
**NOTICE OF SPECIAL EDUCATION SERVICES
AND PROGRAMS**

**ANNUAL NOTICE TO PARENTS
CHILD FIND**



Burgettstown Area School District
104 Bavington Road
Burgettstown, PA 15021
724-947-8100

It is the responsibility of the Burgettstown Area School District (BASD) to ensure that all children with disabilities residing in the district, including children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated. This responsibility is required by a Federal law called the Individuals with Disabilities Education Act of 2004 (IDEA '04).

The purpose of this notice is to describe (1) the types of disabilities that might qualify a child for special education programs and services, (2) the special education programs and related services that are available, (3) the process by which the district screens and evaluates such students to determine eligibility, and (4) the special rights that pertain to such children and their parents or legal guardians. It is meant to inform the public as to the purpose and rights of special needs children and families.

The BASD is required by the IDEA'04 to provide a free appropriate public education to children with disabilities who need special education and related services. These students have been identified as being in need of specially designed instruction needs and have one or more of the following physical or mental disabilities:

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| Autism/Pervasive Development Disorder | Orthopedic Impairment |
| Deaf-Blindness | Other Health Impairment |
| Deafness | Specific Learning Disability |
| Emotional Disturbance | Speech or Language Impairment |
| Hearing Impairment | Traumatic Brain Injury |
| Intellectual Disability (Mental Retardation) | Visual Impairment Including Blindness |
| Multiple Disabilities | |

The District engages in identification procedures to ensure that eligible students receive an appropriate educational program consisting of special education and related services, individualized to meet student needs. These services are provided at no cost to the parents/guardians and are in compliance with State and Federal law and are reasonably calculated to yield meaningful educational benefit and student progress.

Screening

To identify students who may be eligible for special education, various screening activities are conducted on an ongoing basis. These screening activities include: review of group-based data (cumulative records, enrollment records, health records, report cards, ability, and achievement test scores); hearing, vision, physical, and speech/language screening. The results of any of the above screening activities may lead to the next level of screening activities; a referral to the Child Study Program or Student Assistance Program (SAP) team. When screening results suggest that the student may be a child with a disability and eligible for special education services, the District will seek parental/guardian consent prior to conducting an evaluation.

School Health Screening Programs

The BASD meets the health requirement screen as described in the PA Public School Code of 1949, Section 1402(a)* which states "Each child of school age shall be given by methods established by the Advisory Health Board, (1) a vision test by a school nurse, medical technician or teacher, (2) a hearing test by a school nurse or medical technician, (3) a measurement of height and weight by a school nurse or teacher, (4) tests for tuberculosis under medical supervision, and (5) such other tests as the Advisory Health Board may deem advisable to protect the health of the child.

Height and weight measurement shall be conducted at least once annually and preferably twice annually. Every effort will be made to determine the pattern of growth for each child so that his/her weight and height can be interpreted in light of his/her growth pattern rather than those of his/her classmates.

- Each year, students in kindergarten, special ungraded classes and grades one, two, three, seven and 11 are given a hearing screening test. [28 PA Code, Chapter 23.5(d)]
- A scoliosis screening test is administered to students in grade six and seven and to age-appropriate students in ungraded classes. [28 PA Code, Chapter 23.5(d)]
- Vision screening tests shall be conducted annually by a nurse, teacher or medical technician. (28 PA Code, Chapter 23.4)
- Dental examinations shall be required on original entry into school and in grades three and seven. [28 PA Code 23.3(a)]
- Medical examinations...shall be provided on original entry into school, in grade six and 11. [28 PA Code 23.2(a)*]

Kindergarten Screening

Kindergarten Online Registration is conducted during the month of March. If your child will be five years old on, or before, September 1st (Policy 201) you may register via the District's online registration process at <http://www.burgettstown.k12.pa.us>.

Testing

From time to time the District administers standardized tests to students, beginning during the first grade year. Reports of these tests are provided to parents/guardians each year. The PSSA/PASA is administered at the mandated grade levels in the fall and/or spring of each school year. Other testing occurs on the basis of individual need. Vocational interest tests may be given in the secondary schools. Report cards and Progress Reports are issued quarterly. Any parent/guardian who has a question about these tests should call the Building Principal.

