

CAMERON COUNTY SCHOOL DISTRICT

601 Woodland Avenue, Emporium, Pennsylvania 15834 (814) 486-4000 FAX (814) 486-4003, 486-4006

Annual Public Notification of Child Find, Screening & Evaluation Procedures, Special Education Programs & Services & Confidentiality of Student Records

In compliance with state and federal law, Notice is hereby given by the Cameron County School District that it conducts ongoing identification activities as part of its school program for the purpose of identifying students who may be in need of special education and related services (eligible students). The School District, prior to any referral of a student for evaluation, utilizes one or more of the following methods to identify possible exceptional school age persons.

1. Annual survey of exceptional children ages 3 to 21.
2. Participation in the IST (Instructional Support Team).
3. Analysis of school district achievement test/ state assessment results.
4. Parent or guardian initiated referral.
5. School district staff referral.

Screening methods may vary based upon need and do not require parental approval. Parental involvement is encouraged.

CHILD FIND PROCEDURES - BIRTH TO SCHOOL-AGED

Screening and evaluation processes are available at no cost to parents who believe their infant, toddler, or young child (age 3 to school-age) may be in need of early intervention services. Parents may request screening and evaluation at any time, whether or not their child is enrolled in the District's public school program. Requests for evaluation and screening are to be made in writing to the acting Superintendent, Clyde Moate, (814) 486-4000. Screening and evaluation procedures for infants and toddlers (birth to age 3) are provided by the Intermediate Unit 9 (814) 887-5512.

SCHOOL-AGED SCREENING PROCEDURES

If a parent believes that their school-aged child may be in need of special education services and related programs, screening and evaluation processes designed to assess the needs of the child and his/her eligibility are available at no cost to the parent, upon written request.

All referrals begin with the Instructional Support Team (IST). This is a screening and data collection process. A parent or staff member may initiate this process by submitting a written request to William Floyd, Woodland Elementary School, or Beverly Walker, Cameron County High School. Screening information will be used by the IST (Child Study), which includes the parents, to generate a plan to meet the child's specific needs or to document the need for further evaluation. Child Find data can be found at the Cameron County School District or at the Intermediate Unit 9.

At any grade level, referrals for gifted screening can be made directly to the Woodland Elementary School, William Floyd, or the Cameron County High School, Beverly Walker. Screenings are conducted to determine if additional assessments are needed. Pennsylvania State Regulations (Chapter 16) define mental giftedness as "outstanding intellectual and creative ability the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program." The term mentally gifted includes a person who has an IQ of 130 or higher and other factors (above grade level achievement, high rates of acquisition and retention, higher level thinking skills, high level of accomplishment, performance, or expertise in one or more academic areas, documented evidence that intervening factors are masking gifted ability.) If a parent or teacher suspects that a student may demonstrate gifted characteristics, a referral for a gifted screening can be made. With parent permission, the School Psychologist will administer a brief measure of intellectual functioning. If a student earns a composite score of 125 or higher, a referral for a formal Gifted Multidisciplinary Evaluation (GMDE) will be made.

PROGRAMS FOR ELIGIBLE OR PROTECTED HANDICAPPED STUDENTS

In compliance with state and federal law, notice is hereby given by the Cameron County School District that it conducts ongoing identification activities as a part of its school program for the purpose of identifying students who may be in need of special education and related services (eligible student). If your child is identified by the District as possibly in need of such services, you will be notified of applicable procedures. Individualized services and programs are available for children who are determined to need specially designed instruction due to the following conditions:

Autism/pervasive development disorder; blindness or visual impairment; deafness or hearing impairment; developmental delay; mentally gifted; mental retardation; multi-handicapped; neurological impairment; other health impairments; physical disability; serious emotional disturbance; specific learning disability; speech and language impairment.

If you believe that your school-age child may be in need of special education services and related programs, or young child (age 3 to school-age) may be in need of early intervention, screening and evaluation processes designed to assess the needs of the child and his/her eligibility are available to you at no cost, upon written request. You may request screening and evaluation at any time, whether or not your child is enrolled in the District's public school program. Requests for evaluation and screening are to be made in writing to: Clyde Moate, Acting Superintendent, Cameron County School District, 601 Woodland Avenue, Emporium, Pennsylvania 15834. Evaluation forms may be obtained at the front office or the Guidance Department.

In compliance with state and federal law, the Cameron County School District will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services, or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the students abilities. In order to qualify a protected handicapped student, the child must be school age with a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the school program. These services and protections for protected handicapped students are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs.

