

Dear Parent /Guardian:

This Annual Notice is sent to each residence within the Central Valley School District to inform parents/ guardians of educational services available to all district students. Please take a few minutes of your time to read this information, which will help explain our Special Education services.

The Central Valley School District is responsible to provide all children with a Free and Appropriate Public Education known as F.A.P.E. Education for disabled children may start earlier and last longer. Children who are identified as disabled in their early years of life may be entitled to start educational services beginning at age 3 or anytime before they reach the age of kindergarten. These services are known as Early Intervention Services and are outlined in the following report. When a child with an identified disability reaches school age, the parent/guardian has the right to request an evaluation for Special Education services.

Children who are not identified as disabled in their early years but experience difficulties upon entering school have many options to explore. These difficulties can be caused by physical, emotional, environmental, and/or educational needs. The school district is equipped to explore and determine the course of action needed to ensure student success.

As stated above, students can experience difficulties in learning for many reasons, although many times these difficulties are not caused by a specific disability. The school district must provide interventions before Special Education services may be considered. Some of these are, but not limited to: simply holding a conference with your child's teachers, guidance counselor and/or principal; having a designated homework time each evening; or contacting the school principal to hold a team meeting with all educators involved with your child. This team can also consist of a special education teacher to help develop a plan for both home and school. This plan will address needs without changing the curriculum or pace of learning. Many times these strategies can make all the difference between success and failure.

If the difficulties continue, an Educational Team needs to be formed to monitor and implement stronger program modifications for the student. Data needs to be collected to show even with all the program modifications and services the student is not progressing or there is a lack of retention of learned content. This process is called Pre-Screening. If at the end of the Pre-Screening Process the data shows the student is not progressing at a reasonable rate or there is a lack of retention of learned knowledge, then psychological testing may be necessary to determine if a true disability exists.

We as parents and guardians of our children must remember that Special Education services are for students, which have been identified as disabled. Special Education is only needed when a student's education due to a disability has to be designed to meet a specific need or needs throughout their school day.

Special Education is not a *tutorial program*. Special Education changes not only *how* you teach a student, but also *what* you teach a student. This may include changing the pace of learning and the amount of curriculum presented to the student. It can in an extreme case change the environment or place in which the instruction is delivered.

In closing, I ask you to please remember that while Special Education is a wonderful service for students with disabilities and educational needs, it should only be considered after all resources provided through the student's regular education program have been exhausted.

Sincerely,

David R. Yates
Director of Student Services

CENTRAL VALLEY SCHOOL DISTRICT

Special Education Public Awareness & Screening Information

The Central Valley School District offers a full continuum of special education programs and services to all eligible for such services. Special education programs and services are available for all eligible students between the ages of three (3) and twenty-one (21).

Early Intervention Services

Early Intervention Services for children ages three (3) to school age, who exhibit developmental delays, may be requested by contacting the Director of Student Services, David R. Yates at (724)775-5600, ext. 11038 or the Beaver Valley Intermediate Unit, at (724)774-7800.

School Age Services

School age services for eligible students of school entry age through age twenty-one (21) may be requested by contacting the Director of Student Services, David R. Yates at (724)775-5600, ext. 11038. **All students are entitled to a Free, Appropriate Public Education.**

Special Education Programs

The following types of services are offered by the Central Valley School District, either through district services, services provided by the Beaver Valley Intermediate Unit, or in an appropriate outside of district school placement.

