The new LEA must take these steps within a reasonable period of time to avoid any undue interruption in the provision of required special education and related services. 34 CFR §300.323(f). It is not permissible to require that a child who transfers from another State with a current IEP to remain at home without receiving special education and related services until a new IEP is developed by the new LEA.

### **Assistive Technology services (AT)**

The process and procedure for addressing the need for AT will be based on recommendations from qualified personnel, e.g. speech language pathologists. Assistive Technology determinations must also be age and developmentally appropriate. Additionally, a child's IEP must contain a statement describing the full extent of devices (e.g., no, low, and high technology and back-up strategies) and service(s) as well as the amount of such service(s).

All procedural safeguards and time lines set forth in federal and state laws for completing multidisciplinary evaluations, reevaluations, and developing and implementing IEPs are fully applicable to assistive technology devices and/or services when they are necessary to ensure eligible children receive FAPE. Assistive technology devices should be secured on loan or leased if manufacturer delay is anticipated.

It is the Charter School's responsibility to provide assistive technology devices and services when included as part of a student's IEP. The Charter School is responsible for the maintenance and repair of assistive technology devices used to implement a child's IEP.

Administration should seek assistance from the Commonwealth regarding the purchase and payment for Assistive Technology and should inform the family not to assume the device will be billed to Medical Assistance (MA), even if a child's MA number is provided on an equipment acquisition form. If the device is billed to MA, Administration will notify the parents by sending a transfer of ownership letter. When the parents are in receipt of the transfer of ownership letter, the billing process has begun. If the billing is ultimately rejected by MA, the parents will be informed by letter. Administration may not delay or deny a student's receipt of assistive technology while it attempts to secure MA funding.

## Least Restrictive Environment (LRE)

To the maximum extent appropriate, students with disabilities in public or private institutions, or other care facilities are educated with students who are not disabled (34 CFR 300.550). Special classes, separate schooling, or other removal of students with disabilities from the regular environment occurs only when the nature or severity of the disability is such that education in regular classes, even when the use of supplementary aids and services cannot be achieved satisfactorily (34 CFR 300.550). This may include aids, services, and other supports that are provided in regular education classes or other education-related settings to enable the children with disabilities to be educated with non-disabled children to the maximum extent appropriate. In regards to non-educational and extracurricular activities, Young Scholars Charter School provides an equal opportunity to participate and obtain the benefits of the school programs to the maximum extent required by state laws.

### Procedure:

Young Scholars Charter School will provide a variety of placement options, depending on student need. In addition to general education classrooms, this might include resource rooms, special classes, special schools, home instruction, instruction in hospitals, and instruction in institutions. Settings where special education services are provided must be equivalent to those where general education classes are held. Young Scholars CS can contract with other schools, public and private agencies, and hospitals to provide needed services.

In determining the most appropriate placement for a student, the IEP team will make several considerations. The student's IEP will address how s/he will participate and progress in the general education curriculum. If an entirely different curriculum is needed for the student's alternate goals, the team will decide if appropriate special education supports (for both the student and teacher) can be provided within the context of the general education classroom.

The student will also have opportunities to interact with nondisabled peers if he or she needs to be removed for any amount of time from the regular education environment.

After placement is decided at the initial IEP meeting, parent(s) or Young Scholars CS personnel may later decide that the student needs a less restrictive or more restrictive placement. Regardless of the amount of proposed change in placement, an IEP meeting will be held.

## Child Find

Young Scholars CS will ensure that all students who are in need of special education and related services are identified, located and evaluated. This procedure is called Child Find (34 CFR 300.125) (PA 711.21)

### Procedures:

Young Scholars CS child identification process is coordinated by Support Services, which utilizes a variety of resources and conducts many systematic activities in its effort to identify children requiring special services.

In accordance with the Child Find process Young Scholars CS will provide information to the public regarding special education and related services. More specifically, Young Scholars CS will publish at the beginning of each school year in the parent and student handbook information about Child Find and the special

education and related services available. Young Scholars CS is responsible for maintaining documentation of public annual notices made to inform parents of the special education services available (34 CFR 300.125).

Records of newly enrolled student will be screened to determine which are currently receiving needed special education and related services. This includes highly mobile children with disabilities and those who are suspected of having a disability under 34 CFR 300.7 and are in need of special education, even though they are advancing from grade to grade (34 CFR 300.125).

Young Scholars CS will implement early intervention procedures (Student Support Team, see *Child Find Referral Process*) with the purpose of identifying at-risk students and those students needing special education services.

During the first 3 months of each new school year, Young Scholars CS will engage in activities and procedures to seek students suspected of having a disability. The Assistant Principal of Student Support and nurse will coordinate screening all new students in the following areas (varies with grade):

- (a) Vision
- (b) Hearing
- (c) Academics
- (d) Emotional Behaviors
- (e) Communication

Young Scholars CS will look for potential signs of developmental delays and other risk factors that could indicate disabilities. The activities include review of group data, conducting hearing and vision screening, assessment of student's academic functioning, observation of the student displaying difficulty in behavior and determining the student's response to attempted remediation. Input from parents is also an information source for identification. After a child is identified as a suspected child with a disability, he or she is evaluated, but is not evaluated before parents give permission for their child to be evaluated.

Signs of developmental delays or risk factors that might indicate a disability could include, but are not limited to, poor prenatal care, birth trauma, febrile or other seizure activity, severe reaction to early medication or inoculation requiring extended medical care, or severe trauma to the head, followed by failure to attain developmental milestones for communication, motor development, socialization, emotional development, self-help skills, or cognition; unexplained failure to attain developmental milestones in these areas; failure to use toys and other objects in a developmentally appropriate manner; persistent inability to sustain attention at levels sufficient to complete age-appropriate tasks; easy frustration with developmentally-appropriate tasks or activities; difficulty with coloring, letter formation, or drawing lines and shapes within age-appropriate parameters; difficulty building or sustaining age-appropriate relationships or conversations; persistent difficulty tolerating the presence of or interactions with peers or adults; persistent and severe disciplinary actions in preschool or school settings; failure to develop age or grade-level appropriate reading, writing, mathematical, listening, or speaking skills after exposure to sound instruction in these areas by qualified teachers; and failure to pass routine vision or hearing screenings.

Young Scholars CS will maintain documentation and annually report the number of children with disabilities within each disability category that have been identified, located and evaluated (34 CFR 300.125). The collection and use of data to meet these requirements are subject to the confidentiality requirements.

# Pre-Referral Process

With the purpose of providing a forum to discuss students who demonstrate academic, behavioral, or social difficulties within the educational setting and how these difficulties are adversely affecting the student's performance in the classroom, Young Scholars CS has a three-step pre-referral process based on a Response To Intervention and Instruction (RTII) model.

## **Student Support Teams (SST)**

The SST is comprised of a group of teachers and support staff working together to ensure that each student receives the services and support necessary to meet individual needs and to increase academic success.

The purpose of the meeting is to generate ideas/ interventions which support the student in the regular education classroom. If concerns continue to persist a Student Support Team is held.

### **Tier I – Universal Screen**

All Young Scholars CS students are screened for development benchmarks. Using MAP as our academic screener. Staff reviews data from these screens to plan interventions where appropriate.

### **Tier II**

Staff reviews data from universal screenings and determine need for Tier 2 services. Parents are notified of need for Tier 2, programming, duration, frequency, service provider, and goals for Tier 2 services. Tier 2 services are reevaluated after each benchmark period to determine next steps for student. Students may move back to Tier 1 Universal Services, remain in Tier 2 services or increase to Tier 3 services.

### **Tier III**

When a teacher, staff member, or parent identifies a student who has not benefited fully from classroom instruction, Tier 2 supports or Tier 3 supports, a referral can be made to hold a Student Support Team meeting.

The SST is a team comprised of general/special education teacher(s), support staff and administrator(s) to provide a place to discuss student concerns in a supportive open environment. The members of the team share a common mission to strengthen and support students who are having difficulty in the school environment. All possible sources of information are reviewed to gain a deeper understanding and appreciation of the student's strengths, weaknesses and specific needs.

If concerns still exist after one round of Tier 3 intervention services, a follow-up meeting may be held to discuss components of a formal evaluation to determine special education eligibility.

### **SST Team: (collects/reviews referrals, evaluates, analyzes data, and plans.)**

Chiquo Stokes, Director of Special Education and Services and Student Supports  
Valdez Bradley, Manager of Student Supports

### **Admin Team: (along with the SST team makes final decisions on student placement)**



John Amenda, Executive Director  
Shakira Smith, Co-Principal of Culture and Operations  
Yvette Duperon, Assistant Principal of Instruction  
Chiquo C. Stokes, Director of Special Education and Services and Student Supports

## Evaluation and Eligibility Determination

A full individual initial evaluation will be conducted before the initial provision of special education and related services to a child with a disability (34 CFR 300.531). The evaluation will determine if the child is a "child with a disability" as well as determine the educational needs of the child. A re-evaluation of each child will be conducted every three years.

### Procedures:

When the implementation of Student Support Team interventions are deemed unsuccessful, are not enabling the student to progress quickly enough, or require resources that cannot realistically be provided through general education, a referral is made. Mr. Stokes will review data with Manager of SST before referring student for evaluation.

Evaluations will be conducted in accordance with the requirements of IDEA. In conjunction with the support staff, Young Scholars CS will contact qualified professional (school psychologist, speech/language pathologist, occupational therapist, etc.) to review existing evaluation data, collect additional data and use the results of the evaluation to determine the category of eligibility and the need for special education and related services (34 CFR 300.7, 300.534, 300.535). The results of the evaluation will be used to develop the initial IEP or to review and revise an existing IEP (34 CFR 300.340, 300.350).

Procedures for initial evaluation (34 CFR 300.531 and 300.532)

Tests and other evaluation materials used to assess a child will be selected and administered so as not to be discriminatory on a racial or cultural basis and will be provided and administered in the student's native language or other mode of communication, unless it is clearly not feasible to do so. Materials and procedures used to assess a student with limited English proficiency will be selected and administered to measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.

A variety of assessment tools and strategies will be used to gather relevant functional and developmental information about the child, including information provided by the parent.

Information related to enabling the child to be involved in and progress in the general curriculum will be included. The information gathered will assist in determining whether the child is a child with a disability and in the development of the child's IEP.

Any standardized tests that are given will be validated for the specific purpose for which they are used and administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the tests. If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions will be included in the evaluation report.

Tests and other evaluation materials will be selected to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient. Tests will be selected and administered to a child with impaired sensory, manual, or speaking skills to accurately reflect the test results of the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

No single procedure will be used as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child. The child will be assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, motor abilities, and the need for assistive technology.

The evaluation will be sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified. Technically sound instruments will be used that may assess cognitive and behavioral factors, in addition to physical or developmental factors. Assessment tools and strategies will be used to provide relevant information that directly assists persons in determining the educational needs of the child.

### **Parental Requests for evaluation**

Parents are never barred from requesting a special education evaluation before, during, or after the pre-referral intervention activities. In the event that a parent makes an oral request for a student evaluation, Young Scholars CS must give a consent form within ten (10) calendar days of the oral request for evaluation. If the school refuses to conduct the evaluation, a written notice of refusal must be given within a reasonable amount of time.

### **Parental Right to Revoke Consent**

A parent has a right to unilaterally withdraw their child from special education services. In this event, the charter school may not challenge that parent's decision using Part B dispute resolution procedures. If at any time following initial provisions of special education services a parent revokes consent to services in writing, the school must provide a written notice before ceasing the provision of special education services. (34 C.F.R. § 300.300). No member of the administration may appeal this decision using mediation or a due process hearing in order to secure education services for the child. (34 C.F.R. § 300.300).

### **Re-evaluation (34 CFR 300.334, 300.536, and 300.543)**

A re-evaluation will be conducted every three years or if conditions warrant a re-evaluation, if the student's parent or teacher requests a re-evaluation, or before determining that the child is no longer a child with a disability. Students with Intellectual Disabilities will be reevaluated every two years.

### **Determination of needed evaluation data for initial evaluation and reevaluation (34 CFR 300.533 and ARS 15-766)**

Young Scholars CS Student Support Team and other qualified professionals, as deemed appropriate, will review existing data on the student, including evaluations and information provided by the parents of the child, current classroom-based assessments and observations, and observations by teachers and related services providers.

On the basis of that review, and input from the child's parents, the team and other qualified professionals will identify what additional data, if any, are needed to determine eligibility.

**If the determination is that no additional data are needed**, Young Scholars CS will notify the student's parents of that determination and the reasons for it and of the right of the parents to request an assessment to determine whether the child continues to be a child with a disability. No assessment will be required unless requested by the child's parents to determine eligibility. The team will provide a copy of the evaluation report and documentation of eligibility to the parents.

**If additional data are needed**, the Student Support Team will provide procedural safeguards notice, prior written notice, and obtain informed parent consent. Young Scholars CS will arrange for the administration of tests and other evaluation materials as may be needed to determine if the child is a child with a disability.

### **Determination of eligibility (34 CFR 300.533--300.536, 300.540)**

The Student Support Team, other qualified professionals, and the parents of the child will determine whether the child has a disability, or continues to be a child with a disability, as defined in 34 CFR 300.7.

Based on the review of data and on input from the child's parents and the Student Support team, the team determines if:

- Student has a category of disability, or in the case of reevaluation, continues to have a disability
- Student needs special education and related services, or in the case of a reevaluation, continues to need special education and related services
- Present levels of performance and other educational needs of the child
- Any additions or modifications to the special education and related services will be needed to enable the student to meet the measurable annual goals established in the IEP and to participate in the general curriculum, as appropriate.

In interpreting evaluation data for the purpose of determining if a student is a student with a disability, the team will draw upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The team will consider and document all information obtained from all of these sources.

A student may not be determined to be eligible if the determinant factor for the eligibility determination is lack of instruction in reading or math or limited English proficiency and the student does not otherwise meet the eligibility criteria under 34 CFR 300.7—300.543.

If a student is suspected of having a specific learning disability, the documentation of the team's determination of eligibility will include:

- Whether the child has a specific learning disability
- Basis for making the determination
- Relevant behavior noted during the observation of the child
- Relationship of that behavior to the child's academic functioning
- Educationally relevant medical findings, if any
- Whether there is severe discrepancy between achievement and ability that is not correctable without special education and related services
- Determination of the team concerning the effects of environment, cultural or economic disadvantage

## **Evaluation Report**

The Student Support team and other qualified professionals including the parent(s) of the student will determine whether they are a student with a category of disability or, in the case of a reevaluation, if they continue to be a student with a disability, as defined in 34 CFR 300.7.

The evaluation report will include:

- Review of current evaluations, including types of tests and results of those tests
- Educational history including the reason for referral, current classroom-based assessments, and observations by teachers and related service providers
- Information provided by the parents, including medical and developmental history
- Determination of whether the student's educational problems are related to or resulting from educational disadvantage

It will also include general information pertaining to:

- Whether the student has a category of disability or, in the case of reevaluation if they continue to be a student with a category of disability
- Present levels of performance and educational needs
- Whether the student needs special education and related services or continues to need special education and related services
- Whether any additions and modifications to special education and related services are needed to meet the measurable annual goals established in the IEP and to participate, as appropriate, in the general curriculum.

The Student Support Team will provide a copy of the evaluation report and the documentation of determination of eligibility to the parent. The evaluation report must be completed within sixty (60) days of receiving parental consent.

## **Independent Evaluation (34 CFR 300.501)**

Parents have the right to obtain an independent educational evaluation of their child conducted by a qualified examiner who is not employed by Young Scholars CS. An evaluation is the procedures used in accordance with 34 CFR 300.530-300.536 to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs.

If a parent requests an independent educational evaluation Young Scholars CS will, without unnecessary delay, either initiate a due process hearing to show that our evaluation is appropriate, or it will ensure that an independent educational evaluation is provided at our expense, unless Young Scholars CS demonstrates in a due process hearing that the evaluation obtained by the parent did not meet criteria.

Upon request for an independent educational evaluation, Young Scholars CS will provide to parents information about where an independent educational evaluation may be obtained and criteria for an evaluation [34 CFR 300.501 (a) (2)].

If the parent obtains an independent educational evaluation at private expense, the results of the evaluation will be considered by Young Scholars CS in any decision made with respect to the provision of FAPE to the child and may be presented as evidence at a hearing regarding the child [34 CFR 300.502(c (1 and 2))].

Cost of the independent educational evaluation will be at public expense if requested by a hearing officer [34 CFR 300.502(d)].

## **Individualized Education Program (IEP)**

Once a student of Young Scholars CS is determined to be eligible and in need of special education an IEP is developed to guide the school staff in providing services. The IEP is both a planning process involving the parent(s) and school personnel, as well as legal documents which records agreements between the parent(s) and the school regarding what will be provided for the student.

### **IEP Required Participants (34 CFR 300.344)**

- Student, if appropriate
- Parent
- Special education teacher
- General education teacher
- Local agency representative
- A person who can interpret instructional implications of any new evaluation results

### **Parent participation (34CFR 300.345)**

Parents will be present or afforded the opportunity to participate in each IEP meeting. Efforts will include notifying parents of the meeting early enough to ensure that they will have an opportunity to attend and scheduling the meeting at a mutually agreed time and place. The evaluation report must be given to parents ten (10) days prior to the IEP meeting. The meeting notices will indicate the purpose, time, and location of the meeting and who will be in attendance and will inform the parents of the provisions relating to participation of other individuals on the IEP team who have knowledge or special expertise about the child.