Consent

The District cannot proceed with an evaluation or reevaluation, or with the initial provision of special education and related services, without the written consent of the parents/guardians. For additional information related to consent, please refer to the Procedural Safeguards Notice which can be found on the District website (<http://www.burgettstown.k12.pa.us>), on the PaTTAN website (www.pattan.net) or at your home school. Once written parental/guardian consent is obtained, the District will proceed with the evaluation.

Evaluation

An evaluation for special education services is conducted by a team that includes the parents/guardians, teachers, and any other qualified professionals needed to address the child's individual needs. The process is conducted in accordance with specific timelines and includes procedural safeguard procedures. Evaluation means procedures used selectively for an individual child and do not mean basic tests administered to or procedures used with all children. The evaluation is used to determine whether a child has a disability and the nature and extent, if any, of special education and related services that the child needs. Input from parents/guardians is an important information source for identification. A certified school psychologist must be included when evaluating a child for autism, emotional disturbance, intellectual disability (mental retardation), multiple disabilities, other health impairments, specific learning disability or traumatic brain injury. The District follows procedures outlined in 22 Pa. Code Chapter 14 for determining eligibility and need for special education services. The District assures that tests and procedures used as part of the evaluation are not racially or culturally biased.

The evaluation process results in a written Evaluation Report (ER). This report specifies a student's eligibility for special education based on the presence of a disability and the nature and extent of specially designed instruction and related services that the student needs. The Evaluation Report also makes recommendations for educational programming.

Parents/Guardians who suspect that their child is eligible for special education services may request an evaluation at any time by submitting a written request to the Building Principal or Supervisor of Special Education. If a parent/guardian makes an oral request for an evaluation, the Building Principal or Supervisor of Special Education will provide the parent/guardian with a the required form for that purpose. Child Study Team involvement does not bar the right of a parent/guardian to request an evaluation.

If the parents/guardians disagree with the evaluation, they have the right to obtain an Independent Education Evaluation (IEE) at public expense. If the parents/guardians request an IEE at public expense, the District, without unnecessary delay, either initiates a due process hearing to show that its evaluation is appropriate, or ensures that an IEE is provided at the District's expense. The Supervisor of Special Education must provide to the parents/guardians, on request, information regarding who and where an IEE evaluation may be obtained.

Individualized Education Plan (IEP) - Educational Placement

Following the Evaluation Report, an IEP must be developed within 30 calendar days. The parents/guardians of the child have the right to be notified of and to participate in all meetings of their child's IEP team. The IEP is based on the recommendations in the ER. Required members include the parents/guardians, at least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment), at least one special education teacher, or where appropriate, at least one special education provider, a Local Educational Agency (LEA) representative, the child, whenever appropriate, or beginning at age 16. Parents/Guardians may agree, in writing, to excuse a team member or members from the IEP meeting. An IEP describes a student's Present Levels of Academic Achievement and Functional Performance (PLAAFP), goals, objectives (when required), and the individualized programs and services that the student will receive. The IEP is revised as often as

circumstances warrant but at least annually. The IEP team makes decisions about the type of support, the amount of support, and the location of intervention a child needs to be successful. Once the IEP team develops the program, and determines the educational placement, the District LEA will issue a Notice of Recommended Educational Placement (NOREP)/prior written notice to the parents/guardians. Your written consent is required before initial special education services can be provided. Parents/Guardians have the right to revoke consent after initial placement.

Types of Support include:

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| Autistic Support | Life Skills Support |
| Blind and Visually Impaired Support | Multiple Disabilities Support |
| Deaf and Hard of Hearing Support | Physical Support |
| Emotional Support | Speech and Language Support |
| Learning Support | |

Level/Amount of Support options include:

- | | |
|--------------|---|
| Itinerant | Special Education supports and services provided by special education personnel for 20% or less of the school day |
| Supplemental | Special Education supports and services provided by Special Education personnel for more than 20% but less than 80% of the school day |
| Full-time | Special Education supports and services provided by Special Education personnel for 80% or more of the school day |

The District provides educational services for all eligible students either through district operated classes, contracts with Intermediate Unit 1, Approved Private Schools, or Licensed Private Academic Schools. Placement must be made in the Least Restrictive Environment (LRE) in which the student's needs can be met with special education and related services. All students with disabilities must be educated to the maximum extent appropriate with children who are not disabled.