Developmental Delays (Preschool Only)
Autistic Support
Life Skills
Learning Support
Deaf or Hearing Impaired Support
Physical Support
Occupational Therapy Services

Blind or Visually Impaired Support
Emotional Support
Multiple Disabled Support
Speech and Language Support
Neurologically Impaired Support
Other Health Impaired Support
Physical Therapy Services

Screening and Evaluation

The Central Valley School District conducts screenings on an ongoing basis in all buildings to document the need for diagnostic evaluations by the school psychologist, and to identify students who may be eligible for special education or gifted programs and services. At this time the District's primary method of identifying students with specific learning disabilities is by using the discrepancy model. This model is used in conjunction with the district's All Students' Advancement Plan (A.S.A.P.) to determine the need for special education services as well as increase the scores of all special education students and regular education peers who performed below proficient on state and local testing. A grade level team consisting of regular and special education teachers, A.S.A.P. team members and the building administrator develop a Student Action Plan identifying standard-based academic goals for student and program interventions and services which are usually delivered within the student's classroom by the staff team teaching. These services may include small learning communities within the classroom utilizing all available support staff and develop differentiated methods of instruction to ensure that the highest quality instruction takes place for all students. Grade level teams review individual student data at weekly grade level meetings. Extended individual learning

opportunities may be offered when appropriate to improve student achievement. These activities are consistent with the district's Special Education Plan and demonstrate if a student has an in depth understanding of content knowledge required at that instructional level or is need of curricular modifications. This model of intervention applied instructional practices is comprised of staff from all levels and disciplines to determine student growth. Individual student progress is monitored and all data is reported back to the student's parents. This data will also be included in the student's present level of academic achievement and functional performance and their pre-screening documentation.

At this time, the team determines if the student is in need of a diagnostic evaluation by the school psychologist. A Permission to Evaluate form will be issued to the student's parents along with Procedural Safeguards. If there is a need for additional data, the special education teacher will conduct formal standardized testing. Formal observation, historical and medical data as well as parent information will be submitted to the school psychologist.

Timeline for placement is 60 calendar days from signature on the Permission to Evaluate to implementing the Individual Education Plan.

Placement Procedures

If at any point it is determined that a Multidisciplinary Evaluation (MDE) is needed by the grade level team, permission will be granted from the student's parent or guardian. Psychological and educational testing will be done and an Evaluation Report (ER) will be compiled with parent involvement. Specific recommendations to meet the student's need as far as classes or types of services, level of intervention, and location of intervention will be specified at that time. An Individual Education Plan (IEP) team consisting of, but not limited to, the student's parents/guardian, regular education teacher, special education teacher, school district LEA and any other member deemed necessary, will be assembled. An invitation to the IEP meeting will be issued to all team members. The meeting will be arranged and at that meeting an Individual Education Plan (IEP) will be developed with goals and specially designed instruction to meet the student's needs.

At this time parents are presented a Notice of Recommended Educational Placement (NOREP) with which they agree or disagree with the teams recommended assignment. If a parent would disagree, the issue may be taken to mediation or a due process hearing.

Information on parent rights, mediation, or due process procedures are available upon request from the Student Service Department at (724)775-5600, ext. 11036.

Parent Request

Parents or guardians may request that the district initiate an MDE evaluation at any time to determine their child's needs. This request can be made **in writing** at any time to the student's building Principal or the Director of Student Services, David R. Yates.

Confidentiality

All information collected as part of an individual student referral or evaluation is treated in a confidential manner. A written policy regarding confidentiality of student records is available for review by contacting the Student Service Department at (724)775-5600, ext. 11036.

Chapter15/Other Protected Handicapped Students

In compliance with state and federal law, the Central Valley School District will provide to each protected handicapped student without discrimination or cost to the student's family, those related aids, services, or accommodations that are needed to provide equal opportunities 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 that substantially limits or prohibits participation in or access to any 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 in the special education program.

Students, who have a disability but are not in need of educational curriculum changes, can be serviced through a 504 Service Agreement. This agreement is developed by a Multidisciplinary Team (MDT) that may consist of the school psychologist, regular education teacher, building principal, parent, A.S.A.P. team member, guidance counselor, special education teacher, student service director, and any other staff member needed. The 504 Service Agreement is active until the end of the school year. It may be reviewed, revised, and renewed at any time upon request.

