



Special Education **HANDBOOK**

NORTH SCHUYLKILL SCHOOL DISTRICT

INTENTIONAL (*adj.*)

in-ten-tion-al

an action performed with awareness;
done deliberately,
consciously, on purpose.

Table of Contents

Contact Information	3
Special Education Timelines	5
Section 1: Initial Evaluation Process	6
Section 2: Reevaluation Process	10
Section 3: Independent Education Evaluation (IEE).....	17
Section 4: Procedural Safeguards	22
Section 5: Individualized Education Program (IEP)	23
Section 6: Functional Behavior Assessment (FBA).....	28
Section 7: Discipline and Manifestation Determination.....	29
Section 8: Extended School Year (ESY).....	32
Section 9: Exiting from Special Education Services.....	34
Section 10: Summary of Performance	36
Section 11: Access Billing/Miscellaneous	37
Section 12: Speech & Language Procedures.....	38
Section 13: Speech and Language Students & SHIELD Process	43
Section 14: Twice Exceptional or Dual Exceptionality	44



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Handbook Last Revised: July 2025

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North Schuylkill Elementary and North Schuylkill Junior/Senior High School can schedule meetings on Monday, Tuesday, Wednesday, or Friday morning. Please see administration to help accommodate parents' meeting preference if there is a scheduling conflict.





Special Education Process Timelines

Child Find	Public notice describing special education programs and how to request evaluation	Annually
Oral Request for Evaluation by Parent	When an oral request is made to any school professional or administrator, the school entity must provide the Permission to Evaluate-Evaluation Request Form to the parents.	Within 10 calendar days
Evaluation	Time to conduct evaluation and complete report after informed consent received from parent Time prior to IEP meeting for evaluation report to be issued	60 calendar days * Exception-summer break At least 10 school days (can be waived if parent agrees)
Individualized Education Program (IEP)	Time following evaluation report to develop IEP Time from development of IEP to implementation Review of IEP	Within 30 calendar days ASAP or within 10 school days At least annually Note: If the LEA knows or should know that a child has an inappropriate IEP then it must be corrected immediately.
Oral Request for Reevaluation by Parent	When an oral request is made to any school professional or administrator, the school entity must provide the Permission to Reevaluate-Reevaluation Request Form to the parents.	Within 10 calendar days
Reevaluation	All students except those with intellectual disability (ID) Students with ID	Must be reevaluated at least once every 3 years (can be waived if parent and LEA agree) Must be reevaluated at least once every 2 years (cannot be waived) Note: Summer due dates of a Reevaluation Report are not excused from 2- or 3-year required timeline.

Section 1: Initial Evaluation Process

How the process is initiated:

1. Parent Request (verbal or written) to any professional or Administrator:

- School must provide Permission to Evaluate--Evaluation Request Form to the parents within *10 calendar days*. Person who receives the request must notify the Special Education Administrators and Administrative Assistant within one school day of request via email and/or forwarding the written request.

****If the school district refuses to initiate an evaluation, a NOREP must be issued within 10 calendar days along with a Procedural Safeguards Notice and clarification as to why the request is being denied.*

2. District Staff Request: SHIELD Support Team Request

- A request for an evaluation can come from the school-based team in conjunction with the School Psychologist. (Please see Spartan SHIELD Handbook procedures that follow prior to team initiation.)

Initial Steps to Evaluate:

1. Permission to Evaluate (PTE)

- **Upon parent/guardian request**, a Permission to Evaluate--Evaluation Request Form will be generated by the Administrative Assistant who will then mail the Permission to Evaluate--Evaluation Request Form home (within 10 calendar days of request) along with Procedural Safeguard notification. The Administrative Assistant documents the dates issued.
- Attempt will be made to gain permission from the parent/guardian for the evaluation to take place.
- **Upon team request**, a Permission to Evaluate--Evaluation Consent Form will be generated by the School Psychologist(s) based on the information gathered from the team; this includes contacting related service providers to determine if evaluation is needed in related service areas. If related services should be added notify Administrative Assistant within 5 days. Once completed, the Permission to Evaluate--Evaluation Consent Form, Parent Input Forms, and Procedural Safeguards are mailed by Administrative Assistant. The Administrative Assistant documents the dates issued.
- 3 attempts will be made to gain permission from the parent/guardian for the evaluation to take place.
- The third and final attempt will be made via certified mail.

2. Upon receipt of Permission to Evaluate:

- A copy of the evaluation must be presented to the parents no later than 60 calendar days after the district receives the consent for evaluation.
 - NOTE: the following days are not included in the definition of calendar days- the day after the last day of the school term for staff up to and including the day before the first day of the subsequent school term for staff will not be counted.

3. The School Psychologist will act as the case manager for the initial evaluation.

As the case manager, the Psychologist's duties include:

- Determination of required assessments (Permission to Evaluate-Evaluation Consent)

- Determination of the evaluation team members (a group of qualified professionals must include Psychologist, regular education teachers, and parent. If a related service was designated on the Permission to Evaluate-Evaluation Consent Forms, related service providers must be included in the evaluation team. Consider guidance counselor, special education teacher, related service providers, building administrator, special education administrator)
- The evaluation report needs to address the following topics:
 - Reason(s) for referral;
 - Sources of Evaluation Data: results including physical, social, or cultural background information relevant to the student's disability and need for special education; parent input; current classroom based assessments and observations; local and/or state assessments; observations by teachers and/or related service providers; aptitude and achievement levels; involvement in and progress in the general education curriculum.
 - If Assessment is not conducted under standard conditions, describe the extent to which it varied from standard conditions;
 - Determining factors;
 - Summary of findings/interpretation of assessment results;
 - The criteria used if evaluation determines the disability of Specific Learning Disability; and
 - Conclusions – Determination of eligibility and educational needs.
- Collect data from team, **including** the parent to determine the educational needs of the student, current academic achievement, and related developmental needs.
- Complete the Evaluation Report (ER) within the **60-calendar day** timeline which begins from the receipt date of the signed PTE (does not include the summer break).
- Teacher input must be accurate and professional and be completed by the specified due date. All questions require input.
- Upon completion of the Evaluation an MDT meeting will be offered and a copy of the ER will be mailed to the parent/guardian.

4. Evaluation Team Meeting

- An Evaluation Team Meeting is offered (district policy) to review data from the report.
- If the child is found to be eligible, an IEP meeting must be held within **30 calendar days** of the date on the ER.
- If the child is not found to be eligible, the NOREP will be issued after **10 calendar days** of the date on the ER.

5. Initial IEP Team Meetings

If the student is determined eligible as a child with a disability and requires specially designed instruction:

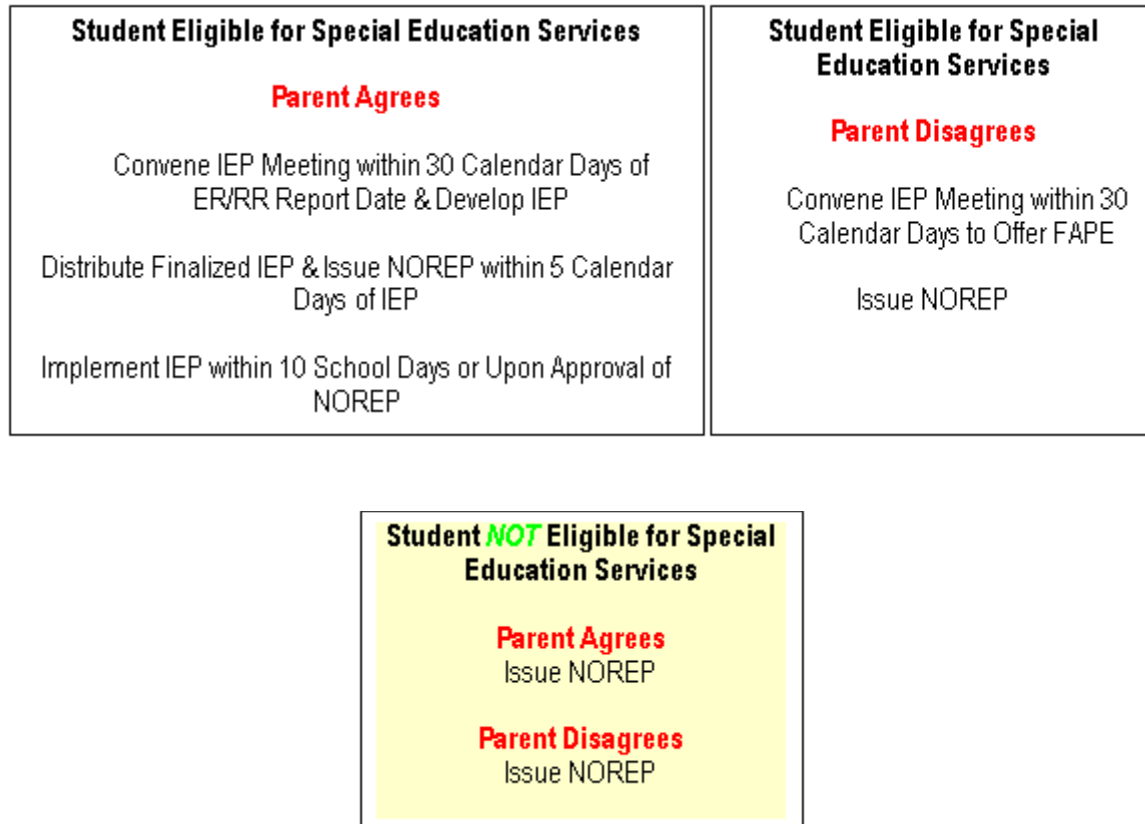
- In collaboration with administration, school psychologist will send an email with the report and a case manager will be assigned. IEP meeting must be held within 30 calendar days of the date of the ER.
- The assigned Special Education Teacher will:
 - Contact the parent and schedule an IEP Team meeting with the parents **within 30 calendar days** following the determination in the ER.