Services for Protected Handicapped Students

In compliance with the State and Federal law, BASD will provide to each “protected handicapped student” those related aids, services or accommodations needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate. These services or accommodations will be provided without discrimination or cost to the student or family. In order to qualify as a protected handicapped student, the child must be determined to:

1. Have a physical or mental impairment that substantially limits one or more major life activities;
2. Have a record of such impairment, or
3. Be regarded as having such impairment.

Services and safeguards for protected handicapped students are distinct from those applicable to students with disabilities enrolled or seeking enrollment in special education programs. Protected handicapped students fall under 22 Pa. Code Chapter 15, sometimes known by its Federal name Section 504 of the 1973 Rehabilitation Act. For further information about the evaluation procedures and provisions of services to protected handicapped students, contact the building Principal or Supervisor of Special Education (number listed at the end of Notice).

Services for Gifted Students

While gifted is not included as one of the disabilities categories under the IDEA 2004, the PA State Board of Education's regulations as set forth in 22 Pa. Code Chapter 16 provide that gifted students are considered to be children with exceptionalities and are in need of specially designed instruction.

Chapter 16 requires that the District adopt and use a system to locate and identify all students within the school district who are thought to be gifted and in need of specially designed instruction. The District conducts awareness activities to inform the public of gifted education services and programs and the manner by which to request these services and programs. These awareness activities are designed to reach parents/guardians of students enrolled in the District as well as parents/guardians of children not enrolled in the public school. Chapter 16 addresses the screening and evaluation process, gifted individualized education program (GIEP), educational placement and procedural safeguards for students identified as gifted.

This term includes a child who has an IQ of 130 or higher or when multiple criteria, as set forth in Chapter 16 and in Department Guidelines, indicate gifted ability. Determination of gifted ability is based on IQ score alone. Students with an IQ

score lower than 130 may be admitted to gifted programs when other educational criteria in his/her profile strongly indicate gifted ability. Determination of mentally gifted must include a full assessment by a certified school psychologist in accordance with Chapter 16.

Gifted Screening

Determination of mentally gifted includes assessment in accordance with Chapter 16. BASD uses multiple criteria in their screening matrix for consideration for gifted programming. These criteria are:

1. Ability/aptitude standardized test scores
2. Performance or achievement test results
3. Teacher ratings
4. QPA (grades 6-12)
5. Results of individual intelligence tests (WISC IV or Stanford-Binet V), and
6. PSSA scores, and

If a student meets the requirements through this criteria, a Gifted Multidisciplinary Evaluation (GMDE) is conducted and a Gifted Written Report (GWR) is generated and a copy of the report presented to the parents/guardians no later than 60 calendar days (except that the calendar days from the day after the last day of the spring school term up to and including the day before the first day of the subsequent fall school term may not be counted) after the school district receives written parental/guardian consent for evaluation. The GWR includes information provided by the parents/guardians, results of testing, academic functioning, learning strengths, and educational needs. The report includes recommendations as to whether the student is gifted and in need of specially designed instruction, indicates the basis for the recommendation, and includes recommendations for the student's programming. These recommendations are considered by the Gifted Multidisciplinary Team (GMDT) in the development of the Gifted Individualized Education Plan (GIEP). At the conclusion of the GIEP meeting, a Notice of Recommended Assignment (NORA) is issued to the parents/guardians.

Gifted education programs/services enable gifted students to participate in acceleration or enrichment programs, or both, as appropriate, and to receive services according to their intellectual and academic abilities and needs.

Gifted students are reevaluated before a change in educational placement is recommended for the student. In addition, gifted students may be reevaluated at any time under recommendation by the GIEP team. Reevaluations are developed in accordance with the requirements regarding evaluation in Chapter 16. They include a review of the student's GIEP, a determination of which instructional activities have been successful, and recommendations for the revision of the GIEP. The reevaluation timeline is 60 calendar days as described above.

For students who are gifted and eligible for Special Education, it is not necessary for the District to conduct separate screening and evaluations, develop separate IEPs, or use separate procedural safeguards to provide for a student's needs as both a gifted and eligible student. Chapter 14 requirements are followed in this situation.

