

NORTHEAST BRADFORD SCHOOL DISTRICT

Evaluation Services Section 504 Service Agreement Secondary Transition Gifted Education Child Find Vocational Resources

Evaluation Services

Students who demonstrate learning, behavioral, emotional, and other needs that impede academic progress can be evaluated to determine if they are eligible for and in need of special education services. The school district psychologists are members of evaluation teams who administer psycho-educational assessments to help determine the strengths and needs of individual students. Parents, teachers and other professionals also give input to all educational decisions regarding students. Following the evaluation, all members of the team receive an evaluation report and are invited to participate in a meeting to develop an Individual Education Plan (IEP) if deemed appropriate based on evaluation findings.

Re-Evaluation Process (for students who previously qualified for an IEP):

Depending on your child's classification, a reevaluation is conducted on a two- or three-year cycle. A reevaluation is completed to determine whether your child still has a disability and needs to continue receiving special education services. During this process, the IEP team utilizes one of the two processes below:

1. A review of the current information already available to determine your child's progress.
This includes IEPs, progress reports, report cards, attendance, behavior, and assessment data including statewide, local, and classroom assessments. This option does not include any additional testing or assessments as the team has sufficient information to identify your child's strengths and needs in order to make recommendations for the upcoming program planning and Individual Education Plan (IEP).

OR

2. A review of the current information AND conducting additional assessments/ evaluations to determine progress and/or to consider if there are additional educational needs or concerns which should be addressed in the upcoming program planning and Individual Education Plan (IEP).

Northeast Bradford School District is committed to delivering a full continuum of special education services. The district employs certified special education teachers, as well as instructional support paraprofessionals.

- In compliance with state and federal law, notice is hereby given by Northeast Bradford 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. If your child is identified by the District as in need of such services, you will be notified of applicable procedures. These services and the transportation to them are paid for by the school district. Services and programs are available for children who are determined to need specially designed instruction due to the following conditions: Autism / Pervasive Developmental Disorder, Blindness / Visual Impairment, Deafness / Hearing Impairment, Deafness / Blindness, Developmental Delay, Emotional Disturbance, Intellectual Delay, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech and Language Impairment, and Traumatic Brain Injury.
- If you believe that your school-age 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 to you at no cost, upon written request.
- Requests for Multidisciplinary Evaluation and screening are to be made in writing to the Director of Student Services, 526 Panther Lane, Rome, PA 18837. Communication with parents or guardians is

in English and, if necessary, in the native language or other mode of communication used by the parents or student.

- Students who are not determined to be eligible for special education, but who are in need of modifications due to a disability, which substantially limits life activities and adversely affects educational performance, may be entitled to protection under a 504 Service Agreement. Families can review this process with the Director of Student Services.

If you have questions or concerns involving your child's education and how the special education process functions or any student service related questions, please feel free to contact Colleen Cobb, Director of Student Services via phone at 570-744-2521 or by email at ccobb@nebpanthers.com

Section 504 Service Agreement

Notice: In compliance with state and federal law, The Northeast Bradford 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.

What is a 504 Plan (or Service Agreement)?

Under Section 504, an individual with a disability (also referred to as a student with a disability in the elementary and secondary education context) is defined as a person who: (1) has a physical or mental impairment that substantially limits a major life activity; (2) has a record of such an impairment; or (3) is regarded as having such an impairment.

Process: What do I do?

A parent who would like to request their child be evaluated for eligibility for a 504 Service Agreement should contact the Student Services office at 570-744-2521. Any documentation the parent has in regards to a diagnosis should be submitted to the Student Services office at the time the request is made.

A meeting will be scheduled for the parent and student to meet with the Director of Student Services as well as the child's teachers. The team will review the concerns and any submitted documentation and determine if a 504 evaluation is needed at that time.

If the student's needs suggest they are eligible for a 504 Service Agreement, the team, along with a school psychologist, will recommend accommodations and supports needed for school.

The Secondary Transition Process

Secondary Transition is the process of preparing students for adult life after they leave high school. Transition planning begins at age 14, or younger if determined appropriate by the IEP team, as students consider their goals for the time after graduation through career awareness exploration activities. The transition process continues through high school as academic instruction and community experiences help clarify and support students' goals. The entire process is based on individual student's needs, taking into account each student's strengths, preferences, and interests.

Transition can be thought of as a bridge between school programs and the opportunities of adult life, including higher education or training, employment, independent living, and community participation.

