

Elizabeth Forward Child Find Notice

The Elizabeth Forward School District uses the following procedures for locating, identifying, and evaluating specified needs of school-aged students requiring special programs or services. These procedures, as required by law, are as follows:

The district, as prescribed by section 1402 of the School Code, routinely conducts screenings of a child's hearing acuity in the following grades: Kindergarten, 1, 2, 3, 7, and 11. Visual acuity is screened in every grade. Speech and language skills are screened in kindergarten and on a referral basis. New students are screened annually. Gross motor and fine motor skills, academic skills, and social-emotional skills are assessed by classroom teachers on an ongoing basis. Specified needs from all these screening sources are noted within the child's official file. School records are always open and available to parents and to school officials who have a legitimate "need to know" information about the child and as required by law. Confidentiality of student records is safeguarded by the building principal. The disclosure of student records is governed by FERPA and HIPAA laws.

Information from the records is released to other persons or agencies only with appropriate authorization that involves written signed permission by parents. Parents with concerns regarding their student may contact building principals at any time to request a screening or evaluation of their child. Communication with parents and exceptional students shall be in English or the native language of the parents.

At the elementary level, screening information will be used by a Child Study Team within the student's school to meet his or her specific needs or to document the need for further evaluation. If it is determined that a child needs additional services, the Child Study Team will make adjustments relative to such things as the child's learning style, behavior, physical disabilities, and speech problems to be more in keeping with traditional classroom experiences. The Grade Level Teams at the Middle School, as directed by the building principals, fulfill the function of the Child Study Team. At the high school level, the Student Assistance Program Teams and the guidance counselors assume the role of the Child Study Team. If a student does not make expected progress, parents will be asked to give written permission to begin a multidisciplinary evaluation.

Parents may request that the district initiate a screening or evaluation of their child's specified needs at any time by contacting the building principal. Further information about these procedures may be obtained by calling the **Special Education Liaison at 412-896-2374**.

After this evaluation is completed, an Evaluation Report will be compiled with parent involvement and include specific recommendations for the types of intervention necessary to deal with the child's specified needs. Parents are then invited to participate in a meeting where the results of the multidisciplinary evaluation will be discussed. An Individual Education Program (I.E.P.) will be developed for specialized services for eligible students.

The Elizabeth Forward School District I.E.P. team will consist of at least three staff members: the building principal, a special education teacher, and the regular education teacher(s). The district psychologist/liaison, other teachers or specialists, and other administrative staff will be involved when appropriate.

Parents are an integral part of the I.E.P. team and need to be physically present at the I.E.P. meeting. The district will make every effort to ensure parent participation. The district will notify the parents in writing, make documented phone calls, and make home visits, if necessary, to make parents aware of the I.E.P. conference and the need for parental participation. Parents are then presented a Notice of Recommended Educational Placement (NOREP) with which they may agree or disagree. If parents disagree with the program being recommended, the issue may be taken to a pre-hearing conference, mediation, or a due-process hearing. Information about Early Intervention, parent rights, mediation or due process procedures, specific Special Education services and programs

As parents/guardians, each of us undoubtedly asks this question of ourselves at times. On one hand we do not want to be overly anxious parents and create problems where none exist. On the other hand, research shows that if there is a problem, the earlier the specialized help is provided, the better the chance for remediation.

The following information about expected developmental milestones and skills may assist parents/guardians in assessing this:

6 Months

Rolls from stomach, reaches for toy, transfers toy from one hand to the other, looks for noise made near him/her, makes sounds for specific reasons (hunger, wet), helps hold bottle while drinking, plays with toes, pats mirror image, puts everything in his/her mouth, watches toys held in front of him/her and moves slowly.

1 Year

Sits without support, pulls self to stand, crawls on all fours, understands the meaning of No and Bye-bye, repeats sounds made by others, feeds self cookies or crackers (may not be neat), plays "pat-a-cake" or "peek-a-boo", turns pages of magazine or book (more than one at a time), picks up small objects with thumb and index finger.

2 Years Walks well, walks up steps, two feet on a step, speaks several words which are understandable and meaningful, refers to self by name, recognizes self in mirror, feeds self with spoon, drinks from a cup, occupies self in play, plays with an adult (rolls ball to adult), builds a tower of four blocks, puts two words together, shows body parts (eyes, nose, toes) when asked.

3 Years Walks up steps, one foot for each step, walks on tiptoes, runs easily, unbuttons, unwraps candy, uses words to make needs known, speaks in three-word sentences: "Mommy go home," undresses self, is toilet trained, helps adults by putting away toys and clothes, turns pages one at a time, recites nursery rhymes, imitates adults doing simple tasks

Years

Tells stories, speaks clearly and can be understood by non-family members, dresses self with help, feeds self with fork, washes face and hands, gets along with other children, balances on one foot, builds a tower of ten blocks, copies a circle, matches some objects and colors.

Years

Hops on one foot, marches in time, catches a ball with their hands, brushes their teeth, cares for all toilet needs, follows two step directions, points to shapes, names five colors, copies a square, circle; counts to four, shares and takes turns.

Signs of Physical, Sensory, Mental, Emotional Disabilities

Some indications that your child may be a student with a disability in order to meet the first part of the two-part definition are:

- Difficulty performing tasks that require reading, writing, or mathematics,
- An emotional disturbance over a long period of time which affects your child's ability to learn,
- Consistent problems in getting along with others,
- Difficulty communicating,
- Lack of interest, or ability in age-appropriate activities,
- Resistance to change,
- Difficulty seeing or hearing that interferes with the ability to communicate,
- Health problems that affect educational performance, including attention problems.

Parents who have questions about their child's development or disability may speak with their family physician or health care provider, school district, or the Allegheny Intermediate Unit. With questions or concerns please contact the Elizabeth Forward Special Education Office @ 412-