Parents/Guardians who suspect that their child is gifted may request a GMDE at any time, with a limit of one request per school term. The request must be in writing. If a parental/guardian request is made orally, the Building Principal or Supervisor of Special Education informs the parents/guardians that the request must be made in writing and provides the parents with a form for that purpose.

Education Services for Incarcerated Students

The BASD does not have a local correction institution located within its boundaries. However, any District eligible student charged with a criminal offense and awaiting trial and after he/she has been convicted of a criminal offense is entitled to continue to receive special education services. The school district in which the correction institution is located must comply fully with the requirements of the IDEA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school-age individuals housed therein.

Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL)

The education of students whose dominant language is not English is the responsibility of the BASD. English language learners are enrolled upon presentation of a local address and proof of immunization. The District administers a home language survey (HLS) to all students as required by the Office for Civil Rights (OCR). The results of that survey are retained in the student's permanent folder. For those students whose primary home language is other than English (PHLOTE), the District also determines the student's English language proficiency. Then, if appropriate, ESL instruction is provided for the limited English proficient student with local/state funds. The District provides ongoing screening services for students whose primary language is other than English. If you wish to learn more, have questions, or believe your child may need to be identified, contact your Building Principal.

Services for Students in Nonpublic Schools

Public school education is accessible to resident students attending nonpublic schools on a dual enrollment basis in a special education program operated in the District. An evaluation which determines the child's eligibility for services is conducted and, if eligible, an individualized education program (IEP) plan is developed. Parents of nonpublic school students who suspect that their child is disabled and in need of special education may request an evaluation of their child through a written request to the Building Principal or Supervisor of Special Education.

Intermediate Unit 1 is responsible for conducting child find activities necessary to provide equitable participation services to students with disabilities who are enrolled by their parents/guardians in private schools.

Migrant Students

Students who live in Pennsylvania may not be denied admission to public schools based on their lawful or unlawful immigration status. In 1982, the Supreme Court of the United States under *Player v. Doe* (457 U.S.202)(1982) struck down a Texas statute that allowed local school districts to deny admission to students who were not legally admitted into the United States. Determining the legality of a student's immigration status is not a duty of the District. Undocumented children have the same right to attend public schools as do U.S. citizens and permanent residents. In fact, the student's parents/guardians and the District officials have an obligation to see that the students attend school as mandated by the school attendance laws of PA.

Homeless Students

On July 22, 1987, the Stewart B. McKinney Homeless Assistance Act became public law. This was the first comprehensive federal law dealing with the problems of homelessness in America. It was included in the 2001 No Child Left Behind Act and referred to as the McKinney-Vento Homeless Education Assistance Improvements Act of 2001. The goal of the program is to ensure homeless children and youth are provided with a free and appropriate public education on an equal basis with all other children in the state. Program objectives and activities are intended to remove and/or ease the barriers to enrollment and educational success for homeless children.

The McKinney-Vento Act requires the District to immediately enroll students experiencing homelessness even when lacking:

1. Proof of residency
2. Guardianship
3. Birth certificates, school records, or other documents
4. Medical records, including immunization records
5. Required dress code items, including uniforms

Confidentiality

The BASD protects the confidentiality of personally identifiable information in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and other applicable Federal and State laws, policies, and regulations. Education records means those records that are directly related to a student, including computer media and videotape, which are maintained by an educational agency or by a party acting for the agency. Educational agency, for purposes of this notice, means the BASD. For all students, the District maintains education records that include but are not limited to:

- **Personally Identifiable Information** - confidential information that includes, but is not limited to, the student's name, name of parents/guardians and other family members, the address of the student or student's family, and personal information or personal characteristics which would make the student's identity easily traceable.
- **Directory Information** - information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student's name, address,

telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended.

