

Young Scholars of Greater Allegheny Charter School
Special Education Policy Handbook

2023-2024



10 Center Street
McKeesport, PA 15132

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Glossary of Acronyms

AIU3—Allegheny Intermediate Unit

AT--Assistive Technology

ER--Initial Evaluation Report

ESY--Extended School Year

FAPE--Free Appropriate Public Education

FBA--Functional Behavior Assessment

ID--Intellectual Disability

IDEA--Individuals with Disabilities Education Act

IEE--Independent Educational Evaluation

IEP--Individualized Education Plan

ISS—In School Suspension

NOREP/PWR--Notice of Recommended Educational Placement/Prior Written Notice

OSS—Out of School Suspension

PTE--Permission to Evaluate

PTR--Permission to Reevaluate

PBSP--Positive Behavior Support Plan

RR--Reevaluation

SAP—Student Assistant Program

Initial Evaluation Procedure

YSGA Request:

1. A student can be referred for an ER following a pre-referral intervention (RTII, SAP, Title I). The teacher will contact the Special Education Director to discuss an appropriate intervention and plan.
2. YSGA staff must consult with the Special Education Director before suggesting an ER to a parent.
3. The Special Education Director will contact the parents to discuss the referral.
4. The Special Education Director will issue a PTE form with a Procedural Safeguard Notice.
 - If YSGA does not receive the signed PTE back, a 2nd notice will be sent via mail.
 - Prior to sending a 3rd notice, the Special Education Director will contact the parent by phone to again discuss the PTE and purpose. The 3rd notice will be sent via mail. All communication dates will be documented in the student's file.
5. When the PTE is received, the date will be documented on the form. A copy of the ER must be presented to the parent no later than 60 calendar days (excluding summer break) from the receipt date.
6. If the student is eligible for special education, an IEP meeting will be convened within 30 days of the ER. If the student is not eligible for special education, the Special Education Director will issue a NOREP.

Parent Request:

1. If a parent makes an oral request to any school professional or administrator, a PTE and Procedural Safeguards Notice must be issued by the Special Education Director within 10 calendar days.
2. If a parent makes a request in writing, a PTE and Procedural Safeguards Notice must be issued in a timely manner.
3. A parent may request an ER once per year.
 - If YSGA does not receive the signed PTE back, a 2nd notice will be sent via mail.
 - Prior to sending a 3rd notice, the Special Education Director will contact the parent by phone to again discuss the PTE and purpose. The 3rd notice will be sent via mail. All communication dates will be documented in the student's file.

4. When the PTE is received, the date will be documented on the form. A copy of the ER must be presented to the parent no later than 60 calendar days (excluding summer break) from the receipt date.
5. If the student is eligible for special education, an IEP meeting will be convened within 30 days of the ER. If the student is not eligible for special education, the Special Education Director will issue a (NOREP).

Reevaluation Procedures

RRs are required once every three years for all disability categories, except for individuals with an ID. Students with ID must be reevaluated every two years.

1. If the IEP team reviews existing data, determines that no additional data is needed, and the student still qualifies for special education, then the RR report can be completed and a copy will be sent to the parent. An IEP meeting will be held within 30 days of the RR report.

2. If the IEP team determines that additional data is needed to complete the RR, then the Special Education Director will issue a PTR and Procedural Safeguards Notice.

○ If YSGA does not receive the signed PTR back, a 2nd notice will be sent via mail.

○ Prior to sending a 3rd notice, the Special Education Director will contact the parent by phone to again discuss the PTR and purpose. The 3rd notice will be sent via mail. All communication dates will be documented in the student's file.

○ If parental consent cannot be obtained, YSGA may proceed to collect additional data

3. When the PTR is received, the date will be documented on the form. A copy of the RR must be presented to the parent no later than 60 calendar days (excluding summer break) from the receipt date.