If neither parent can attend, Young Scholars CS will use other methods to ensure parent participation, including individual or conference telephone calls.

Young Scholars CS will give the parent a copy of the child's IEP at no cost to the parent.

### **Development, review, and revision of IEP (34 CFR 300.346)**

In developing each student's IEP, the IEP team will consider the strengths of the child and the concerns of the parent(s) for enhancing the education of their child, the results of the initial or most recent evaluation of the child and, as appropriate, the results of the child's performance on any general State or district-wide assessment programs. The team will also take in consideration special factors, such as behavior, limited English proficiency, vision/hearing impairment and the need for assistive technology.

If the IEP team, in considering the special factors, determines that a child needs a particular device or service (including an intervention, accommodation, or other program modification) in order for the child to receive FAPE, the IEP team will include a statement to that effect in the child's IEP.

### **Content of IEP (34 CFR 300.347)**

1. Student's present levels of educational performance, including how the student's disability affects involvement and progress in the general curriculum
2. Measurable annual goals, including benchmarks or short-term objectives related to meeting the student's needs so s/he can be involved in and progress in the general curriculum, and meeting the student's other educational needs resulting from the disability
3. Special education and related services, as well as supplementary aids and services, to be provided, and program modifications or supports for school personnel to be provided so that the student can advance toward attaining the annual goals, be involved and progress in the general curriculum, participate in extracurricular and nonacademic activities, and be educated and participate with other students, both disabled and not disabled
4. Explanation of the extent, if any to which the student will not participate with non-disabled students in the regular education
5. Statement of modifications and/or accommodations to state or district assessments needed; or a statement of (1) why the team decided the assessment is not appropriate, and (2) how the student will be assessed
6. Projected beginning date for services, as well as frequency, location, and duration
7. Beginning at age 14, a statement of the transition service needs of the student, beginning at age 16, a statement of needed transition services, including, where appropriate, a statement of the interagency responsibilities and linkages, beginning at least one year before the student reaches the age of majority, a statement that the student has been informed of his/her rights that will transfer to him/her
8. Statement of how the student's progress toward the annual goals will be measured and how the parents will be regularly informed regarding their student's progress and if it is sufficient to enable the student to achieve the goals by the end of the year. This notification must be at least as often as parents of students who are not disabled are informed regarding their student's progress.

### **IEP Accountability (34 CFR 300.350)**

Young Scholars CS will provide special education and related services to a student with a disability in accordance with the student's IEP and will make a good faith effort to assist the student to achieve the goals and objectives or benchmarks listed in the IEP.

### **Parental Refusal to Consent or Respond**

If a parent refuses to respond or refuses to consent to the initial provision of special education services, neither due process nor mediation may be used to obtain agreement or a ruling that the services may be provided.

## **Positive Behavior Support Policy**

Students that fall within the classification of Other Health Impairment (ADHD, ODD) or Emotional Disturbance automatically qualify for a positive behavior support plan and de-escalation plan. Students that are

identified as needing special education services but do not fall in the category of OHI or ED, must experience at least two suspensions or have a pattern of behavior that warrant a Functional Behavior Assessment, before receiving a positive behavior plan and/or de-escalation plan. These services along with the following, act as preventive measures before restraints are required:

Follow the Get Back in the Game with the following additions):

- Nonverbal redirection (proximity- touch of the shoulder)
- Verbal redirection (proximity please do\_\_\_\_, you can do it, I asked you twice)
- Third redirection (issue deduction), have student go to reflection area of your room for reflection (5 minutes) – students should have their self-de-escalation/monitoring checklist.
- After reflection, student should report to personal care assistant, behavior specialist, casemanager, or Director of Special Education and Sevices for a check in (10 minutes' tops). If students have a TSS worker, they should check in with them. Students will be sent back to class after conversation.
- After returning to class and behavior continues, send student to deans for disciplinary action (detention or other). \* Be sure to document document document on Kickboard the measures taken in accordance to the PBSP or what's detailed above.

Note: The only behaviors that warrant a dean visit other then what is mentioned above (bullet 5), is egregious (spitting, hitting, fighting, weapons, assault, cursing... see discipline chart). These behaviors should warrant immediate dean action. Culture team will follow up with Assistant Principal of Student Supports to determine appropriate consequences. Consequences will be determined based on the severity of the incident and rather or not it was provoked by other students that resulted in a manifestation of the student's disability. All other students should go directly to Ms. Smith. When Support service staff is unavailable send students to dean's office.

When an intervention is required to correct problem behaviors, they must be the least intrusive necessary. When less restrictive measures and techniques have been proven to be ineffective, and problem behavior continues, restraints to control behavior may be used in accordance with the Department regulations on Positive Behavior Support. In the event that the use of restraints becomes necessary, Young Scholars CS must notify the parents and call an IEP meeting within ten (10) days of the problem behavior causing the use of restraints unless the parent waives this meeting in writing. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan or a change of placement to address the inappropriate behavior.

The use of restraints, as stated in PA ADC § 711.46, may only be included in a student's IEP when:

- (i) Utilized with specific component elements of positive behavior support.
- (ii) Used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.
- (iii) Staff are authorized to use the procedure and have received the staff training required.
- (iv) There is a plan in place for eliminating the use of restraint through the application of positive behavior support.

Young Scholars CS shall maintain and report data on the use of restraints as prescribed by the Pennsylvania Department of Education RISC system. Young Scholars CS has trained certified staff in "Handle with Care," when restraints are warranted.



The following aversive techniques of handling behavior are considered inappropriate and may not be used:

- Corporal punishment
- Punishment for a manifestation of a student's disability
- Locked rooms, locked boxes, or other locked structures or spaces from which the student cannot readily exit
- Noxious substances
- Deprivation of basic human rights, such as withholding meals, water, or fresh air
- Suspension constituting a pattern
- Treatment of a demeaning nature
- Electric shock

## **Dispute Resolution**

Disagreements can occur even when parents and school officials do their best to develop and implement appropriate programs for eligible students. Young Scholars CS will ensure that mediation and due process hearings are held when these disagreements occur.

### **Mediation**

Mediation services are offered through the Office for Dispute Resolution by The Pennsylvania Department of Education's Bureau of Special Education at no charge to parents or Young Scholars CS (34 CFR300.506).

Mediation is available to help resolve problems that involve the initial identification of a student, evaluations of the student, the educational placement, and the educational services provided to a student (FAPE). An impartial mediator that is provided through the Office for Dispute Resolution works with the parties to clarify issues, resolve conflicts and develop agreements between the parties, when an agreement is reached.

Parents and Young Scholars CS may invite any participants they believe will assist in the mediation. Mediation is a voluntary process for the parents and school. Either the school or the parent may refuse to mediate, and there are occasions when parties are not able to reach an agreement.

Mediation may not be used to delay or deny rights under IDEA or the right to proceed to a due process hearing. When parties reach an agreement, those agreements are in writing and are enforceable in state and federal courts. If no agreement is reached, the parties may proceed to a due process hearing. Confidential discussions during mediation may not be used at the due process hearing.

### **Due Process Hearing**

A parent or Young Scholars CS, or an attorney representing either party may request a due process hearing with respect to any matter relating to the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education (FAPE) by filing a "Due Process Hearing Request". A due process hearing will not proceed until all required information is provided and procedures are followed.

Timeline for requesting Due Process



A request must be made for a due process hearing through the filing of a Due Process Hearing Request within two (2) years of the date the parent or Young Scholars CS knew or should have known about the alleged action that forms the basis of the Due Process Hearing Request.

There are limited exceptions to this timeline. This timeline will not apply to the parent if the parent was prevented from requesting the due process hearing due to the specific misrepresentations by Young Scholars CS that it had resolved the problem forming the basis of the Due Process Hearing Request; or if Young Scholars CS withheld information from the parent which was required to be provided to the parent.

#### Service of Due Process Hearing Request

A copy of the Due Process Hearing Request must be sent to the other party and, at the same time, to the Office for Dispute Resolution.

#### Contents of Due Process Hearing Request

The Due Process Hearing Request must contain the following information (see *Due Process Hearing Request Form*):

- The name of the student; the address where the student lives, and the name of the school the child is attending
- If the student is homeless, available contact information for them and the name of the school the student is attending
- A description of the nature of the problem, including facts relating to the problem
- A proposed resolution of the problem to the extent known and available to the party filing the Request

#### Challenging Sufficiency of the Due Process Hearing Request

The Due Process Hearing Request will be considered to be sufficient unless the party receiving it notifies the Hearing Officer and the other party in writing within fifteen (15) days of receipt that the receiving party believes the Request does not meet the requirements listed above.

#### Response to Request

If Young Scholars CS has not sent a prior written notice (NOREP) to the parent regarding the subject matter contained in the parent's Due Process Hearing Request, Young Scholars CS must send to the parent, within ten (10) days of receiving the Due Process Hearing Request, a response including the following information:

- An explanation of why Young Scholars CS proposed or refused to take the action raised in the parent's Due Process Hearing Request
- A description of other options the Individualized Education Program (IEP) Team considered and the reasons why those options were rejected
- A description of each evaluation procedure, assessment, record, or report Young Scholars CS used as the basis for the proposed or refused action

- A description of the factors that are relevant to Young Scholars CS' proposal or refusal

Filing this response to the parent's Due Process Hearing Request does not prevent Young Scholars CS from challenging the sufficiency of the Due Process Hearing Request. If it has already sent prior notice (NOREP) to the parent, or it is the parent receiving the Due Process Hearing Request, then a response to the Due Process Hearing Request must be sent to the other side within ten (10) days of receipt of the request. The response should specifically address the issues raised in the Due Process Hearing Request.

#### Hearing Officer Determination of Sufficiency of Due Process Hearing Request

Within five (5) days of receiving a party's challenge to the sufficiency of the Due Process Hearing Request, the Hearing Officer must make a determination based solely on the information contained within the Request, whether the Request meets requirements. The Hearing Officer must immediately notify both parties in writing of his or her determination.

#### Amended Due Process Hearing Request

Either the parent or Young Scholars CS may amend its Due Process Hearing Request only if:

- The other party consents in writing to the amendment and is given the opportunity to resolve the issues raised in the Due Process Hearing Request through a preliminary meeting/resolution session
- The Hearing Officer grants permission for the party to amend the Due Process

## Surrogate Parents

The Individuals with Disabilities Education Improvement Act (IDEA) requires that children with disabilities who do not have parents to advocate for them in the special education process, be given a surrogate parent to make decisions about special education issues (34 CFR 300.519).

A surrogate parent acts in the place of a child's natural parent to make decisions about the child's education when the child's natural parent is unavailable to make decisions. A parent is unavailable when he or she cannot be located or when he or she chooses not to act as a parent for the child. A parent is also unavailable if he or she has lost the ability to act as parent by court order. The surrogate parent makes decisions for a child with a disability in all matters relating to the identification, evaluation and educational placement of the child and the provision of a free appropriate public education to the child.

### **Procedure to Identify Students Who Need Surrogate Parents**

Young Scholars CS will ensure that a person is found and assigned to a student in need of a surrogate parent. A student will be determined that they are in need of a surrogate parent:

- When the child's parent or guardian cannot be located and there is documentation that the parent's whereabouts are unknown or that they are unavailable.
- When a child is a "ward of the state." This term refers to a child assigned by court order to the custody of a public agency or public official.

- When there is a “termination of parental rights.” This means that a court of competent jurisdiction has taken away the parent’s rights to make any decisions concerning the child’s education and/or upbringing.

### **Selection of Surrogate Parent:**

The surrogate parent must meet the following requirements:

- Is not an employee of the SEA, the LEA, or any other agency that is involved in the education or care of the child
- Has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents
- Has knowledge and skills that ensure adequate representation of the child. (e) Non-employee requirement; compensation.

A person otherwise qualified to be a surrogate parent is not an employee of the agency solely because he or she is paid by the agency to serve as a surrogate parent.

**Unaccompanied homeless youth.** In the case of a child who is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents without regard to paragraph (d)(2)(i) of this section, until a surrogate parent can be appointed that meets all of the requirements of paragraph (d) of this section.

### **Surrogate parent responsibilities.**

The surrogate parent may represent the child in all matters relating to

- (1) The identification, evaluation, and educational placement of the child;
- (2) The provision of FAPE to the child.

## **Confidentiality of Student Information**

Young Scholars CS will protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages [34 CFR 300.562(a)]. Such information includes the name of the child, the child’s parent, or other family member; the address of the child; a personal identifier, such as the child’s social security number or student number; and a list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty. More detailed information can be found in the Young Scholars CS Records Retention Policy.

### **Storage of information**

Young Scholars CS will maintain a list of types and locations of educational records that are collected, maintained, or used and provide a copy of the list upon request. (34 CFR 300.565).

### **Disclosure to third parties**

Personal information shall only be transferred to a third party on the condition that such party will not permit any other party to have access to such information without the written consent of the parents of the student. If a third party outside of Young Scholars CS permits access to information in violation of paragraph, the

educational agency or institution shall be prohibited from permitting access to information from education records to that third party for a period of not less than five years. (20 U.S.C.A. § 1232g)

## **Procedures:**

### **Access rights (34 CFR 300.562)**

Parents may inspect and review any educational records relating to their children that are collected, maintained or used by Young Scholars CS. A parent request for records will be provided without unnecessary delay, before any meeting regarding an IEP or any hearing, and in no case more than 45 days after the request (34 CFR 300.562).

Responses to reasonable requests for explanations and interpretation of educational records will be provided to parents. A parent's representative will also be given an opportunity to inspect and review the educational records.

Young Scholars CS may presume that the parent has authority to inspect and review records relating to his or her child unless Young Scholars CS has been advised that the parent does not have the authority (e.g. guardianship, separation, divorce) (34 CFR 300.562).

### **Notification of rights of parents and eligible students (34 CFR 300.561)**

Young Scholars CS will inform parents of available identification and or evaluation procedures by including a notice with student registration materials and articles in the Annual Public Notice of Special Education Services. This notice will contain a description of all the rights of parents and children under the Family Educational Rights and Privacy Act of 1974 and the implementing regulations.

The Annual Notice will state the following:

- Parents and eligible students have the right to inspect and review the student's education record
- Procedures for exercising the right to inspect and review the student's education record within 45 days
- Parents and eligible students have the right to seek amendment of the student's education record that is believed to be inaccurate, misleading, or in violation of the student's privacy rights
- Procedure for requesting amendment of the record
- Parents and eligible students have the right to give consent before the release of personally identifiable information
- If Young Scholars CS discloses information in the optional situations without prior consent, the notice must also include specification of criteria for determining who constitutes a school official
- Summary of the procedures that Young Scholars CS will follow in the storage, disclosure to third parties, retention, and destruction of personally identifiable information
- What constitutes a legitimate educational interest
- Notice of the rights regarding records transfer at age 18
- Description of the children on whom personally identifiable information is maintained, the types of information sought, the methods Young Scholars CS intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information
- Process by which a parent or student can exercise the right to file a complaint concerning alleged failures by the agency to comply with FERPA.

### **Record of access (20 U.S.C.A. § 1232g)**

Young Scholars CS shall maintain a record, kept with the education records of each student, which will indicate all individuals agencies, or organizations which have requested or obtained access to a student's education records maintained by Young Scholars CS, and which will indicate specifically the legitimate interest that each such person, agency, or organization has in obtaining this information.

Such record of access shall be available only to parents, to the designated school official and his or her assistants who are responsible for the custody of such records as a means of auditing the operation of the system.

### **Records on more than one child (34 CFR 300.564)**

Young Scholars CS will keep records of parties obtaining access to records, collected, maintained and used. A sheet in each confidential file will include name, access date, and purpose for access. If a record has information on more than one child, parents have a right to inspect and review only the information relating to their child or to be informed of that specific information (see Appendix).

### **Fees (34 CFR 300.566)**

Young Scholars CS will not charge a fee for copies of records to the parent, nor to search or retrieve information regarding student records.

### **Amendment of records at parent request (34 CFR 300.567)**

A parent may request amendment of records if he/she believes that information in an education record is inaccurate, misleading, or otherwise in violation of student privacy or other rights.

Young Scholars CS will decide whether to amend information within a reasonable period of time after the receipt of the request. If Young Scholars CS refuses to amend, parents will be informed of the refusal and of the right to a hearing.

### **Opportunity for a hearing (34 CFR 300.568)**

If the parent requests a hearing, Young Scholars CS will provide an opportunity for a hearing to challenge information in records. A hearing held for this purpose must be conducted according to the procedures under 34 CFR 99.22.

### **Result of a hearing (34 CFR 300.569)**

After a hearing, Young Scholars CS will inform parents in writing of its decision to amend an education record believed to be inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child [34 CFR 300.569(a)].

If Young Scholars CS makes a decision not to amend an education record, the parents will be informed of their right to place within the record a statement commenting on the information or setting forth any reasons for disagreeing with the decisions of Young Scholars CS. Young Scholars CS will maintain the statement with the record or contested portion. If the records are disclosed, the explanation will also be disclosed

### **Safeguards (34 CFR 300.572)**

Young Scholars CS will protect the confidentiality of personally identifiable information at collection, storage, disclosure to third parties, retention, and destruction stages.

Young Scholars CS Assistant Principal of Culture and Operations and Director of Student Support will ensure the confidentiality of any personally identifiable information.

All persons collecting or using personally identifiable information will receive training or instruction regarding policies and procedures under 34 CFR 99 and 300.127.