Further information on "Other Protected Students" may be obtained by calling the Student Service Department at (724)775-5600, ext. 11036.

GIFTED SUPPORT PROGRAM

The Central Valley School District gifted support program is available for all eligible students. Chapter 16, the regulations and rules regarding gifted students in Pennsylvania defines a "mentally gifted" student in the following manner:

Outstanding intellectual and creative ability, the development of which requires individually designed programs and/or support services not ordinarily provided in the regular education program. This term includes a person who has an IQ of 130 or higher when multiple criteria, as set forth in Department Guidelines, indicate gifted ability. Determination of gifted ability will not be based on IQ score alone. A person with an IQ score lower than 130 may be admitted to the gifted program when other educational criteria in the profile of the student strongly indicate gifted ability. Determination of mentally gifted shall include a full assessment in accordance with this Chapter.

To gather all relevant information prior to determining a student's eligibility, a Gifted Multidisciplinary Evaluation (GMDE) must be completed. Upon completion of this process, a Gifted Multidisciplinary Team (GMDT) will be convened to review the data collected during the GMDE. The GMDT is comprised of the following members: student's parents, certified school psychologist, regular education teacher, gifted support teacher, and gifted coordinator. A Gifted Written Report (GWR) will be completed by the GMDT. The GWR is a concluding summary and recommendation that addresses a student's eligibility for gifted support services.

If a student is identified as being gifted, a Gifted Individualized Education Plan (GIEP) must be developed during a parent-attended conference. The GIEP will outline the planned instruction to be provided for the gifted student. A GIEP is reviewed annually for its appropriateness and it will include annual educational goals and short-term outcomes to help the student achieve the goals.

At this point, the parents are presented with a Notice of Recommended Assignment (NORA) with which they can agree or disagree with the GMDT's recommendation. If a parent would disagree, the issue may be taken to mediation or due process hearing.

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- (1) The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student 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, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend a record should write the school Principal clearly identifying the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the **Central Valley School District** to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520**

PPRA Notice and Consent/Opt-Out for Specific Activities

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires **Central Valley School District** to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings.

The Central Valley School District will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

Parental Notification Requirements: No Child Left Behind (NCLB)

Access to Student Recruiting Information:

The Central Valley School District must provide to military recruiters or institutions of higher education, upon request, access to secondary school students (i.e., juniors and seniors) and directory information on those students. The state military affairs law requires the release of directory information consisting of a list of secondary male and female students by name, home address and telephone number. Both the *No Child Left Behind Act of 2001* and the *National Defense Authorization Act for Fiscal Year 2002* reflect these requirements. The list will be compiled by the first day of the academic year in which the senior students will graduate.

Notification and Consent

Under the *Family Educational Rights and Privacy Act* (FERPA), the Central Valley School District must provide notice to parents of the types of student demographic information that it releases publicly.

Notice for Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal Law, requires that the Central Valley School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Central Valley may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Central Valley School District to include this type of information from your child's education records in certain school publications.

Examples include:

- ❖ A playbill, showing your student's role in a drama production;
- ❖ The annual yearbook;
- ❖ Honor roll or other recognition lists;
- ❖ Graduation programs; and
- ❖ Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Central Valley School District to disclose directory information from your child's education records without your prior written consent, you must notify the District **in writing** by **September 30th of the current school year**. The Central Valley School District has designated the following information as directory information:

- ❖ **Student's name**
- ❖ **Address**
- ❖ **Telephone listing**
- ❖ **Electronic mail address**
- ❖ **Photograph**
- ❖ **Date and place of birth**
- ❖ **Major field of study**
- ❖ **Dates of attendance**
- ❖ **Participation in officially recognized activities and sports**
- ❖ **Weight and height of members of athletic teams**
- ❖ **Degrees, honors, and awards received**
- ❖ **The most recent educational agency or institution attended**

Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–
 1. Political affiliations or beliefs of the student or student's parent;
 2. Mental or psychological problems of the student or student's family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.