4. If the student continues to be eligible for special education, an IEP meeting will be convened within 30 days of the RR. If the student is no longer eligible for special education, the Special Education Director will issue a NOREP.

Waiving an RR

If YSGA and the parent agree that a RR is not necessary, the Special Education Director will issue the Agreement to Waive Reevaluation form. YSGA must indicate on the form the reasons it has made this determination. The parent may agree to waive or proceed with the RR. If parental consent is obtained, then no PTR is issued and no RR report is written. The RR is then waived for three years from that date of the parent signature.

**Waiving an RR is not an option for an ID student.

Independent Educational Evaluation

According to IDEA, the parents of a child with a disability have the right to obtain an IEE of their child. An independent evaluation means an evaluation conducted by a qualified examiner who is not employed by YSGA. After reviewing the ER or RR conducted by the AIU3 (YSGA's Liaison), the parent may disagree with the findings by completing a written request for an evaluation at public expense.

All requests for an IEE will be submitted to the Special Education Director, who will then discuss the request with the Special Education Supervisor. The Special Education Director will be responsible for responding to the request, in writing, within 10 days. If the IEE request is approved by the LEA, the Special Education Director will send the parent a letter outlining the procedures for an independent evaluation and a list of IEE evaluators.

The parent is responsible for arranging the evaluation and contacting the Special Educator Director for payment. YSGA will not pay for the evaluation until the report is received directly from the evaluator. If YSGA denies the IEE request, the parent will be notified by the Special Education Director in writing via NOREP/PWN that the evaluation was denied and the reasons for denying the request. YSGA will file a due process complaint to request a hearing to defend the public evaluation. If the hearing officer decides that the evaluation is appropriate, YSGA will not have to pay for an IEE.

If a hearing officer determines that the evaluation was not appropriate, YSGA must pay for the cost of the IEE. If parents obtain an IEE at private expense, it must be shared with YSGA. The results of the evaluation shall be considered by YSGA in any decision made with respect to the provision of a free appropriate public education to the child and may be presented as evidence at a due process hearing regarding the child. If an IEE is conducted at YSGA's expense, the criteria under which the evaluation is obtained, including the location of the valuation and the qualifications of the examiner, must be the same as the criteria which the YSGA uses when it conducts an evaluation.

A parent is only entitled to one IEE at public expense per ER/RR conducted by YSGA. The Special Education Director shall maintain a qualified independent evaluator for parent reference.



Service Coordination Capacity Overview as of 9/20/23

Provider	Ability to accept new referrals within 7 days	Contact for new referrals
Allegheny Children's Initiative (child & adolescent provider)	yes for child referrals	aci-intake@pfq.org 412-431-8006 412-431-8124 (fax)
Chartiers Center	no for adult referrals no for child referrals	Melissa Zirwas 412-221-3302 x124 (child) mzirwas@chartierscenter.org Josh Rosenberger (adult) JRosenberger@chartierscenter.org 412-221-3302 x221 412-257-2008 (fax)
Wesley Family Services	yes for adult referrals after 9/15/23 no for child referrals	Kimberly Romito 724-895-8262 Kimberly.Romito@wfspa.org 724-230-2778 (fax)
HSAO, Inc. (child & adolescent provider)	no for child referrals	Tony Hood 412-942-0783 ahood@hsao.org 412-885-3900 (fax)
Pittsburgh Mercy	yes for adult referrals yes for child referrals	Christina Graswick 412-320-2372 (child) CGraswick@pittsburghmercy.org Tammy Singer 412-320-2334 (adult) TSinger@pittsburghmercy.org 412-320-2376 *Email referrals to SCreferrals@PittsburghMercy.org
Milestone Centers, Inc.	no for adult referrals	Michelle Campbell 412-243-3400 Mcampbell@milestonepa.org 412-244-4781 (fax)
Mon Yough Community Services	no for adult referrals no for child referrals	Nicole McDonald 412-675-8480 (adult and child) mcdonaldnr@upmc.edu fax: 412-664-0109

Assistive Technology (AT) Policy and Procedures

As defined in federal and state law, assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities. Assistive technology devices range from a simple switch for a child with particular physical limitations to a sophisticated vocal output augmentative communication device for a child with severe speech impairment.

Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

By virtue of these expansive definitions, an exhaustive yet specific list of what constitutes assistive technology devices and/or services would be impossible to create.

By way of example:

- Hearing aids worn in school by children with hearing impairments, including deafness, must be functioning properly.
- External components of surgically implanted medical devices must be functioning properly.

The Board recognizes that assistive technology devices and/or services may be essential factors in meeting the educational needs of children with disabilities. Both federal and state special education laws explicitly include assistive technology devices and/or services among those services which must be provided for a child with a disability, at no cost to parents, if determined by the Individualized Education Program (IEP) team to be necessary for the student to receive a free appropriate public education (FAPE). Such services may be required as part of special education, related services, or supplementary aids and services required to enable a child to be educated in the least restrictive environment.

The Board further recognizes that, as with every other special education service, the IEP team is responsible for determining if an assistive technology device and/or service is necessary for a child with a disability to receive FAPE. It is important to remember that assistive technology devices and/or services are not ends in themselves. The IEP team should focus on whether or not assistive technology devices and/or services are necessary for the eligible child to meet educational demands and therefore receive FAPE.

Therefore, to the extent that assistive technology devices and/or services may be required as part of special education, related services, or supplementary aids or services, a child's IEP must include a statement describing the full extent of devices (e.g., no, low, and high technology and back-up strategies) and service(s) as well as the amount of such service(s). The provision of assistive technology devices and/or services may not be made conditional on subsequent approval by entities outside the IEP process (i.e., IU availability, Medical Access

Reimbursement, etc.).

All procedural safeguards and time lines set forth in federal and state laws for completing multidisciplinary evaluations, reevaluations, and developing and implementing IEPs are fully applicable to assistive technology devices and/or services when they are necessary to ensure eligible children receive FAPE. **Evaluations will be completed within the 60 calendar days upon receipt of parent consent, AT components of the IEP will be developed within 30 school days, and AT component will be implemented within 10 school days.** Assistive technology devices should be secured on loan or leased if manufacturer delay is anticipated.

It is the charter school's responsibility to provide assistive technology devices and services when included as part of a student's IEP. The charter school is responsible for the maintenance and repair of assistive technology devices used to implement a child's IEP .

The Chief Executive Officer (“CEO”)/Principal or his/her designee is directed to seek any necessary assistance from the Commonwealth regarding the purchase and payment for Assistive Technology. According to PDE, the CEO/Principal or his/her designee should inform the family not to assume the device will be billed to Medical Assistance (MA), even if a child's MA number is provided on an equipment acquisition form. If the device is billed to MA, the CEO/Principal or his/her designee will notify the parents by sending a transfer of ownership letter. When the parents are in receipt of the transfer of ownership letter, the billing process has begun. If the billing is ultimately rejected by MA, the parents will be informed by letter. The CEO/Principal or his/her designee may not delay or deny a student's receipt of assistive technology while it attempts to secure MA funding and is directed to comply with any applicable procedures as modified by PDE.

Additional Administrative Procedures: The CEO/Principal or his/her designee is charged with implementing procedures to ensure that devices are properly maintained and functioning, including hearing aids and surgically implanted medical devices.

Routine checks and tests of those devices will be administered and results logged or otherwise noted when necessary. The CEO/Principal or his/her designee is directed to implement a process to address: the need for AT, effective maintenance of all AT devices, the selection of age and developmentally appropriately AT devices, review of recommendations from qualified personnel including speech language pathologists regarding AT, and the maintenance of AT by the charter school. All AT devices are to be maintained in a manner deemed appropriate for their intended use and purpose as directed by the manufacturer to the maximum extent possible.