- An IEP meeting cannot be held within the first **10** school days following the MDT meeting unless parental permission is received through the **timeline waiver**.
- Send the Invitation to Participate in an IEP Team Meeting to parent with copy of the Procedural Safeguards at least **10 days** prior to meeting date. Roster teacher needs to document.
- Send copy of Invitation to all required IEP Team participants (a school psychologist does not need to attend initial IEP team Meetings) and student, if 14 years of age at least 10 days prior to the meeting date.
- Collect data and write a “draft “IEP.
- Conduct the initial IEP team meeting.
- Complete the IEP form leaving no blanks.
- Give a copy of the DRAFT IEP to the parent 3 days in advance.
- Prepare and issue the Notice of Educational Placement (NOREP) to parent for the initial provision of special education services.
- Special education services will **not** be provided until the district has received parent consent on the Initial NOREP. Notice of this receipt will come from the special education office.
- The signature of the Superintendent will be secured on the NOREP following the receipt of the signed NOREP by the parent in the Special Education Office.
- When paperwork is complete, send **original IEP, Invitation(s)** (with parent signature), and **NOREP** to district special education office along with completed IEP Informational Sheet (Pink) also send to special education office, ACCESS billing consent form, Permission to Excuse Team Members form, Time Line Waivers, or Age Waivers.
- Always send a copy of invitation(s) even if not returned in addition to a copy of the NOREP should you have not received back from parent to the Special Education office with the IEP).
- **All paperwork must be in the Special Education office within 3 school days of the date of the IEP meeting.**

*Please notify Supervisors if this will not occur.

Initial Evaluation Flowchart

(Upon completion of evaluation)



Section 2: Reevaluation Process

Timelines:

- Reevaluations are required **once every 3 years**, *unless the parent and the public agency agree that a reevaluation is unnecessary*. In this instance, the “Agreement to Waive” form should be utilized. **This waiver MUST be approved by administration and must be completed 60 days prior to evaluation deadline.**
 - PARC Consent Decree requires students with an intellectual disability to be reevaluated every **2 years**. Reevaluation for students with an intellectual disability may **not be waived**.
- Waivers **will not** be considered for any student. An exception may be considered in rare circumstances. Please discuss with Special Education administration.
- **Input forms will be distributed and collected by the Psychologist(s).** If input forms are not returned by team members within a timely manner, the Psychologist(s) should contact special education administration.
- The reevaluation still must be completed and presented to the parents within **60 calendar days** (not including summer days) **of parental consent and by the anniversary date of the previous Evaluation/Reevaluation Report.**
- A copy of the reevaluation report must be given to the parent **at least 10 school days prior to the IEP meeting.**
- An IEP meeting may be held within the first 10 school days after receiving the report, but a **waiver must be signed by the parent.**
- Parents must receive the reevaluation report at least **10 school days prior to the IEP team meeting**, unless a time line waiver is signed.
- The reevaluation report **must be signed by all members**. If the student is identified as SLD, the **box must be checked** in agreement or disagreement.
 1. Signatures will be collected at MDT meetings. After MDT meeting, original report should be given to Administrative Assistant to obtain missing signatures.
 2. If an MDT meeting is not held, psychologists will mail an extra signature page to parent/guardian to return in self-addressed envelope. The original report will be given to the Administrative Assistant to obtain signatures of staff members. If parent signature is not obtained after two attempts, the Administrative Assistant will send signature page via certified mail for third attempt.
- Student’s IEP must be reviewed and revised within **30 calendar days** of the completion of the reevaluation report.
- **A new NOREP must be generated** after each reevaluation that is completed.

Paperwork Overview

The reevaluation process begins with a review of existing data about the student (i.e., PSSA scores, report cards, progress monitoring reports, and other relevant data) by the student's IEP Team. The Team must decide if any additional information is needed to determine:

1. if the student **continues** to have a disability and what are the student's **educational needs**;
2. the **present levels** of academic achievement and related developmental and functional needs;
3. whether the student **continues to need special education** and related services; and
4. whether any **additions or changes** to the special education and related services are needed to allow the student to meet the **measurable annual goals** in the IEP and **to participate**, as appropriate, in the **general education curriculum**.

There might be a condition that warrants a reevaluation be completed more frequently than every three or two years. This occurs when an IEP Team believes additional information is required to determine educational or related services needs of a student, or to try and determine why a student is not making academic or functional progress. Furthermore, a reevaluation is also required if:

- A student's educational placement and/or services is being proposed to change to a more restrictive placement;
- A student is thought to no longer be in need of special education supports and services;
- A parent requests a reevaluation;
- A member of the student's educational team requests a reevaluation.
- A change of a disability category or an additional disability has been documented and provided to the school by the parent or guardian (i.e. change of SLD category to ID category, or a dual diagnosis; ID and Autism)

If the student's eligibility is not in question, but a parent requests a reevaluation to determine educational needs of the student, the LEA must respond to the parent's request to conduct a reevaluation by:

1. conducting a review of data;
2. conducting a full reevaluation; or
3. declining to conduct the reevaluation. If the LEA declines to conduct the reevaluation, the LEA must issue a NOREP/PWN to the parent. The LEA must provide notice to the parent if the LEA refuses to initiate or change the identification, evaluation, or education placement of the student or the provision of FAPE to the student.

The team must include:

- Special Education Teacher
- Regular Education Teachers
- Parent(s)/Guardian(s)
- Related Service Personnel (when applicable)
- Psychologist (**Exceptions** to the involvement of the Psychologist are for Deaf/Blind, Hearing Impaired, Speech/Language, Visual Impairment, and Orthopedic Impairment)

OPTIONS FOR MANDATORY REEVALUATIONS

- 1) REEVALUATION REPORT- WITH TESTING
- 2) REEVALUATION REPORT- REVIEW OF RECORDS
- 3) WAIVER – REQUIRES ADMINISTRATOR APPROVAL. PROCEED WITH IEP TIMELINES.

When to Reevaluate:

Required: (if testing is needed to complete the reevaluation, notify the district special education administrator to determine if a Permission to Reevaluate form must be sent)

- Every two years for student with intellectual disabilities
- Every three years for students deemed necessary

Other: (notify special education administrator that *Permission to Reevaluate form must be sent*)

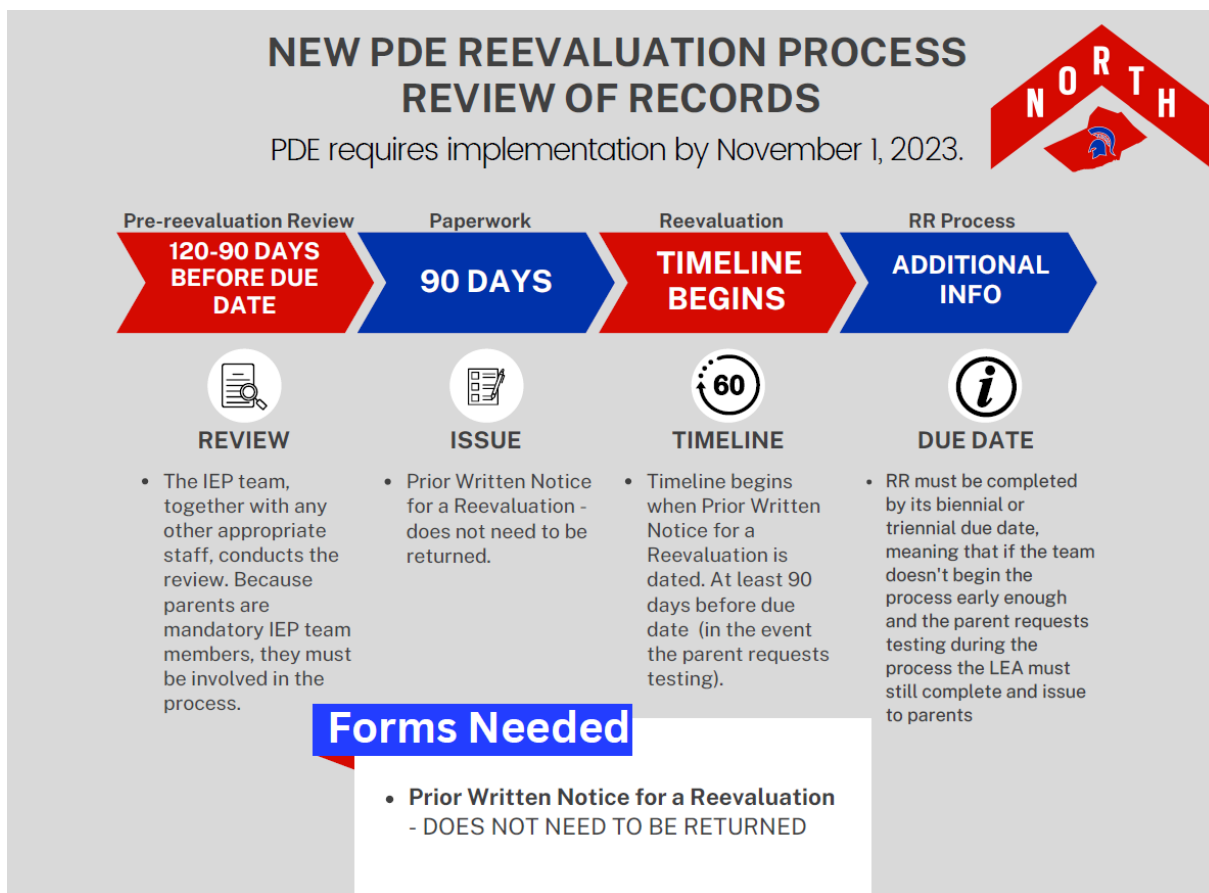
- Parent request-verbal or written
- Ongoing academic and behavior issues
- When a Functional Behavior Assessment needs to be conducted
- For dismissal of special education services
- *Reevaluation will not occur more than once a year, unless the parent and LEA agree.*

Waiver

In this instance, the “Agreement to Waive” is utilized. **This waiver MUST be approved by administration and must be completed 60 days prior to evaluation deadline.** Reevaluation for students with an intellectual disability may **not be waived**.

Review of Records Process (Reevaluation Report)- See timeline below implemented on November 1, 2023.