Young Scholars CS will maintain a current list for public inspection of the names and positions of employees within Young Scholars CS who may have access to personally identifiable information (see Appendix).

### **Destruction of information (34 CFR 300.573)**

Young Scholars CS will inform the parent when personally identifiable information collected, maintained or used is no longer needed to provide educational services to the child.

Young Scholars CS will destroy the information at the request of the parent. However, permanent record of name, address, phone number, grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

### **Children's rights (34 CFR 300.574)**

Children may be afforded rights of privacy similar to those afforded to parents, taking into consideration the age of the student and type or severity of disability.

In accordance with the Family Educational Rights and Privacy Act, the rights of parents regarding education records are transferred to the student at age eighteen. Young Scholars CS will provide any notice required to the student and the parents.

If the rights accorded to parents are transferred to a student with a disability who reaches the age of majority, the rights regarding educational records will be transferred to the student.

In the event that Young Scholars CS must report a crime by a student with a disability, copies of the special education and disciplinary records will be transmitted properly and only to the extent that the transmission is permitted under the Family Education Rights and Privacy Act (FERPA). (34 CFR Part 99).

## **Extended School Year Services**

Extended school year services will be available, as necessary, to provide FAPE to a child with a disability enrolled in Young Scholars CS (34 CFR 300.309). This individualized instructional program is for eligible students with disabilities that are provided beyond the regular school year, in accordance with the child's IEP, and at no cost to the parents of the child with a disability.

## **Procedures:**

### **Determination of ESY services (34 CFR 300.309)**

ESY services will be provided to prevent irreparable harm to the student's ability to maintain identified skills or behavior, when the child is in a "critical learning period" of development, and/or when there is a "window of opportunity" that will be lost if services are not provided. The critical learning stage is a developmental period in which a child has mastered a concept or skill in one setting and is ready to generalize what has been learned so that it can be applied in other situations. A critical learning stage exists if the child is unlikely to retain the concept or skill in order to generalize what has been learned to other situations.

Extended school year services will be provided only if a child's IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE to the child with a disability. The IEP team will also decide when ESY services will significantly enhance the child's ability to function independently. They will not be required for all children with disabilities.

ESY services will not be limited to particular categories of disability. They will not unilaterally be limited to the type, amount or duration of those services. They will not be based on need or desire for a day care or respite care service for children with disabilities, a program to maximize the academic potential of a child with a disability, or a summer recreation program for children with disabilities. Also, they will be individualized with regard to the amount of services and the individually appropriate goals for the student.

### **Criteria for determination of eligibility for ESY services include:**

- Regression-recoupment factors
- Critical learning stages
- Least restrictive environment considerations
- Teacher and parent interviews and recommendations
- Database observations of the student
- Considerations of the child's previous history
- Parental skills and abilities

Regression is the reversion to a lower level of functioning in skills or behavior specified in the child's IEP, which results from an extended break in instruction.

Recoupment is the amount of time required to re-learn skills included in the child's IEP following an extended break in instruction. To measure regression and recoupment, a variety of types of measurement and strategies for assessing skills, abilities and behaviors will be used. Data will be collected at the end of instruction, at the beginning of subsequent instruction, and at the time of recoupment. Any loss or reduction from the end of instruction to the beginning of subsequent instruction will be a measure of regression data.

## **Children with disabilities who are eligible for ESY**

In accordance with Pennsylvania regulations, Young Scholars CS shall determine whether the student is eligible for ESY services, and if so, make subsequent determinations about the services provided. (22 Pa.Code 711.44). The IEP team will identify goals/benchmarks/short term objectives and special education and related services needed. The IEP team will also determine the initiation, location, frequency and

duration of services and will establish a date to review and document services. All decisions must be made and communicated to parents in a timely manner to ensure participation

### **Procedural Safeguards to ESY**

Procedural safeguards will be in place for parents who disagree with ESY eligibility determinations. Young Scholars CS will provide an expedited review for families of students who are non-target members or if there is a disagreement about the general eligibility of the student for ESY.

If ESY is denied, Young Scholars CS must provide evidence to support their conclusion of this denial, which includes a demonstration that the student does not require ESY in accordance with state regulations.

## **Parent Training**

Young Scholars CS will provide opportunities for parent training by providing parents of disabled children information about child development and guiding parents to services that can allow parents to acquire the necessary skills that will allow them to support implementation of their child's IEP.

## **Discipline**

If a change in educational placement due to disciplinary removal occurs for a child with a disability, Young Scholars CS will provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's IEP [34 CFR 300.121 (d)].

### **Procedures:**

A child who has not been determined eligible for special education and who engages in behavior that violates any rules or code of conduct of Young Scholars CS may assert any of the protections of a child with a disability pursuant to 34 CFR 300.527.

### **FAPE for children suspended or expelled (34 CFR 300.121 and 300.520)**

Young Scholars CS may cease services during a removal period to a child with a disability when that child has been removed from his or her current placement for 10 school days or less in a school year, if services are not provided to a child without disabilities who has been similarly removed. Any disciplinary exclusion of a student with intellectual disability is considered a change in educational placement.

For a child with a disability whose placement has not been changed, i.e., who has been removed for more than 10 school days during the school year but these days were not 10 consecutive days or whose removal did not constitute a pattern, Young Scholars CS will provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and advance toward achieving the IEP goals. School personnel, in consultation with the child's special education teacher, will determine the extent of services necessary to enable the child to appropriately progress in the general curriculum and advance toward achieving the IEP goals.



For a child with a disability whose placement has been changed for disciplinary reasons, i.e. has been removed from his or her current placement for more than 10 consecutive school days in a school year or whose removals constitute a pattern, Young Scholars CS will provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and advance toward achieving the IEP goals. The IEP team will determine the extent of services necessary to enable the child to appropriately progress in the general curriculum and advance toward achieving the IEP goals.

If a disciplinary action of more than 10 cumulative school days is contemplated for a child with a disability who has engaged in behavior that violated any rule or code of conduct of the school and Young Scholars CS did not conduct a functional behavioral assessment and implement a behavior intervention plan for the child before the behavior occurred, within 10 business days Young Scholars CS will convene an IEP meeting to develop appropriate behavioral interventions to address that behavior and shall implement those interventions. If the child already has a behavior intervention plan, the IEP team will meet to review the plan and its implementation, and will modify the plan to address the behavior.

**Change of placement for disciplinary removals (34 CFR 300.519)**

When a child with a disability is removed from his or her current educational placement, a change of placement occurs if the removal is for more than 10 consecutive school days or if the series of removals constitutes a pattern because they cumulate to more than 10 days in a school year, because of such factors as length of each removal, total amount of time, or proximity of the removal to one another.

When the removal of a child with a disability constitutes a change of placement, a review of the placement will be conducted regarding the relationship between the student's disability and the behavior subject to the disciplinary action (manifestation determination).

**Manifestation determination review (34 CFR 300.523)**

Young Scholars CS will conduct a manifestation determination review when Young Scholars CS is contemplating a change of educational placement for disciplinary reasons. When Young Scholars CS is contemplating a change of educational placement for disciplinary reasons, Young Scholars CS will notify the parents of the child no later than the date on which the decision was made to take that action. Young Scholars CS will provide the parents with an appropriate procedural safeguard notice. The manifestation determination review must be conducted no later than 10 days after the date on which the decision to act is made. In conducting a manifestation determination, the IEP team will consider evaluation and diagnostic results, including information provided by the parents; observations of the child; and the child's IEP and placement.

The IEP team will only determine the child's behavior was not a manifestation of the disability, if all relevant information indicates that the child's IEP was appropriately developed and implemented and behavior intervention strategies were provided consistent with the child's IEP and placement; the child's disability did not impair the ability of the child to understand the impact and consequences of the behavior subject to the disciplinary action; and the child's disability did not impair the ability of the child to control the behavior subject to disciplinary action. If any of these standards were not met, the behavior will be considered a manifestation of the child's disability.

If an IEP team determines that the behavior of the student with a disability was not a manifestation of the disability, disciplinary action applicable to students without disabilities will be applied, except as the provision of FAPE to all students with disabilities who are suspended or expelled.

**Protections for children who are not yet eligible for special education and related services (34 CFR 300.527)**

The parent may assert any of the protections provided to children with disabilities if Young Scholars CS had knowledge that the student was a student with a disability before the behavior occurred. Young Scholars CS is presumed to have knowledge when:

- A parent has expressed concern in writing
- A parent has expressed concern orally if the parent does not know how to read
- Behavior of the child demonstrated the need for the services
- The teacher of the child or other personnel has expressed concern about the behavior or performance of the child to the Director of Student Support or to other personnel in accordance with Young Scholars CS' child find and special education referral process
- A parent of the child requested an evaluation

Young Scholars CS is presumed not to have knowledge when they conducted a full and individual evaluation for special education eligibility and found the child was not a child with a disability or determined that an evaluation was not necessary and provided appropriate notice to the child's parents of its determination.

If a request for an evaluation is made during the time period in which the child is subjected to disciplinary action, the evaluation will be conducted in an expedited manner and the child will remain in the placement determined by Young Scholars CS until completion of the evaluation and eligibility determined.

**Behavior Interventions for students with BSP's:**

**Get Back in the Game Protocol (aligned to YSCS discipline process):**

Whole class Reminder of Expectations

Individual Reminder

Non-Verbal warning (proximity)

Verbal warning

Behavior Reflection (student self-monitor/ checklists) & Restorative Interventions

Deduction

Check in with Stokes, TSS workers, or Smith (10 minutes at the longest)

Referral: Continue disruption/infraction (distractions, cursing, instigating fights or fighting, verbal threats).

If students are non-participating, mumbles, or shuts down do not give them attention, but give them time to self-correct/regulate.

# Student Record Policy

## Content and Custody of Student Records

Student records must contain a transcript of academic performance, which includes student name, identifying number, program or course attended, grades for all subjects taken, date of entrance, date of graduation or withdrawal and the award received upon completion. (22 Pa. Code § 73.2).

The Co-Principal of Culture and Operations shall be the designated official custodian of the records of students in his/her building. Student records will be kept in locked filing cabinets at all times under the supervision of designated personnel, e.g., the CEO of the Charter School or his/her designee.

## Access to Records

A parent or legal guardian shall be able to inspect and review the student's education files. However, if a student is 18 years or older ("eligible student"), the student may inspect his own records and his written permission shall be necessary in order for his parent/legal guardian to inspect them, unless the eligible student is a dependent for income tax purposes.

The Co-Principal of Culture and Operations shall provide such personnel as are necessary to give explanations and interpretations of the student records when requested by the parent/legal guardian or the eligible student.

1. A request to see the file must be submitted on an official School form by the parent/legal guardian or eligible student to the Principal, or in some instances, to the School Registrar.
2. The principal, upon receiving the request, will set a date and time for inspection and review of the records. In no case will the date be more than three working days after the request has been made.
3. The parent/legal guardian or eligible student shall examine the file in the presence of the principal or another person permitted by policy and designated by the Executive Board. Only the following certified personnel are designated by the Executive Board: Assistant Principal of Culture, Director of Special Education and Services, Counselor, or in the case of inactive records, the Student Registrar.

The record itself shall not be taken from the school building. However, upon request, one copy of the records shall be provided within a reasonable time to the parent/legal guardian or eligible student free of charge.

## **Amendment of records at parent request (34 CFR 300.567)**

A parent may request amendment of records if he/she believes that information in an education record is inaccurate, misleading, or otherwise in violation of student privacy or other rights.

Young Scholars will decide whether to amend information within a reasonable period of time after the receipt of the request. If Young Scholars refuses to amend, parents will be informed of the refusal and of the right to a hearing.

### **Disclosure Without Written Consent**

The School will disclose personally identifiable information from the student records without written consent of the parent/legal guardian or eligible student only to:

1. Other school officials within the school system, including teachers, who have legitimate educational interest in it. For the purposes of this policy, "legitimate educational interest" is interpreted as meaning the interest of any certified or classified employee charged with the responsibility for providing education programs and/or services to the individual student.
2. Officials of another school or school system in which the student seeks or intends to enroll.
3. Authorities named in the Family Educational Rights and Privacy Act and accompany federal regulations. These include: comptroller general of the United States, Secretary of Education, Director of the National Institute of Education, Assistant Secretary of Education, State Educational authorities, and authorities investigating or providing emergency service involving the health and safety of students.
4. State and local officials who are required to get specific information pursuant to state law enacted prior to November 19, 1974.
5. Anyone offering financial aid to students.
6. Accrediting institutions.
7. Testing and research organizations as long as confidentiality is maintained and such organizations are required to destroy records after they no longer are needed.
8. Anyone if required by a court order or subpoena. The school shall make a reasonable effort to inform the parent or eligible student prior to complying with the subpoena or court order.

### **Disclosure to Other Parties**

The school shall not disclose student records to other individuals or parties without prior written consent of the parent or eligible student.

### **Release of Information to Other Schools/Agencies**

1. Information from records may be released to officials of other school systems in which the student intends to enroll on the condition that parent/legal guardian or eligible student is notified, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record as previously described.
2. In cases where a student has applied for financial aid, records may be made available to an educational institution or a governmental agency or organization offering such aid in accordance with the procedure above.
3. Except at the written request and authorization of the parent/legal guardian or eligible student, records will not be released to prospective employers, F.B.I. or any person or agency not specifically named in the Family Educational Rights and Privacy Act and the accompanying federal regulations.
4. Requests for the release of information that are received from educational institutions and other

agencies ordinarily are accompanied by the required parent/legal guardian or eligible student authorization for release of information. These requests should also include a description of the records desired, the reason for the request, the person requesting the record, the intended use, and assurance of confidentiality of the information to be released. In the absence of parent/legal guardian or eligible student authorization for release of information, the principal will place the request in the student's permanent file, forward the School's consent form to the requesting agency, and record the request.

### **Annual Notification of Rights**

The School at the beginning of each academic year will notify the parents/legal guardians and eligible students of their rights pursuant to this policy. Copies of this policy or forms may be obtained from the administration office at any time during normal business hours. A copy of the Family Educational Rights and Privacy Act, the Board policy on student records, and this regulation shall be on file in the office of each building principal and of each individual who carries out procedures relative to the Act or policy. Complaints regarding violations of rights accorded parents and eligible students pursuant to the Family Rights and Privacy Act may be submitted to the local Office of Civil Rights of the Department of Education.

### **Waivers**

A parent/legal guardian or eligible student may waive any or all of his rights protected by this policy. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The district does not require a waiver but may request a waiver. Any waiver under this provision may be revoked at any time in writing.

## **Confidential Communications Policy**

### **Confidentiality of Property and School Records**

As a member of any Scholar Academies' team, you are committed to the success of your school and students. Our success depends upon the methods developed by the School Team and the commitment to executing those policies and practices. While we fully embrace the value of partnering with likeminded organizations, we consider these methods to be the exclusive property of Scholar Academies and Young Scholars Charter Schools and prohibit the sharing of school materials, handbooks, templates, documents, etc. as they relate to work with outside individuals and organizations without first obtaining the approval of the Co-Principal of Culture and Operations or CEO. As a matter of course, if a situation arises involving any aspect of this policy, consult with your supervisor right away.

Confidentiality is especially important with respect to student education records, which are protected from disclosure by federal privacy laws. Scholar Academies and all Young Scholars' Charter School's employees are expected to keep student records – including, but not limited to, student registration forms, graded papers, and social security numbers – confidential at all times. In short, SA or any Young Scholars' Charter School Staff must have written permission from the parent or eligible student to release **any** information from a student's education record, except to the following parties or under the following conditions:

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

When in doubt, employees should consult with the School's Director of Operations before disclosing any student information.

### **Annual Child Find Policy Notice to Parents**

**Evaluation Process:** The school has a procedure in place through which parents who suspect that their child has a disability can request an evaluation. For information about procedures applicable to your child, contact the Assistant Principal of SPEC-ED and Student Supports directly by phone or in writing.

**Parental Consent:** School entities cannot proceed with an evaluation, or with the initial provision of special education and related services, without the written consent of the parents. For additional information related to consent, please refer the Procedural Safeguards Notice which can be found at the PaTTAN

website, <http://www.pattan.net/category/Legal/Forms/Browse/Single/?id=4db2885acd69f9c4431a0100>, Once written parental consent is obtained, the school will proceed with the evaluation process.

**Program Development:** Once the evaluation process is completed, a team of qualified professionals and parents determine whether the child is eligible. If the child is eligible, the Individualized Education Program (IEP) Team meets, develops the program, and determines the educational placement. Once the IEP team develops the program and determines the educational placement, the school staff will issue a notice of recommended educational placement (NOREP). Parental consent is required before initial services can be provided. The parent has the right to revoke consent after initial placement.

**Confidentiality of Information:** The school maintains records concerning all children enrolled in the school, including students with disabilities. All records are maintained in the strictest confidentiality. Parental consent, or consent of an eligible child who has reached the age of majority under state law, must be obtained before personally identifiable information is released, except as permitted under the Family Education Rights and Privacy Act (FERPA). The age of majority in Pennsylvania is 21. Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. Each participating agency must maintain, for public inspection, a current listing of the names and position of those employees within the agency who have access to personally identifiable information. For additional information related to student records, parents can refer to the Family Education Rights and Privacy Act (FERPA) <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>. This notice is only a summary of the Special Education services, evaluation, and screening activities, and rights and protections pertaining to children with disabilities, children thought to be disabled, and their parents.