The Cameron County School District provides programs and services for identifying and evaluating specified needs of students. Services are available at every level. Further information about these programs may be obtained by contacting Bill Floyd, Woodland Elementary School, (814) 486-4000; Beverly Walker, Cameron County High School, (814) 486-4000; or IU9 in Smethport, Pennsylvania, (814) 887-5512.

EDUCATIONAL SUPPORT PROGRAMS & SERVICES

Instructional Support Program

The Instructional Support Program at Cameron County School District is designed to address the needs of the students in the areas of academics, behavior, and coping concerns. A parent or staff member may initiate the process by phoning either of the Instructional Support persons, William Floyd, Woodland Elementary School, (814) 486-4000, or Beverly Walker, Cameron County High School, (814) 486-4000. The Instructional Support Team (IST), which includes the parent, requesting teachers, instructional support designee, principal, and other staff members as needed, will generate a plan to meet the child's specific needs or document the need for further evaluation.

Early Intervention

If a young child is experiencing delays in his or her development, Early Intervention can help. Delays can occur in one or more of the following areas: physical development, language and speech development, social and emotional development, self help skills (adaptive skills), and cognitive development. The Seneca Highlands Intermediate Unit Nine Early Intervention Program serves eligible children from birth to school age. Services are provided in the child's home or in classroom settings. For more information, contact the Early intervention at (814) 887-9287 or (814) 887-5512.

E S L (English as a Second Language)

The Cameron County School District offers an ESL program to any student with Limited English Proficiency (LEP). Educating these students is the responsibility of the Cameron County School District. The program is designed to teach social and academic language skills (reading, writing, listening, and speaking) to our ESL population. It is also designed to meet the cultural aspects necessary to succeed and participate in meaningful educational programs. The ESL program is mandated by the federal and state governments for full-implementation by the 2004-2005 school year. For additional information, please contact the Office of the Superintendent at (814) 486-4000.

ELIGIBILITY OF A STUDENT TO BE TESTED:

1. Students born outside of the United States
2. Students whose family members speak another language in the home other than English

HOW A SCHOOL DETERMINES ESL ELIGIBILITY:

1. Home Language Survey
2. Child Find Activities

ASSESSMENT & PLACEMENT OF STUDENTS:

1. Assess identified students with LEP for instructional needs
2. Place the student in an appropriate ESL instructional level
3. Assess students for advancement in proficiency levels or program exit

Individuals in need of further information about child find, screening and evaluation procedures, (including purpose, time, and location), provisions of special education programs and services, and/or on the rights of parents and children, including the right to due process procedures, should contact any school administrator or guidance counselor.

Student Assistance Program (SAP)

The SAP, referred to as the Student Support Team (SST), is available to all students in the Cameron County School District. SAP is able to help students experiencing mental health and/or drug and alcohol related problems. Students with on-going attendance, behavior, or academic concerns may be referred to the SAP Team for intervention. Students in need, parents, school personnel, or other concerned persons may initiate referrals to the SAP Team. More information regarding SAP may be obtained by contacting the school principal or school counselors.

Extended School Year

The determination of whether or not a child with a disability needs an extended school year must be made annually on an individual basis by the child's IEP team. An eligible child is entitled to a free appropriate public education (FAPE) in excess of 180 days per year if regression caused by interruption in educational programming and limited recoupment capacity, or other factors, makes it unlikely that the student will attain or maintain skills and behavior relevant to established IEP goals and objectives.

Psychological Services

School psychologists receive special training in child development, learning processes, emotional and behavioral adjustment, and psychological and instructional testing. The District's school psychologist can provide a variety of services to students, parents, teachers, and administrators. These services include psycho-educational testing to determine a student's academic strengths and needs, identification of students who might be in need of special education services, assistance in the development of appropriate educational plans designed to meet students' needs, individual or group counseling based on academic, social or emotional concerns, and consultation with parents and teachers about students' learning and adjustment. The school psychologist works cooperatively with students, parents, community members and school staff to assist with providing all students with a free and appropriate education. School-based psychological services are provided free of charge through the Cameron County School District.

Psychological services includes obtaining, integrating, and interpreting information about child behavior and conditions relating to learning, planning and managing a program of psychological services, including psychological counseling for children and/or children and their parents; and assisting in developing positive behavioral intervention strategies.

Psychological counseling is a continuum of services or interventions that will address an individual student's needs when behavior interferes with his/her learning or the learning of others. Such behaviors include internalizing behaviors such as withdrawal, depression, and suicidal threat, as well as externalizing behaviors such as verbal or physical aggression, and oppositional defiant tendencies,. A continuum is in place to address the needs of all students and shall include but not be limited to:

Classroom behavior management involves the establishment of a set of rules, rewards, and consequences within a classroom. These procedures can be implemented daily by a teacher, personal care assistant, or educational assistant, usually under the guidance of a behavior specialist, consultant, or individual trained in classroom behavior management strategies.