1. 120-90 days out school psychologist will send cover letter, Prior Written Notice for a reevaluation report 2023 (in IEPwriter), and parent input.
2. A copy of the *PWN for a reevaluation report 2023* will be given to the special education office.
3. Psychologist will compile and review existing data and student records and disseminate input forms as appropriate.
 - Teacher input must be accurate and professional and must be completed by specified due date. Psychologist will review the data collection and complete reevaluation report.



Additional Testing (Reevaluation Report) – See timeline below implemented on November 1, 2023.

The district employee making the request will:

- Notify Special Education Office and the Director of Special Education will generate a permission to re-evaluate.
- The Psychologist will act as the case manager for Request for Additional Assessments and will:
 - Distribute input forms.
 - Complete new assessments.
 - Review existing data.
 - Complete the reevaluation report.
 - Schedule MDT and/or distribute report.
 - Administration will start the process via email. Administration will open two forms in IEPwriter (PWN for a reevaluation report, and request for consent for a re-evaluation 2023)

NEW PDE REEVALUATION PROCESS ADDITIONAL ASSESSMENTS NEEDED

PDE requires implementation by November 1, 2023.



REVIEW

- The IEP team, together with any other appropriate staff, conducts the review. Because parents are mandatory IEP team members, they must be involved in the process.



ISSUE

- Prior Written Notice for a Reevaluation - does not need to be returned.
- Request for Consent for a Reevaluation - needs to be returned.



TIMELINE

- Timeline begins when receipt of Request for Consent for Reevaluation is received.



DUE DATE

- RR must be completed by its biennial or triennial due date, meaning that if the team doesn't begin the process early enough or if the parents don't sign and return the form for a while, the LEA must still complete and issue to parents

Forms Needed

- **Prior Written Notice for a Reevaluation**
- DOES NOT NEED TO BE RETURNED
- **Request for Consent for a Reevaluation**
- MUST BE RETURNED



Prior Written Notice for a Reevaluation and Request for Consent Form is being discontinued.

Once a PTRE is signed and returned:

Upon receipt of a signed PTRE-Consent form, the Administrative Assistant will determine:

1. If the student is Speech/Language Impaired ONLY:
 - Administrative Assistant will notify S/L therapist to complete RR via email with PTRE Consent form attached.
 - S/L therapist will complete RR (review of records) and include new assessments under section 2) Interpretation of additional data.
2. If the student is anything other than Speech/Language Impaired ONLY:
 - Administrative Assistant will notify the school Psychologists to complete RR via email with PTRE Consent form attached.
 - School Psychologists will complete RR (review of records) and include new assessments under section 2) Interpretation of additional data.

Person responsible for completing the new assessments (vision, FBA, PT, hearing, OT) will be notified via email from school psychologist.

Person completing the RR (psych or speech therapist) will want to contact person completing the new assessment to discuss how the new assessment will be inputted into the RR (1. Put directly into IEPwriter or 2. Emailed to person completing RR for them to input into IEPwriter).

Reevaluation Report

- A Reevaluation Report must be completed within **60 calendar days** from the date the permission is received by the district.
- Writing the reevaluation report, consider and document the following:
 - Input from teachers and parents
 - Is the data sufficient to determine continued eligibility and need for specially designed instruction?
 - The data collected needs to address the required elements in the Reevaluation Report Form and be shared with the IEP team members.
 - All required elements must be completed in the Reevaluation Report and provide information with regard to:
 - ✓ Demographic data
 - ✓ Date IEP team reviewed existing evaluation data
 - ✓ Present Levels of Academic Achievement and related developmental needs
 - ✓ IQ scores
 - ✓ Parent and teacher (regular education, special education, related service, guidance) input
 - ✓ Summarize Information Reviewed
 - ✓ Determination of Need for Additional Data
 - ✓ Conclusion regarding disability determination and continued eligibility for specially designed instruction
 - ✓ Complete Determination of Specific Learning Disability Form (required if child is suspected of having a Specific Learning Disability)

After the Reevaluation Report is Complete

If the student continues to be eligible for special education services:

- The special education teacher must send parents the Invitation to participate in the IEP Team Meeting. **Parents must receive the reevaluation report at least 10 days prior to the IEP team meeting**, unless a time line waiver is signed
- Hold an IEP Team meeting (must be held within **30 calendar days** of the report date and prior to the expiration of the previous IEP)
- **A new NOREP must be completed with each new reevaluation report**
- Once a **waiver** is signed by the parent- the team has **30 calendar days** from the date the parent's signed the waiver & prior to expiration of the previous IEP to hold an IEP meeting.

If the student is no longer eligible for special education, the School Psychologist will issue the NOREP and consult with Special Education Administration.

Reevaluation Flow Chart

Reevaluation Request Initiated by School District:
The Special Education Reevaluation Process

The Special Education Reevaluation/IEP Process

This flowchart shows the basic steps to be followed and the decisions to be made by local educational agencies (LEAs) to meet the requirements for reevaluation and development of *Individualized Education Programs (IEPs)* for students with disabilities **when the request**

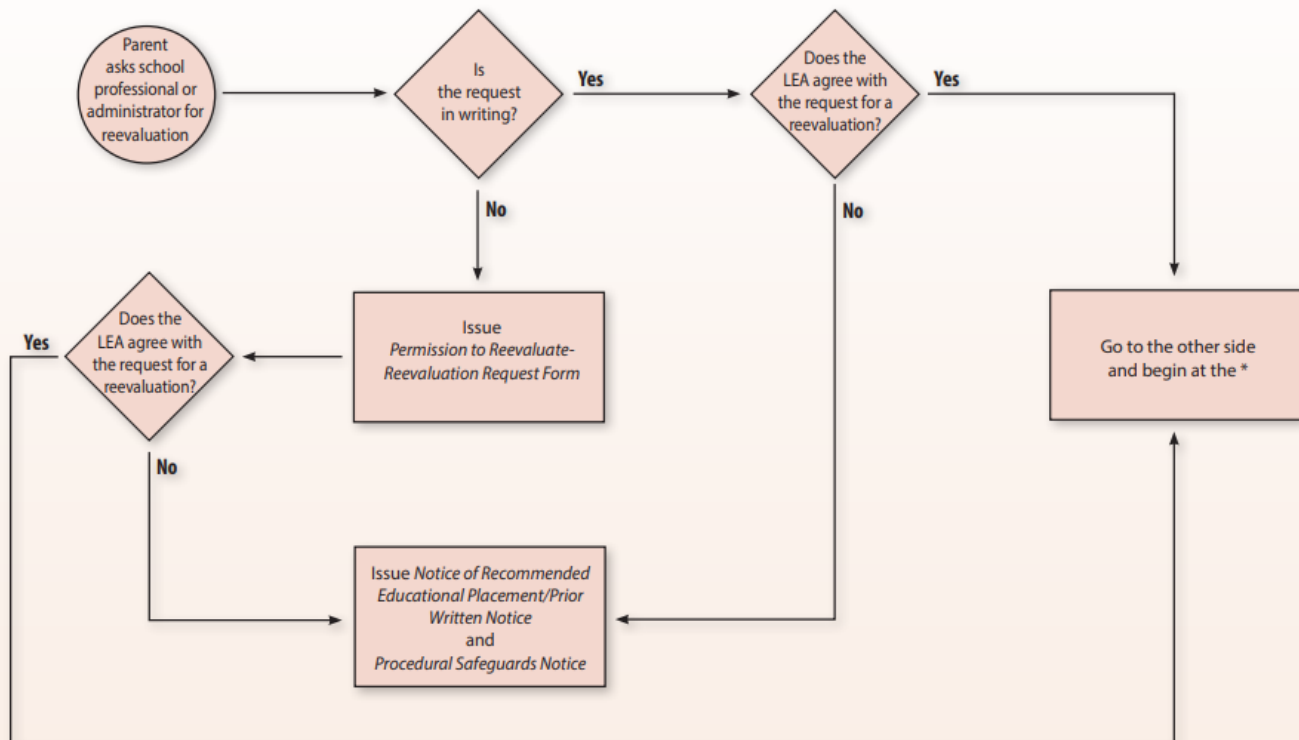
LEA Initiated Request



The Special Education Reevaluation/IEP Process

This flowchart shows the basic steps to be followed and the decisions to be made by local educational agencies (LEAs) to meet the requirements for reevaluation and development of *Individualized Education Programs (IEPs)* for students with disabilities **when the request is made by the parent(s)**. It is not meant to replace the IDEA or Chapters 14 and 711 of the Pennsylvania Regulations. For more detailed information about the reevaluation process, refer to the annotated *Reevaluation Report* available at www.pattan.net. Reevaluation is required every 3 years unless it is waived by both LEA and parent(s). In Pennsylvania, a reevaluation for students with an intellectual disability is required every 2 years and cannot be waived.

Parent Initiated Request



revised 1/19

Section 3: Independent Education Evaluation (IEE)

North Schuylkill Board Policy 113.3 - Special Education Evaluations and Independent Educational Evaluations at Public Expense which was adopted on September 29, 2010 and last revised February 17, 2016.

An independent educational evaluation (“IEE”) is an evaluation conducted by an independent qualified examiner (a person who does not work for the school district). A qualified examiner is defined as an individual who meets the same requirements as a school district employee. It is important that if a school is to consider the results of the independent evaluation, the person conducting the IEE must have the same “credentials” as required by the school district or intermediate unit, and the evaluation meets the same criteria the school entity would use to evaluate students.

Parents Right to Request IEE

Parents are always entitled to an IEE, [34 CER §300.502 (a)(1)]. However, parents are not always entitled to an IEE at public expense (i.e., paid for by the school district or LEA) [34 CER §300.502 (b)(1)-(5)].