### **Students with Disabilities**

After receiving the results of a multidisciplinary evaluation, the Assistant Principal of Student Support or School Psychologist will contact parents and set up a meeting to discuss the results of evaluations and whether the student is eligible for Special Education Services. A special education teacher, general education teacher, Assistant Principal of Student Support or School Psychologist, parent, and student if appropriate will attend the eligibility meeting. If eligible and the parent consents, the Director of Student Support will assign the student to a Case Manager, and the case manager will construct an IEP based on the results of the multidisciplinary evaluation report, teacher, student and parent input. The Case Manager will then lead the process of scheduling and conducting the IEP meeting with the special education teacher, general education teacher(s), parent, student if appropriate, and any related service providers needed in attendance.

Students with disabilities who have an Individualized Education Program (IEP) will have individualized academic and behavior goals based on their areas of greatest need. In order to meet the goals written by the IEP Case Manager, each student with an IEP will be given daily access to a case manager. The case manager will design and devise an implementation plan for providing individualized supports during instruction, curriculum accommodations or modifications, assessment accommodations or modifications, accommodations related to the disability and determined to be necessary by the IEP team, and /or individualized homework support after school. Updates regarding student progress toward meeting IEP goals will be provided to parents by the Special Education Case Manger once each quarter. A child's Special Education Case Manager will collaborate with parents and any other teachers working with the student to ensure communication regarding positive developments and concerns about the student's progress or performance.



## Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 is enforced by the Office of Civil Rights (OCR) in the U.S. Department of Education and generally refers to adjustments in the regular classroom but can include other educational services as well. Section 504 indicates that schools are required to provide a free appropriate education to students with disabilities based on their individualized educational needs. Disability documentation needs to be provided, and necessary accommodations must be requested. Compliance with Section 504 for school age children is achieved through implementation of PA Chapter 15: Other Protected Handicapped Students

<http://www.pacode.com/secure/data/022/chapter15/chap15toc.html> . Schools must provide each identified, protected, handicapped student enrolled, without cost to the student or family, those related aids, services or accommodations which are needed to afford the student equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities without discrimination and to the maximum extent appropriate to the student's ability. This is accomplished through the creation of a Chapter 15 Service Agreement.

If a parent suspects that their child may qualify as a protected, handicapped student, they should contact the Assistant Principal of SPEC-ED and Student Supports and be prepared to show documentation of the disability and necessary accommodations from a medical professional. Once documentation is obtained, a formal 504 Service Agreement will be developed and implemented.

### Provision of Related Service Including Psychological Counseling

#### Section 300.34 Related services.

Young Scholars commits to section 300.34 in providing related service as needed. We partner with outside agencies (i.e. Therapy Source), in providing these services to our students. In the history of our school, we have ranged in related service providers including the following, School Psychologists, Occupational Therapist, Speech and Language Pathologists, Physical Therapists, and Social Workers.

(a) General. Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes.

Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training.

(b) Exception; services that apply to children with surgically implanted devices, including cochlear implants.

(1) Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (e.g., mapping), maintenance of that device, or the replacement of that device.

(2) Nothing in paragraph (b)(1) of this section—



(i) Limits the right of a child with a surgically implanted device (e.g., cochlear implant) to receive related services (as listed in paragraph (a) of this section) that are determined by the IEP Team to be necessary for the child to receive FAPE.

(ii) Limits the responsibility of a public agency to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school or is at school; or

(iii) Prevents the routine checking of an external component of a surgically implanted device to make sure it is functioning properly, as required in §300.113(b).

(c) Individual related services terms defined. The terms used in this definition are defined as follows:

(1) Audiology includes—

(i) Identification of children with hearing loss;

(ii) Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;

(iii) Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;

(iv) Creation and administration of programs for prevention of hearing loss;

(v) Counseling and guidance of children, parents, and teachers regarding hearing loss; and

(vi) Determination of children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

(2) Counseling services means services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.

(3) Early identification and assessment of disabilities in children means the implementation of a formal plan for identifying a disability as early as possible in a child's life.

(4) Interpreting services includes—

(i) The following, when used with respect to children who are deaf or hard of hearing: Oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and Type Well; and

(ii) Special interpreting services for children who are deaf-blind.

(5) Medical services means services provided by a licensed physician to determine a child's medically related disability that results in the child's need for special education and related services.

(6) Occupational therapy—

(i) Means services provided by a qualified occupational therapist; and

(ii) Includes—

(A) Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation;

(B) Improving ability to perform tasks for independent functioning if functions are impaired or lost; and

(C) Preventing, through early intervention, initial or further impairment or loss of function.

(7) Orientation and mobility services—

(i) Means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and

(ii) Includes teaching children the following, as appropriate:

(A) Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street);

(B) To use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for children with no available travel vision;

(C) To understand and use remaining vision and distance low vision aids; and

(D) Other concepts, techniques, and tools.

(8) (i) Parent counseling and training means assisting parents in understanding the special needs of their child;

(ii) Providing parents with information about child development; and

(iii) Helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP or IFSP.

(9) Physical therapy means services provided by a qualified physical therapist.

(10) Psychological services includes—

(i) Administering psychological and educational tests, and other assessment procedures;

(ii) Interpreting assessment results;

(iii) Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;

(iv) Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations;

(v) Planning and managing a program of psychological services, including psychological counseling for children and parents; and

(vi) Assisting in developing positive behavioral intervention strategies.

(11) Recreation includes—

(i) Assessment of leisure function;

(ii) Therapeutic recreation services;

(iii) Recreation programs in schools and community agencies; and

(iv) Leisure education.

(12) Rehabilitation counseling services means services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with a disability by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended, 29 U.S.C. 701 et seq.

(13) School health services and school nurse services means health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person.

(14) Social work services includes—

(i) Preparing a social or developmental history on a child with a disability;

(ii) Group and individual counseling with the child and family;

(iii) Working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school;

(iv) Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and

(v) Assisting in developing positive behavioral intervention strategies.

(15) Speech-language pathology services includes—

(i) Identification of children with speech or language impairments;

(ii) Diagnosis and appraisal of specific speech or language impairments;

(iii) Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;

(iv) Provision of speech and language services for the habilitation or prevention of communicative impairments; and

(v) Counseling and guidance of parents, children, and teachers regarding speech and language impairments.

(16) Transportation includes—

(i) Travel to and from school and between schools;

(ii) Travel in and around school buildings; and

(iii) Specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.

### **School Counselor & Social Worker**

Young Scholars Charter School Counselor offers Psychological Counseling Center to students by offering psychological screeners to determine areas of therapeutic need, counseling, crisis intervention and referrals. These services are provided at no cost to parents.

A typical day for a school social worker roughly adheres to a normal school schedule. School social workers get to school early in the morning and may stay late to meet with students or make after-hours home visits. If a student does not show up to school, the social worker may visit the student's home to determine why. Early in the year, school social workers may meet with school administrators to determine at-risk student populations, such as LGBTQ students, homeless students, and students suffering from mental or behavioral disorders. Throughout the year, they may plan and implement programs to educate school staff.

During a typical day, school social workers may visit with students who exhibit mental health, behavioral, or social problems that limit their success in the classroom. Once they identify a problem, social workers may spend less time with the student and more time working with outside people and agencies. They may work alongside the student's teachers to implement changes that may lead the student to more success or, if the problem occurs in the student's home, they may visit with the student's family. If the student suffers from hunger, violence, abuse, or homelessness, they help these students and their families access resources like shelters, food banks, and medical care.

### **What's the Difference Between a School Social Worker and a School Counselor?**

Although the duties of school social workers and school counselors overlap, the professions differ in a few fundamental ways. Both professions address students' mental health, but school social workers focus more attention on how to alter the students' environment to increase his or her academic, emotional, and social wellbeing while counselors rely mostly on individual counseling sessions. School social workers recruit outside services, such as child welfare or substance abuse programs, and make home visits to assess the students' home environment; school counselors mostly apply psychotherapy. School social workers also work with teachers, school administrators, and entire school districts to implement programs and teacher trainings.

### **YSCS Hybrid Position – Counselor / Social Worker**

Though school counselors and school social workers both work in schools, some private practice social workers may also work in schools on a contract basis. Both professions typically require a master's degree. Social workers tend to hold a master's in social work while school counselors typically hold a master's in school counseling or psychology. Young Scholars has decided to combine these two roles (hybrid), based on the overall needs of our students and the skills set of our two service providers.

**School Counselor** – Our Full-Time School Counselor, will be responsible for our students within the school wide community. Her role will not only involve the MTSS process, but crisis management, trauma informed practice, SEL, and networking without external related service providers, etc. Although credential certified as the School Counselor, she will take on various Social Worker duties in meeting the overall needs of our scholars.

**Social Worker** – Our Part-Time Social Work will work collaboratively with the School Counselor where needed. She is primarily responsible for our SPEC-ED population in providing social skills to our IEP scholars and supporting their families.

### **Personal Care Assistant / Special Education**

Department: Support Staff (Support Services)

Reports To: Director of Special Education Services

The Personal Care Assistant is assigned specifically to a student or group of Students who regularly need one on one assistance to maintain appropriate and equitable participation in the school setting. The PCA directly supports the students at the direction of the teacher and is under the general supervision of the program supervisor of special education.

## **Special Education Timelines**

<b>Child Find</b>	Public notice describing special education programs and how to request evaluation	Annually
<b>Oral Request for Evaluation by Parent</b>	When an oral request is made to any school professional or administrator, the school entity must provide the Permission to Evaluate-Evaluation Request Form to the parents.	Within 10 calendar days
<b>Evaluation</b>	Time to conduct evaluation and complete report after informed consent received from parent  Time prior to IEP meeting for evaluation report to be issued	60 calendar days * Exception-summer break  At least 10 school days (can be waived if parent agrees)
<b>Individualized Education Program (IEP)</b>	Time following evaluation report to develop IEP  Time from development of IEP to implementation  Review of IEP	Within 30 calendar days  ASAP or within 10 school days  At least annually Note: If the LEA knows or should know that a child has an inappropriate IEP then it must be corrected immediately.
<b>Oral Request for Reevaluation by Parent</b>	When an oral request is made to any school professional or administrator, the school entity must provide the Permission to Reevaluate-Reevaluation Request Form to the parents.	Within 10 calendar days
<b>Reevaluation</b>	All students except those with mental retardation (MR)/an intellectual disability  Students with MR/ intellectual disability	Must be reevaluated at least once every 3 years (can be waived if parent and LEA agree)  Must be reevaluated at least once every 2 years (cannot be waived)  Note: Summer due dates of a Reevaluation Report are not excused from 2- or 3-year required timeline.

## **Anti-Bullying/Anti-harassment Policy**

### **Anti-Bullying Policy**

#### **Purpose:**

The Board of Trustees ("Board") recognizes the importance of a safe school environment to the ultimate success of the school. The Board has determined that a safe environment is central to a culture of achievement. Students learn by example; school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect and refusing to tolerate bullying.

#### **Definition of Bullying:**

Bullying is any gesture, written, verbal, graphic, or physical act (including electronically transmitted acts - i.e. internet, cell phone, personal digital assistant (PDA), Facebook, Instagram, and other social networking sites) that is reasonably perceived as being motivated either by any characteristic (actual or perceived), such as race, color, religion, gender, ancestry, national origin, age, physical or mental disability, sexual orientation, or by any other distinguishing characteristic.

"Bullying" meets all of the following criteria:

- is directed at one or more pupils;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress;

Such behavior is considered bullying whether it takes place on or off school property, at any school-sponsored function, or in a school or school sponsored/sanctioned vehicle.

The Board expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

The Board believes that standards for set for student behavior must be set cooperatively through interaction among the students, parents and guardians, staff, and community members of the school, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school and community property on the part of students, staff, and community members.

Since bystander support of bullying can support these behaviors, the school prohibits both active and passive support for acts of bullying. School staff should encourage students to support students who walk away from these acts when they see them, constructively attempt to stop them, or report them to the designated authority.

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying may range from positive behavioral interventions up to and including suspension or expulsion, in the case of a student, or suspension or termination in the case of an employee, as set forth in the school's approved code of student conduct or this Handbook.

Consequences for a student who commits an act of bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the school's approved code of student conduct. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences.

The Board requires the Co-Principal of Culture and Operations and/or the School Director's designee at the school to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the Co-Principal of Culture and Operations or the School Director's designee. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action may *not* be based solely on the basis of an anonymous report.

The Board requires the Co-Principal of Culture and Operations and/or the School Director's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the Co-Principal of Culture and Operations and/or the School Director's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after a report or complaint is made.

The Board prohibits reprisal or retaliation against any person who reports an act of bullying. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Co-Principal of Culture and Operations after consideration of the nature, severity, and circumstances of the act.

The Board prohibits any person from falsely accusing another of bullying. The consequences and appropriate remedial action for *a person* found to have falsely accused another of bullying may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for *a school employee* found to have falsely accused another of bullying shall be disciplined in accordance with school policies, procedures, and agreements.

The Board requires school officials to annually disseminate the policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of bullying that occur on school property, at school-sponsored functions, or in a school vehicle.

Young Scholars Charter School will comply with federal, state and local laws relating to bullying and/or the discipline of special education students who engage in an act of bullying.



## Physical Intervention Policy

Staff who frequently intervene in situations where student behavior has escalated to levels resulting in safety concerns are trained in Handle with Care Safety Techniques. The Primary Restraint Techniques are only to be used to control acute or episodic aggressive or self-injurious behavior when the student is acting in a manner as to be a clear and present danger to himself/herself or to other students or staff, and only when less restrictive measures and techniques have proven to be or are less effective. The term "restraint" is the application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student's body. The term "restraint" does not include briefly holding, without force, a student to calm or comfort him/her, guiding a student to an appropriate activity, or holding a student's hand to safely escort him/her from one area to another. The term does not include hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents and specified in an IEP. Prior to utilizing any physical restraints, staff must take specific steps to de-escalate a student and change the unsafe behavior. Under no circumstance is a physical restraint or intervention of any kind to be used as a consequence for misbehavior. Staff understands that use of physical intervention and/or restraint outside of the guidelines set forth in this document is prohibited. Additionally, the use of prone restraints is prohibited. Use of physical intervention and/or restraint not in accordance with this policy may result in legal and/or disciplinary action against the staff member(s) involved.

### Physical Intervention Prevention

Positive, rather than negative measures must form the basis of behavior support programs to ensure that all students are free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. The following are positive behavioral strategies to utilize to prevent an escalation that may result in physical contact:

1. Use a modulated, low, monotonous tone to redirect the escalated student to safety. Raising your voice may only further escalate the child.
2. Remove the escalated student from loud, busy environments to an environment that is calm and quiet. Use proximity and a low monotonous voice when possible to move the child to a safe place. If the child is unresponsive after several attempts to move them verbally, use a one-arm escort to safely move them to a private space.
3. Give the child a replacement behavior to express frustration (ex. scribbling on paper, ripping paper, punching a pillow).
4. Give choices when possible, with both alternatives being safe. For example, "You can walk over there to calm down, or you can sit here and write down how you are feeling."
5. Make adjustments to the environment to maintain safe behavior (ex. remove objects that might be thrown or damaged during the escalation).
6. Redirect the child to another topic or to a staff person with whom the student has a good rapport.
7. Express support and concern. "I understand that you're upset. I want us to get to a private space so I can hear your side of the story."

The following are strategies based on body language, interaction, and tone tips to avoid further escalation of behaviors:

1. Use body language to communicate that you are calm. Negative body language can make the student feel more anxious and may further escalate them.

2. Don't try to reason with or discipline an escalated student. Reasoning may not be possible for the student while escalated. Wait until after full de-escalation to administer consequences.
3. Even when firmly setting limits, be calm and respectful. Agitated individuals are sensitive to feeling shame and disrespect.
4. Gently announce actions before initiating them.
5. Keep instructions and dialogue simple in attempting to bring the level of arousal down. Use single-step directions or yes/no questions.
6. Give the child appropriate personal space.
7. Do not insist that the student make eye contact with you during an escalation. Wait until complete de-escalation has occurred to attempt this type of directive.
8. Listen—active listening often is enough to de-escalate the situation.
9. Ask how you can help.
10. Move slowly.

Avoid touching a student unless necessary to control acute or episodic or aggressive self-injurious behavior when a student is acting in a manner as to be a clear and present danger to himself/herself, to other employees or to staff. Remember, the goal is to calm the student down and help him/her to feel safe and in control. The student often *needs* assistance in calming down. Consequences, discipline, and conversations should occur only when the student has calmed down and is able to engage.

One-arm escort as a means to avoid the use of Primary Restraint Techniques:

- When the student appears that they are likely to become a threat to others, themselves, or you, if you do not get them into a controlled space, utilize the one-arm escort to get them to a safe space.

If the student is escalated for an extended period but the student's behavior is not an immediate safety concern and your efforts to deescalate are not successful, call the Social Worker or Assistant Principal of SPEC-ED and Student Support for assistance.

### **Primary Restraint Technique Incidents and Follow-Up**

You should only administer a Primary Restraint Technique with a student to control acute or episodic aggressive or self-injurious behavior when the student is acting in a manner as to be a clear and present danger to himself/herself or to other students or staff, and only when less restrictive measures and techniques have proven to be or are less effective.

