



SECTION: PROGRAMS

POLICY: 113.3

**TITLE: SCREENING AND
EVALUATION FOR STUDENTS
WITH DISABILITIES**

ORIGINAL: April 5, 2021

CURRENT REVISION:

**LAST REVIEWED BY THE
COMMITTEE:**

I. PURPOSE

The Board adopts this policy to define the minimum requirements for screening; educational evaluations conducted to determine eligibility for special education services, instructional levels and programming requirements for students with disabilities, including functional behavioral assessments; and requirements for independent educational evaluations.

II. DEFINITIONS

None.

III. POLICY

- A. The Board shall adopt a system of screening that may include early intervening services and must be designed to accomplish identification and initial screening for students prior to district referral for a special education evaluation. The system shall provide support to staff to improve working effectively with students in the general education curriculum, identify students who may require special education services and programs, and must include hearing and vision screening and screening at reasonable intervals to determine whether students are performing at grade appropriate levels in core academic subjects.
- B. Early intervening services shall comply with the requirements of state and federal law and regulations in order to address academic concerns or behaviors that may be impeding success, but which can be resolved through research-based intervention programs in the regular education setting.
- C. The Board authorizes the use of functional behavioral assessments (FBAs) as an evaluation to gather information to understand the purpose of the student's behaviors and to assist with developing a positive Behavior Support Plan. FBAs must be conducted when:
 - a. A student's behavior interferes with his/her learning or the learning of others and information is necessary to provide appropriate educational programming.
 - b. A student's behavior violates the Code of Student Conduct and is determined to be a manifestation of a student's disability.
 - c. A student is placed in an interim alternative educational placement for a qualifying reason permitting such placement for up to forty-five (45) school days for certain offenses.
 - d. The school contacts law enforcement regarding a student who already has a positive Behavior Support Plan.

- D. FBAs may also constitute part of the initial evaluation to determine eligibility for special education.
- E. The district shall comply with requirements of state and federal laws and regulations when conducting evaluations.
- F. An appropriate evaluation of a student, whether conducted by district staff or individuals not employed by the district, shall consist of the administration of all testing and the use of all assessment procedures required to determine the existence of all legally defined disabilities reasonably suspected by district staff, parents/guardians, or the evaluator. An appropriate evaluation shall assist in determining the content of the IEP to enable a student with a disability to be involved in and progress in the general curriculum.
- G. A student shall be assessed in all areas related to the suspected disability including, as appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.
- H. A re-evaluation of a student who currently has an IEP shall be conducted as required by state and federal law and regulations.

IV. DELEGATION OF AUTHORITY

- A. The Director of Special Education shall send the correspondence to the parent/guardian by certified mail or by other independently verifiable means of conveyance and enclose a copy of this policy.
- B. The Director of Special Education shall maintain a list of qualified independent evaluators in each of the various disciplines commonly relied upon to provide education-related evaluations and assessments and shall promptly make that list available to any parent/guardian who requests it.
- C. The Superintendent or their designee shall develop administrative guidelines for the implementation of this policy in accordance with state and federal law and regulations.

V. REFERENCES

20 U.S.C. 1414
22 PA Code 14.122
22 PA Code 14.123
22 PA Code 14.124
22 PA Code 14.125
22 PA Code 14.133
34 CFR 300.226
34 CFR 300.301-300.311
34 CFR 300.502
34 CFR 300.530
Pol. 113
Pol. 113.2
Pol. 209
Pol. 113.1
34 CFR 300.300-300.311
34 CFR 300.503
34 CFR 300.303-300.306
34 CFR 300.307-300.311
34 CFR 300.303
PA Assoc for Retarded Children (PARC) v. Com. of Pa., 343 F. Supp. 279 (E.D. Pa. 1975)
Pol. 138

20 U.S.C. 1400 et seq
34 CFR Part 300
Pennsylvania Training and Technical Assistance Network (PaTTAN)