The regulations state that the public agency is permitted to ask the parent what their reason is for rejecting the school’s evaluation. However, the IDEA is also clear that parents are not required to provide an explanation and reiterates that the school entities inquiry cannot unreasonably delay the decision to either request a hearing or agree to fund the IEE [34 CER §300.502 (b)(4)]. Since there is not a set period, it is very important to promptly respond to any request for an IEE at public expense, as a failure to do so (i.e., failure to request a timely hearing) could be interpreted by a hearing officer as a tacit strategy/attempt not to pay for the parent’s IEE. A guiding best practice would suggest the school entity should act within 10 school days unless documentation shows a good effort has been attempted and a timeframe of 10 school days cannot be adhered to by the district or intermediate unit.

Procedures When Parent Requests IEE

A parent needs to make the request in writing to the Special Education Office. A special education administrator must review the request. The school entity must notify the parent indicating approval or denial of the request. **If the school entity denies the request for an IEE at public expense, the district must request a due process hearing.**

If the district **approves the request**, the following guidelines are recommended to be followed:

- 1. Completion of “Release of Information” form(s):** Parent must sign for the release of information to share current evaluation report and IEP, if available, with the Independent Evaluator. The release should also require the evaluator to release all information to the school district or intermediate unit.
- 2. Requirements of IEE:**
 - The District will require as part of the evaluation an observation of the student in the student’s current educational setting, unless the student is not then in such a setting. The evaluator shall obtain information concerning the performance of the student

directly from at least one current teacher of the student, unless the student does not have a current teacher.

3. The IEE Needs to Comply to the Following Guidelines:

- (a) A clear explanation of the testing and assessment results;
- (b) A complete summary of all test scores, including, for all standardized testing administered, all applicable full scale or battery scores, domain or composite scores, and subtest scores reported in standard, scaled, or T-score format;
- (c) A complete summary of all information obtained or reviewed from sources other than testing conducted by the evaluator;
- (d) Specific recommendations for educational programming;
- (e) The evaluator must sign the report;
- (f) The complete report must be submitted to District concurrently with submission to the parent.
- (g) Administration of all testing and all assessment procedures should rule in or rule out the existence of disabilities defined in IDEA and Chapter 14. These disabilities include Traumatic Brain Injury, Hearing Impairment, Specific Learning Disability, Gifted without Disability, Mental Retardation, Orthopedic Impairment, Emotional Disturbance, Speech or Language Impairment, Visual Impairment, Multiple Disabilities, Autism, and Developmentally Delayed (early intervention only). Administration of assessments needs to be based on the reasonable suspicion of above-stated disability(ies) expressed by staff, parents, and/or evaluator.

Timelines for IEE:

Neither IDEA nor Chapter 14 delineates a time frame when an IEE must be completed.

Payment for IEE:

After the school entity has approved the request, a letter should be sent to the parent. The contents of the letter should include:

- ❖ An assurance that the school district will pay for an independent educational evaluation as long as the evaluation meets all of the requirements of an appropriate evaluation identified under section Procedures when Parents Requests IEE;
- ❖ A direction that the school district shall not pay for the evaluation until it receives directly from the evaluator a complete copy of a report of that evaluation and determines that the evaluation meets all of the requirements of this procedure;
- ❖ A request that the parents consider accessing reimbursement for all or part of the evaluation from public or private sources of insurance or reimbursement. However, the district will make it understood to parents that any reimbursement not covered by such sources, will then be assumed by the district;
- ❖ Directions that the parent is responsible for arranging for the evaluation and for ensuring that the evaluator contacts the Special Education Office to arrange for payment of the evaluation. If the evaluation has already been conducted and paid for, the correspondence shall advise the parent that the school district/intermediate unit will not reimburse the parent for the reevaluation until it receives

- (1) A complete and unredacted copy of the report of the evaluation and determines that the evaluation meets all of the requirements of this procedure, and
- (2) Documentation substantiating that the parents paid for or incurred the obligation to pay for the evaluation without reimbursement from a public or private source of insurance or reimbursement.

The Special Education Office shall send the correspondence to the parent by certified mail or by other independently verifiable means of conveyance and enclose a copy of school district procedure as outlined in section "Procedures When Parent Requests IEE".

Allowable Number of IEEs

IDEA regulations state that a parent is only entitled to one IEE at public expense each time the public agency conducts an evaluation with which the parent disagrees. Obviously, the parent is free to obtain as many IEEs at their own expense as they wish.

Guidelines Once an IEE Received

The school entity must consider the results of the IEE. Regardless of who funds the IEE, the district/intermediate unit or the parent, if the IEE is shared with the district, the district/intermediate unit must consider those results with respect to providing FAPE to the student [34 CER § 300.502 (c)(1)]. It is important to remember, a school district's obligation is only to "consider" the results of any IEE. There is no requirement about how much weight the district must give the IEE or that the district must incorporate any of the IEE recommendations into the student's educational program. This is true even if the IEE was at public expense.

LIST OF APPROVED PROVIDERS:

Independent Educational Evaluators (IEE)

The following individuals are willing to be included in your school district files to be utilized for independent evaluations. If you have additional questions specific to their certifications and/or areas of expertise, please feel free to contact them directly.

Independent Educational Evaluators (IEE)

<p>Dr. Lisa A. Hain, Psy.D., NCSP, ABSNP PA Licensed Psychologist Board Certified School Neuropsychologist PA Licensed Professional Counselor PA Certified School Psychologist Nationally Certified School Psychologist Editorial Advisory Board of School Psychology Review, the journal of the National Association of School Psychologists Member of The Center for Teaching Brain Literacy 1611 Palm Street Reading, PA 19604 484-818-1843 Bafflesmymind@gmail.com</p>	<p>Jennifer Irizarry, MS., Ed.S, NCSP, ALPC Nationally Certified School Psychologist Associate Licensed Professional Counselor Advanced Counseling and Testing Solutions, LLC Bilingual Advanced Counseling and Testing Solutions, LLC 2121 Oregon Pike, Suite 201 Lancaster, PA 17601 www.reception@advcts.com www.advcts.com Second Location 4 Wellington Blvd. Suite 101 Wyomissing, PA 19601 www.reception@advcts.com www.advcts.com</p>
<p>Jocelyn Oakill, M.A., Ed.S. Certified School Psychologist CEO and Owner, Acorns to Oaks Consulting, LLC https://www.atopsychservices.com</p>	<p>Jeff Laubach, MS, LPC, NCP 2209 Quarry Drive Suite C-36 West Lawn, PA 19609 610-685-8621 jlaubach36@hotmail.com website: www.jlaubach.com</p>
<p>Dr. Steven P. Kachmar, M.A., Ph.D Pennsylvania & Delaware Licensed Psychologist Pennsylvania Certified School Psychologist Nationally Certified School Psychologist PO Box 310 Fogelsville, PA 18051 610-295-3420 dr.steven.p.kachmar@gmail.com</p>	<p>Joseph H. Lucas, PsyD, CSP, ABSNP, LPC Executive Clinical Director Advanced Counseling and Testing Solutions, LLC 4 Wellington Blvd, Suite 101 Wyomissing, PA 19601 Second Location 2121 Oregon Pike, Suite 201 Lancaster, PA 17601</p>
<p>Emily Perlis, Psy. D Pennsylvania Certified School Psychologist Pennsylvania Licensed Psychologist Pediatric Neuropsychologist Certified School Psychologist 940 E. Haverford Rd. Suite 202 Bryn Mawr, PA 19010 610-527-5161 emilyperlis@gmail.com</p>	<p>Chad Rutherford, Ed.S. School Assessment Alternatives, LLC 447 Parliament Dr Wyomissing, PA 19610 484-832-4251 chadmiru@gmail.com</p>
<p>Dr. Kara Schmidt, PhD 100 West Sixth Street Media, PA 19063 610-456-3003 karaschmidtphd@gmail.com www.karaschmidt.org</p>	<p>Jessica Williamson Board Certified Behavior Analyst AA Support Services, LLC 22 Nazareth Pike – Suite 22A Bethlehem, PA 18020 Phone: (610) 365-8373 Fax: (610) 365-2522 abasupportservices.com</p>

<p>Dr. Rick Shillabeer, Psy. D. PA/CA Certified School Psychologist PA Licensed Professional Counselor DE Licensed/Certified School Psychologist CA Licensed Educational Psychologist Cognitive Behavioral Therapist ADHD Certified Clinical Services Provider Board Certified Cognitive Specialist Nationally Certified School Psychologist Advanced Certified Autism Specialist Diplomate, American Board of School Neuropsychology Elite Educational and Therapeutic Support Services, LLC 72 Glenmaura National Boulevard Suite 100 Moosic, PA 18507 (570) 466-5870 rshillabeer@comcast.net</p>	<p>Janine M. Wargo, Psy.D., ABSNP, NCSP PA Licensed Psychologist Board Certified School Neuropsychologist National Certified School Psychologist Pennsylvania Certified School Psychologist 4647 Willow Lane Nazareth, PA 18064 610-554-6353 Janine2@ptd.net</p>
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Upon receipt of the IEE, you should do the following:

1. Convene an IEP team meeting to review the results, and
 - a. If the team agrees that the child should be identified and that the IEE report, together with other academic and functional data available to the team, provides a sufficient basis for determining the child's present levels and program needs, develop an IEP; or
 - b. If the team does not agree that the child should be identified despite the results of the IEE to the contrary, use the IEP signature page to document that the meeting occurred and that the parents participated therein; or
 - c. If the differences between the results of the IEE and evaluation completed by (and other information available to) the district cannot be resolved one way or the other, or if the IEE provides sufficient reason to determine the child eligible but not to determine his or her present levels and needs, issue a permission to evaluate seeking consent to conduct *only* the testing necessary to reconcile those differences or establish the missing present levels and program needs (not necessarily a full battery of testing and assessments that would typically characterize an initial evaluation); and
2. If the team was able to reach a firm conclusion either that the child should be identified or that the child should not be identified, issue a NOREP either proposing the initiation of special education services or refusing to do so; or
3. If the team felt that a conflict-resolving evaluation was needed, proceed with either IEP development or issuance of a refusal NOREP once that evaluation process is completed.

Section 4: Procedural Safeguards

A copy of the Procedural Safeguards must be placed on the district website.