Individual behavior support plan includes a variety of techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment. Interventions used shall be the least intrusive necessary. The plan will be implemented on a daily basis by all personnel involved with the student.

Gifted Support

The Gifted Support Program is designed to meet the needs of mentally gifted students in a challenging manner. Activities and units of study are presented in various subject areas. Overall goals include enhancing student self-esteem, building leadership, communication, interpersonal skills, and applying higher-level thinking skills.

Speech-Language Support

The Speech-Language Support Program provides specially designed instruction for students who have difficulties in communication skills. Areas of difficulty which can be addressed include: articulation (specific speech-sound production), language skills, development (form, content, and use), voice quality, and fluency (stuttering).

One on one or small-group instruction is provided in the speech therapy room setting or within the child's class-room depending upon which arrangement best meets the individual's communication needs.

Learning Support Resource Rooms

The Learning Support Resource Rooms present students, whose expected levels of achievement will vary, with an atmosphere conducive to individualized level learning. Reading, Language Arts, Math, Social Studies, Science, Health, Writing, and Socialization Skills are areas in which educational goals are developed. These programs are designed to help students who require special services develop their knowledge and skills. Learning Support students are to be included in regular education whenever possible.

Life Skills Support

Life Skills Support classes serve students with overall delays who require multiple hands on experiences for mastery to occur. Instruction is given individually or in small groups and students participate in specials with their peers.

Emotional Support

An Emotional Support classroom provides an individualized, highly structured program for students with severe social and emotional disabilities. These disabilities can result in slowed academic growth and limited social interaction. Therefore, the goal of the program is to achieve acceptable social and behavioral skills. Attaining these skills will allow students to experience academic growth and enable them to function in socially acceptable ways. The Emotional Support class is at the Coudersport Elementary School and the Johnsonburg High School grades 7 through 12.

Multiple Disabilities Support

The Multiple Disabilities class is designed for students who have been identified with two or more impairments which cause such severe educational needs that they cannot be accommodated in programs for one of the impairments. This class will stress motor/perceptual development, communication development, and acquisition of daily living needs.

Physical Therapy

The scope of Physical Therapy services within education is directed toward assisting a student with a disability to

participate in and benefit from his or her individual education program through the use of intervention strategies and specially designed instruction.

Occupational Therapy

Occupational Therapy in the education setting is directed toward assisting students with disabilities to participate in and benefit from his or her individual education program. Occupational Therapy provided as a related service must relate to the student's educational goals and enhance the implementation of those goals.

Hearing Support

The Hearing Support Program provides several services to the school district and its students. From initial screening assistance to special instruction, the hearing teacher is available as a "second opinion" to the school nurse before a student is referred to an audiologist. If a child shows a significant loss and difficulty in classes, special sessions are set up to provide auditory, speech, reading, and language instruction. Depending upon the severity of loss and need, intervention can range from consultation to inclusion in a resource room.

Vision Support

The Vision Support Program provides service to children who are blind and/or visually impaired. Children who qualify must have a visual field of less than 20 degrees and/or 20/70 or worse in the best eye with correction. Children from 3 to post 12th grade are served. Support may be provided in the home setting or in the school.

Chapter 15

In compliance with state and federal law, the Cameron County School District will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student the child must be of school age with a physical or mental disability, which substantially limits or prohibits participation in or access to an aspect of the school program.

These services and protections for "protected handicapped students" are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs.

Title I Program

The Title I Program in the Cameron County School District offers support to students in grades K through 6 who need extra help and instruction in reading and math. The support would include smaller classes, additional teachers and assistants, and extra reading and math instruction using a variety of teaching methods and materials.

ADDITIONAL ASSESSMENTS

In accordance with the recommendation of the Superintendent of Schools and the Guidance Directors, the Board of Education of the Cameron County School District has approved a testing program designed to provide information

concerning the proficiency of all children in the district on standardized tests of academic achievement and aptitude.