The need for AT services and devices are to be identified with specificity in students’ IEPs and AT services and devices are to be reviewed at least annually in the course of an IEP team meeting, or as requested by the IEP team and/or parent. **Staff working with students utilizing AT will be provided with an overview of the device, including how it functions and when to alert CEO/Principal or designee if device is malfunctioning.**



The CEO/Principal or his/her designee is directed to have AT devices promptly repaired when needed and in the interim a device or back up plan is to be in place while the device is being repaired/maintained.

The CEO/Principal or his/her designee is further directed to have a plan in place to provide AT services without interruption.

The CEO/Principal or his/her designee is charged with making personnel aware of the availability of AT resources.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this 2 day of Nov. , 2023

_____ President

_____ Secretary

Young Scholars of Greater Allegheny Charter School

Child Find Policy and Public Outreach Awareness System

Child Find Policy and Outreach Awareness System

In accordance with Chapter 711 of Title 22 of the Pennsylvania Code, the Principal or his designee shall ensure that children with disabilities, regardless of the severity of their disabilities, and who are enrolled at the charter school and are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

Child Find includes children who are suspected of having a disability under Section 300.8 of the federal regulations that implement IDEA 2004 and in need of special education, even though they are advancing from grade to grade; and highly mobile children, including migrant children, homeless youth and parentally placed private students, as appropriate.

Public Awareness

The Chief Executive Officer ("CEO") or her designee shall ensure that the following public awareness activities occur concerning programs and services for children with disabilities who are enrolled at Young Scholars of Greater Allegheny Charter School ("Charter School").

The Charter School shall publish annually a written notice (attached hereto), in means accessible to Charter School families. Such notice must be included in Charter School's Handbook and on Charter School's website. The Notice may also be made available in means accessible to the public, such as: at Charter School's main office, in Charter School's special education office, through local Intermediate Units and/ or through other generally accessible print and electronic media, and with the Board meeting minutes a description of: child identification activities, of Charter School's special education services and programs, of the manner in which to request services and programs, and of the procedures followed by Charter School to ensure the confidentiality of student information pertaining to students with disabilities pursuant to state and federal law.

Outreach Activities

The CEO or her designee shall ensure that the following outreach activities occur concerning programs and services for children with disabilities who attend Charter School:

- Offer parents and family (including foster and surrogate parents) information regarding training activities and publicize the availability of such activities to all parents (trainings in the areas of behavioral support, response to intervention, inclusive practices, transition, assistive technology, autism, and interagency coordination are important and parents may also be directed to PaTTAN training opportunities). Parental input is to be sought to determine what parent trainings are needed/ desired;
- Provide to interested health and mental health professionals, daycare providers, county agency personnel and other interested professionals, including: professionals and agencies who work with homeless and migrant or other highly mobile youth, wards of the state, as well as to students attending private schools (where applicable), information concerning the types of special education programs and services available in and through Charter School and information regarding the manner in which parents can-request and access those services.

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Child Find Policy and Public Outreach Awareness System

- Provide or obtain periodic training for Charter School's regular education staff and special education staff concerning the identification and evaluation of, and provision of special education programs and services to, students with disabilities.
- The public outreach awareness system utilized by Charter School shall include methods for reaching homeless children, wards of the state, children with disabilities attending private schools, and highly mobile children, including migrant children.
- Charter School shall conduct Child Find activities to inform the public of its special education services and programs and the manner in which to request them.
- Charter School's Child Find effort must include information regarding potential signs of developmental delays and other risk factors that could indicate disabilities.
- Efforts must be made to identify enrolled students who have a native language other than English and to ensure that notices and other outreach efforts are available to them in their native language as required by law and unless it is clearly and absolutely not feasible to do so.