- *Receive notice and an opportunity to opt a student out of –*
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- *Inspect, upon request and before administration or use –*
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law.

The Central Valley School District has adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Central Valley School District will also directly notify, such as through U.S. mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The school District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- ❖ Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- ❖ Administration of any protected information survey not funded in whole or in part by ED.
- ❖ Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520**

**For More Information Contact:
Dr. Daniel J. Matsook
Superintendent of Schools
(724)775-5600, ext. 11020**

OR

**BUREAU/OFFICE:
School Services Unit
Pennsylvania Department of Education
333 Market Street, 5th Floor
Harrisburg, PA 17126-0333
Voice: 717.783.3750**

Migrant Education

The Central Valley School District provides that foreign students who do not possess an F-1 visa, and reside in the Central Valley School District with parents, guardians, or individuals gratuitously caring for them are considered residents of the school district, and are entitled to the same free school privileges available to other children residing in the school district. But as a result of the amendment of the federal act, if a student with a F-1 Visa wishes to enroll in a public secondary school, that student must satisfy the requirements delineated in subsection 1184(m) of the amended Federal Act.

The Central Valley School District may require a section 1302 affidavit from the resident who is gratuitously caring for the foreign student in order to show that the resident intends to support the child "continuously and not merely through the school term."

If foreign students with F-1 Visa travel outside of the United States and attempt to re-enter this country, they will become subject to the restrictions discussed above.

All inquiries on Public School Code 24P.S.13-1302, F-1 Visa, subsection 1184 (m) of the Federal Act, or other questions should contact:

**Dr. Daniel J. Matsook
Superintendent of Schools
(724)775-5600, ext. 11020**

OR

**The United States Immigration and Naturalization Service (INS).
English as a Second Language Service (ESL)**

In accordance with federal law and state regulations, the Central Valley School District must identify all students who have "*limited English proficiency*" (LEP). These students typically have a primary language other than English that is used in their homes. Students identified with a limited English proficiency are eligible for ESL instructional services to help them attain a proficient skill level in their use of the written and spoken English language.

All students must have a Home Language Survey completed by their parents prior to admission into the school district. This survey allows the Central Valley School District to identify possible LEP students. An education specialist from the Beaver Valley Intermediate Unit will, more formally screen any student identified as possibly having a limited English proficiency. If ESL instruction is needed, it will begin within 30 days of a student's enrollment in the district and a highly qualified teacher will facilitate the ESL core curriculum to each identified student.

Parents or guardians should contact the district if they feel that their child may have a limited English proficiency and needs to be screened for ESL instructional services. These requests can be directed to:

**Mr. Ron Kitsko, Primary Principal
(724)775-8201, ext. 12154
or your student's building Principal**

Individual Student Achievement Level:

The Central Valley School District provides information on individual student achievement to parents/guardians on state and district assessments by way of a report, generated individually, and distributed with student report cards and progress reports. Members of the community can access district and individual school information on our web site at <http://www.centralvalleysd.org>.

- ❖ District Schools, Administration and Staff
- ❖ Special Education and Public Awareness
- ❖ District's Emergency Plan
- ❖ Authorization – Release of Records
- ❖ Parent Registration
- ❖ Internet Use Agreement
- ❖ Home Language survey
- ❖ Medical Policy and Guidelines
- ❖ District's Mission Statement, Belief Statement, Parameters
- ❖ School Year Calendar and Events
- ❖ Gaskins Notice Information (notice of proposed settlement of class action lawsuit)

By accessing the Pennsylvania School Report Card web site at www.paprofiles.org.

- ❖ Assessment Results
- ❖ District Details
- ❖ Graduation
- ❖ College Entrance Exams
- ❖ Staffing

**All other inquiries should contact:
Mr. Nicholas Perry, Assistant Superintendent
(724)775-5600, ext. 11044
or
your student's building Principal**