



The School District *of* Haverford Township

**Parent Guide
To
Special Education Services
& Resources**

Purpose of this Manual

Welcome from the Department of Pupil Services and Special Education. The School District of Haverford Township believes that student well being and achievement through the provision of student services is a high priority. Among the various support services, special education has a unique role carrying out this important purpose for students with disabilities. A variety of state and federal statutes and regulations guide the district in locating, assessing, and planning for the needs of its identified exceptional students including the Individuals with Disabilities Education Act of 2004, Chapter 14 of the Pennsylvania School Code, and Section 504 of the Rehabilitation Act of 1973 provide guidance to school districts and parents* in the provision of services to identified students with disabilities. This manual is designed to answer your questions in the clearest possible terms.

*Please note: This booklet is designed to be a useful and understandable guide. It was written with the Haverford community of parents, students and teachers in mind. It does not attempt to replace lengthy regulations and therefore cannot answer highly specific questions or anticipate the unique aspects of individual services.

What are special services?

Special services are services that enable a student to make reasonable progress within their programming. A variety of special evaluative and educational services are available through the Department of Pupil Services & Special Education. These include psychological services such as evaluations, learning support, emotional support, autistic support, life skills support, gifted support, speech and language support, speech therapy, occupational therapy, physical therapy, vision therapy, and hearing therapy.

Child Find

[Child Find Notification - English](#)

[Child Find Notification - Spanish](#)

Haverford Township School District routinely conducts screening activities to identify the educational needs of all its students. Teams of teachers meet regularly to review student data including benchmark assessments, standardized testing data, classroom assessments, reading inventories and math inventories to make instructional decisions to help all children succeed. The regular review of data for all students assists teachers with differentiating instruction as well as identifying student difficulties at the earliest possible point in time so that assistance may be provided as soon as possible.

Students who exhibit weakness in vision, hearing or motor skills may be referred for a screening which may include observations and specific evaluations conducted by professionals with expertise in the area of concern. Screening activities are also in place for students who are thought to be gifted.

Students who experience academic or behavioral difficulties requiring additional screening are referred to the Child Study Team. The student may be referred by school staff or parents. Parents may refer their child by making a written request to their building principal.

Child Study Teams

The purpose of the Child Study team (CST) is to identify students experiencing difficulty and intervene. The classroom teacher presents data collected in the classroom using benchmark assessments, curriculum based assessments, and observation. The data is then reviewed by the team and strategies to assist the child in the regular education program are developed and implemented. If the child does not respond to these strategies, the CST will refer the student for a multidisciplinary evaluation.

The Child Study team must include the student's classroom teacher, the principal, and the school psychologist. Teams may also include the school nurse, reading specialist, curriculum coordinator, speech therapist, home and school visitor, special education teacher and/or parent/guardian. Child Study teams exist in all of Haverford's elementary and secondary schools.

The services of the Child Study Team are available to all students grade K-12.

Evaluation Process

If the Child Study Team, or you believe your child may have a disability and would like

to pursue the evaluation process, we will issue a "Permission to Evaluate." This form seeks parent consent that will then allow us to begin the evaluation process which may consist of, yet not limited to: review of records, academic and achievement test, parent input and teacher input. You may pursue an evaluation directly by requesting from your building principal in writing or by submitting a [Permission To Evaluate- Evaluation Request Form](#)

Once the School District receives this *PTE-Evaluation Request Form* or a written request for an evaluation the school will either:

1. Send you within an reasonable amount of time the PTE-Consent Form that will describe the process and timeline that will be used for the evaluation, and ask for consent for the evaluation to begin, OR
2. Send you a written notice, called a *Notice of Recommended Educational Placement/Prior Written Notice* that explains why the Local Educational Agency (LEA) is refusing to evaluate the child and a *Procedural Safeguards Notice* that explains how a parent can challenge the LEA's refusal to evaluate their child.

For information regarding the Special Education Process please click the link below.

[Special Education Process and Timelines](#)

IEP

After an evaluation concludes that a child has a disability and requires specially designed instruction, an Individual Education Program (IEP) planning meeting will be held. You will be sent a letter inviting you to attend this meeting.

An Individual Educational Program (IEP) will be developed based on the individual needs of your child identified during the evaluation process. The IEP may be developed in draft form and reviewed and revised at the IEP meeting.

[ER and IEP process flowchart](#)

Reevaluations

Children receiving special education services are reevaluated formally once every three year, or every two years for a child with an intellectual disability. The cyclical date of the reevaluation is based on the date of the initial evaluation that found the child eligible for special education services. The purpose of this evaluation is to generate sufficient information to determine if your child's program remains appropriate. Each year teachers collect progress monitoring data through varied forms of assessment that determine present education levels for developing annual goals for the Individual Education Program. Frequently this data along with parent input and current observations is sufficient for the reevaluation. If the team requires additional assessment information, you will receive written

notice with a Permission to Reevaluate request. When sufficient ongoing data clearly defines a student's level of need for services or continued eligibility the formal reevaluation may be waived by mutual consent of the parent and District.

If you, the parent or guardian, are concerned about your child's program or placement, you may request an evaluation at any time. Please put your request in writing to your building principal.

[RR and IEP process flowchart](#)

Earning a High School Diploma

All students enrolled in special education programs earn a Haverford diploma upon completion of the appropriate courses and credit for graduation or completion of the special education program developed by the IEP team.

Students with disabilities can remain in school through the school year in which they turn twenty-one years of age or they meet the graduation requirements for a high school diploma or the requirements specified by their IEP team. When a student with a disability accepts a high school diploma, special education services are discontinued.

Preschool Services

Preschool programs for children with disabilities or developmental delays ages 3 to 5 years of age are provided by the [Delaware County Intermediate Unit](#). If you have a child that you feel might be eligible for these services, contact the Intermediate Unit at 610-938-9000.

The diagnostic process for preschoolers is very similar to the process for school age students. An evaluation must be completed by a multidisciplinary team of which the parent is an important member.

Parents' Rights

Parents of children with special needs have certain rights that are detailed in the [Procedural Safeguards Notice](#). State and federal laws and regulations outline the rights of parents in the provision of Free Appropriate Public Education.