In the limited circumstances when the use of the Primary Restraint Technique becomes necessary, the following must occur:

- When a physical intervention becomes necessary immediately notify a member of the administration team. One of those people will immediately come to support you.
- Never be alone in a situation that requires physical intervention. Always secure another staff member to assist.
- After the incident has de-escalated, immediately write or type what happened on an incident report form and bring it to the Assistant Principal of Culture for processing. If Assistant Principal of Culture is unavailable bring it to the Assistant Principal of SPEC-ED and Student Supports for processing.
- The processing administrator will debrief the event with the staff involved and provide feedback where needed.

- The processing administrator will facilitate parent/guardian communication about the event. The person who implemented the physical intervention will be required to make the parent/guardian call with the support of the administrator.
- The use of restraints to control the aggressive behavior of an individual student shall cause the school entity to notify the parent/guardian of the use of restraint and shall cause a meeting of the IEP team within 10 school days of the inappropriate behavior causing the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior.
- The processing administrator shall ensure that the school maintains and reports data on the use of restraints as required by law.
- The form titled "Administrator's Report of Physical Contact" shall be used.

\*You should expect to spend 30-45 minutes conducting all needed follow-up after the occurrence of a physical intervention. This follow-up is mandatory; other priorities will be secondary to this important process.

## BEHAVIORAL HEALTH EMERGENCIES: PREVENTION & INTERVENTION

(Borrowed from the School District of Philadelphia with modifications)

### Behavioral Health Emergencies: “Nuts and Bolts”

Behavioral health emergencies include incidents of suicidal or homicidal ideation. Students are potentially suicidal or homicidal if they attempt to or express verbally, in writing, or through pictures, the desire or intent to inflict serious or life-threatening injury to themselves or others. Behavioral health emergencies also include behavior likely to escalate and put the student in risk of danger if not addressed within a week. In the event of a behavioral health emergency, the student should never be left alone. The school social worker or Director of Student Support should immediately be notified and an assessment of the level of risk should occur. In assessing the level of risk of a behavioral health emergency, the social worker should collaborate with the Director of Student Support, Director of Culture, Grade-Level Dean, and/or School Director. Collaboration in assessing the level of risk is necessary. The decision should not be made in isolation; rather, it should be made by a team of 3 of the above noted people. This practice ensures that the decision is made in the best interest of the child and that the burden of responsibility for assessing the level of risk is not assumed by one individual alone.

### Standardized Risk Assessment

In assessing the level of risk of a behavioral health emergency, the school has adopted standardized risk assessment language that includes three levels of risk: routine, urgent, and emergent. Each level of risk and the response necessary at each level are indicated below.

Routine- Routine risk deems that the student is at significant risk of harm and should receive intervention (i.e. assessment and/or treatment by a mental health professional) within 5 days to reduce the risk of harm and prevent steadily worsening symptoms.

The intervention for a Routine situation is as follows:

1. The school social worker, Director of Student Support, School Director, or Dean should contact the parents immediately to inform them of the situation and request an immediate conference. The child should not be sent home alone prior to conferencing with the parent face to face and having the parent sign a Report of Parent/Guardian Emergency Conference Form that includes community referral resources.
2. The parents/ guardian should be given community referral resources via the Behavior Health Emergency Follow-Up Form. Community resources include Base Service Units (BSUs) and the Suicide and Crisis Intervention Hotline to be used as a resource during non-school hours. Upon signing the form, the parents should be given the original, with one copy to be filed with the Director of Student Support & one to be filed with the school social worker in the student file. If the student does not have a social work file, one should be created at this time.
3. The Social Worker should notify the parent that the SST Coordinator will be notified of the incident and a Tier II meeting will occur to ensure that the student is receiving the necessary services and supports to address the cause of the crisis.
4. The SST Case Manager should call the parent after the Tier II Support Plan is created to notify the parent of the contents of the plan. Supports should be tracked as all SST supports are tracked and interventions added or reduced according to student progress over time.

Urgent- Urgent risk deems that the student is at significant risk of harm and should receive intervention within 24 hours.

The interventions for an Urgent situation are as follows:

1. The parents should be contacted and an immediate face-to-face conference scheduled as in Routine situations. The child should not leave the school alone.
2. The resource information should be provided on the Report of Parent/Guardian Behavior Health Emergency Follow-Up Form signed by the parents in the face-to-face conference. As in Routine situations, the parents should be given the original form, with a copies filed by the support services coordinator and one with the social worker.
3. The parents/ guardian should be given community referral resources via the Behavior Health Emergency Follow-Up Form. In Urgent situations, community resources should include contact information for the Crisis Response Center for Children and a Suicide and Crisis Intervention Hotline that can be used as a resource during non-school hours. Upon signing the form, the parents should be given the original, with one copy to be filed with the Director of Student Support & one to be filed with the school social worker.
4. The Social Worker should notify the parent that the SST Coordinator will be notified of the incident and a Tier II meeting will occur to ensure that the student is receiving the necessary services and supports to address the cause of the crisis.
5. The SST Case Manager should call the parent after the Tier II Support Plan is created to notify the parent of the contents of the plan. Supports should be tracked as all SST supports are tracked and interventions added or reduced according to student progress over time.

Emergent- Emergent risk deems that the student presents as a clear and imminent danger to themselves or others and intervention must occur immediately.

Emergent situations include:

- o A student who has inflicted or attempted to inflict serious bodily harm to his or herself or others
- o Homicidal ideation that presents a clear and imminent danger to others (with or without a weapon)
- o A suicide attempt or the reasonable probability that a suicide attempt will be made
- o Significant self-mutilation
- o Barricades or hostage situations
- o Inability to care for one's basic needs (food, clothing, shelter), as evidenced by dramatic weight loss etc.

The interventions for an Emergent situation are as follows:

1. The School Director, social worker, dean, and support services coordinator should be contacted, if not already involved, to review the situation and confirm the level of risk.
2. The Philadelphia Behavioral Health System's Mobile Emergency Team (MET) should be contacted when a student exhibits behavior that is the result of a mental illness or disability that presents a clear an immediate danger to self or others. The caller should be ready to explain to the MET the observable behaviors and statements that qualify as emergent. The caller should have the student's date of birth, address, parent name, and parent phone number available in preparation for transport to the Crisis Response Center.
3. The parent/legal guardian should be contacted immediately and informed of the situation. It should be requested that they come to the school at once or go to the hospital or mental health facility if the student has already been removed from the school.
4. When the MET arrives, they will assist school personnel in determining whether or not the student needs to go to the CRC. If it is determined that the CRC is necessary, the student may transported to the CRC for either a voluntary or involuntary evaluation.

5. Once the incident is addressed via the steps outlined above, the social worker or support services coordinator should complete a Serious Incident Report that describes where the incident took place, when it took place, observable behaviors, and action taken by adults.

### **Voluntary Versus Involuntary Psychiatric Examination**

#### **Voluntary Examination:**

- o If the MET determines that the level of risk warrants a psychiatric evaluation and:
  - the student is over 14 years of age and willing to be transported to the CRC
- OR
- under 14 and the parent consents and is present, the MET will transport the student to the CRC for an evaluation. This voluntary process is known also as a "201."

#### **Involuntary Examination:**

- o If the MET determines that the level of risk warrants a psychiatric evaluation and:
  - the student is 14 years of age or older and not willing to be transported to the CRC for an evaluation
- OR
- under 14 years of age and the parent is not present or does not wish to proceed with the evaluation process, paperwork can be completed with the assistance of the MET to proceed with an involuntary commitment to evaluate. This involuntary process is also known as a "302."

#### **Points to consider:**

- o In order to process the "302" paperwork, the person who witnessed the behavior warranting an evaluation must complete the paperwork and accompany the student and the MET to the CRC. This person is called the "petitioner."
- o A "302" only guarantees that the student will be evaluated at the CRC, not admitted.
- o The Department of Human Services should be contacted (683-6100) when a behavioral health emergency is associated with child abuse and/or neglect, or the student is known to D.H.S.
- o Parents should always be encouraged to be part of the process. However, if the parent is resistant to intervention that may save the student's life, or the lives of others, the school must proceed without parental involvement, serving as the petitioner for an evaluation. If needed, the police can be contacted to serve as an intermediary between school staff and highly resistant or hostile parents.

### **Postvention**

When a student returns to school following crisis intervention services, as well as long-term inpatient or partial-hospitalization treatment, the SST must make referral procedures for immediate assessment and implementation of an appropriate plan for counseling follow-up. If the student is receiving treatment from an outside agency, wellness planning should be coordinated with that agency once agency and school releases of information are signed.

With parental permission, when a student under 14 is discharged, the district must connect with CRC, and they will fax a copy of discharge instructions to the school that provides basic recommendations. When the student is 14 or over, upon his or her informed consent, his or her discharge instructions will be faxed.

### **De-Escalation Strategies**

There are many times when students' behavior presents as a crisis but does not warrant MET involvement. The student is "out of control" of his or her own ability to "calm-down," needing the assistance of a staff person in de-escalating.

Following are helpful techniques to use in attempting to de-escalate the student:

8. Use tone of voice to assist in de-escalating the student. Use a modulated, low, monotonous tone. Raising your voice only escalates the child.
9. Stay and appear calm. Your anxiety can make the student feel more anxious and unsafe. This, in turn, escalates the student further.
10. Remove the student from loud, busy environments to an environment that is calm and quiet. This also prevents the student from feeling more anxious and unsafe.
11. Don't try to reason with or discipline an escalated student. Reasoning is not possible for the student while escalated.
12. Be respectful, even when firmly setting limits. Agitated individuals are sensitive to feeling shame and disrespect.
13. Give choices when possible, with both alternatives being safe.
14. Redirect the child to an activity he or she enjoys or to a staff person with whom the student has a good rapport.
15. Keep instructions and dialogue simple in attempting to bring the level of arousal down
16. Give the child appropriate space.
17. Listen- active listening often is enough to de-escalate the situation.

Remember, the goal is to calm the child down and help him or her to feel safe and in control. Consequences, discipline, and conversations should occur only when the child has calmed down and is able to engage in understanding. Also remember, the child needs assistance in calming down. He or she does not have current control of his or her emotions.

#### **Transport Procedures for Involuntary Mental Health Evaluation**

1. In the event that a child is determined to need immediate mental health evaluation by the intervention team, MET and/or police, the following procedures must be followed.
2. Once the decision that the transport must occur is made, the Director of Student Support, Dean, Social Worker, or Co-Principal of Culture and Operations must notify the walkie holders to standby for announcement to prepare for transport. (ie. First floor middle school side, student in crisis in room 114. Standby for announcement to prepare for transport.)
3. While waiting for transport, keep the child in a safe location accompanied by at least two adults.
4. When police arrive, prepare the floor for transport.
5. The Director of Student Support, Social Worker, Dean, or Co-Principal of Culture and Operations will announce on the walkie that the specific floor on which the student is located must be prepared for transport. (ie. First floor middle school side, prepare for transport.)
6. Doors of all classrooms on the floor where the child is located must be locked by School Director, Director of Student Support or floor Dean.
7. Teachers must be told by the person locking doors to "hold all students inside until further notice is given."
8. Classrooms will be held on lockdown until the student in need has been secured in the vehicle conducting transport.
9. After the student in need is in the transport vehicle, the School Director, Director of Student Support or floor Dean will unlock each door and notify the teachers that it is now safe to move.

#### **Important Phone Numbers**

**MET Team Deployment:** 215.685.6440

**Germantown CRC:** 215.951.8300

**Police District 22 Headquarters:**

215.686.3220

215.686.3200

215.686.3221,

## Documentation of Parent Conference for Behavior Health Emergency

Date: \_\_\_\_\_

Dear \_\_\_\_\_:

This letter serves as written documentation of our conversation regarding your child on \_\_\_\_\_.

We are very concerned that \_\_\_\_\_ may be in an emergency situation, one which warrants immediate professional attention. Documented below are our concerns.

*\*document observable behaviors here\**

By \_\_\_\_\_, please take the action suggested below. Obtain documentation from the professional with whom you visit to confirm that the action suggested below was taken. Call the number of the staff member listed at the closing of this document to schedule a follow-up meeting during which you will provide the documentation that you completed this action to the school.

**Action:** Seek a behavior health evaluation for \_\_\_\_\_ with the agency(ies) listed below within \_\_\_ hours/days to address the recent incident(s).

Germantown Community Health Services  
1 Penn Blvd., 3<sup>rd</sup> Fl  
Philadelphia, PA 19144  
Tel: 215.951.8300

Sincerely,

**Staff Title:**

\_\_\_\_\_ **Charter School**

Cell:

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Permission to Release Confidential Records

I, \_\_\_\_\_, parent/legal guardian of  
\_\_\_\_\_, date of birth \_\_\_/\_\_\_/\_\_\_, give the offices of

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

permission to discuss the needs of my child with the social work and support services staff at  
\_\_\_\_\_ **Charter School**. School personnel will be contacting you to discuss  
their observations of his/her behavior and academic performance and inquire about how his/her clinical  
needs may be impacting him/her at school. Please maintain communication with the school in order to  
help them develop a plan to effectively support my child in all environments.

Thank you,

Print Parent Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Functional Behavioral Assessment Consent Form

Dear Parent/Guardian,

As a way to best serve your child, \_\_\_\_\_, we would like to conduct a functional behavior assessment (FBA). A functional behavior assessment is the process of:

- Identifying behaviors(s) that negatively impact school performance
- Identifying environmental events that impact these behavior(s)
- Determining the cause/function of the behavior(s)
- Outlining the necessary changes needed to be made by the school, teacher, student, and parent/guardian in order to allow the student to successfully access the general curriculum.

An FBA may include, but is not limited to, the following components:

- Interviews completed by the student (if applicable), teacher(s), and parent(s)/guardian(s) regarding the student's behavior.
- Information gathering tools (e.g., cumulative file review, Motivation Assessment Scale, teacher rating scale and student self--assessment)
- Observations of student behavior in school settings
- Data collection on student behavior
- Interventions to address student behavior, which focus on decreasing negative behavior and teaching new, appropriate replacement behaviors
- Ongoing data collection to evaluate intervention effectiveness
- Safety or crisis plan, if necessary

We greatly appreciate your involvement in this plan during each step in the process. If you have any questions regarding this process please call: \_\_\_\_\_ at \_\_\_\_\_(phone).

Please sign below to indicate whether or not you give consent to conduct a functional behavior assessment (FBA).

\_\_\_\_\_

I **do give** consent for my child, \_\_\_\_\_, to participate in a functional behavior assessment.

I **do not give** consent for my child, \_\_\_\_\_, to participate in a functional behavior assessment.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

## Special Education & Clinical Evaluations Demystified

### **The school will initiate a behavior-focused psycho-educational evaluation when:**

1. The school learns that the student has a behavioral health diagnosis AND the school believes the diagnosis is interfering with learning.
2. The student does not have a diagnosis, but the student's behavior interferes with their learning or the learning of others for a period of 6 months or longer.

This evaluation will qualify a student for or rule out the need for special education services focused on behavior support. It takes 60 days from the date the parent signs consent to complete & up to 30 additional days for services to begin.

### **The school will refer a student for a clinical psychological evaluation when:**

1. The student has struggled behaviorally despite lower level interventions after a period of 90 days.

This type of evaluation will provide or rule out a behavior health diagnosis and may qualify a student for services such as outpatient therapy, family counseling, in-home support, or School Therapeutic Services (ATA). This type of evaluation takes 30 days from the appointment date for the clinical psychologist to complete. After the report is complete, it takes an additional 2 weeks for the insurance company to authorize recommended services so that they may begin. If a diagnosis is obtained through this evaluation and the school believes it is interfering with learning, a behavior-focused psycho-educational evaluation investigating the need for special education services will be requested at this time.

### **The school will initiate a speech/language evaluation when:**

1. The teacher tells the DOSS that they have a concern about the child's development in the area of articulation, expressive language, receptive language, or stuttering.
2. The DOSS requests a language screening from the Speech Therapist.
3. After conducting the screening, the Speech Therapist recommends an evaluation for SLI.

This type of evaluation will qualify a student for or rule out the need for pull-out speech & language therapy services. It takes 60 days from the date the parent signs consent to complete & up to 30 additional days for services to begin.

### **The school will initiate an academics-focused psycho-educational evaluation when:**

1. The student is not achieving at expected levels and does not have an attendance issue that could explain the struggle.
2. The student has received Tier 2 and Tier 3 supports for a period of 90 school days or longer and made limited progress/remains 2 or more grade levels behind their same-aged peers.

This type of evaluation will determine or rule out a learning disability or intellectual disability and will make a recommendation about if special education learning supports are needed or not. The school avoids evaluating any student in their first year of school until the second half of the school year, because it is unlikely that they will qualify before then. It takes 60 days from the date the parent signs consent to complete & up to 30 additional days for services to begin.

