

Intermediate Unit 1



Does your child have special needs?

**PARENTALLY PLACED
PRIVATE SCHOOL CHILDREN**

Parent Booklet
2022-2023 School Year



Intermediate Unit 1
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| <p style="text-align: center;">Is your child having difficulty in school? Has your child been identified as needing special education services?</p> |
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If you believe that your child may be in need of special education services, an evaluation process to access your child's needs is available to you at no cost through the school district in which you live or the Intermediate Unit 1 (IU1). Special education services often involve adapting materials and modifying instruction to better meet your child's specific learning/behavior needs.

If you request an evaluation, a team of experts trained in assessing children will determine if your child has a disability and, if so, is in need of special education and related services. You are an important member of your child's evaluation team.

Before the school district or IU1 proceeds with an evaluation, you will be notified in writing (Prior Written Notice for Initial Evaluation and Request for Consent Form) of the specific types of tests and procedures to be used, and of your rights throughout this process. The evaluation cannot be scheduled until you sign the written notice, indicating that you consent to the proposed testing and assessments, and return the notice to the school district or IU1. Only a parent, guardian, or surrogate can grant permission to evaluate a student.

If the school district conducts the evaluation and your child is found to have a disability and in need of special education and related services, the public school will write an Individualized Education Program (IEP). An IEP is a written document that specifically describes the special education services the district is offering to meet your child needs. The services in the IEP will be offered to your child in a public-school placement. This offer is referred to as Free Appropriate Public Education (FAPE). If you wish to accept the offer, you will have to unenroll in the nonpublic school and enroll your child in the public school. It is also possible to dually enroll your child so that your child attends the nonpublic school for part of the day and the public school for part of the day. If this is the option, FAPE will not be provided. The final decision regarding whether dual enrollment will occur is your choice. If you choose to have your child remain in the nonpublic school, you have the right to decline the IEP offered.

If IU1 conducts the evaluation and your child is found to have a disability and in need of special education and related services, IU1 cannot develop an IEP or offer FAPE. The Individuals with Disabilities Education Act (IDEA) states that there is no entitlement to the provision of FAPE when parents unilaterally place their child in a nonpublic school. If the parents have given permission to share information with the resident school district, they can pursue an evaluation with their local district if they so desire. Consultative services can be provided at the nonpublic school to the staff working with your child.

If you are interested in finding out more about the special education process, please speak with your child's principal at your nonpublic school. For additional information, contact the school district in which you live, or contact Intermediate Unit 1 and ask to speak with a nonpublic consultant (724-938-3241).

SPECIAL EDUCATION DISABILITIES

❖ **Autism**

A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

❖ **Deaf-Blindness**

Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

❖ **Deafness**

A hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, adversely affects a child's educational performance.

❖ **Emotional Disturbance**

The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- Inappropriate types of behavior or feelings under normal circumstances.
- A general pervasive mood of unhappiness or depression.
- A tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

❖ **Hearing Impairment**

An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

❖ **Mental Retardation**

A significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

❖ **Multiple Disabilities**

Concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment), the combination of which caused such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

❖ **Orthopedic Impairment**

A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

❖ **Other Health Impairment**

Having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the education environment, that – (i) is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia and Tourette syndrome; and (ii) adversely affects a child's educational performance.

❖ **Specific Learning Disability**

Not achieving adequately for the child's age or meeting state-approved grade-level standards in one or more of the following areas, when provided with learning experiences and scientifically based instruction appropriate for the child's age or state approved grade level standards: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation and mathematics problem-solving.

❖ **Speech or Language Impairment**

A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

❖ **Traumatic Brain Injury**

An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgement; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

❖ **Visual Impairment including Blindness**

An impairment in vision that, even with correction adversely affects a child's educational performance. The term includes both partial sight and blindness.

THE MULTIDISCIPLINARY TEAM

The Evaluation is completed by a Multidisciplinary Team (MDT) consisting of (at a minimum):

1. A representative of the public agency who –
 - a) is qualified to provide, or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities;
 - b) is knowledgeable about the general curriculum;
 - c) is knowledgeable about the availability of resources of the public agency
2. A Certified School Psychologist (when evaluating a child for autism, emotional disturbance, mental retardation, multiple disabilities, other health impairments, specific learning disability or traumatic brain injury)
3. The Parent(s)
4. A General Education Teacher
5. An individual who can interpret the instructional implications of evaluation results (when evaluating a child for deaf-blindness, deafness, hearing impairment, orthopedic impairment, speech or language impairment or visual impairment/blindness)
6. Other qualified professionals (as appropriate)

This meeting may take place at the public-school district of residence or nonpublic school your child attends.

EVALUATION TIMELINES

The public agency must provide a copy of the Evaluation Report (ER) and the documentation of determination of eligibility to the parent within 60 calendar days from receipt of the signed Prior Written Notice for Initial Evaluation and Request for Consent Form.

EARLY INTERVENTION (Ages 3-5)

For the purposes of this procedure, Intermediate Unit 1 (IU1), as the MAWA holder, will have all responsibilities related to the provision of services to preschool children with respect to child find and survey activities.

NONPUBLIC (PRIVATE) SCHOOLS SERVED

Any student who attends an elementary or secondary nonprofit private school – including religious schools or facilities within Fayette, Greene, or Washington counties – is eligible for an evaluation provided by the school district of residence or Intermediate Unit 1.