FERPA affords parents/guardians and students over age 18 or attending an institution of post-secondary education certain rights with respect to the student's education records. Chapter 14 established the age of majority (when rights transfer) for student receiving special education services as 21 years of age. These rights are:

1. Parents/Guardians have the right to inspect and review their child's education record. The District will comply with a request to inspect and review education records without unnecessary delay and before any meeting regarding an IEP or any due process hearing, but in no case more than 45 days after the request has been made. Requests must be submitted in writing, indicating the records the parents/guardians wish to inspect, to the Building Principal or other appropriate school official.
2. Parents/Guardians have the right to a response from the District to reasonable requests for explanations and interpretations of the records.
3. Parents/Guardians have the right to request copies of the records. While the District cannot charge a fee to search for or to retrieve information, it may charge a copying fee as long as it does not prevent the parents/guardians from exercising their right to inspect and review the records.
4. Parents/Guardians have the right to appoint a representative to inspect and review their child's records.
5. If any education record contains information on more than one child, parents/guardians have the right only to inspect and review the information relating to their child.
6. If parents/guardians think information in an education record is inaccurate, misleading, or violates the privacy or other rights of their child, they may request amendment of the record. Requests should be in writing and clearly identify the part of the record they want changed, and may specify why it is inaccurate or misleading. The District will decide whether or not to amend the record and will notify the parents/guardians in writing of its decision. If the District refuses to amend a record, it will notify the parents/guardians of their right to a hearing to challenge the disputed information. Additional information regarding the hearing procedures will be provided to the parents/guardians or student when notified of the right to a hearing.

Parents/Guardians have the right to consent to disclosures of personally identifiable information contained in their child's education records, except to the extent that FERPA authorizes disclosure without consent. "Consent" means: the parents/guardians have been fully informed regarding the activity requiring consent, in their native language or other mode of communication; they understand and agree in writing to the activity; and they understand that consent is voluntary and may be revoked at any time.

Information may be disclosed without consent to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or a person assisting another school official in performing his/her tasks.

A school official has legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. Supervisory information may be released without parent/guardian consent unless the parents/guardians have exercised their right to opt out of disclosure of Supervisory information. Parents/Guardians have the right to refuse to let an agency designate any or all of the above information as Supervisory information. Upon request, the District discloses education records (including disciplinary records) without consent to officials of another school district in which a student seeks or intends to enroll.

The National Defense Authorization Act of 2002 requires the District to give military recruiters the same access to secondary school students as provided to postsecondary institutions or to prospective employers; and to provide students' names,

addresses, and telephone listings to military recruiters, when requested, unless parents/guardians have opted out of providing such information.

Destruction of information means physical destruction or removal of personal identifiers so the information is no longer personally identifiable. A student's educational record will be destroyed six (6) years after he/she graduates or by the student's 24th birthday, unless the student remained in school until the age of twenty-one (21). If there is a current request to inspect and review or a request for copies of the record it will not be destroyed. The permanent record of a student's name, telephone number, grades, achievement, attendance, classes attended, grade level completed, year completed and the Special Education record containing the initial ER/GWR, the last Reevaluation Report/GWR, the last IEP/GIEP, the Summary of Academic Achievement and Functional Performance and the last NOREP/NORA will be maintained without time limitation. Information no longer needed to provide educational services will be destroyed if requested by the parents/guardians. IDEA requires that parents/guardians be informed of their right to request destruction of information when a school proposes to destroy student records.

The school district provides, upon request, a listing of the types and locations of education records maintained, the school officials responsible for these records, and the school personnel authorized to see personally identifiable information. Such personnel receive training and instruction regarding confidentiality annually.

Parents/Guardians have a right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. Complaints may be filed with the:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605

Early Intervention

In Pennsylvania, Act 212, the Early Intervention Services System Act, entitles all preschool children with disabilities to appropriate early intervention services. Young children, experiencing developmental delays or physical or mental disabilities, and their families are eligible for early intervention services. At-risk children are eligible for screening and tracking. The Office of Child Development and Early Learning (OCDEL) is jointly overseen by the Department of Public Welfare and the Department of Education. Since its inception in 2007, OCDEL has focused on creating opportunities for the Commonwealth's youngest children to develop and learn to their fullest potential. This goal is accomplished through a framework of supports and systems that help ensure that children and their families have access to high quality service. This new office incorporates the Department of Education's early childhood programs, Head Start, school pre-kindergarten, full-day kindergarten and preschool Early Intervention program, as well as the child care, early intervention and family support programs. Early Intervention builds upon the natural learning opportunities that occur within the daily routines of a child and his/her family. Offices are located in the Department of Education, 333 Market Street, Harrisburg, PA 17101.