## Criteria for Psycho-Educational Evaluation

- Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input) must be documented
- Teacher observations and observations by related service providers must be included when appropriate
- Recommendations by teachers must be documented
- The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education must be documented
- Assessments scores including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition), etc must be documented
- Assessment interpretation narrative must be provided for all assessments conducted
- If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication) must be documented.
- Determining factors
  - a documented conclusion (yes/no) and evidence for conclusion regarding appropriate instruction in reading must be present
  - a documented conclusion (yes/no) and evidence for conclusion regarding appropriate instruction in math must be present
  - a documented conclusion (yes/no) and evidence for conclusion regarding limited English proficiency must be present
- Summary of findings must include:
  - Present levels of academic achievement
  - Present levels of functional performance
  - Behavioral information
  - Student Strengths
  - Student Needs
- Conclusions:
  - 6A, **or** 6B, **or** 6C must be checked
  - Disability Category must be written into this section
- Recommendations for consideration by the IEP Team that describe instructional implications and interventions that may be necessary for the student to access the general education curriculum must be detailed in this section
- Evaluation team participants must be documented
- For determination of SLD:
  - Documentation that the student does not achieve adequately for age must be documented
  - Indication of process used to determine eligibility must be described
  - Instructional strategies used and student-centered data must be documented
  - Effects of student's environment, culture, or economic background on student achievement must be described
  - Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable, must be provided
  - Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents, must be documented
  - Observation in the student's learning environment must be documented

- Statement for all 6 items indicated to support conclusion of SLD must be included (if applicable)

Confidential Parent Questionnaire for IEP Review, Psycho-Educational Evaluation or Re-Evaluation

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_ Relationship to Student: \_\_\_\_\_

**Strengths:**

*Please check all that you believe apply to your son or daughter.*

- Able to work independently
- Joins in extra activities at school or in community
- Works well in a group
- Wants to and likes to learn
- Displays good logic/reasoning and decision making
- Is a good leader
- Can accept criticism
- Considerate of others
- Good communication skills
- Cooperative
- Possesses good interpersonal skills
- Displays positive values (responsibility, honesty, equality, caring)
- Follows rules
- Uses time wisely
- Helps others
- Is connected to and likes school and staff
- Strives to achieve their best
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

**Positive Traits at Home:**

*Please check all that describes your son or daughter's behavior at home.*

- Generally complies with family rules, curfews, etc.
- Does household chores
- Participates in family activities, meals, etc.
- Cares about appearance, health, etc.
- Takes appropriate pride in self and their possessions, keeps room reasonably neat
- Behavior is appropriate with peers and siblings
- Generally respectful toward parent(s)/ caregiver(s) and others

Other: \_\_\_\_\_

Other: \_\_\_\_\_

Listed below are some common problem areas, as well as changes, that you may have begun to notice in your child. If your child's behavior matches any of the warning signals listed below, please check them off.

**Personality:**

Have you observed any of the following with regard to your son or daughter's personality? *(Check all that apply)*

- Noticeable mood swings
- Frequent, extreme highs or lows
- Crying seemingly without explanation
- Appearing very irritable or hostile without reason
- Extremely negative or apathetic attitude
- Spending a lot more time alone, in his/her room
- Exhibiting general loss of energy, motivation, interest or enthusiasm; is increasingly uninterested
- Other changes: \_\_\_\_\_

\_\_\_\_\_

**Friends/Relationships:**

Have you observed any of the following with regard to your son or daughter's friends/relationships? *(Check all that apply)*

- Stopped spending time with old friends
- Hanging out with friends you don't know
- Doesn't want you to meet his or her friends
- Friends immediately go to child's room avoiding contact with family members
- Son or daughter receiving many short phone calls
- Son or daughter not where they tell you they are
- Spends less time in family activities
- Is verbally or physically abusive of family members
- Blaming others; refusing to take responsibility for self
- Refuses to follow family rules
- Other: \_\_\_\_\_

**School:**

Have you observed any of the following with regard to your son or daughter's school experience? *(Check all that apply)*

- Experiencing more problems in school than usual
- Recent or rapid drop in grades
- Stopped participating (or showing less interest) in extracurricular activities such as sports, clubs, etc.
- Caught forging notes to his/her teacher or excuses for absences from school
- Having problems getting your child to go to school
- Wants to drop out of school
- Other: \_\_\_\_\_

\_\_\_\_\_

**Crisis Indicators:**

*Please check all that you have observed with regard to your son or daughter.*

- Has expressed desire to die
- Given away personal possessions
- Has expressed desire to join someone who has died
- Has made suicidal threats/gestures
- Has experienced a recent death of family member or close friend
- Other stressors (please explain)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Physical Traits:**

**Legal/Financial:**

Have you observed any of the following with regard to your son or daughter's physical appearance/traits?  
(Check all that apply)

- Unsteady on feet
- Noticeable change in weight
- Complaining of nausea/stomach ache
- Glassy/bloodshot eyes
- Unexplained physical injuries
- Poor motor skills
- Frequent cold-like symptoms
- Smelling of alcohol/marijuana
- Slurred speech
- Loss of hair
- Self abuse or self mutilation
- Doesn't keep self clean/poor hygiene
- Preoccupied with personal health issues
- Fatigue/constantly tired
- Disoriented
- Change in sleep habits
- Headaches
- Food issues (example: refusal to eat, etc.) (please explain) \_\_\_\_\_

Is your son or daughter experiencing any of the following legal or financial problems?  
(Check all that apply)

- Arrests for drinking/drug use/DUI/possession/other illegal acts
- Curfew violations
- Recently sold personal possessions
- Quit a job or lost a job due to unsatisfactory job performance
- Seems to have more money than job or allowance would provide
- Been caught with drugs and/or alcohol
- Been caught with products associated with drug use/paraphernalia
- Been caught taking things from home or neighbors' homes
- Family members missing money or items from the home (cameras, stereos, watches, TV's, etc.)
- Other: \_\_\_\_\_

What are your concerns for your child that may be a barrier to his or her learning?

What does your child tell you about his or her school experiences?

Parent Phone Number: \_\_\_\_\_

Parent Signature: \_\_\_\_\_



## Parent Input and Developmental History Questionnaire

Name of Child: \_\_\_\_\_ Birthdate \_\_\_\_\_

Parent(s): \_\_\_\_\_

Address: \_\_\_\_\_

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Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

School \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher \_\_\_\_\_

Date form was completed \_\_\_\_\_ By whom \_\_\_\_\_

### Referral Information:

Why was your child referred for a psycho-educational evaluation?

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What questions are you hoping the Psychologist will answer concerning your child?

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Your child's problems can best be described as (choose all that apply):

Learning  Behavioral  Emotional  Social  Physical

Person who first noticed these problems\_\_\_\_\_

How long have these problems been observed:

\_\_\_only recently \_\_\_most of this year \_\_\_all of this year \_\_\_ this and previous year

What has been done to address your child's difficulties?

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What has been tried that has been successful in helping your child?

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Are you currently considering a different school placement for your child \_\_\_ yes \_\_\_no

**Family History:**

Mother's Name\_\_\_\_\_ Birthdate\_\_\_\_\_

Occupation\_\_\_\_\_ Place of Employment\_\_\_\_\_

Highest Level of education\_\_\_\_\_ Living at home?\_\_\_\_\_

Father's Name\_\_\_\_\_ Birthdate\_\_\_\_\_

Occupation\_\_\_\_\_ Place of Employment\_\_\_\_\_

Highest Level of education\_\_\_\_\_ Living at home?\_\_\_\_\_

Parents' current marital status:

Single\_\_\_ married\_\_\_ divorced\_\_\_ separated\_\_\_ widowed\_\_\_ remarried\_\_\_

How long?\_\_\_\_\_

Child lives in the home of:

Natural parent(s) \_\_\_\_\_ adoptive \_\_\_\_\_ foster \_\_\_\_\_ other \_\_\_\_\_

If applicable, describe child's contact with non-custodial parent:

Brothers and sisters (List beginning with the oldest. For school-age child indicate grade/school. Out-of-school, indicate college/occupation.)

Name/ Age	Living at home	School/Grade or Occupation
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

List other relatives or friends living in the home \_\_\_\_\_

What is the primary language spoke at home? \_\_\_\_\_

Any other language spoken in the home? \_\_\_\_\_

**Pregnancy:**

Mother's health during pregnancy? \_\_\_\_\_ Length of Pregnancy: \_\_\_\_\_

Any illness or complications during pregnancy? (explain) \_\_\_\_\_

List any prescribed medication: \_\_\_\_\_

Drug/Alcohol use by mother or father? \_\_\_\_\_

**Delivery:**

Type: natural \_\_\_\_\_ Ceesarean \_\_\_\_\_ Breech \_\_\_\_\_ fetal distress \_\_\_\_\_

Labor \_\_\_\_\_ hours. What drugs were used? (if any): \_\_\_\_\_

Birth weight: \_\_\_\_\_ lbs. \_\_\_\_\_ ozs. Complications (if any): \_\_\_\_\_

Child's condition at birth: \_\_\_\_\_

Length of hospital stay? Infant \_\_\_\_\_ Mother \_\_\_\_\_

**Early Development:**

Who raised the child? \_\_\_\_\_

Any long separations from Mother (Explain) \_\_\_\_\_

\_\_\_\_\_

At what age did child sit without support \_\_\_\_\_ Crawl? \_\_\_\_\_ Walk? \_\_\_\_\_

At what age was child's first word spoken \_\_\_\_\_

When did child begin to speak in short phrases or sentences? \_\_\_\_\_

Any difficulties saying what he/she wants to say? \_\_\_\_\_

Any difficulty understanding what you say to him/her \_\_\_\_\_

Toilet training problems? \_\_\_\_\_

Is the child right or left handed? \_\_\_\_\_ Sleep alone in own bed? \_\_\_\_\_

**Medical History:**

Please check illnesses child has had:

- |                          |                    |                            |
|--------------------------|--------------------|----------------------------|
| ___ Asthma               | ___ Epilepsy       | ___ Ear Infection          |
| ___ Measles              | ___ Wax build-up   | ___ German Measles         |
| ___ Rheumatic Fever      | ___ Chicken Pox    | ___ Scarlet Fever          |
| ___ Whooping Cough       | ___ Tonsillitis    | ___ Croup                  |
| ___ Mumps                | ___ Pneumonia      | ___ Fever over 102 degrees |
| ___ Convulsions/seizures | ___ Lead Poisoning | ___ Loss of consciousness  |

Tubes in ears: When? \_\_\_\_\_ Which ear(s) \_\_\_\_\_

Other serious illness or

injury \_\_\_\_\_  
\_\_\_\_\_

Sleep problems \_\_\_\_\_

Has child ever been hospitalized? When?

Why? \_\_\_\_\_  
\_\_\_\_\_

List medication currently taken: \_\_\_\_\_  
\_\_\_\_\_

Does child complain of these symptoms more frequently than others his/her age? (Please check those which apply to your child).

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Indigestion      | <input type="checkbox"/> Stomachaches        | <input type="checkbox"/> Nightmares                             |
| <input type="checkbox"/> Constipation     | <input type="checkbox"/> Aches and Pains     | <input type="checkbox"/> Sleepwalking                           |
| <input type="checkbox"/> Diarrhea         | <input type="checkbox"/> Colds               | <input type="checkbox"/> Bedwetting                             |
| <input type="checkbox"/> Runs a Fever     | <input type="checkbox"/> Vomiting            | <input type="checkbox"/> Difficulty getting to sleep            |
| <input type="checkbox"/> Seem overtired   | <input type="checkbox"/> Gets overly excited | <input type="checkbox"/> Excessive perspiration                 |
| <input type="checkbox"/> Seems overactive | <input type="checkbox"/> Gets easily upset   | <input type="checkbox"/> Soiling (Bowel accidents)              |
| <input type="checkbox"/> Sinus trouble    | <input type="checkbox"/> Nervous habits/tics | <input type="checkbox"/> Difficulty chewing, swallowing, eating |

When was child last check for:

Vision: When? \_\_\_\_\_ Results? \_\_\_\_\_

Where? (Circle One)    School                      Pediatrician                      eye doctor

Hearing: When? \_\_\_\_\_ Results? \_\_\_\_\_

Where? (Circle One)    School                      Pediatrician                      eye doctor

**Educational History:**

Day Care: \_\_\_\_\_ Ages (s) \_\_\_\_\_

Any problems with: \_\_\_\_\_ Adjustment \_\_\_\_\_ Behavior \_\_\_\_\_ Learning

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Preschool: \_\_\_\_\_ Age(s) \_\_\_\_\_

Any problems with: \_\_\_\_\_ Adjustment \_\_\_\_\_ Behavior \_\_\_\_\_ Learning

Kindergarten: Any problems with: \_\_\_\_\_ Adjustment \_\_\_\_\_ Behavior \_\_\_\_\_ Learning

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Elementary School- list school(s) attended and grades in each:

School Name

Grades Attended

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Grades repeated? \_\_\_\_\_

Poor subjects: \_\_\_\_\_

Good Subjects: \_\_\_\_\_

Describe child's attitude and motivation for school:

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Is child assisted with homework? \_\_\_\_\_ Who helps? \_\_\_\_\_

Describe how these sessions go: \_\_\_\_\_

---

List other family members who have had difficulties in school: \_\_\_\_\_

---

**Social Relationships:**

Does child make friends easily? \_\_\_\_\_

Does he/she have many friends? In neighborhood? \_\_\_\_\_ In school? \_\_\_\_\_

Does child have difficulty keeping friends? \_\_\_\_\_

How does your child get along with others?

Parents: \_\_\_\_\_

Brother & sister: \_\_\_\_\_

Other adults: \_\_\_\_\_

How do you discipline your child? \_\_\_\_\_

Describe child's leisure activities:

Hobbies & interests: \_\_\_\_\_

Organized social/sports activities & teams: \_\_\_\_\_

**Additional Information:**

What other behaviors concern you about your child? \_\_\_\_\_

Upsetting events and/or significant losses in the live of the child or family? (Please explain): \_\_\_\_\_

Has child received any:

\_\_\_ Private counseling or psychotherapy? Dates \_\_\_\_\_

\_\_\_ Tutoring by an agency? Dates \_\_\_\_\_

\_\_\_ Educational and Psychological testing

Date \_\_\_\_\_ where \_\_\_\_\_

Is there any other information you would like us to know to assist us in understanding your child?

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In the event that our work with you and/your child indicates a referral for services outside the school program, please indicate name and type of medical insurance:

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## Obtaining an Independent Educational Evaluation

Parents have the right to obtain an independent educational evaluation (IEE) of your child if you disagree with the evaluation of your child that was obtained by the Charter School or if you desire to have a psychologist who is not employed by the school conduct the psycho-educational evaluation. If you request an IEE, the school will provide you with information about where you may obtain an IEE and about the criteria that apply to IEEs. *Independent Educational Evaluation* means an evaluation conducted by a qualified examiner who is not employed by the Charter School. The school will pay for the full cost of the evaluation or ensure that the evaluation is otherwise provided at no cost to you.

If you request an IEE of your child at public expense due to dissatisfaction with an ER produced by the school, the Charter School will, without unnecessary delay, either:

- (a) File a due process complaint to request a hearing to show that the school's evaluation of your child is appropriate
- (b) Provide an IEE at public expense, unless the school demonstrates in a hearing that the evaluation of your child that you obtained did not meet the school's criteria.

If you request an IEE after the school conducted its own evaluation, the Charter School may:

- (a) Ask why you object to the evaluation of your child obtained by your LEA.
- (b) Work to ensure that the evaluation reports produced by and the qualifications of the selected outside examiner are match the criteria that the school uses when it conducts an evaluation.

If you request an IEE after the school conducted its own evaluation, the Charter School may not:

- (a) Require an explanation of why you object to the evaluation of your child conducted by the school
- (b) Delay filing a due process complaint to request a due process hearing to defend Young Scholars Charter Schools evaluation of your child.
- (c) Unreasonably delay providing the IEE of your child at public expense for any reason

You are entitled to only one IEE of your child at public expense each time the Charter School conducts an evaluation of your child with which you disagree.