A procedural safeguard must be given to the parent(s):

- **1 time per year** for students who are already receiving special education supports and services (annual IEP meeting)
- Upon initial referral or parent request for evaluation
- When a complaint is placed by parent to the Pennsylvania Department of Education
- When there is a manifestation determination hearing
- If the parent requests a copy of the Procedural Safeguards

Section 5: Individualized Education Program (IEP)

Timelines:

- Invite parents to IEP meeting- Invitation to IEP or Other Meeting at least 30 calendar days prior to the annual review date of IEP. (30 days is a “best practice” suggestion: **10 calendar days for annual review is required.**) **DOCUMENT 3 attempts to invite parent/guardians- example- 1st – IEP invitation; 2nd an email/phone call, and/or 3 a phone call. Document attempts on invitations- attach emails if needed.**
- IEP must be developed with the parents within 30 calendar days after the evaluation report is issued (or) IEP must be developed with the parents on an annual basis based on the annual IEP review date.
- Schedule meeting and reserve conference room for IEP meeting date. Follow procedures to book the conference room (p.40).
- IEP must be implemented no later than **10 school days** after the parents have approved the IEP and Notice of Recommended Educational Placement (NOREP- if needed).
- If no annual Notice of Recommended Educational Placement (NOREP) is issued, the IEP must be implemented 10 school days after it is developed.
- IEP must be distributed to the parents and sent to the Special Education office **within 3 school days** of the IEP meeting date.
- It is the roster teacher’s responsibility to inform all general education teachers that have an educational interest in the student that a new IEP is in place. Those teachers are then responsible to view the IEP on CSIU.
- If the parent agrees, the IEP can also be amended (changed) between the yearly meetings without holding an IEP Team meeting. The IEP amendment must be in writing as a revision (if changes to the document are made) or attachment (to document discussion). The roster teacher must inform all of the IEP Team members about the change(s).
- While the school must make sure the IEP Team meets every year, parents or school staff have the right to ask for more frequent IEP Team meetings. The law does not limit the number of IEP meetings the parents can request.

***If parent(s) do not approve the IEP, contact Special Education Supervisor(s) immediately.**

Overview

IEP Team Members: (* required)

- Parents *
- 1 regular education teacher * (a regular education teacher **cannot be excused**)
- special education teacher * (usually the Roster teacher, *a special education teacher/therapist must be present)
- LEA * (a school official qualified to provide or supervise specially designed instruction, who knows about the school's resources, and who is familiar with the general education curriculum (usually this is the building principal, assistant principal, special education director/supervisor, or designee such as guidance counselor)
- related service providers (speech, OT, PT, vision)
- Guidance counselors *(when student is turning 14 years of age within the duration of the IEP or older)
- Student (invitation to participate at age 14)
- Other individuals who have special knowledge or expertise regarding the child at the discretion of the parent or LEA
- Schuylkill Training Center representative (when applicable). Include when student is at STC or considering attending STC.

*It is important to ask everyone who attended the team meeting to sign the IEP signature page. By signing the IEP signature page, it only shows **who attended** the meeting. It does not mean that individuals agree with the IEP. If someone participated via telephone or other electronic means, the signature section of the IEP should indicate how the team member participated. Please note that they participated by phone and send to special ed. office. You do not need to wait on a signature if staff did not attend in person.

An excusal form should be readily available if related service providers cannot attend the IEP meeting. The form is located in your binders or in IEPWriter (new to summer 2024 – form will be available as a standalone document).

*ONLY 1 regular education teacher is required at IEP meetings. The team may request teacher(s) of choosing or if a student is struggling in more than 1 class multiple teachers may attend. PLEASE remember- once a teacher/member attends IEP meeting- he/she must remain for the entire duration of the IEP; thus, 1 regular education teacher present will suffice for planning purposes.

Preparing for the meeting

Special Education Teacher must:

- Reserve the conference room
 - Check the conference room's availability through ML Scheduling Program.
 - Email Gayle to reserve the room and get a phone conference code if needed.
 - Send an outlook calendar invitation to North Schuylkill Participants. Make sure to include conference phone codes for the team if necessary. Knute, Deneen, Gayle, and building Principals must be invited to all meetings.
- Send the Invitation to Participate in an IEP Team Meeting to parent, student (if at least 14 years of age), and IEP Team participants 10 days prior to meeting
 - Reasonable attempts (**at least 3 documented attempts**) to obtain parent participation in the IEP meeting (documentation of attempts to obtain parent participation should be

recorded in the parent contact section of IEP and listed on the IEP signature page should a parent not attend for example. 1/2/22- phone call @3:21pm, 1/3/22 email and include it; 1/4/22 phone call)

- Send parent input form with IEP invitation
- Offer accommodations to parent to encourage participation
- Include the student for transition planning on the Invitation Form (Age 14 or turning 14 years old within duration of the IEP)
- Parental Consent To Excuse Members From Attending the Individualized Education Program (IEP) Team Meeting form (if members are unable to attend)

***IEP document for meeting must be watermarked as a 'DRAFT' document.**

*****The IEP Guide and Annotated IEP are in your binder and Special Education google classroom.**

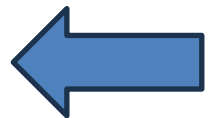
During the IEP meeting:

- Be sure all team members present have signed the attendance sheet
- Distribute Procedural Safeguards packet to the parents and be sure they sign the **Procedural Safeguards Notice**
- If the parent did not provide input prior to IEP meeting, be sure to ask for parental input during the IEP meeting. Record information in Present Levels under *Parental concerns for enhancing the education of the student*.
- If Parental Medical Assistance Consent form prints and student is receiving related services, please have parent sign at the IEP meeting.

Following the IEP Meeting:

The roster special education teacher will:

- Complete the IEP: make any changes discussed at the IEP meeting including parent input if not collected before the meeting
- Give a copy of the IEP and copy of the procedural safeguards to the parent.
- When paperwork is complete, send the following documents to the district special education office within **3 school days**:
 - IEP Informational Sheet (Pink)
 - Original IEP
 - Signed Invitation(s)
 - NOREP
 - Parent MA Consent Form (if applicable)
 - IEP Age Waiver (if applicable)
 - Timeline Waiver (if applicable due to RR)
 - Team Member Excusal form (if applicable)
 - **Progress Monitoring from previous year (see page 37 for more information)**



Transfer Student with an IEP:

- For students transferring from one school district to another within the state of Pennsylvania:
 - The Special Education Administrator will accept the IEP as is and will issue the *NOREP. The roster teacher will then be notified and will have **30 days** to complete a new IEP and hold a meeting. Services in the accepted IEP must be comparable to services provided until new IEP is developed.

- For students transferring from another state:
 - The Special Education Administrator will accept the IEP as is and issue the *NOREP. A PTE will be issued to the parents for an initial evaluation. School Psychologist can determine what if any updated assessment is needed. Assessment from previous out of state placement may be used at the discretion of the School Psychologist. The information provided can be used in the new ER if it is current and valid.
 - Continue comparable services until the initial evaluation is conducted. Parent will be notified in writing of the comparable service being offered.
- Both sending and receiving school districts are required to take reasonable steps to ensure that the student's IEP, supporting documentation, and other records are promptly transferred **within 5 calendar days**.

***NOREP needs to be issued on or before the first day the student attends and placement begins.**

When to issue a Notice of Recommended Educational Placement (NOREP)

The Special Education teacher will prepare and issue the Notice of Educational Placement (NOREP) to parent, if any of the following changes are made to student's program:

- **After every annual IEP**
 - Addition or deletion of any related services
 - Extended School Year services (adding, continuing, or dismissal of ESY)
 - Exiting program
 - Begin initial service
 - Change of placement (i.e. Type of Service, Level of Service)

If no significant changes have been made to program, the School District is not required to issue a NOREP. Special education services as written in the IEP will be implemented as soon as possible or **within 10 school days** after the IEP team meeting date.

IEP REVISIONS

Revision With Meeting

Contact parent/guardian to determine a date for the Revision Meeting.

- DO NOT change IEP meeting date, Implementation, or Duration dates!
- On the bottom of page 1 include:
 - Date of Revision: Date Meeting is occurring
 - Participants/Role: indicate See Signature Page
 - IEP Sections/Amended: Indicate all changed sections of IEP
- Document within the IEP all changes being made. Each place a change is being made within the IEP indicate **Revision __/__/2025** followed by the change occurring.
- If adding/deleting an SDI, Related Service, be sure to change the Beginning and End dates if applicable. **DO NOT DELETE A SERVICE ~ Note the End Date.**

Revision Without a Meeting

Parent/guardian has been contacted and agrees to make changes to the IEP without a meeting.

- Document date of parent contact as well as form of communication on bottom of pg. 1.
- Complete bottom of pg. 1 to document the revision indicating date, participants, and sections of IEP revised.
- Document within the IEP all changes being made. Each place a change is being made within the IEP indicate **Revision** / /**2024** followed by the change occurring.
- If adding/deleting an SDI, Related Service, be sure to change the Beginning and End dates if applicable. **DO NOT DELETE A SERVICE ~ Note the End Date.**
- **When adding a related service, you must manually change the start date to match the revision date. IEPwriter will use the IEP date.**

****All revisions must be submitted to the Special Education Office with a IEP Informational Sheet (PINK) ****

Graduation Requirements

Requirements for graduation from the North Schuylkill School District is based on three conditions:

- Completion of 26 credits, completion of reduced amount of credits as per IEP team decision (must explain in a statement), or successful completion of IEP goals.
- Obtaining a proficient or advanced score on each Keystone Exam or successful completion of a Keystone Project Based Assessment (after taking the exam at least one time and receiving a basic/below basic score). Students not taking trigger courses (PASA students) can be excused from taking the Keystone Exams. The Project Based Assessment requirement can be waived by the IEP team.
- Completion of a Senior Project, Completion of a Senior Project with modifications (community service hours), or waiver of a Senior Project as per IEP team decision.

A statement should be included in each students' IEP during their (end of Sophomore/start of) Junior Year that describes the conditions of graduation. One item from each requirement, MUST be included in the IEP statement.