Screening:

The CEO or her designee shall establish a system of screening in order to:

- Identify and provide screening for students prior to referral for an initial special education multidisciplinary team evaluation;
- Provide peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum;
 - Conduct hearing and vision screening in accordance with the Public School Code of 1949 for the purpose of identifying students with hearing or vision difficulty so that they can be referred for assistance or recommended for evaluation for special education if necessary;
- Identify students who may need special education services and programs.
- Maintain the confidentiality of information in accordance with applicable state and federal regulations.

Pre-Evaluation Screening

The pre-evaluation screening process shall include:

- For students with academic concerns, an assessment of the student's functioning in the curriculum, including curriculum-based or performance-based assessments;
- For students with behavioral concerns, a systematic observation of the student's behavior in the classroom or area in which the student is displaying difficulty ("FBA" or functional behavior assessment);
- An intervention based on the results of the assessments conducted;

- An assessment of the student's response to the intervention, if applicable;
- A determination of whether or not the assessed difficulties of the student are the result of a lack of instruction or limited English proficiency;

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Child Find Policy and Public Outreach Awareness System

- A determination of whether or not the student's needs exceed the functional capacity of the regular education program, without special education programs and services, to maintain the student at an instructional level appropriate to the level and pace of instruction provided in that program;
- Activities designed to gain the participation of parents;
- Controls to ensure that if screening activities have produced little or no improvement within the specified timeframe after initiation, the student shall be referred for a multidisciplinary team evaluation.

The screening activities shall not serve as a bar to the right of a parent to request a multidisciplinary team evaluation at any time. When the completion of screening activities prior to referral for a multidisciplinary team evaluation will result in serious mental or physical harm, or significant educational regression, to the student or others, Charter School may initiate a multidisciplinary team reevaluation without completion of the screening process in accordance with Chapter 711. Whenever an evaluation is conducted without a pre-evaluation screening, the activities described shall be completed as part of that evaluation whenever possible.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/ OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/ OR CHARTER CONTROL.

Revised this.....2.....day of.....Nov....., 2023

_____ President

_____ Secretary

EXCEPTIONAL STUDENT RECORDS CONFIDENTIALITY POLICY

The Young Scholars of Greater Allegheny Charter School ("Charter School") recognizes the need to protect the privacy rights of Charter School's exceptional students and their parents. The classification, collection, use, maintenance and dissemination of any information about a student or his or her family raise issues regarding the privacy of that information. Thus, the Charter School shall adhere to the provisions of federal and state laws pertaining to those privacy rights, including but not limited to the Family Educational Rights and Privacy Act of 1974 ("FERPA"), as amended, and its accompanying regulations; the applicable provisions of the Individuals with Disabilities Education Improvement Act (2004) ("IDEA"), as amended, and its implementing regulations; the applicable provisions of the Pennsylvania Public School Code of 1949, and the applicable provisions of Chapters 12 and 711 of the Pennsylvania Administrative Code containing the regulations of the Pennsylvania State Board of Education and other provisions applicable to charter schools. The Chief Executive Officer ("CEO")/Principal or his/her designee is designated as the administrator responsible for the maintenance, access, use and release of exceptional student records.

This policy is to be used in combination with Charter School's Student Records Policy.

The CEO/Principal or his/her designee shall be responsible for the implementation of this policy.
CONSENT FOR DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION (34 CFR §300.622)

For further information on privacy rights and confidentiality parents should contact:

David Aiden, CEO,
10 Center Street, McKeesport, PA 15132
Phone: (412) 673-7300
Email: aiden@ysga.org

Unless the information is contained in education records, and the disclosure is authorized without parental/legal guardian consent under FERPA, the student's parent's/legal guardian's consent (or student's consent if the student has reached the age of majority and is otherwise eligible to have record rights transferred to him or her) must be obtained before personally identifiable information about that student is disclosed to parties other than officials of Charter School. Except under the circumstances specified below, parental consent is not required before personally identifiable information is released to officials of Charter School for purposes of meeting a requirement of Part B of IDEA 2004.

A parent's (legal guardian's) consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.