Pennsylvania educators facilitate students' successful transition by using a six-step process to develop the IEP; guide the way for students, families, educators, and service providers; and prepare students to cross the "bridge" to adult life.

When the student is ready to graduate or exit high school, the team must provide a *Summary of Academic Achievement and Functional Performance (SAAFP)

IDEA 2004 requires that school districts provide a Summary of Academic Achievement and Functional Performance (SAAFP) to students with disabilities who are exiting high school. The SAAFP contains a summary of the student's academic and functional performance, as well as recommendations for assisting the student in meeting post-school goals. The SAAFP should clearly state what students need to do to achieve their post-school goals. It should also help students to identify needed supports to achieve their post-school goals, to articulate individual strengths, and to better understand the impact of their disabilities as they enter adult life.

(Taken from PATTAN <https://www.pattan.net/Graduation-Post-Secondary-Outcomes/Educational-Initiatives/What-is-Secondary-Transition>)

Gifted Education

Students who demonstrate strong performance in the district criteria may be evaluated to determine if they are eligible for and in need of gifted support services. Students in need of Gifted Support Services are provided with enriched and/or accelerated curricula. Instruction in the core content areas is differentiated by pace, level of instruction, and depth of content. The curriculum is aligned with state and Common Core standards and designed to challenge high ability students to reach their full academic potential. In each of our schools, our Gifted Support Services model adjusts with the developmental level of the student and individual student strength-based opportunities are developed through the GIEP team meeting.

Evaluation Process

Parental consent must be acquired before any formal evaluation can begin. The school district will form a gifted multidisciplinary team to conduct the evaluation. The evaluation consists of multiple criteria that include but are not limited to:

- Psychological evaluation
- IQ of 130 or higher (if lower than 130, then multiple criteria must be met)
- Achievement Scores
- Acquisition and retention rates
- Demonstrated achievement, performance, or expertise in one or more academic areas.
- Noteworthy achievements
- Class work examples
- Curriculum based assessments.
- Individualized Standard Achievement Assessments
- Evidence that intervening factors are masking gifted abilities.

Once the evaluation has been completed, the team will generate a report that includes data, findings, and recommendations about the student.

Child Find

The district participates through our local intermediate unit, BLAST IU #17 to complete Child Find activities on an annual basis. In addition, Northeast Bradford School District has developed policies in accordance with federal and state regulations and guidelines to ensure the provision of a free and appropriate public education to all school-age children, including those with disabilities. The District provides appropriate special education programs, related services, and early intervention programs that are:

- provided at no cost to parents.
- provided under the authority of a school entity, directly by referral or by contact -individualized to meet the educational or early intervention needs of the child.

- reasonably calculated to yield meaningful educational or early education benefits and progress -designed to conform to an Individual Education Program (IEP)

NEBSD has procedures in place to screen and identify students who have special needs. All students are screened at Kindergarten registration using assessment tools by trained professionals in the areas of hearing, vision, speech, and potential for learning. If a disability or area of concern is suspected, a referral for a complete evaluation or further assessment is discussed and presented to the parents of the student. Furthermore, if parents suspect their son/daughter has a disability, a request for a school evaluation can be made by the parent. Screening of children using immediately available resources and data such as health records, report cards, attendance reports, enrollment records, etc. are tools the District use to help identify children with special needs. Screening of children helps the District to determine which students need further assessment and which students may benefit from regular education interventions without the special education identification.

Transition:

The Northeast Bradford School District is devoted to preparing students for the transition to adult life. We provide a continuum of services to support students as they prepare for adult life. We also have a Transition Council that includes representatives from local agencies who meet with students and their parents for the purpose of transition planning. The council includes representatives from the Office of Vocational Rehabilitation, Mental Health/ Mental Retardation, Futures Community Services, Northern Tier Career Center, Penn York Opportunities, and other agencies as needed. The purpose of the council is to ensure that both students and parents have the information required to make informed decisions about the services available to them after graduation.

Community & Agency Resources

The Office of Vocational Rehabilitation (OVR) provides services to high school students (ages 14-21) to aid in their shift from high school to the employment world. OVR is an eligibility program, which is determined by the significance of the disability/impairment. However, most OVR pre-employment transition services can be provided to any student covered by an IEP or 504 plan, medical conditions, addiction issues, mental health concerns, etc. An OVR representative is invited to all IEP meetings if the student is 14 years or older.