Section 6: Functional Behavior Assessment (FBA)

An FBA needs to be conducted when:

- When the IEP team checks v 'yes' under 'Special Considerations' where behavior impedes the student's learning or the learning of others.
- When the behavior violates district policy and is determined by the IEP team to be a manifestation of the student's disability.
- When a student is removed from their current placement as a result of weapon possession and/or illegal drug possession/use, and/or serious bodily injury.
- When a student is removed from their placement for more than 10 consecutive school days or 15 cumulative school days and the behavior is not determined to be related to their disability.
- When the school contacts law enforcement.
- When the IEP team:
 1. Determines that a student's behavior is interfering with his/her learning or the learning of others and
 2. Requires additional information to provide appropriate educational programming

Procedures:

- If the team finds an FBA to be necessary due to factors listed above, the roster teacher must notify the Administrative Assistant and School Psychologist(s) of the referral.
- An FBA triggers a Reevaluation Report (RR) to be completed and therefore a PTRE must be issued.
- After permission is received, the School Psychologist assigned will email the deadline date for information to be received.
- FBA Team Member must collect data for a minimum of 10 days across all settings (FBA Member to be assigned by Supervisor of Special Education).
- Teacher assigned to the FBA will be responsible to generate FBA and provide it to school psychologist who will input it into the RR.
- The IEP meeting must be scheduled **within 30 calendar days** of RR date by the roster teacher.
- Present education levels (functional) within the new IEP need to be updated to reflect the new information of the FBA.
- A Positive Behavior Support Plan will be developed in IEP writer.
- An IEP must be held **within 30 days** of the Reevaluation report.
- FBAs will only be conducted in a RR.

Section 7: Discipline and Manifestation Determination

A **manifestation determination** must be conducted **BEFORE A SUSPENSION** occurs under the following circumstances:

- ❖ More than 10 school days consecutively, OR
- ❖ More than 15 school days cumulatively in a school year, OR
- ❖ When school days 11-15 constitute a pattern of exclusion, OR
- ❖ An exclusion of even one school day for a student with an intellectual disability, OR
- ❖ Under the following circumstances, school personnel may unilaterally remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:
 1. Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of a local educational agency (LEA);
 2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an LEA; or
 3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an LEA. In these circumstances, the LEA must notify the parent

Manifestation Determination Process

Within **10 school days** of the decision to change the student's placement, the LEA, parent, and relevant members of the IEP team conduct a review to decide if the behavior of concern is a manifestation of the student's disability. The team must determine:

1. Was the behavior caused by, or directly and substantially related to, the student's disability?
- OR
2. Was the behavior a direct result of LEA's failure to implement the Individualized Education Program (IEP)?

If the answer to either question is "Yes," the behavior **IS** a manifestation of the student's disability. The IEP Team must either:

1. Conduct a functional behavioral assessment (FBA), unless the LEA had conducted a FBA before the behavior that resulted in the change of placement occurred, and implement a positive behavior support plan (PBSP) for the child; or
2. If a PBSP already has been developed, review the PBSP, and modify it, as necessary, to address the behavior; and return the student to the placement from which the student was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the PBSP.

Building Administrators should determine whether the disciplinary exclusion being contemplated is a *change in educational placement*. The phrase *change in educational placement* is defined as when:

- (a) The removal is for more than 10 consecutive school days; or
- (b) The child is subjected to a series of removals that constitute a pattern because they cumulate to more than 10 school days in a school year, and because of factors such as the length of each removal, the total amount of time the child is removed, and the proximity of the removals to one another; or
- (c) Only applicable to students protected under Chapter 14, exclusion for more than 15 cumulative school days in a school year; or
- (d) For a child who is identified with intellectual disabilities, any removal, except where infractions related to weapons, drugs or serious bodily injury is deemed a change in educational placement. ***As in the past, if a discipline problem with an eligible student with intellectual disability is so immediate or severe as to warrant immediate action, and the parent will not consent to the disciplinary removal, the LEA may contact the Bureau of Special Education (BSE to request permission to impose a disciplinary exclusion which would be a *change in educational placement*. BSE cannot approve requests for a change in placement that would continue beyond 10 consecutive days.

Prior to a child being suspended for an accumulation of 10 days, a Positive Support Plan must:

- Be developed by the IEP team
- Be based on a functional behavior assessment
- Become part of the individual eligible young child's or student's IEP

Change in Educational Placement:

If the intended disciplinary removal is a *change in educational placement*, the following procedural protections under IDEA 2004 and Chapter 14 will apply. On the date, the district/building will take disciplinary action—

- Parent Notification with Procedural Safeguard Notice is sent
- Provision of FAPE (consider interim alternative educational setting) is maintained by the district
- Manifestation Determination is conducted within 10 school days of a LEA decision to initiate a change in educational placement, the LEA, parents, and relevant members of the IEP Team (as determined by the LEA and parent), must review all relevant information in the student's file, including the IEP, any teacher observation, and any relevant information provided by the parent before determining the interim alternative educational setting.
- Functional Behavioral Assessment/Positive Behavior Support Plan to address the behavior violation is developed.

Authority of School Personnel

Unilateral removal to interim alternative educational setting for up to 45 school days for offenses involving (students with intellectual disabilities included):

- Weapons
- Drugs
- Seriously Bodily Injury

Defined as:

- Substantial risk of death
- Extreme physical pain
- Protracted and obvious disfigurement
- Protracted loss or impairment of the function of a bodily member, organ, or mental faculty (18 U.S.C. Sec. 1365(h)(3))

Referral to and action by law enforcement and judicial authorities:

IDEA 2004 maintains that nothing shall be construed to prohibit a LEA from reporting a crime committed by a *student with a disability* to appropriate authorities or to prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a *student with a disability*. A LEA reporting a crime committed by a *student with a disability* shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom it reports the crime.

**Subsequent to a referral to law enforcement, for students with disabilities who have positive behavior support plans, an updated FBA must be completed. If the student does not have a positive behavior support plan in place, an FBA must be conducted. (Ch. 14.133 (h), Ch. 711.46(h))

Section 8: Extended School Year (ESY)

**For more detailed information regarding ESY please see the ESY Handbook 2025-2026*

**2026 Dates: June 16th, 2026 – July 23rd, 2026
Tuesday, Wednesday, and Thursday (8:15-11:15AM)**

Timelines:

- September – February
 - Gather information regarding student progress on all IEP goals (especially after breaks in the school schedule).
- Prior to February 28
 - Make the determination regarding ESY eligibility at an IEP team meeting (can be done via phone conference with parents as an IEP Revision).
 - Please check with Speech and OT before including services in ESY. Eligibility for these services is not automatic and will be determined by the therapists based on student need.
- Document the ESY determination on the IEP.
- Issue the Notice of Recommended Educational Placement (NOREP)

Overview:

Step 1: Gather information:

Some of this information measures student achievement **before and after** breaks from school. The team can also gather information from teachers' and parent's observations of the student's behavior and skills **before and after** breaks.

- Progress toward goals on consecutive IEP's.
- Progress reports maintained by educators and therapists.
- Medical or other agency reports can also be accessed. The following questions should guide the team's decision.
- Observations and opinions by educators, parents, and others with an educational interest.
- Results of tests including criterion-referenced tests, curriculum based assessments, ecological life skills assessments, and other equivalent measures.
- Data collected while monitoring student progress.

Data and information collected need to provide information for the following factors. The following questions should guide the team's decision:

1. Will the student regress in skills or behaviors as a result of an interruption in educational programming? **Regression** refers to how much knowledge or how many skills a student loses due to a break in educational programming.

2. Will the student take a long time to recoup the skills or behavior patterns that were lost during a break in educational programming? **Recoupment** is how long it takes for the student to get that knowledge or those skills back to the level they were before the break.
3. Will a pattern of difficulties with **regression and recoupment** make it unlikely that a student will maintain the skills and behaviors relevant to IEP goals and objectives
4. Will a break in educational programming result in the loss of crucial skills or steps needed for **mastery** of a skill?
5. Will a lapse in services (**successive interruptions**) substantially reduce a student's chances of ever learning a critical like skill or behavior related to the IEP?
6. Is the student at a crucial stage in mastering a life skill that is related to the IEP goals of **self-sufficiency and independence** from caregivers? Which skills are necessary for students to gain appropriate levels of self-sufficiency and independence so they are not dependent on a caregiver for basic needs?
7. Does the student have a **severe disability** such as autism/pervasive developmental disorder, a serious emotional disturbance, severe mental retardation, degenerative impairments with mental involvement or severe multiple disabilities? (Note: Students are not automatically eligible for ESY if they have one of the above disabilities but, if they are determined to be eligible, the timelines for the target group must be followed.)

****No one factor, however, can be used to determine eligibility for ESY services.****

Step 2: Make the determination regarding ESY eligibility based upon **more than 1** of the above factors. The team can do one of the following to document the determination:

- IEP team meeting
 - Determination within a new IEP or revision to the existing IEP
- Phone conference
 - Revision to the existing IEP

Step 3: Issue the Notice of Recommended Educational Placement/Prior Written Notice (NOREP) if appropriate:

- Proposing to add ESY services to an IEP that previously did not have it
- Deleting the provision ESY services from an IEP that previously did have it
- Refusing to initiate the provision of ESY services requested by the parent

Section 9: Exiting from Special Education Services

Before a Student Can Exit Special Education Services

The school must reevaluate the student before deciding that the student is no longer eligible for services. The school must then give the parent a Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN) that explains why the student will no longer receive services and on what information the school based this decision. On the NOREP/PWN, the parent must check whether the parent agrees or disagrees with this decision. If the parent disagrees with the school's decision to remove the student from special education, the parent can ask for mediation or a special education hearing to resolve the dispute. If the parent does disagree and asks for mediation or a hearing, the student will remain in special education until the dispute is resolved.