ACCESS TO CONFIDENTIAL INFORMATION RELATED TO STUDENT (34 CFR

§300.611) 1. Related to the confidentiality of information, the following definitions apply:

- a. Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
- b. Education records means the type of records covered under the definition of "education records" in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. §1232g (FERPA)).
- c. Participating agency means any charter school, agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.
- d. Personally identifiable (34 CFR §300.32) means information that has:
 1. A child's name, a parent's name, or the name of another family member;
 2. A child's address;

**Young Scholars of Greater Allegheny Charter School Exceptional Student Records
or Confidentiality Policy**

3. A personal identifier, such as a child's social security number or student number; or
 4. A list of personal characteristics or other information that would make it possible to identify a child with reasonable certainty.
4. Access Rights (34 CFR §300.613)
- a. Parent Access

The Charter School must permit a parent to inspect and review any education records relating to the parent's child that are collected, maintained, or used by the charter school under Part B of the IDEA. The charter school must comply with a parent's request to inspect and review any education records on the parent's child without unnecessary delay or before any meeting regarding an IEP, or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than 45 calendar days after the parent has made a request.

A Parent's right to inspect and review education records includes:

1. A parent's right to a response from the Charter School to reasonable requests for explanations and interpretations of the records;
2. A parent's right to request that the Charter School provide copies of the records if the parent cannot effectively inspect and review the records unless the parent receives those copies; and
3. A parent's right to have a representative inspect and reviews the records.
 - a. The Charter School may presume that a parent has authority to inspect and review records relating to the parent's child unless advised that the parent does not have the authority under applicable State law governing such matters as guardianship, or separation and divorce.



- b. If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.
- c. On request, each charter school must provide the parent with a list of the types and locations of education records collected, maintained, or used by the Charter School.

b. Other Authorized Access (34 CFR §300.614)

The Charter School must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA 2004 (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

3. Fees

The Charter School may charge a fee for copies of records (34 CFR §300.617) that are made for a parent under Part B of the IDEA, if the fee does not effectively prevent the parent from exercising the right to inspect and review those records. The Charter School may not charge a fee to search for or to retrieve information under Part B of IDEA 2004.

4. Amendment of Records at Parent's Request (34 CFR §300.618)

If a parent believes that information in the education records regarding the parent's child collected, maintained, or used under Part B of IDEA 2004 is inaccurate, misleading, or violates the privacy or other rights of the child, the parent may request the charter school that maintains the information to change the information.

The Charter School must decide whether to change the information in accordance with the parent's request within a reasonable period of receipt of the parent's request.

If the Charter School refuses to change the information in accordance with the parent's request, it must inform the parent of the refusal and advise the parent of the right to a hearing for this purpose.

5. Opportunity for a Records Hearing (34 CFR §300.619)

The Charter School must, on request, provide the parent an opportunity for a hearing to challenge information in education records regarding the parent's child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child.

a. Hearing Procedures (34 CFR §300.621)

A hearing to challenge information in education records must be conducted according to the following procedures for such hearings under the Family Educational Rights and Privacy Act of 1974, 20

U.S.C. Section 1233g (FERPA):

1. The educational agency or institution shall hold the hearing within a reasonable time after it has received the request for the hearing from the parent or eligible student.
 2. The educational agency or institution shall give the parent or eligible student notice of the date, time, and place, reasonably in advance of the hearing.
 3. The hearing may be conducted by any individual, including an official of the educational agency or institution who does not have a direct interest in the outcome of the hearing.
 4. The educational agency or institution shall give the parent or eligible student a full and fair opportunity to present evidence to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or in violation of the privacy rights of the student. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.
 5. The educational agency or institution shall make its decision in writing within a reasonable period of time after the hearing.
 6. The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.
- b. Result of Hearing (34 CFR §300.620)

If, as a result of the hearing, the Charter School decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must change the information accordingly and inform the parent in writing. If, as a result of the hearing, the Charter School decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the parent's child, the parent may place in the records that it maintains on the parent's child a statement commenting on the information or providing any reasons the parent disagrees with the decision of the participating agency.

