

SPECIAL EDUCATION SCREENING AND EVALUATION

Westinghouse Arts Academy Charter School has a three-part screening process in place that identifies any student who may need special education.

LEVEL 1: Review of Group-Based Data

The building principal, general education teachers, and resource teachers review enrollment information, academic and health records, and results from group-based tests such as, but not limited to AIMSweb, Measure of Academic Performance Assessment (MAP), and Classroom Diagnostic Tools (CDT). Data gathered through a thorough review of records may prompt a referral for screening of a child for special education.

LEVEL 2: Review of Hearing, Vision, Motor, Speech and Language

As prescribed by Section 1402 of the Pennsylvania School Code, Westinghouse Arts Academy Charter School routinely conducts health screenings for current students and new students without history of recent exams as follows: vision (annually); hearing; dental screenings; and Body Mass Index (BMI)(height and weight) screening (at least annually). Speech and language skills are screened upon referral to the speech pathologist. Gross motor and fine motor skills, academic and social-emotional skills are assessed by the general education teachers, special education teachers, and support staff on an on-going basis. Specified needs from all of these screening sources are noted within the child's official file, discussed with parents and, and when appropriate, referred to the Child Study Team which meets monthly to conduct various on-going screening and to develop interventions.

LEVEL 3: Child Study Team

The Child Study Team is a group process aimed to maximize individual student success in the regular classroom, to consider barriers to learning, and to serve as a screening process for students who may be in need of special education services. The Child Study Team is a positive, team based process which uses intervention techniques to help remove educational, behavioral or affective stumbling blocks for all students in the regular classroom. Referrals for The Child Study Team may be initiated by the parent, classroom teacher or any staff member. The Child Study Team includes general education teachers, special education teachers, school counselors, and administrators.

Process

1. Identify the student's needs for academic and behavioral support, and identify the strategies that have been tried within the classroom.
2. Determine more specific interventions to be implemented
3. Implement the interventions
4. Determine if the interventions are addressing the student's needs
 - a. If the interventions work, continue the interventions.

- b. If the interventions do not work, determine if the interventions need more time to be implemented or refer the student for a multidisciplinary evaluation (MDE).

Parents or guardians may request that their children be screened or evaluated for special education services. Requests for screening or evaluation should be made in writing and directed to the attention of the Special Education Coordinator, Westinghouse Arts Academy Charter School, 320 Marguerite Avenue, Wilmerding, PA 15148.. Parents or guardians should request an evaluation for special education services if their child demonstrates warning signs of a developmental delay.

Services for School Age Students with Disabilities.

Westinghouse Arts Academy Charter School provides a free, appropriate public education to students with disabilities according to state and federal rules. To be eligible, the child must

- Have a disability and be in need of specially designed instruction
- Meet eligibility criteria for one or more of the following physical or mental disabilities as set forth in the Pennsylvania State Standards: autism, deaf-blindness, blindness, visual impairment, emotional disturbance, specific learning disability, other health impairment, traumatic brain injury, speech/language impairment, orthopedic impairment, hearing impairment, deafness, multiple disabilities, or mental retardation.

If a student is found eligible for an Individual Education Plan (IEP) according to state and federal law, the following services are designed to meet the student's needs:

- The annual development of an individualized education program (IEP)
- A triennial multidisciplinary re-evaluation, although students with intellectual disabilities will receive a biennial re-evaluation
- A range of supports from itinerant level to supplemental level to full time level special education support within Westinghouse Arts Academy Charter School or placement in a full-time special education disabilities class outside of the regular school

The extent of special education services for students with disabilities and the location for the delivery of such services are determined by the parents and Westinghouse Arts Academy Charter School staff at the IEP team meeting and are based on the student's identified needs and abilities, chronological age and the level of intensity of the specified intervention. Westinghouse Arts Academy Charter School also provides related services,

including but not limited to, school-based counseling, physical therapy, and occupational therapy, if such services are required to enable the student with disabilities to derive educational benefits.

Prior to initiation of services, parents of a student with disabilities are presented a “Notice of Recommended Educational Placement/Prior Written Notice” (NOREP) for review. If parents agree to the program outlined by the multidisciplinary team and the parent signs the NOREP, then the program is implemented for the child. If parents disagree with the program being recommended, they have the right to request IEP facilitation, mediation and/or a due process hearing. Parents are issued their “Procedural Safeguards” which outlines in detail their legal rights as parents of a child identified as having a disability.