Reevaluation Guidelines for Exiting Students

The IEP team should develop referral questions to be answered to assist the team in determining if a student no longer requires special education supports and services. The following questions are some ideas the team can consider but it *does not* constitute an exhaustive list of ideas:

- What is the student's academic function compared to district grade level standards? Is the student functioning at grade level?
- What is the student's performance on PSSA and benchmark assessment of the school district?
- What do the district-based assessments tell the team about student's academic performance compared to student's peer group?
- Does the student's emotional functioning allow him/her to appropriately cope with emotions in a safe and appropriate manner?
- Is the student able to demonstrate appropriate behaviors in school as outlined by school's code of conduct?
- Does the student manage his/her behaviors in an appropriate manner that does not interfere with other students?
- Does the student need related services supports and services to access the general education curriculum? (Identify related services)
- Does the student attend school on a regular basis and over a prolonged period of time (school year)?

Exiting Procedures from Special Education

- 1) For a student who no longer needs specially designed instruction, a reevaluation is proposed by the IEP case manager, and a reevaluation is conducted.
- 2) The Reevaluation Report is prepared by the school psychologist (or by speech/language therapist for those students whose primary disability is Speech/Language Impairment).
- 3) The Reevaluation Report is provided to the parent/guardian ten days prior to the IEP meeting.
- 4) The case manager completes the Invitation to Participate in the IEP Meeting and mails it to the student's parent/guardian. A copy of the Invitation Letter or e-mail notification is provided to all members of the IEP team (psychologist, counselor, regular education teacher(s), OT, PT, speech

therapist, OVR, behavior specialist, IU, STC, etc.). A copy of the Invitation Letter is made for the student's file to document the effort to invite the parent/guardian to the IEP meeting.

- 5) The IEP meeting is held, at which time no IEP is prepared but an IEP meeting signature page is used to document attendance. A Chapter 15 Service Agreement (504 plan) or Plan for reasonable accommodations to regular education may be prepared by the Guidance Counselor and specifying any regular education accommodations that are proposed for the student if necessary.
- 6) The parent/guardian is asked to sign a NOREP that includes a statement that the student is returning to regular education as well as the rationale for the return to regular education only.
- 7) The completed packet, containing all original documents as specified on the IEP Informational Sheet (RR, Invitation to IEP, IEP signature page, and NOREP) is sent by the IEP case manager to Special Education Office.
- 8) The information is recorded to ensure accurate information for Penn Data Special Education Child Count.

Parents Requests Removal from Special Education

A parent can decide he/she no longer wants his/her child to receive special education. If this is the case, a parent can request revocation of services. In this case, parents should be directed to the Special Education office where the request must be in writing.

Section 10: Summary of Performance

Before change in eligibility due to “*graduation*” and/or “*exceeding the age limit*” a ***Summary of Performance*** is required.

When a student graduates or “ages out” of special education, the special education teacher must provide a summary of student performance to the parents. The summary must include:

- Student Information
- Summary of Student Performance
- Recommendations to assist child in meeting postsecondary goals
- Student Perspective (optional)

Section 11: Access Billing

Any student who is receiving 1-1 paraprofessional support throughout the school day, **MUST** have it documented as a related service in the student's IEP. List as 'Personal Care Assistance'. The frequency of time is individualized based on student need.

Miscellaneous Items

Transportation vs. Special Transportation in an IEP

In an IEP, **transportation** and **special transportation** are not the same and should be documented accurately based on the student's needs:

- **Transportation:** This simply means the student requires a ride to and from school on a district-provided van. There are no modifications or additional supports needed beyond a typical van ride and smaller setting.
- **Special Transportation:** This includes any extra support, equipment, or staffing required to safely transport the student. Examples include:
 - A 5-point harness
 - A buckle guard or box
 - A paraprofessional or aide assigned to the van
 - A wheelchair lift or other adaptive equipment
 - Specific drop-off/pick-up instructions beyond typical routines

If a student has behavioral, physical, or medical needs that impact safe travel, those supports must be documented in Section VI: Supplementary Aids and Services (Accommodations).



NEW

Progress Monitoring Procedures

To reduce paperwork and streamline documentation, we are updating our progress monitoring process:

- Teachers will no longer submit printed progress reports to the special education office each marking period.
- Instead, the previous year's progress monitoring will be printed and submitted with the pink form and annual IEP paperwork.
- After completing each round of progress monitoring, teachers will submit their roster and progress monitoring documentation form to the Special Education Office to confirm completion.

Please remember:

- Teachers must still send progress monitoring home with the student's district report card each marking period.
- Related service providers must submit their progress monitoring to case managers prior to the day grades are due, so case managers have time to distribute reports to families.

Section 12: Speech and Language Procedures

New Referral Speech and Language Referral

- ❖ Teacher submits a referral through google form link below. Teachers may submit referrals for any student (special or general education), but they should consult with a speech therapist before completing the form.
https://docs.google.com/forms/d/e/1FAIpQLSf3a8d6ciqPgJYJawEVWmZUaalfzCB_881LA-xX9QPRVdLkeA/viewform?usp=sharing
- ❖ Speech Language Pathologists will receive an email when a referral is submitted.
- ❖ Because the North Schuylkill School District has a screening policy statement in place in the handbook, screening permission should not be needed. Our district policy Student handbook states the following:

SCREENING AND EVALUATION

“The North Schuylkill School District uses procedures to help identify children who may qualify for services, including parent/teacher referrals, review of student records and screening for hearing, vision and speech and language problems. Child Study/SAP Team interventions are available in grades K through 12. If you believe that your child may be eligible for special education and related services, or gifted education, screening and evaluation services designed to assess the needs of your child and his/her eligibility are available to you at no cost. You may request screening and evaluation at any time, whether or not your child is enrolled in the district’s public school program. Requests for screening and evaluation may be made in writing to the District address listed below or to your child’s building principal. All requests will be kept confidential. “

- ❖ Clinician completes Speech and Language Screening
 - Emails Special Education Administration with screening results and documents on shared google form/sheets within 30 days of referral.
 - SLP follows up with:
 - Permission to Evaluate – Evaluation Request form (PTE) if screening results indicate need for evaluation, sent along with the Procedural Safeguards notice.
 - Recommendation for Speech Improvement Group (SIG) if SLP feels that means is warranted.
 - If no need for reevaluation/evaluation exists at this time it is documented via email mentioned above.
- ❖ Permission to Evaluate:
 - Contact Administrative Assistant to enter the student in IEP writer.
 - SLP writes and sends PTE and Parent Input form home.
 - Notify Administrative Assistant date PTE sent to begin tracking.
 - Include related services input/wording
 - SLP sends first 3 attempts
 - If document is not returned ask Administrative Assistant to send last attempt as “Certified Mail”
 - SLP Sends Original PTE to Special Ed office, keeps copy in Speech file
- ❖ If PTE returned checked “Yes” to proceed with evaluation, then SLP sends out Input forms:
 - Teachers – send to classroom teachers, relevant special teachers

- Parent Input
- School Nurse – vision and hearing screen results
- Others as needed (Guidance, Title I, Principal)
- ❖ Proceed with Evaluation – 60-day timeline
- ❖ ER completed by Speech Language Pathologist – obtain signatures of contributors
- ❖ Send ER home to parent with Invitation to Participate
- ❖ Invitation to Participate in IEP meeting – at least 10 but no more than 30 days from when ER was issued to parent.
- ❖ Hold IEP meeting
- ❖ NOREP – issued by SLP
- ❖ Upon return of NOREP, SLP sends all original paperwork to Administrative Assistant for main file, keeps hard copies of all paperwork in “active” Speech file.

Regular Education Speech Improvement Groups (SIG)

- ❖ “This program is offered to students who show mild speech sound errors that do not significantly affect educational achievement, who are stimulable for correct sound productions.”
- ❖ OR for Students who have made significant improvement with regards to their speech and language skills through a Speech and Language Support program, and have been dismissed, however continue to require minimal maintenance/monitoring can qualify.
- ❖ ASHA indicates 20% of SLP’s time can be spent on prevention. PDE indicates 15% of special education funding can be spent on prevention.
 - 10-12 Students per Clinician actively serviced at any one time, as determined by clinical judgment of the Speech Language Pathologist’s caseload availability.
- ❖ Screen Request
 - Because the District screening policy statement is in place in the student handbook, a screening permission is not needed – however teacher should inform parents of screening as a courtesy. (*See screening procedure – previous page)
- ❖ Criteria for Students to Qualify
 - Based on developmental norms (e.g., Iowa-Nebraska)
 - Stimulability and Intelligibility are not severe;
 - Number of sound errors
 - 1-2 target sounds to be worked on based on developmental norms
 - No other academic concerns
 - Frequency/Length of services based on clinical judgment
 - Carryover/Maintenance
- ❖ Parent Partnership Letter (in “FORMS”)
 - SLP sends to parent following screening for consent
 - If parent consents to SIG program, clinician proceeds
 - If parent does not consent, clinician still files all documentation in a colored file and passes it on to the next grade level clinician
- ❖ Timeline
 - Clinical Judgment – based upon student need, begin with 1 Marking Period and continue based upon student progress.
- ❖ Data Collection: data must be collected to track progress/efficacy of the

- program, and to report progress to parents.
- ❖ Tracking/Filing –kept by SLP staff
 - Dropbox, Google Drive
 - Color coded files to contain all RTI documents. Be sure initial SIG permission is in this file, along with progress/discontinuation documentation. Pass on to other Speech Language Pathologists with active student files.