## Recommended Places to Obtain an Independent Educational Evaluation

### 1. Equilibria Psychological and Consultation Services, LLC

525 South 4<sup>th</sup> Street, Suite 471  
Philadelphia, PA 19147  
Tel: 267-861-3685  
Fax: 215-965-1513

### 2. The Child Study Institute

Bryn Mawr College  
Wyndon Avenue & Roberts Road  
Bryn Mawr, PA 19010  
Tel: 610-526-5900  
Fax: 610-526-5927

## Criteria for Psycho-Educational Evaluation

- Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input) must be documented
- Teacher observations and observations by related service providers must be included when appropriate
- Recommendations by teachers must be documented
- The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education must be documented
- Assessments scores including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition), etc must be documented
- Assessment interpretation narrative must be provided for all assessments conducted
- If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication) must be documented.
- Determining factors
  - a documented conclusion (yes/no) and evidence for conclusion regarding appropriate instruction in reading must be present
  - a documented conclusion (yes/no) and evidence for conclusion regarding appropriate instruction in math must be present
  - a documented conclusion (yes/no) and evidence for conclusion regarding limited English proficiency must be present
- Summary of findings must include:
  - Present levels of academic achievement
  - Present levels of functional performance
  - Behavioral information
  - Student Strengths
  - Student Needs
- Conclusions:
  - 6A, **or** 6B, **or** 6C must be checked
  - Disability Category must be written into this section
- Recommendations for consideration by the IEP Team that describe instructional implications and interventions that may be necessary for the student to access the general education curriculum must be detailed in this section
- Evaluation team participants must be documented
- For determination of SLD:
  - Documentation that the student does not achieve adequately for age must be documented
  - Indication of process used to determine eligibility must be described
  - Instructional strategies used and student-centered data must be documented
  - Effects of student's environment, culture, or economic background on student achievement must be described
  - Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable, must be provided
  - Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents, must be documented
  - Observation in the student's learning environment must be documented

- Statement for all 6 items indicated to support conclusion of SLD must be included (if applicable)

## Extended School Year (ESY)

### §14.132 ESY.

In addition to the requirements incorporated by reference in 34 CFR 300.106 (relating to extended school year services), school entities shall use the following standards for determining whether a student with disabilities requires ESY as part of the student's program:

- 1) At each IEP meeting for a student with disabilities, the school entity shall determine whether the student is eligible for ESY services and, if so, make subsequent determinations about the services to be provided.
  - 2) In considering whether a student is eligible for ESY services, the IEP team shall consider the following factors; however, no single factor will be considered determinative:
    - i. Whether the student reverts to a lower level of functioning as evidenced by a measurable decrease in skills or behaviors which occurs as a result of an interruption in educational programming (Regression).
    - ii. Whether the student has the capacity to recover the skills or behavior patterns in which regression occurred to a level demonstrated prior to the interruption of educational programming (Recoupment).
    - iii. Whether the student's difficulties with regression and recoupment make it unlikely that the student will maintain the skills and behaviors relevant to IEP goals and objectives.
    - iv. The extent to which the student has mastered and consolidated an important skill or behavior at the point when educational programming would be interrupted.
    - v. The extent to which a skill or behavior is particularly crucial for the student to meet the IEP goals of self-sufficiency and independence from caretakers.
    - vi. The extent to which successive interruptions in educational programming result in a student's withdrawal from the learning process.
    - vii. Whether the student's disability is severe, such as autism/pervasive developmental disorder, serious emotional disturbance, severe mental retardation, degenerative impairments with mental involvement and severe multiple disabilities.
- (a) Reliable sources of information regarding a student's educational needs, propensity to progress, recoupment potential and year-to-year progress may include the following:
- 1) Progress on goals in consecutive IEPs.
  - 2) Progress reports maintained by educators, therapists and others having direct contact with the student before and after interruptions in the education program.
  - 3) Reports by parents of negative changes in adaptive behaviors or in other skill areas.
  - 4) Medical or other agency reports indicating degenerative-type difficulties, which become exacerbated during breaks in educational services.
  - 5) Observations and opinions by educators, parents and others.
  - 6) Results of tests including criterion-referenced tests, curriculum-based assessments, ecological life skills assessments and other equivalent measures.
- (a) The need for ESY services will not be based on any of the following:
- 1) The desire or need for day care or respite care services.
  - 2) The desire or need for a summer recreation program.
  - 3) The desire or need for other programs or services that, while they may provide educational benefit, are not required to ensure the provision of a free appropriate public education.
- (b) Students with severe disabilities such as autism/pervasive developmental disorder, serious emotional disturbance; severe mental retardation; degenerative impairments with mental involvement; and severe

multiple disabilities require expeditious determinations of eligibility for extended school year services to be provided as follows:

- (1) Parents of students with severe disabilities shall be notified by the school entity of the annual review meeting to encourage their participation.
- (2) The IEP review meeting must occur no later than February 28 of each school year for students with severe disabilities.
- (3) The Notice of Recommended Educational Placement shall be issued to the parent no later than March 31 of the school year for students with severe disabilities.
- (4) If a student with a severe disability transfers into a school entity after the dates in paragraphs (2) and (3), and the ESY eligibility decision has not been made, the eligibility and program content must be determined at the IEP meeting.

School entities shall consider the eligibility for ESY services of all students with disabilities at the IEP meeting. ESY determinations for students other than those described in subsection (d) are not subject to the time lines in subsection (d). However, these determinations shall still be made in a timely manner. If the parents disagree with the school entity's recommendation on ESY, the parents will be afforded an expedited due process hearing.

## What is the ESY decision based on?

The IEP team makes its decision about providing ESY services by looking at information about the student's performance that has been gathered all year. Some of this information measures student achievement before and after breaks from school. The team can also gather information from teachers' and parents' observations of the student's behavior and skills before and after breaks.

Medical or other agency reports can also be accessed. The team needs to look at factors like:

- Will the student regress (revert to a lower level of functioning) in skills or behaviors as a result of an interruption in educational programming?
- Will the student take a long time to recoup (recover) the skills or behavior patterns that were lost during a break in educational programming?
- Will a pattern of difficulties with regression and recoupment make it unlikely that a student will maintain the skills and behaviors relevant to IEP goals and objectives?
- Will a lapse in services substantially reduce a student's chances of ever learning a critical life skill or behavior related to the IEP?
- Is the student at a crucial stage in mastering a life skill that is related to the IEP goals of self-sufficiency and independence from caregivers?
- Does the student have a severe disability such as autism/pervasive developmental disorder, a serious emotional disturbance, severe mental retardation, degenerative impairments with mental involvement or severe multiple disabilities?

**No one factor, however, can be used to determine eligibility for ESY services.**

### Purpose

When a student requires additional time beyond the school year to benefit from the special education program described in the Individualized Education Program (IEP) plan, Extended School Year (ESY) services may be necessary. This document

provides guidance to IEP teams as they gather data and then make data-based decisions regarding the need for extended school year programs for each child with a disability. The guide includes a recommended sequence of steps for IEP teams to follow, as well as an “ESY Checklist” to be used to gather information. While this Guide provides suggested approaches, it is not mandated that an IEA adopt this particular approach. IEAs may have alternative systems in place that they can continue to use, as long as they conform with requirements.

## Introduction

All students with disabilities, who qualify for special education services, must be considered for ESY eligibility at each IEP meeting. The type, amount, duration or location of those services may not be pre-determined or limited based on category of disability or severity of disability.

### The basic steps in the ESY Decision Process are:

- **Step 1:** Gather information regarding student progress (especially after breaks in the school schedule).
- **Step 2:** Make the determination regarding ESY eligibility at an IEP team meeting.
- **Step 3:** Document the ESY determination on the IEP format.
- **Step 4:** Issue the Notice of Recommended Educational Placement (NOREP), if appropriate

Specific timelines are required for a Target Group of students, identified in the Pennsylvania ESY lawsuit **Armstrong v. Kline** as students with severe disabilities such as autism, serious emotional disturbance, severe mental retardation, degenerative impairments with mental involvement and severe multiple disabilities. IEP meetings for this target group must occur no later than **February 28** of each school year. For students in this target group, the Notice of Recommended Educational Placement (NOREP) containing the ESY decision is to be issued to parents no later than **March 31**. Timelines for other students must allow for parents to have sufficient opportunity to exercise due process rights if they disagree with the IEP team recommendation for ESY.

## The ESY Decision Making Process

### *Step 1: Gather information*

The first step in the ESY decision-making process is to gather the information that will be used by the IEP team to make the ESY decision. Reliable sources of information may include:

- Progress toward goals on consecutive IEPs.
- Progress reports maintained by educators, therapists and others having direct contact with the student before and after interruptions in education.
- Medical or other agency reports indicating degenerative-type difficulties, which become exacerbated during breaks in educational services.
- Observations and opinions by educators, parents and others.
- Results of tests including criterion-referenced tests, curriculum-based assessments, ecological life skills assessments and other equivalent measures.

- Data collected while monitoring student progress.

Information on a student's progress on IEP goals and objectives should be collected all year long, especially just before and just after interruptions in educational programming. This information should also be reported to parents as part of the progress-reporting requirement. LEAs should report on progress of their students with disabilities at least as often as progress is reported for other students.

Data for the ESY determination need to provide information about the following factors:

- **Regression / Recoupment** — Regression refers to how much knowledge or how many skills a student loses due to a break in educational programming. Recoupment is how long it takes for the student to get that knowledge or those skills back to the level they were before the break.

*Example:* Before winter break, John knew his times tables up to 5's. After break, he could only recite 2's and 3's. It took him 20 school days to relearn 4's and 5's.

*Kind of data gathered:* Progress monitoring reports on skill levels before and after breaks. Information on how long it takes for a student to relearn what was lost. Results of tests given before and after breaks.

- **Mastery** — When a student is learning a crucial skill or series of steps necessary for the mastery of a skill, or when a student has not yet completed the number of repetitions necessary to master a skill and there is a break in the educational programming this would mean that student would have to re-learn all the necessary steps for mastery from the beginning.

*Example:* Philip is learning how to dress himself. He has learned all the steps except for the final step of fastening his shirt. It has taken him all year and innumerable repetitions to learn the process up to this point. His IEP meeting is this week. It is unlikely that Phil will learn the last step and have enough time to perform an adequate amount of repetitions to master this skill before the end of the school year.

*Kind of data gathered:* Progress monitoring information regarding his dressing goal. Tallies of repetitions necessary for mastery.

- **Self-sufficiency and independence** — Which skills are necessary for students to gain appropriate levels of self-sufficiency and independence so they are not dependent on a caregiver for basic needs? How do breaks in educational programming affect the mastery of such skills? How much regression occurs and what is the recoupment rate?

*Example:* In September, Serena was unable to make requests of any kind. Goals were implemented to address the initiation of requests for bathroom breaks, calming breaks, and/or snacks both in school and in Serena's work experience. In December Serena made unprompted requests 30 percent of the time and prompted ones 70 percent of the time. Following Christmas break, Serena did not return to these levels until late February.

*Kinds of data gathered:* Progress monitoring information from both settings.

- **Successive interruptions** — The extent to which successive interruptions in educational programming and the cumulative loss of skills and knowledge suffered during those interruptions in educational programming result in



a student becoming so frustrated, lost or confused that the student withdraws from the learning process

*Example:* Jim is a student with multiple disabilities. His teachers and therapists have been working with Jim on toileting skills, from scheduled visits to the bathroom to self-initiated visits. During the spring break, Jim was self-initiating the need to go to the bathroom 50% of the time. After the break he regressed to 20 percent of the time.

Kinds of data gathered: Progress monitoring data on his toileting goals and objectives. Observational data on a checklist used by his teacher and his family.

- **Severity of disability** — Is the student's disability severe, such as autism/pervasive developmental disorder, serious emotional disturbance, severe mental retardation, degenerative impairments with mental involvement or severe multiple disabilities?

*Example:* Jane has been identified as a student with autism and participates in an autistic support classroom. One of her goals is to learn to transition among daily routines. Progress monitoring data was collected before and after the holiday break. Jane lost 25 percent of her learned skills.

Kinds of data gathered: Information on Jane's diagnosis and its severity can be found in her Evaluation Report. Other information that indicates her level of functioning could be found in reports from her therapists and observations from parents. Progress monitoring data was used to make the determination of how much time Jane needed to recoup after a break.

### **Step 2: Make the determination regarding ESY eligibility**

The ESY eligibility determination will be made by the IEP team at the IEP meeting. The following statements can provide guidance in making a decision:

- If after reviewing the factors listed above the IEP team considers it unlikely that the student will attain or maintain skills and behaviors relevant to IEP goals and objectives, the student is ESY eligible.
- If a child's IEP team determines, on an individual basis, that ESY services are necessary for the provision of a Free Appropriate Public Education (FAPE) as outlined in the IEP, then the child is eligible.
- The IEP team will NOT consider the desire or need for any of the following as the basis for needing ESY services:
  - Day care or respite care services
  - A summer recreation program
  - Other programs or services which, while they may provide educational benefit, are not required to ensure the provision of FAPE

### **Step 3: Document the determination on the IEP format (see figures 1, 2, and 3 on the following pages).**

### **Step 4: Issue the Notice of Recommended Educational Placement (NOREP), if appropriate**

The local Education Agency informs parents concerning ESY eligibility or ineligibility by issuing the NOREP. The NOREP only needs to be issued if the LEA is:

- Proposing to add ESY services to an IEP that previously did not have it
- Deleting the provision of ESY services from an IEP that previously did have it
- Refusing to initiate the provision of ESY services requested by the parent

The ESY Checklist from PATTAN on the next few pages can be removed from this packet and reproduced for use with individual students.

If the answer selected is **BOLDED**, it is an indication of possible eligibility for ESY services. There is no minimum score for a student to qualify for ESY.

### ESY CHECKLIST

Student's Name \_\_\_\_\_ Data Collector's Name \_\_\_\_\_

1. Did the student receive ESY services in the past? [Review previous IEPs, section IV. (D.)]

**Yes** No Dates: \_\_\_\_\_

#### Progress on goals and consecutive IEPs

2. Do the present education levels between the student's current IEP and previous IEPs indicate progress toward goals? [Review the last and current IEPs, section II]

Yes **No**

3. Do the goals and objectives between the student's current IEP and previous IEPs indicate progress toward the goals? [Review the last and current IEPs, section III]

Yes **No**

4. Did the student master any of his/her goals from the previous or current IEP? [Review the last and current IEPs, section III]

Yes **No**

5. Does the student's IEP progress report indicate progress made on current goals and objectives?

[Review the current IEP, section III, or other appropriate documentation] Yes **No**

6. Has the student demonstrated self-sufficiency and independence from caretakers on any of his/her goals, if appropriate? [Review the current IEP, section III]

Yes **No** \_\_\_\_\_ Not Applicable

Progress reports maintained by therapists

7. If the student received therapy, do reports of the therapist indicate the student made progress? [Consult with therapist(s) involved and check cumulative record file for reports]

Yes **No** \_\_\_\_\_ Not Applicable



### ESY Confirmation Letter

Dear Parent of \_\_\_\_\_,

You are receiving this letter because your child's IEP states that they are in need of Extended School Year Services during Summer 20\_\_\_\_. Extended School Year Services are required for students who need instruction during extended school breaks to prevent regression.

During ESY, your child will receive academic instruction in a group of no more than 5 students. Instruction in math and reading will be directly related to your child's IEP goals. You will receive a progress report regarding their performance at ESY at the end of the summer.

Extended School Year Services for your child will take place from \_\_\_\_-\_\_\_\_  
**(time)**, during the weeks of \_\_\_\_-\_\_\_\_ 20\_\_\_\_. To reserve your child's seat in the class, detach the form below, complete it, and return it to the Director of Student Support at the school by \_\_\_\_\_ (date).

Sincerely,

**Director of Special Education Services**  
Phone \_\_\_\_\_

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**Attention: Assistant Principal of Student Support**

Student Name: \_\_\_\_\_

Parent Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Check One:

- I agree to have my child participate in the ESY program as proposed.
- I have questions. Please call me to address the concern noted below.

Concern:

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Parent Signature: \_\_\_\_\_

**Teacher Caseload Allowances**

(as indicated by 22 PA. CODE CH 14)

Type of Support	Itinerant	Supplemental	Full-Time
Learning Support	50	20	12 12 (Grades K-6)
Life Skills Support	20	20	15 (Grades 7-12)
Emotional Support	50	20	12
Deaf And Hearing Impaired Support	50	15	8
Blind And Visually Impaired Support	50	15	12
Speech And Language Support	65		8
Physical Support	50	15	12
Autistic Support	12	8	8
Multiple Disabilities Support	12	8	8

**Levels of Support Defined**  
(as indicated by 22 PA. CODE CH. 14 )

*Full-time.* Special education supports and services provided by special education personnel for 80% or more of the school day.

*Supplemental.* Special education supports and services provided by special education personnel for more than 20% but less than 80% of the school day.

*Itinerant.* Special education supports and services provided by special education personnel for 20% or less of the school day.

**Types of Support Defined**  
(as indicated by 22 PA. CODE CH. 14 )

*Autistic support.* Services for students with the disability of autism who require services to address needs primarily in the areas of communication, social skills or behaviors consistent with those of autism spectrum disorders. The IEP for these students must address needs as identified by the team which may include, as appropriate, the verbal and nonverbal communication needs of the child; social interaction skills and proficiencies; the child's response to sensory experiences and changes in the environment, daily routine and schedules; and, the need for positive behavior supports or behavioral interventions.

*Blind-visually impaired support.* Services for students with the disability of visual impairment including blindness, who require services to address needs primarily in the areas of accessing print and other visually-presented materials, orientation and mobility, accessing public and private accommodations, or use of assistive technologies designed for individuals with visual impairments or blindness. For students who are blind or visually impaired, the IEP must include a description of the instruction in Braille and the use of Braille unless the IEP team determines, after the evaluation of the child's reading and writing needs, and appropriate reading and writing media, the extent to which Braille will be taught and used for the student's learning materials.

*Deaf and hard of hearing support.* Services for students with the disability of deafness or hearing impairment, who require services to address needs primarily in the area of reading, communication, accessing public and private accommodations or use of assistive technologies designed for individuals with deafness or hearing impairment. For these students, the IEP must include a communication plan to address the language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and assistive technology devices and services.

*Emotional support.* Services for students with a disability who require services primarily in the areas of social or emotional skills development or functional behavior.

*Learning support.* Services for students with a disability who require services primarily in the areas of reading, writing, mathematics, or speaking or listening skills related to academic performance.

*Life skills support.* Services for students with a disability who require services primarily in the areas of academic, functional or vocational skills necessary for independent living.

*Multiple disabilities support.* Services for students with more than one disability the result of which is severe impairment requiring services primarily in the areas of academic, functional or vocational skills necessary for independent living.

*Physical support.* Services for students with a physical disability who require services

primarily in the areas of functional motor skill development, including adaptive physical education or use of assistive technologies designed to provide or facilitate the development of functional motor capacity or skills.

*Speech and language support.* Services for students with speech and language impairments who require services primarily in the areas of communication or use of assistive technologies designed to provide or facilitate the development of communication capacity or skills.

### Young Scholars Grading Policy for Students with IEPs

- **All** students with IEPs get a report card.
- **All** students with IEPs get an IEP progress report.

<b>Setting</b>	<b>Report Card from Powerschool</b>	<b>IEP Progress Report from EasyIEP</b>	<b>IEP Documentation Needed</b>
Students in Gen Ed Classes all day with accommodations and support. (most of our students)	Report Card same as gen ed.	IEP Progress report	Accommodations documented in IEP as needed.