The results of these tests provide a continuing record of each child's academic progress in comparison with national norms. They are also an invaluable aid to the child's teacher and counselor in diagnosing individual strengths and weaknesses in order to provide effective individualized instruction. During the school year, the following tests will be administered to students as part of this program:

<u>TYPE AND NAME OF TEST</u>	<u>GRADE GIVEN</u>
<u>ACHIEVEMENT</u>	
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	K, 1, 2, 3, 4, 5, 6
S T A R	2, 3, 4, 5, 6
4Sight - Reading and Math PA Benchmark	3, 4, 5, 6, 7, 8, 9, 10
PA Assessment Tests	3, 4, 5, 6, 7, 8, 11
PA Alternate System of Assessments	3, 4, 5, 6, 7, 8, 11
<u>INTEREST</u>	
Kuder General Interest Survey	9
<u>APTITUDE</u>	
Preliminary Scholastic Aptitude Test	10, 11, 12
Armed Services Vocational Aptitude Test Battery	10

TRANSITION OR PREPARATION FOR ADULT LIFE

Transition or the Preparation for Adult Life Program is a very visible program in aiding students, parents, and outside agencies in helping students make vocational decisions. The program is very specific for students with IEP's in place. Parents and representatives or agencies will be invited to a meeting near the student's sixteenth birthday. A second meeting will occur early in the senior year to update the PAL program to reflect the student's desires and needs. Parents are highly encouraged to be involved in the process of transition from school to the work environment.

For more information on any of these programs, contact Beverly Walker at (814) 486-4000.

Assessments for Transition

Additional educational/psychological testing is available through the school psychologist with parental permission. Parents may initiate psychological testing for their child by contacting the elementary or secondary guidance counselor.

For students eligible for special education services under Chapter 14 or for students thought to be eligible, the District may provide the following assessments for transition planning purposes at the particular grade level listed or as needed.

1. GRADE 8
 1. Student Transition Survey
 2. Guidance Input Form
 3. Teacher Questionnaire

4. Parent Questionnaire
2. GRADE 9
 1. Future Planning Inventory
 2. Talent Assessment Program (TAP)
 3. Parent Questionnaire
3. GRADE 10
 1. Transition Planning Inventory (TPI - student, parent, and teacher questionnaire)
 2. Talent Assessment Program (TAP)
4. GRADE 11
 1. Student Self-Assessment
 2. Guidance Input Form
 3. Teacher Questionnaire
 4. Talent Assessment Program (TAP)
 5. Parent Questionnaire
5. GRADE 12
 1. Final Transition Review Meeting

HEALTH EXAMINATIONS

Although the physical and mental health of each child is primarily the responsibility of the home and parents, the school district provides not only state-mandated health services but also functions to maintain and improve the health of each student while in school.

Each pupil shall receive a comprehensive health examination in first grade, in sixth grade and in eleventh grade. These examinations will be conducted by the school physician or physician's assistant. A private examination conducted at the parents' request and at their expense will be accepted in lieu of the school examination.

Each pupil shall receive a comprehensive dental examination in first grade, while in third grade and in seventh grade. These examinations will be conducted by the school dentist. A private examination conducted at the parents' request and at their expense will be accepted in lieu of the school examination.

For each pupil transferring to the schools of this district the Superintendent shall request an adequate health record from the transferring school.

Beginning with pre-kindergarten and continuing through the twelfth grade, the school district will maintain for each student a developmental health history. This health history includes required vision and hearing screenings.

The individual pupil records of health examinations shall be maintained as a confidential record subject to statute and the policies of this district.

Although the physical and mental health of each child is primarily the responsibility of the home and parents, the school

district provides not only state mandated health services but also functions to maintain and improve the health of each student while in school.

Each pupil is required to have a comprehensive health examination upon original entry (K or 1) and in grades six and eleven. The Physician General recommends that this exam be done by the student's family physician to provide continuity of care and would be at the parent's expense. Any student not returning a signed physical form from their own physician will be examined by the school physician.

Each pupil shall receive a comprehensive dental examination upon original entry (K or 1) and in grades three and seven. These examinations may be conducted by the school dentist. A private examination performed by the student's own dentist and at their own expense is acceptable.

Each student's Body Mass Index (BMI) is mandated to be collected in grades Kindergarten through third.

For each pupil transferring to the schools of this district, the Guidance Office shall request an adequate health record from the transferring school prior to enrollment.

Beginning with kindergarten vision and hearing screening and continuing through the twelfth grade, a developmental health history shall be maintained for each student in the district.

CONFIDENTIALITY & STUDENT RECORDS

Student records are essential to the successful delivery of formal education at the elementary and secondary levels. The purpose of this policy is to establish a system for the maintenance, use and destruction of student records that enables the District to educate children thoroughly and efficiently and to do so in a manner consistent with the privacy rights guaranteed by state and federal law.

