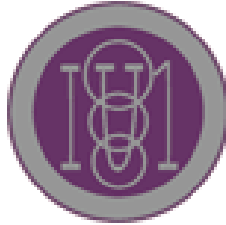


Intermediate Unit 1



Does your child have special needs?

**PARENTALLY PLACED
PRIVATE SCHOOL CHILDREN**

Parent Booklet
2007-2008 School Year

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

Additional copies of this booklet may be downloaded
from the website: www.iu1.k12.pa.us

**Is your child having difficulty in school?
Has your child been identified as needing special education services?**

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. 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 proceeds with an evaluation, it will notify you in writing (Permission to Evaluate) of the specific types of tests and procedures it plans to use, 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. Only a parent, guardian, or surrogate can grant permission to evaluate a student.

If, after the evaluation, your child is found to have a disability and in need of special education and related services, the public school will offer to write an Individualized Education Program (IEP). An IEP is a written document that specifically describes the special education services 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 and Appropriate Public Education (FAPE). If you wish to accept the offer, you will have to 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. 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 development of an IEP. A Services Plan would be written after an IEP is refused if the services that are agreed to as part of the Equitable Participation consultation process between the IU, private school representatives and parents include direct services. For the 2007-2008 school year, a Services Plan is not available because direct services are not an option under Equitable Participation.

If your child has already been evaluated and offered services in an IEP, and you chose not to accept the services, communicate this to your child's principal. Again, your child may still be eligible for certain services.

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, feel free to contact the school district in which you live or Donna Vaverka, Nonpublic Consultant for Intermediate Unit 1.

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, that 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**

Defined as follows:

- *General.* The term means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
- *Disorders not included.* The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

❖ **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. The child's Regular Teacher (at the Nonpublic School)
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 school days from receipt of the signed Permission to Evaluate 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 elementary or secondary private school student who attends a nonpublic school 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 in 2007-2008 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. 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-4)
 - b) Counseling
 - c) Remedial Math
 - d) Standardized Testing (Terra Nova, IOWA)
 - e) Consultant for Nonpublic Schools
 - 2. **Title I Services** (available as per Federal Guidelines)
 - a) Language Arts
 - b) Math

IDENTIFICATION - ELIGIBLE FOR SPECIAL EDUCATION

Once the Local Education Agency's (LEA) 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. Child is enrolled in the public school and receives all services there

or

Option B *Public/Nonpublic School – Dual Enrollment - FAPE for public school services only.*

1. If parent expresses an interest in this option, the School District writes an IEP
2. IEP team determines what services in the IEP will be offered and where the services will be provided
3. School District issues Notice of Recommended Educational Placement (NOREP) to parent(s)
4. Child is enrolled in both the public and nonpublic school and will receive special education services as determined by the IEP team.

or

Option C *Nonpublic School Enrollment – Not FAPE*

1. If parent chooses this option, the student remains in the Nonpublic School
2. Parent should indicate in writing their refusal of FAPE and decline the development of an IEP
3. A Notice of Recommended Educational Placement (NOREP) is issued

SERVICES PLAN

A Services Plan, written after an IEP is refused, 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 2007-2008 school year, a Services Plan is not available because direct services are not an option under Equitable Participation.

**SPECIAL EDUCATION
PROGRAM/SERVICE OPTIONS**

**OPTION A
Full Time
Enrollment in
Public School**

- * **Conduct Evaluation**
- * **Write ER**
- * **Write IEP**
- * **Issue NOREP**
- * **FAPE**

**Full Special
Education Funding**

**OPTION B
Dual Enrollment in
Public/Nonpublic School**

- * **Conduct Evaluation**
- * **Write ER**
- * **Write IEP**
- * **Issue NOREP**
- * **FAPE (as determined by IEP)**

**Full Special Education Funding
For IEP Portion**

**OPTION C
Full Time
Enrollment in a
Nonpublic School**

- * **Conduct Evaluation**
- * **Write ER**
- * **No IEP**
- * **Issue NOREP**
- * **Not FAPE**
- * **Provide Services of
Equitable Participation
(as agreed to by Nonpublic School)**

**Use % of IDEA Funds
Based on
Proportionate Share**

Parent Request Letter (SL-1)

Parent address
Parent phone number (home and work)
Date

Director of Special Education/LEA's name
School District Address

Dear LEA's name;

I am the parent of child's full name whose date of birth is month/day/year.
Your child's first name is in the grade in room number number. My child is not doing well in school, and I am requesting that an evaluation be conducted to determine what the problems are and how they can be addressed. I understand that I am a member of my child's multidisciplinary team and I wish to give input to the team. Please let me know how I can participate in this process.

I look forward to the school district providing me with a notice of my parental rights and a "Permission to Evaluate" form for me to sign. I understand that the evaluation must be completed and a report issued within 60 school days after the school district receives my signed Permission to Evaluate form.

Please contact me if you require any further information.

Thank you.

Sincerely,

Parent's name

Additional Information Contacts

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