<p>Students in Gen Ed classes part of day and in a pull out or resource class for one or more classes.</p>	<p>Report Card</p> <ol style="list-style-type: none"> <li>1. Resource class can be called a different name. such as Basic Skills Math, Phonics, etc.</li> <li>2. Can be called the same and noted with a * and a comment that says curriculum is modified.</li> <li>3. In comment section of report card, can be noted that grading is modified or that curriculum is different.</li> <li>4. Grading scale can be modified.</li> <li>5. Can be a standards based report card rather than letter grade based (must discuss with Network Director of Student Support)</li> </ol>	<p>IEP Progress Report</p>	<p>Any changes to grading must be documented in IEP.</p>
<p>Students in full time special education class all day.</p>	<p>Report Card</p> <ol style="list-style-type: none"> <li>1. Can be noted that curriculum is modified for each class in comment section.</li> <li>2. Can be a standards based report card instead of letter grade based (must discuss with Network Director of Student Support)</li> <li>3. Grading Scale can be modified.</li> </ol>	<p>IEP Progress Report</p>	<p>Any changes to grading must be documented in IEP.</p>

**IDEA** – Through the Office of Special Education and Rehabilitative Services (OSERS), the Department of Education administers the *Individuals with Disabilities Education Act (IDEA)*, which provides funds to states to assist in making a free appropriate public education (FAPE) available to eligible children with disabilities. *IDEA* requirements apply to state education agencies (SEAs), school districts, and other public agencies that serve *IDEA*-eligible children.

*IDEA* does not have specific provisions on student report cards or transcripts, but does require that the individualized education program (IEP) for a child with a disability include a description of how the child's progress toward meeting the annual goals set forth in his or her IEP will be measured and when periodic reports on the child's progress toward meeting the annual goals will be provided (such as through the use of quarterly or other periodic reports, **concurrent with the issuance of report cards**). 20 U.S.C. § 1414(d)(1)(A)(i)(III); 34 C.F.R. § 300.320(a)(3). **These periodic progress reports may be separate from, or included as part of, the regular report cards of students with disabilities with an IEP.** In general, the nondiscrimination principles of Section 504 and Title II would apply to report cards with or without such progress reports.

## **Homebound Instruction Program Policies and Procedures**

### **Homebound Instruction Program**

The Young Scholars Charter School may temporarily excuse a student from compulsory school attendance on account of illness or other urgent reasons and provide homebound instruction to that student while the student is excused from school. The purpose of homebound instruction is to keep students on track academically while the student is temporarily out of school.

Young Scholars Charter School homebound instruction program includes:

- A school-supplied, one-to-one instructor providing instruction in the home or hospital for no longer than 3 months time.
- 5 hours of instruction per week.
- Homebound instructor who serves as a liaison between the school and home, providing missed work and instruction on missed objectives.
- Grades assigned by the classroom teachers in collaboration with the homebound instructor.
- Communications between the family and Director of Student Support regarding the requirements for maintaining the service.

### **The Family's Responsibility in the Provision of Homebound Instruction**

- Submit properly completed request for homebound instruction.
- Ensure the student completes all work left by the homebound instructor.
- Consistently make the student available for instruction at the agreed upon times.
- Provide a clean, quiet, well-lit room with comfortable temperature for the instructor and student.
- A responsible adult must be present in the home for the entire period of homebound instruction.
- The student must be appropriately dressed and ready for instruction upon arrival of the homebound instructor.
- Allow the instructor and student to work without distractions such as TV, radio, pets, and other young children during the instructional and study time.
- Notify the instructor by 8:30 a.m. if the student is too ill to be taught or if any other person in the home are suffering from a contagious illness.
- Sign the instructor's timesheet at the end of each instructional period.
- Arrange doctors' appointments, therapy, etc, so that they do not conflict with instruction.
- Submit doctors' notes to excuse any missed hours of instruction due to illness.
- Timely submit all required written documentation needed from the physician for the continuation of services to the school.

Failure to comply with the above conditions and expectations may result in the interference with and/or termination of homebound instruction.

## **Documentation Needed for the School to Consider a Student for Homebound Instruction and Qualification Process**

Physician's Referral for Homebound Instruction completed by:

- Medical Doctor for physical illness
- Psychiatrist for mental/emotional illness

\*The [PDE-4672](#) (link to PDF file) may be helpful for this and can be downloaded.

The school team makes the final decision regarding if the student qualifies for homebound instruction or if some other type of service provided in the school would better meet the child's needs. The physician's referral does not automatically qualify a student for homebound instruction services.

If a student qualifies for homebound instruction, the school requests that monthly updates regarding treatment and progress from the referring physician be provided in writing to ensure that the team is working actively toward rehabilitation and the excusal continues to be warranted. If the monthly updates are not timely provided, instruction may be terminated.

### **Timeline for the Provision of Homebound Instruction**

A decision on if the student qualifies for Homebound Instruction will be made within 5 school days of receiving the referral to homebound services from a qualified physician. If a student qualifies for services, the service will begin within 2 school days of the homebound service agreement meeting between the school and parent.

### **Duration of the Provision of Homebound Instruction**

Homebound instructional services will be initially provided for the length of time agreed upon during the homebound service agreement meeting, but for a period of time not exceeding 3 months. If a need for longer than 3 months of service arises, the school must request an extension from the Pennsylvania Department of Education in order to continue to provide homebound instruction for a longer period of time. It is the responsibility of the family to ensure adequate proof of the need for extension is provided or the request may be denied. When an extension is requested, PDE requires that a licensed practitioner submit to the school an updated examination and extension request within two weeks of the impending extension date. If an extension is not granted by either the school or PDE, the student must return to school. If the student fails to return to school after the approval for extension is rejected, the student will be marked absent.

### **Requesting an Extension of Homebound Instruction Beyond 3 Months**

Form [PDE-4675](#) is used to request an extension of homebound instruction for a student. The date of the doctor's reevaluation should be within two weeks of the continuation date in order to obtain an extension approval from PDE. The Request for Approval for Extension of Homebound Instruction now is to be filed with PDE electronically only, via email. Follow these steps:

- Download the "[PDE-4675 - Homebound Instruction](#)" (link) Microsoft Excel workbook ([free viewer available](#))
- Consult the INSTRUCTIONS tab
- Complete the CONTACT INFORMATION tab
- Complete the EXTENSION REQUEST tab
- Save your updates
- Submit the completed Excel workbook to PDE from the superintendent's email (or copy the superintendent on the email) to [ra-homebound@pa.gov](mailto:ra-homebound@pa.gov)
- Retain a copy of the request and the source documentation (verification from the appropriate licensed practitioner) for an auditor's review.
- Do not send attachments or doctor's letters; these are for the benefit of the school. All justification for the school's request to continue homebound instruction must be included in the Excel workbook, which is uploaded by PDE to a database. Please ensure that the explanation is sufficiently detailed to justify an extension.

### **Documenting Attendance during Homebound Instruction**

Homebound instruction students are counted in both the school membership and daily school attendance. PDE's Child Accounting counts an hour of weekly instruction as equivalent to a day of school attendance. Therefore, five hours of weekly instruction are equivalent to five days of school attendance. The student will be marked as present for the day for each hour of homebound instruction attended. The student will be marked absent for a day for each hour of homebound instruction missed. The student will be marked as excused absence for each hour of homebound instruction missed with a doctor's excuse provided. The daily attendance marked for homebound students will align with the chronological order in which each week's hours of instruction were provided or offered.

### **PSSA Testing**

A homebound student is required to participate in the Pennsylvania System of School Assessment ([PSSA](#)). If the student is incapable of participating at the school, the individual who is providing the homebound instruction (if qualified) or another qualified person should administer the assessment and then administer the test to the student in his/her home.

### **Nonattendance Without The Provision Of Homebound Instruction**

If a condition exists which prevents a child from the ability to benefit from study, the student may be entered into the inactive roll with the PDE's approval until such a time as the student may benefit from study. A school may excuse a school age child from compulsory school attendance upon recommendation of the school physician and a psychiatrist or public school psychologist, or both, and with the approval of PDE. Prior to seeking excusal and approval, the school must provide the child's parents with written notice of both the proposed excusal, including the reasons for the excusal, and an opportunity to be heard. Children so excused will be entered on the inactive roll.

## Parent Agreement to the Terms of Homebound Instruction

Dear Parent/Guardian:

Homebound Instruction is designed to fulfill the educational requirements of students who are unable to attend school in a regular classroom setting because of a temporary or permanent illness or disability. Parent/Guardian must submit a physician's referral for homebound instruction for students who will not be able to attend for a period of 4 weeks or longer.

To apply for homebound instruction, parent/guardian of the student must have the physician's referral form completed, signed by the student's physician, and returned to the school nurse or Director of Student Support. The physician's referral may not be accepted by the school if it does not adequately explain the student's absence. Parent/Guardian has the right to withhold medical information; however, withholding medical information may lead to termination or denial of homebound services.

The Pennsylvania Department of Education requires that homebound instruction is not to exceed 3 months. If our child's medical condition should require homebound instruction for more than 3 months, you will have to submit a new physician's referral 2 weeks before the initial application expires, and the Pennsylvania Department of Education will have to authorize the extension. If a new physician's referral is not submitted promptly, your child's homebound instruction will be suspended and your child will be marked absent.

The success of homebound instruction and progress your child makes depends upon cooperative planning involving your child, the homebound teacher, and the parent/guardian. The parent must support the child in completing all assignments provided by the teacher to maximize educational benefit of the program. Once the application for homebound instruction is approved, the parent/guardian must adhere to the following agreements:

- Ensure the student completes all work left by the homebound instructor
- Consistently make the student available for instruction at the agreed upon times.
- Provide a clean, quiet, well-lit room with comfortable temperature for the teacher and student
- A responsible adult must be present in the home for the entire period of homebound instruction
- The student must be appropriately dressed and ready for instruction upon arrival of the homebound teacher
- Allow the teacher and student to work without distractions such as TV, radio, pets, and other young children during the instructional and study time
- Notify the teacher by 8:30AM if the student is too ill to be taught or if any other person in the home are suffering from a contagious illness.
- Sign the teacher's timesheet at the end of each instructional period.

- Arrange doctors' appointments, therapy, etc, so that they do not conflict with instruction.
- Submit doctors' notes to excuse any missed hours of instruction due to illness.
- Submit all required written documentation needed from the physician for the continuation of services to the school on time.

**Failure to comply with the above conditions and expectations may result in termination of homebound instruction.**

Student Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

*I have read and agree to the conditions for Homebound Instruction for my child. I will provide a satisfactory teaching environment to ensure maximum learning potential for my child.*

\_\_\_\_\_  
SIGNATURE OF PARENT/GUARDIAN

\_\_\_\_\_  
DATE

\_\_\_\_\_  
HOME ADDRESS

\_\_\_\_\_  
TELEPHONE NUMBER

- One copy to parent/guardian
- One copy to the student's homebound file
- One copy to the homebound teacher

### Homebound Instruction Progress Report

Student Name: \_\_\_\_\_

Report Period: \_\_\_\_\_

<b>Progress Report</b>		
Begin Date: _____	End Date: _____	# of Sessions: _____
Subject	Assignment	Grade/Progress Note

Related Services Progress Note (if applicable):

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Describe criteria for determining student's report card grades and course credit including responsibility of homebound teacher and classroom teacher.

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Schedule for reporting progress/grades to the homebound student's school:

End of Report Card Period     
  End of Homebound Instruction timeframe     
  Other

School-Based Teacher Signatures:

Name	Subject	Name	Subject

## Medications Policy

Young Scholars Charter School shall permit students to possess asthma inhalers, epinephrine auto injectors and other emergency medications and to self-administer the prescribed medication when such is parent-authorized.

Possession and use of asthma inhalers, epinephrine auto injectors and other emergency medications by students shall be in accordance with state law, SRC policy and administrative procedures.

**Self-Administration:** In order for student self-administration, a student must demonstrate the capability for self-administration and responsible behavior. The student must verify with the school nurse his/her ability to administer the medication and that he/she has permission to do so. The student is restricted from making the emergency medications available to other students.

Before a student may possess or use emergency medications during school hours, the Young Scholars shall require the following:

- The drug, the dose, the timing of the dose and the diagnosis/reason the medication is required
- A requirement for a written request from the student's parent/ guardian that the school comply with the orders of the doctor;
- A statement from the parent/guardian acknowledging that the school is not responsible for ensuring the medication is taken and relieving the district and its employees of responsibility for the benefits or consequences of the prescribed medication.
- And the ability of the school to reserve the right to require the doctor to provide a statement justifying the continued use of the inhaler beyond a certain time period.
- A written statement from the physician, certified registered nurse practitioner or physician assistant that states:
  - a. Name of the drug.
  - b. Prescribed dosage.
  - c. Times medication is to be taken.



- d. Length of time medication is prescribed.
- e. Diagnosis or reason medication is needed, unless confidential.
- f. Potential serious reaction or side effects of medication.
- g. Emergency response.
- h. If child is qualified and able to self-administer the medication.

All medications (prescription and over-the-counter) must be presented to the School Nurse in the original labeled container from the pharmacy or drugstore. Pharmacists will provide additional labeled containers for prescription medications if asked.

All medication (prescription and over-the-counter) must be accompanied by written permission from both a physician and the parent/guardian. The required form is available from the school nurse.

Parents who wish to give medication to their children during the school day must administer it in the office of the school nurse.

Medication in Baggies or foil wrappings will not be accepted or administered. Vitamins, antacids, acetaminophen or ibuprofen, and lactose products (ex, Dairy Ease) must also be accompanied by written permission from a physician and parents/ guardian with clear instructions for dosage and administration times. Parents whose children may require an Epi-Pen or EZ Pen for severe allergy reactions, must provide a supply to be kept in the nurse's office for use by their child.

Only the exact amount of prescription medication for the treatment period should be kept in the nurse's office. Pharmacists will provide extra labeled containers if asked.

The School Nurse is charged with the final determination of what over-the-counter items fall under the category of medication and for developing procedures to carry out this policy.

Violations of this policy by a student shall result in immediate confiscation of the asthma inhaler, epinephrine auto injector or other emergency medication and loss of privileges.

## *Who's who*

### **SPEC-ED TEAM**

Chiquo C. Stokes [cstokes@phillyscholars.org](mailto:cstokes@phillyscholars.org)

- Director of Special Education and Services
- Casemanager for 504 students (6 – 8, students with behavior exceptionalities)
- Coordinates paperwork for Evaluation processes
- Oversees SPEC-ED Emotional Support services
- Manage Learning Specialist / Casemanagers
- Coordinates and Manages Related Service providers
- Oversee's MTSS/SST processes

Jessica Steerman Goldstein [jbsteerman@gmail.com](mailto:jbsteerman@gmail.com)

- Learning Specialist / Casemanager for 8<sup>TH</sup> Grade Special Education Services
- 8<sup>th</sup> Grade Co-Teacher (provides supports to the 8<sup>th</sup> grade general ed team)
- Special Education Liaison

Rachel Cohen [mabdulshaheed@phillyscholars.org](mailto:mabdulshaheed@phillyscholars.org)

- Learning Specialist / Casemanager for 6<sup>TH</sup> Grade Special Education Services
- 7<sup>th</sup> Grade Co-Teacher (provides supports to the 7<sup>th</sup> grade general ed team)

Rachel Cohen [rachel.cohen.19@tfacorps.org](mailto:rachel.cohen.19@tfacorps.org)

- Learning Specialist / Casemanager for 6<sup>TH</sup> Grade Special Education Services
- 6<sup>th</sup> Grade Co-Teacher (provides supports to the 6<sup>th</sup> grade general ed team)

### **Related Services:**

- **School Counselor** – Margaret Blehar (Maggie): [mblehar@phillyschoalrs.org](mailto:mblehar@phillyschoalrs.org)

- *Personal Care Assistant* – Eric Tindal: [etindal@phillyscholars.org](mailto:etindal@phillyscholars.org)

**Therapy Source Services:**

- *Lakia Kearson, Psychologist*, [lakia.kearson@mymail.barry.edu](mailto:lakia.kearson@mymail.barry.edu)
- *Valisha Terry, Psychologist*, [valisha.terry@yahoo.com](mailto:valisha.terry@yahoo.com)
- *Christina Campana, OT – virtual or in person*, [ccampana013@gmail.com](mailto:ccampana013@gmail.com)
- *Michelle McNicoll, PT – in person for Emmanuel*,  
[michelle.mcnicholl.martinez@gmail.com](mailto:michelle.mcnicholl.martinez@gmail.com)
- *Amy Krick – SLP possibly for virtual*, [akkrick@bmsd.org](mailto:akkrick@bmsd.org)

**Crisis Management/Prevention Team and Mandatory Reporting:**

**Student in Threatens to cause injury or harm to self** – Report student to **Crisis Team**: Mr. Stokes, Ms. Blehar, Mr. Tindal, Mr. Abdulshaheed, member of the admin team – **(in that order)**. If none are available, contact Co-Principal of Culture and Operations (Ms. Smith).

Suspects neglect or student reports neglect – Report to DHS/Childline, follow up by sending email to their Crisis Team (1-800-932-0313 or 215-683-6100).

Student with a PBSP/De-Escalation plan – Report to Mr. Stokes

Not sure but concerned, contact or email Mr. Stokes.