Dismissal from Speech & Language Support if SPL is a Secondary Disability:

- ❖ When considering dismissal from Speech for a Student with a Secondary Disability Category of Speech or Language Impairment (Speech Language Impairment):
 - Make contact with the team - Determine if new Special Education testing is warranted, or if review the record is appropriate. Gather all current data. PTRE is required only if new testing is being conducted. Otherwise RR Review of records takes place.
 - Make contact with the parent – Parent Input form – ensure parent understand that dismissal is possible.
 - Reevaluation Report is initiated – Review of Record
 - Include current data and information gathered that justifies dismissal
 - Each professional/related service provider completes their individual portion of the report.
 - Issue RR Report to the Parent from the Special Ed office.
 - Issue NOREP to Remove Secondary Disability category of Speech Language Impairment
 - NOREP should reflect Continuation of primary Disability Category (ex. Learning Support) and state that the student no longer qualifies for Speech and Language support services under the disability category of Speech Language Impairment.
 - IEP team must follow up with new IEP within 30 days of RR.
- ❖ **When Sp/L is a Secondary Disability and SLP wants to dismiss at IEP meeting but not yet remove secondary disability category label:**
 1. At IEP meeting the SLP can discontinue SP/L services by:
 - Present levels statement in IEP, including: Present levels of performance, Progress monitoring results/Progress toward IEP goals, strengths, and any recent assessment data that supports dismissal, as well as the recommendation to dismiss.
 - Needs – should state that the student no longer demonstrates a need for SPL services
 2. NOREP is issued recommending dismissal from SPL services at this time
 3. RR may be completed if warranted immediately. Otherwise student's file should be flagged for RR record review at the time that the 3-year Reevaluation comes up, at which time the Speech Language Impairment may be removed during the record review (this would be done if the team wants to be sure the student maintains the SPL skills/ no longer demonstrates a need)
 4. SLP/Psych coordinates RR when warranted – each completes their own parts.

5. Speech Language Impairment is removed as secondary disability category at that time.

❖ **Dismissal of Speech & Language Support as a Related Service ONLY (when there is no secondary disability identified in the Evaluation Report):**

SLP can dismiss student through an IEP meeting once all goals have been met. Two options exist:

1. Hold a new IEP meeting **WHENEVER POSSIBLE** (instead of a revision to the current IEP)
 - Collect parent input – be sure parent is aware that dismissal from Speech and Language Services is being considered or recommended.
 - Ensure “Communication” Check Box is unchecked in IEP (ask Primary Teacher)
 - Present levels statement – MUST include: All current data supporting dismissal recommendation, any SPL testing completed as part of the data collection justifying the dismissal, progress monitoring of current IEP goals indicating that goals have been met
 - Strengths – indicate goals have been met
 - Needs - Statement under “needs” section indicating the student no longer demonstrates a need for Speech & Language support services
 - Be sure no other speech and Language sections are present in the new IEP
 - Issue NOREP removing Related Service of Speech Language Impairment
2. As a Revision to the current IEP without holding a meeting: If dismissing through a revision of the current IEP (meeting not held, i.e. if the dismissal is occurring off schedule or IEP is not due) the revision paperwork must include same steps as above, plus:
 - Cover sheet – date of revision, persons involved, sections amended
 - Present levels statement – Be sure to put in BOLD with revision date***
 - Strengths – change statement (BOLD ***)
 - Needs Statement (BOLD ***) under “needs” section indicating the student no longer demonstrates a need for Speech & Language support services
 - Change end date to date of revision on Speech and Language in related services section –***)
 - Goal Section If done through a revision – change duration dates (BOLD***)

Indicate “***This goal is discontinued effective DATE as goal has been met”

- SDI’s change duration dates (Bold ***)
- Percentage - change percentage reflecting change of percentage (BOLD***)
- NOREP to discontinue Related Service of Speech Language Impairment
- “Continuation of ____ (whatever program is continuing) and indicate “dismissal from Speech & Language Support”
- Wording of the Special Education Program to be continued must be provided by the professional continuing that program
- Do not delete goals or change duration times.

Permission to Evaluate (PTE), Permission to Reevaluate (PTRE), when Primary Service of Speech needs a Reevaluation because a student is suspected as being in need of additional academic support or programming:

If the IEP team identifies a need in a child that is **UNRELATED** to his or her primary disability category of Speech and Language Impairment, a reevaluation must take place.

Decision to re-evaluate should include answers to the following questions:

1. Has the child been tested by the school psychologist at NSSD before? What were the results and recommendations of the initial evaluation?
2. Has the child been referred to the Spartan Shield team? The option to refer to Spartan Shield is available to those students for whom the teacher has academic or behavioral concerns that are unrelated to their Speech and Language impairment. Spartan Shield team provides suggestions/ interventions and data collected as appropriate. Be sure the Shield team knows the child has an IEP for Speech.
3. ANY TIME a change of placement to a MORE RESTRICTIVE setting is being considered (or currently if a child is incorrectly placed in a placement that is not Itinerant Sp/L such as Supplemental learning support with ONLY a Speech/Language identification) a reevaluation must be completed. This may include RR Review of Records or New Special Education testing based upon team request.
4. The Reevaluation report is initiated by the team, the first section of which includes all of the present levels of performance, any data already collected on academics, interventions attempted, etc. and lists the teams concerns. The box "the team is requesting more information" is checked, and PTRE is issued from the Special Ed Office if new testing is needed.
5. If the level of service the student needs is BEYOND that of an Itinerant level (Ex: if the student needs a co-taught setting due to the need for supports all day), a reevaluation MUST be completed – proceed with PTRE
6. If outside information (such as a Doctor's report or script) is shared with the IEP team that could possibly indicate a different placement, different disability category, or added service, a reevaluation (even if just review of record) must be done - proceed with PTRE if new testing needed.

Section 13: Speech and Language Students & SHIELD Process

To address recurring questions about how to support students receiving speech and language services, the NSE team worked with school psychologists, speech therapists, and administrators to outline the process staff should follow when new concerns arise. This section explains when to bring students to the SHIELD team and when to consider an IEP revision or reevaluation, depending on the student's current level of support and identified needs.

Speech-Only Students

- No Academic Concerns: Students with a speech-only IEP and no identified academic concerns or specially designed instruction (SDI) beyond speech should be referred through the SHIELD process if new concerns arise.
- With Academic Concerns: If a speech-only IEP student has documented academic concerns, the IEP team should reconvene to determine next steps. These may include continued interventions, referral to SHIELD, or requesting permission to reevaluate.
 - A school psychologist should be included in the IEP revision meeting in these cases.

Kindergarten Students

- If staff suspect Autism or Intellectual Disability, consult the school psychologist before issuing a Permission to Evaluate (PTE). The psychologist will complete a brief observation, and the speech therapist will email the team to determine if a PTE is needed. Please cc Gayle on all communications regarding PTEs/PTREs.
- For students in Kindergarten through Grade 2 with a speech referral and additional suspected needs, consider placement in a SIG group while gathering further data.

Evaluation Information

- If a speech therapist begins an evaluation and identifies additional concerns, they may complete the report with a recommendation for further assessment. A new permission form can be issued for a more comprehensive evaluation. Staff are encouraged to collaborate and consult as needed to support student success.

Section 14: Twice Exceptional or Dual Exceptionality

- “If a student is determined to be both gifted and eligible for special education, the procedures in **Chapter 14 take precedence**. For these students identified with dual exceptionalities, the needs established under gifted status in this chapter must be fully addressed in the procedures required in Chapter 14” (22 Pa. Code §16.7b).
- “For students who are gifted and eligible for special education, it is not necessary for school districts to conduct separate screening and evaluations or use separate procedural safeguard processes to provide for a student’s needs as both a gifted and an eligible student (22 Pa. Code §16.7c).
- For students who are thought to be both gifted and disabled, care must be taken by the school district to assure that both giftedness and the disability are fully addressed as part of the student’s public education.

Gifted Support Services- IEP components

- The gifted teacher becomes a mandatory member of the IEP team
- The gifted teacher will update Present Levels of Educational Performance (PLEP), write goals based on PLEPs, develop measurable Short Term Learning Outcomes (STLO), Specially Designed Instruction (SDI) and support services. 22 Pa. Code § 16.7 (b) specifies the needs established under gifted status in this chapter shall be fully addressed through the procedures required in Chapter 14.
- The student will be counted on both the gifted caseload and the IEP caseload.

Procedures for Identification Twice Exceptional or Dual Exceptionality

In cases when gifted and disabilities are jointly the reason for the initial referral:

1. Complete a single Prior Written Notice (PWN) for Initial Evaluation and Request for Consent Form for an initial evaluation. The PWN will include gifted and the disability in:
 - a. The statement for the reason for the proposed evaluation section.
 - b. The section for the proposed types of tests and assessments.
2. The Evaluation Report (ER) will contain all the essential components of a Gifted Written Report (GWR) under Chapter 16 and all the essential components of an ER under Chapter 14.
3. The timelines to complete this single evaluation is 60 calendar days from the date of receipt of the signed PWN for Initial Request and Consent Form.
4. If the student is found to be dually exceptional, the teacher of gifted becomes a required member of the IEP team.
5. An IEP is developed within 30 calendar days from the issuance date of the MDT’s written report.
6. The IEP will address all the essential components of the requirements in Chapter 14 and Chapter 16.
7. Cyclical re-evaluations required in Chapter 14 will be followed and all the essential components of a gifted reevaluation will be updated within cyclical reevaluation reports. It is not necessary to repeat IQ and Achievement testing in a gifted re-evaluation. Gifted re-evaluations are conducted by the GMDT team. It is necessary to include a review of records, updating Present Levels of Educational Performance (PLEP), identifying academic strengths, progress on previous goals, instructional needs based on the strengths of the student’s GIEP, a determination of

which instructional activities have been successful, and recommendations for the revision of the GIEP.

8. North Schuylkill SD will issue a single Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN) and will include gifted support services in all the areas required in a Notice of Recommended Assignment (NORA). Section #2 and #7 must include gifted support services on NOREP.

In cases when a student is referred for a mentally gifted evaluation and is already an identified student with special needs under IDEA, North Schuylkill SD will follow the re-evaluation process as required in Chapter 14. Items 2-8 above apply in this situation and item 1 is the issuance of a Prior Written Notice for a Reevaluation Form and Request for Consent for a Reevaluation Form.

In cases when a student is already identified as mentally gifted and is now referred for an evaluation under special education, North Schuylkill SD will issue a PWN for Initial Request and Consent Form following steps 1-8 as outlined above. We will incorporate current essential gifted information in the ER; however, we are not required to conduct gifted eligibility testing as it has been determined.

Basic Education Circulars PA Code -Date of Issue: March 11, 2020