

Shade-Central City School District



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The mission of the Shade-Central City School District is to support all students to achieve academic success and become positive, productive members of our school, community and society.

ANNUAL NOTICE: Child Find – Programs for Students with Disabilities **Identification of Special Needs Children**

The Shade Central City School District is responsible for locating, identifying and educating children who are in need of special education. If anyone in the community is aware of a child with a disability such as intellectual disability, blindness, deafness or a physical disability who is not attending school, please notify the High School or the Elementary Office.

Special Education Services for School-Age Children with Disabilities

Shade Central City School District provides a free, appropriate, public education to students with disabilities. To qualify as a disabled student, the child must be of school age, in need of specially-designed instruction and meet eligibility criteria for one or more of the following physical or mental disabilities, as set forth in the Pennsylvania State Regulations: autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury and visual impairment including blindness.

The District engages in identification procedures to ensure that students with disabilities receive an appropriate educational program consisting of special education and related services individualized to meet student needs. At no cost to the parents, these services are provided in compliance with state and federal law and are reasonably calculated to yield meaningful educational benefit and student progress.

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; and review by a building-level Student Support Team/Child Study Team. When screening results suggest that a student might be disabled, the District seeks parental consent to conduct an evaluation. Parents who suspect that their child may have a disability may request an evaluation at any time through a written request to the school principal. This evaluation is conducted by a group of qualified professionals, who review the evaluation materials to determine whether the child meets eligibility criteria of a student with a disability. The group shall include a certified school psychologist when evaluating a child for autism, emotional disturbance, intellectual disability, multiple disabilities, other health impairments, specific learning disability or traumatic brain injury.

Services designed to meet the needs of disabled students include the annual development of an Individualized Education Plan (IEP) and an evaluation conducted at least once every three years for students with disabilities or at least once every two years for students who are identified as mentally retarded. Educational services may include supportive intervention in the regular class, supplemental intervention in the regular class or in a special education resource program, part-time or full-time intervention in a special class in the regular school or full-time intervention in a special education class at a location other than the regular school. The extent of special education services and the location for the delivery of such services are determined by the IEP team and are based on the student's identified needs and abilities, chronological age, and the level of intensity of the specified intervention. The District also provides related services such as transportation, physical therapy and occupational therapy, required for the student to benefit from the special education program. Parents of students with disabilities should know that their children have the same rights to participate in extracurricular activities as do non-exceptional students.

The parents may obtain additional information regarding special education services and programs and parental due process rights by contacting the child's school principal or the Director of Special Education.

Special Services for School-Age Gifted Children

Shade Central City School District provides individualized educational services to students identified as gifted. To qualify as a gifted student, the student must be of school age, possess outstanding intellectual and/or creative ability, the development of which requires specially-designed programs or support services, or both, not ordinarily provided in the regular classroom.

The District engages in procedures to ensure that all students within the District who are thought to be gifted and in need of specially-designed instruction are identified to receive an appropriate educational program and related services that are individualized to meet student needs. These services are provided to the child at no cost to the parent.

To identify students who may be eligible for gifted education, screening activities are conducted on an ongoing basis. These screening activities include review of group-based data (cumulative records, report cards, ability and achievement test scores) and review by a building-level Student Support Team/Child Study Team. When screening results suggest that a student might be gifted, the District seeks parental consent to conduct a Gifted Multi-disciplinary Evaluation. Parents who suspect that their child is gifted may request a Gifted Multi-disciplinary Evaluation of their child at any time, with a limit of one request per school term.

Services designed to meet the needs of gifted students include the annual development of a Gifted Individual Education Plan (GIEP), support services and specially-designed instruction based on the student's need and ability.

Parents may obtain additional information regarding education services and programs for gifted students as well as due process rights by contacting the child's school principal.

Services for Protected Students with Disabilities

In compliance with state and federal law, Shade Central City School District will provide to protected disabled students, services or accommodations that are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. These related aids are provided without discrimination or cost to the student or family. In order to qualify as a protected disabled student, the child must be of school age with a physical or mental disability that substantially limits or prohibits participation in or access to an aspect of the school program.

Services and protections for protected disabled students are distinct from those applicable to students with disabilities enrolled or seeking enrollment in special education programs.

For further information about the evaluation procedures and provision of services to protected disabled students, contact the Director of Special Education, 814-754-5021.

Confidentiality of Information

The District maintains records concerning all children enrolled in the school, including students with disabilities. All records are maintained in the strictest confidentiality. Parental consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released, except as permitted under the Family Education Rights and Privacy Act (FERPA). The age of majority in Pennsylvania is 21. Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. The District must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information.

For additional information related to student records, parents may refer to the Family Education Rights and Privacy Act (FERPA).

Retention/Destruction of Student Records- Special Education

In accordance with state and federal regulations implementing the Individuals with Disabilities Education Act (IDEA), this notice is hereby given that in accordance with 24CFR 300.573, the School Districts, Intermediate Unit and Charter Schools listed below may destroy the special education records of students who exited from any special education program.

Special education records, which have been collected by the School Districts, Intermediate Unit and Charter Schools listed below related to the identification, evaluation, educational placement, or the provision of the Special Education in the district, IU or charter school must be maintained under state and federal law for a period of seven (7) years after Special Education services have ended for the student. Special education services end when the student no longer is eligible for services, graduates, completes his or her educational program at age 21, or moves from the School District, Intermediate Unit, or Charter School.

After seven (7) years, the records are no longer useful to the School District, Intermediate Unit or Charter School and will be destroyed in accordance with state and federal law unless the parent/guardian or eligible (adult) student contacts the responsible district that the parent/guardian or eligible (adult) student wishes to maintain the information as a personal record. These records may be useful to the parent/guardian or former student when applying for post-secondary education/training, benefits or social services.

Records including student's name, address, grades, attendance, dates attended, grade level completed and year completed may be destroyed after seven (7) years have passed from the student's 21st birthday.

If you wish to request records or need additional information you may contact the responsible school entity.

Destruction will proceed where parents/guardians or eligible (adult) students have not requested records in accordance with the responsible school district's, Intermediate Unit's or Charter School's Notice of Destruction of Special Education Records.

Retention/Destruction of Student Records- PA State Assessments

In accordance with 34 CFR § 300.624, please be advised of the following retention/destruction schedule for the Pennsylvania Alternate System of Assessment (PASA), Pennsylvania System of School Assessment (PSSA), and Keystone Exam related materials:

- PSSA, Keystone Exam, and PASA test booklets will be destroyed one year after student reports are delivered for the administration associated with the test booklets.
- PSSA and Keystone Exam answer booklets and PASA media recordings will be destroyed three years after completion of the assessment.

Services for Preschool Children

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. Developmental delay is defined as a child who is less than the age of beginners at least three years of age and is considered to have a developmental delay when one of the following exists: (i) The child's score, on a developmental assessment device, on an assessment instrument which yields a score in months, indicates that the child is delayed by 25% of the child's chronological age in one or more developmental areas; (ii) The child is delayed in one or more of the developmental areas, as documented by test performance of 1.5 standard deviations below the mean on standardized tests. Developmental areas include cognitive, communicative, physical, social/emotional, and self-help.

The Pennsylvania Department of Education is responsible for providing services to preschool children from ages three through five. For information, contact Mr. John Krupper, Elementary Principal 814-754-5021 or Mr. Sean Wechtenhiser, High School Principal at 754-4648.