SERVICES PROVIDED IN THE NONPUBLIC SCHOOL

- A. Services must be provided by personnel meeting the same standards (certification) as personnel providing services in the public schools.
- B. Nonpublic school students with disabilities may receive a different amount of services than children with disabilities in the public schools.
- C. Nonpublic school students have no entitlement to any service or to any amount of a service the child would receive if enrolled in a public school.
- D. Intermediate Unit 1, in consultation with nonpublic school and parent representatives, will make the final decision about the Equitable Participation services to be provided.
 - 1. Service decisions are made annually
 - 2. Type and amount of services may vary from year to year
 - 3. No guarantee that the same services would continue for specific schools, staff, or individual student
- E. The types of Equitable Participation services that will be provided to nonpublic school students with disabilities, include technical assistance, training/staff development, observation, and/or consultation in the following areas:
 - 1. Curriculum Adaptation and Modifications
 - 2. Developmentally Appropriate Practices
 - 3. Inclusion
 - 4. Transition
 - 5. Behavior Support
 - 6. Interagency Coordination
 - 7. Assistive Technology
 - 8. Autism
 - 9. Traumatic Brain Injury
 - 10. Parent Training
- F. Other Supportive Services available but not covered under Equitable Participation include:
 - 1. **Act 89 Services** (available as per State Guidelines)
 - a) Speech and Language Services (K-2)
 - b) Counseling
 - c) Remedial Math and Language Arts
 - d) Standardized Testing (Terra Nova, Stanford)
 - 2. **Title I Services** (available as per Federal Guidelines)

- a) Language Arts
- b) Math

IDENTIFICATION - ELIGIBLE FOR SPECIAL EDUCATION

School-district-conducted Evaluation

Once the School District's Multidisciplinary Team (MDT) reviews the Evaluation Report (ER) and determines the child to be eligible and in need of special education services, the school district will offer to develop an Individualized Education Program (IEP). This IEP represents the school district's offer of FAPE. The parent then has three (3) choices. The choices are:

Option A: Public School – Full Time Enrollment – Free Appropriate Public Education (FAPE)

- 1. School District writes an Individualized Education Program (IEP)
- 2. School District provides parent(s) with Notice of Recommended Educational Placement (NOREP)
- 3. Parents sign NOREP indicating in writing their acceptance of FAPE
- 4. Child is enrolled full time in the public school and receives all services there

or

Option B: Public/Nonpublic School – Dual Enrollment - Not FAPE

- 1. School district writes an Individualized Education Program (IEP)
- 2. School District issues a NOREP to parent(s)
- 3. Parents sign NOREP indicating in writing their refusal of FAPE (no IEP)
- 4. School district develops schedule to provide course (s)
- 5. Child is enrolled in both the public and nonpublic school
- 6. Transportation to and from the course(s) is the responsibility of the school district
- 7. Reevaluate every 3 years (2 years for ID students)

or

Option C: Nonpublic School Enrollment – Not FAPE

- 1. School district writes an Individualized Education Program (IEP)
- 2. School District issues a NOREP to parent(s)
- 3. Parents sign NOREP indicating in writing their refusal of FAPE (no IEP)
- 4. If parents choose this option, the student remains in the Nonpublic School
- 5. Reevaluate every 3 years (2 years for ID students)

Intermediate Unit 1 Conducted Evaluation

Once IU1's Multidisciplinary Team reviews the ER and determines the child to be eligible and in need of special education services, one of the following actions will occur:

- 1. IU1 will share the ER with the school district if parent has given permission to do so. The school district of residence will write an IEP and offer FAPE.
- 2. The MDT will determine if the Consultant for Nonpublic Schools needs to provide support to nonpublic staff. If consultative services are deemed appropriate, these services will be documented in writing and IU1 will monitor and reevaluate your child in accordance with PDE guidelines

SERVICES PLAN

A Services Plan, written after an IEP is declined, reflects the **direct** services that are agreed to as part of the Equitable Participation consultation process between the IU and private school representatives, including parents. For the 2021-2022 school year, a Services Plan is not available because **direct** services are not an option agreed to under **Equitable Participation consultation process**.

REQUESTING AN EVALUATION

To seek an evaluation for your child, make an oral or written request by contacting either the Special Education Liaison in your district of residence or the IU1 Consultant for Nonpublic Schools. Be sure to include all areas of concern as part of the evaluation request (academic achievement, speech and language, emotional or behavioral, attention, motor skills, etc.).

In response to an oral request, the district or IU1 will send you a **Permission to Evaluate – Evaluation Request Form** within 10 calendar days to document the discussed areas of need. It will also include school district or IU1 contact information and a *Procedural Safeguard Notice* explaining your rights. Once you have confirmed the accuracy of the information, sign and return this form to the designated person listed on the form.

In response to a written request or after the completion of a Permission to Evaluate - Evaluation Request Form, you will receive a **Permission to Evaluate – Consent Form** within a reasonable amount of time. This form will describe the process and timeline that will be used for the evaluation and ask for your consent for the evaluation to begin. You will also receive a *Procedural Safeguard Notice* explaining your rights. After determining that the information is correct, return this signed form as soon as possible to begin the 60-calendar day evaluation process.

Contacts for Additional Information:

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Developed by:
INTERMEDIATE UNIT 1
with
IU1 School Districts
and
Nonpublic Schools within IU1

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www.iu1.org