

SERVICES FOR SCHOOL AGE STUDENTS WITH DISABILITIES

CHILD FIND NOTICE

All children with disabilities residing in the Commonwealth, regardless of the severity of their disabilities, and who are in need of special education and related services, are to be located, identified and evaluated. This responsibility is required by a federal law called the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1400 *et. seq.* (“IDEA”).

Chapter 711 of Title 22 (“Chapter 711”) of the Pennsylvania Code requires the publication of a notice to parents regarding public awareness activities sufficient to inform parents of the Chester Community Charter School (“the Charter School”) of available special education services and programs and how to request those services and programs as well, as of systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in the Charter School.

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

Chester Community Charter School (CCCS) provides a free appropriate public education (FAPE) to students that are found eligible for special education services.

WHAT IS REQUIRED TO QUALIFY

To qualify for Special Education Services a child must:

- Be of school age.
- Need specially designed instruction.
- Be identified as having one of the physical or mental disabilities described in the federal law Individuals with Disabilities Education Act (IDEA) and Chapter 711 of the Pennsylvania State Regulations.

PROCESSES AND PROCEDURES

CCCS has processes and procedures in place to determine whether a child is eligible for special education services.

If a child goes through the screening process, undergoes a multidisciplinary evaluation, and is found eligible, CCCS will provide a FAPE and if needed, related services, individualized to the child’s need at no cost to parents.

SCREENINGS

To identify students that may be eligible for special education services, various screening activities are conducted on an ongoing basis. (See the list of screening activities by clicking on the link to the comprehensive Child Find Notice).

When screening results suggest that a child may be eligible for special education services, CCCS will ask for the parent’s consent to conduct a multidisciplinary evaluation

PARENT REQUEST FOR SERVICES

Parents who suspect their child may be eligible for special education services may request an evaluation at any time through a written request to a Principal or Special Education Coordinator.

If a parent makes an oral request for a Multi-Disciplinary Evaluation, the Charter School shall provide the parent with a form(s) for that purpose. If the public school denies the parents' request for an evaluation, the parents have the right to challenge the denial through an impartial hearing or through voluntary alternative dispute resolution such as mediation.

PARENTAL CONSENT

CCCS cannot conduct an evaluation without written parent permission. Parental consent for an evaluation shall not be construed as consent for their child to receive special education and related services. (For additional information related to parent consent, parents can access the Procedural Safeguards Notice on the CCCS website under Special Education or on the PaTTAN website: www.Pattan.net)

EVALUATIONS

An evaluation under IDEA involves the use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent that may assist in determining whether the child is a child with a disability and the content of the child's IEP. The Charter School does not use any single measure or assessment as a sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child. Technically sound instruments are used to assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors.

Parental consent must be obtained by the Charter School prior to conducting an initial evaluation to determine if the child qualifies as a child with a disability, and before providing special education and related services to the child. The screening of a child by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not considered to be an evaluation for eligibility for special education and related services; therefore, parental consent is not required in this instance.

INDEPENDENT EDUCATION EVALUATION (IEE)

If a parent disagrees with the CCCS Evaluation Report, the parent may request an Independent Education Evaluation (IEE) at public expense.

INDIVIDUALIZED EDUCATION PLAN (IEP)

If a child undergoes a multidisciplinary evaluation and is found eligible, the IEP Team of CCCS professionals and parents will meet to review the child's strengths and needs identified through the evaluation process.

The IEP Team will work together to determine the appropriate type, level, intensity and location of services to develop an initial IEP.

The IEP Team can convene an IEP Team Meeting whenever the need arises or when a bi-annual or tri-annual re-evaluation is required.

CCCS also provides related services if appropriate such as:

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Transportation
- Counseling

SERVICES FOR PROTECTED HANDICAPPED STUDENTS

CCCS provides a FAPE to qualified students with disabilities. FAPE includes provision of regular or special education and related aids and services designed to meet individual needs of students.

FAPE includes participation on extra-curricular activities to the same extent as students without disabilities.

Related services or accommodations are provided without discrimination or cost to the student or family.

Services and safeguards for protected Section 504 students are distinct and separate from those provided through IDEA.

TO QUALIFY FOR A SECTION 504 SERVICE AGREEMENT

In order to qualify for a Section 504 Service Agreement the child must be identified as having a mental or physical disability which substantially limits or prohibits participation in or access to an aspect of the school program.

CONFIDENTIALITY OF STUDENT RECORDS

Family Educational Rights and Privacy Act (FERPA) and CCCS Student Records Policy protects the confidentiality of Personally Identifiable Information (PII) for all students.