Screening is a brief procedure used to identify potential areas of developmental concern in a young child. A developmental screening provides information to support decision making about the need for additional evaluation to determine eligibility for Early Intervention services. Screening for preschool children is available through the Preschool Program operated by Intermediate Unit 1. To schedule an appointment for screening call Barbara Rothermel at 1-800-328-6481. For additional information contact the Supervisor of Special Education at the phone number listed at the bottom of this notice. For infants, birth through three years of age with special needs, parents should contact Community Action Southwest at 724-222-9100 regarding services.

A developmental delay is determined by the results of a developmental evaluation. The results of one or more domain areas (adaptive, personal-social, communication, motor or cognitive) have to show at least a 25% delay or a score of 1.5 standard deviations below the mean (Standard Score of 77 or below). The delay results in the need for specially designed intervention/instruction (SDI) in order to participate in typical activities and routines. Children (ages 3-5) with a developmental delay may show weaknesses in the following areas:

1. **Adaptive (self-help)** –dressing/undressing; using utensils to eat, removing shoes without assistance, distinguishing between non-food/food substances, or have difficulty with toileting needs. He/She may have difficulty moving

independently around the house, understanding that hot is dangerous, putting away toys when asked, indicating an illness or ailment to an adult, or demonstrating caution and avoiding common dangers.

2. **Personal-Social** - responding positively to adult praise, rewards or promise of rewards; greeting familiar adults spontaneously, enjoying simple stories read aloud, helping with simple household tasks, initiating social interaction with familiar adults, expressing affection/liking for peers, playing cooperatively with peers, stating first name, last name, age, or whether he/she is a male/female; using objects in make believe play, using 'I' or 'me' to refer to himself/herself, or recognizing facial expressions of common emotions.
3. **Communication** - following 2-step verbal commands, associating spoken words with pictures, recalling events from a story presented orally; engaging in extended and meaningful nonverbal exchanges with others, using words to get his/her needs met, responding to 'yes' and 'no' questions appropriately, or asking 'wh' questions.
4. **Motor** - running without falling, kicking a ball without falling, walking up and down steps alternating feet without assistance, walking backward, imitating the bilateral movements of an adult, pointing with his/her index finger independent of the thumb and other fingers, scribbling linear and/or circular patterns spontaneously, using the pads of fingertips to grasp a pencil, holding a paper with one hand while drawing or writing with the other hand, fastening clothing without assistance, cutting with scissors, copying a circle, or imitating vertical and horizontal markings.
5. **Cognitive** - attending to one activity for 3 or more minutes, reciting memorized lines from songs or TV shows, showing interest in age-appropriate books, matching/naming colors, responding to one and one more, giving three objects on request, matching shapes, identifying objects by their use, identifying items by size, identifying colors of familiar objects not in view, or identifying simple objects by touch.

Other Factors That Could Indicate a Disability

Developmental Disabilities can also be birth defects related to a problem with how a body part or body system works. They may also be known as functional birth defects. Many of these conditions affect multiple body parts or systems. Researchers have identified thousands of different birth defects. Birth defects can have a variety of causes, such as:

1. Genetic problems caused when one or more genes doesn't work properly or part of a gene is missing,
2. Problems with chromosomes, such as having an extra chromosome or missing part of a chromosome,
3. Environmental factors that the expectant mother is exposed to during pregnancy, such as Rubella or German measles or if she uses drugs or alcohol during pregnancy.

The BASD ensures that all students transitioning from early intervention programs to kindergarten or first grade programs within the District are transitioned without disruption of services. Parents/Guardians of children entering school age programs are notified of the District's Transition activities, which occur in February of each year. The District secures permission to evaluate, conducts an evaluation, and develops an Individualized Education Program (IEP) in accordance with the timelines required by state mandates.