The Cameron County School district may maintain records in two categories:

CATEGORY A This file contains the minimum personal data necessary for the operation of the school system. Identification of student (name, social security number, student identification number, etc.), names and addresses of parents or guardians, last known home address and telephone number, birth date, classes attended and academic levels completed or services received, year of program or service completion, and when applicable, grades or marks received, grade level completed, and whether a diploma was received. The file will also include, achievement test scores, attendance records, honors, awards, activities, photographs, suspension records or other similar types of information. **CATEGORY A DATA SHALL BE FILED FOR 100 YEARS.**

CATEGORY B This file's data is verified information of clear importance such as intelligence and aptitude scores, interest inventories, health data, family information, teacher or counselor observations, and reports of serious acts of misbehavior and behavior patterns. This file also contains the documents that pertain to evaluation procedures to determine if a student was eligible for special education services or for other accommodations such as Chapter 15 Service Agreements. **CATEGORY B DATA SHALL BE DISCARDED SIX YEARS AFTER THE STUDENT IS GRADUATED OR, IN THE CASE OF A TRANSFER OR DROPOUT, WHEN THE STUDENT REACHES AGE TWENTY-ONE. ELIGIBLE STUDENTS MAY REQUEST THEIR CATEGORY B FILE BEFORE IT IS DESTROYED.**

Family Education Rights and Privacy Act (FERPA) grants certain rights with respect to their children’s educational records. These rights transfer to the student when he or she reaches the age of eighteen (18) or attends a school beyond the high school level (“eligible student”). Their rights under FERPA are:

1. The right to inspect and review the student’s education records within 45 days of the date the District receives a request for access.

Parents or eligible students should submit to the school principal or other appropriate school official a written request that identifies the records they wish to inspect. The principal will make arrangements for access and notify the parent or eligible students of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading.

Parent or eligible students may ask the Cameron County School District to amend a record that they believe is inaccurate or misleading. They should write the school principal or other appropriate school administrator, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

Cameron County School District does not discriminate on the basis of race, color, national origin, sex, age or handicap in its programs, activities, admissions, or employment practices, as required by Title IV, Title IX, Section 504 and Title II of ADA. The District as a matter of policy a grievance procedure for the prompt and equitable resolution of student and employee complaints alleging discrimination. Said policy and complaints may be accessed or directed to the Districts Affirmative Action Officer: Carl Mitchell, 601 Woodland Avenue, Emporium, PA 15834, (814) 486-4000.

Superintendent, Clyde Moate	(814) 486-4000	School Psychologist, Daisy Sutter	(814) 887-5512
High School Principal, Patricia Schwer	(814) 486-4000	Elementary School Principal, Lynn Newcomer	(814) 486-4000
High School Guidance Counselor, Beverly Walker	(814) 486-4000	Elementary Guidance Counselor, William Floyd	(814) 486-4000

Dear Parent:

The Cameron County School District would like to have input from you regarding the Annual Public Notice and education support programs and services.

Please take a few moments to review this survey and answer the following questions. The data will be reviewed to help us provide quality services to our children and parents.

1. Would like to know if you received and understood the purpose of the Annual Public Notice.

_____ Yes _____ No

2. Did the Annual Public Notice properly describe the following?

Confidentiality _____ Yes _____ No

Screening _____ Yes _____ No

Evaluation Procedure _____ Yes _____ No

Educational Support Programs & Services _____ Yes _____ No

3. As a parent, I would like to have parent training in one or more of the following:

_____ Behavior Support

_____ Transition

_____ Reading

_____ Assistive Technology

_____ Inclusion

_____ Other

Please list: _____

4. As a parent of a child with disabilities, I would like to have parent training in one or more of the following:

_____ Behavior Support

_____ Assistive Technology/Low Incidence

_____ Reading

_____ I E P Development

_____ Inclusion

_____ Least Restrictive Environment

_____ Transition

_____ Progress Monitoring

_____ Other

Please list: _____

5. If Parent Training sessions are provided, when would be the most convenient time for you to attend?

6. As a parent, would you like to have any materials sent to you regarding:

_____ Behavior Support

_____ Assistive Technology/Low Income

_____ Reading

_____ I E P Development

_____ Inclusion

_____ Least Restrictive Environment

_____ Transition

_____ Progress Monitoring

_____ Other

Please list: _____

7. As a parent, would you like to have a member of the Cameron County School District contact you concerning the Annual Public Notice or parent training services?

_____ Yes _____ No

NAME _____ DATE _____ TELEPHONE NUMBER _____

*PLEASE RETURN THIS FORM TO THE HIGH SCHOOL GUIDANCE, BEVERLY WALKER, OR ELEMENTARY GUIDANCE, WILLIAM FLOYD