Rights Under the Protection of Pupil Rights Amendment (PPRA)

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

1. Consent before a student is 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 (USDOE):
 - a. Political affiliations or beliefs of the student or student's parents/guardians;
 - b. Mental or psychological problems of the student or student's family;
 - c. Sex behavior or attitudes;
 - d. Illegal, anti-social, self-incriminating, or demeaning behavior;
 - e. Critical appraisals of others with whom respondents have close family relationships;
 - f. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 - g. Religious practices, affiliations, or beliefs of the student or parents/guardians; or
 - h. Income other than as required by law to determine program eligibility.
2. Receive notice and an opportunity to opt a student out of:
 - a. Any other protected information survey, regardless of funding

- b. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the District 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
 - c. Activities involving collection, disclosure, or use of personal information obtained from a student for marketing or to sell or otherwise distribute the information to others.
3. Inspect, upon request and before administration or use:
- a. Protected information surveys of a student;
 - b. Instruments used to collect personal information from a student for any of the above marketing, sales, or other distribution purposes; and
 - c. Instructional material used as part of the educational curriculum.

These rights transfer from the parents/guardians to a student who is 18 years old or an emancipated minor under State law except for students receiving special education services where PA has set the age requirement at 21. The District has developed and adopted policies, in consultation with parents/guardians, 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 District directly notifies parents/guardians of these policies at least annually at the start of each school year and after any substantive changes. They also directly notify, through U.S. Mail or email, parents/guardians of students who are scheduled to participate in the specific activities or surveys noted below and provide an opportunity for the parents/guardians to opt their child out of participation in the specific activity or survey. The District makes this notification to parents/guardians 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/guardians are provided reasonable notification of the planned activities and surveys listed below and are provided an opportunity to opt their child out of such activities and surveys. Parents/Guardians are also provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

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

Parents/Guardians who believe that special education procedures as outlined in this notice regarding the identification, evaluation, individualized educational plan development, and/or the implementation of the IEP may file a written complaint with the Bureau of Special Education at the address below:

Pennsylvania Department of Education
 Bureau of Special Education
 Division of Compliance
 333 Market Street
 Harrisburg, PA 17126-033

The Bureau has staff assigned to each Intermediate Unit that will investigate the accusations in the complaint. Parents/Guardians may also call the Office of Dispute Resolution's ConsultLine. This is a toll-free information help line for parents/guardians and advocates of children with disabilities who have questions or concerns about the education of a school-aged child. ConsultLine specialists answer questions and provide information about special education, gifted education, and Section 504 of the Rehabilitation Act of 1973. A bilingual specialist is available to serve Spanish-speaking callers. The ConsultLine specialists can be reached at 1-800-879-2301 (Toll-Free)

Summary

This notice is only a summary of the special education services, evaluation and screening activities, and rights and protections pertaining to children with disabilities, children thought to be disabled, and their parents/guardians. For more information or to request an evaluation or screening of a public or private school child, contact the Building Principal or the Supervisor of Special Education.

Mode of Communication

The content of this notice is written in straightforward, simple language. If a person does not understand any of this notice, he/she should contact the District and request an explanation. The District will arrange for an interpreter for parents/guardians

with limited English proficiency. If a parent/guardian is deaf or blind or has no written language, the District will arrange for communication of this notice in the mode normally used by the parent/guardian (e.g., sign language, Braille, or oral communication).

For more information contact the Building Principal or the Supervisor of Special Education at the addresses listed below.

Mrs. Michele Burton, Supervisor of Special Education
Burgettstown Area School District
104 Bavington Road
Burgettstown, PA 15021
Phone: 724-947-8104
Fax: 724-745-9604
mburton@burgettstown.k12.pa.us

Burgettstown Area Elementary Center

Ms. Melissa M. Mankey, Principal
100 Bavington Road
Burgettstown, PA 15021
724-947-8150

Ms. Shannon J. Balch, Assistant Principal
100 Bavington Road
Burgettstown, PA 15021
724-947-8150

Burgettstown Area Middle/High School

Mr. David Painter, Principal
104 Bavington Road
Burgettstown, PA 15021
724-947-8100

Mr. Michael Wright, Assistant Principal
104 Bavington Road
Burgettstown, PA 15021
724-947-8100

The Burgettstown Area School District prohibits discrimination in employment, educational programs, and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, marital status, or because a person is a disabled veteran. No preschool, elementary or secondary school pupil enrolled in the school district shall be denied equal opportunity or equal access to participate in age and program appropriate instruction or activities due to race, color, handicap, creed, national origin, marital status, or financial hardship.