Such an explanation placed in the records of the parent's child must:

1. Be maintained by Charter School as part of the records of the child as long as the record or contested portion is maintained by Charter School; and
2. If Charter School discloses the records of the child or the challenged portion to any party, the explanation must also be disclosed to that party.

c. Safeguards (34 CFR §300.623)0

Each charter school must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. The CEO/Principal or his/her designee must assume responsibility for ensuring the confidentiality of any personally identifiable information.

All persons collecting or using personally identifiable information must receive training or instruction regarding Pennsylvania's policies and procedures regarding confidentiality under

Part B of IDEA 2004 and FERPA.

Each charter school must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information.

Persons who have access to personally identifiable information at the charter school will include members of the child's IEP team, Charter School's records custodian and the CEO/Principal or his/her designee. Any individual accessing a student's personally identifiable information must sign a sheet evidencing review of the records. The sheet will be maintained with the student records.

6. Destruction of Information (34 CFR §300 .624)

Charter School must inform the parent when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the parent's child, and the information must be destroyed at the parent's request.

However, a permanent record of the child's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

Charter School must comply with record maintenance requirements in accordance with FERPA and Chapters 711 and 12 of Title 22 of the Pennsylvania Code, together with directives of PDE with regard to record maintenance. Special Education records must also be maintained in accordance with PDE 6-year cyclical monitoring period guidelines established by PDE.

TRANSFER OF RECORDS BETWEEN SCHOOLS

When the education records for a child with a disability are transferred from a public agency, private school, approved private school or private agency, to a charter school, the public agency, private school, approved private school or private agency from which the child transferred shall forward all of the child's educational records, including the most recent IEP, within 10 days after the public agency, private school, approved private school or private agency is notified in writing that the child is enrolled in a charter school.

When the educational records for a child with a disability are transferred to a public agency, private school approved private school or private agency from a charter school, the charter school shall forward the child's educational records, including the most recent IEP, with in 10 school days after the charter school is notified in writing that the child is enrolled at another public agency, private school, approved private school or private agency.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES AND RECORD TRANSMITTAL

Charter School reporting a crime committed by a child with a disability must ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the crime is reported. A charter school reporting a crime may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

ELECTRONIC TRANSMISSIONS

Charter School will ensure that any records kept or transmitted electronically are subject to high standards of electronic security. Charter School uses electronic firewalls and encryption systems, and monitors and tests the system regularly to ensure its stability and integrity. All the Charter School electronic mail correspondence shall include the following:

CONFIDENTIALITY NOTICE

The information in this transmission is intended only for the individual or entity named above. It may be legally privileged and confidential. If you have received this information in error, notify us immediately by calling Charter School at (412) 668-2064. Send the original transmission to us by mail. Return postage is guaranteed. If the reader of this message is not the intended recipient, you are hereby notified that any disclosure, dissemination, distribution or copying of this communication or its contents is strictly prohibited.

ADMINISTRATIVE PROCEDURES:

The CEO/Principal or his/her designee shall be responsible for ensuring that the education records, confidentiality policies and procedures established under IDEA 2004 (relating to confidentiality of education records of exceptional students) are enforced and administered. This official shall:

Notify parents on an annual basis of the policies and procedures regarding exceptional student education records and the rights of parents under both Federal and State Law concerning the confidentiality of education records of exceptional students; Develop a system of safeguards which will protect the confidentiality of personally identifiable information at the point of collection, storage, use, maintenance, release and destruction; Provide training and instruction in the implementation of records policy requirements for all educational agency personnel who collect or use exceptional student personally identifiable information; and Maintain a current listing of the names and positions of those agents and employees of Charter School who are authorized by the school to have access to personally identifiable information of exceptional students.

An education record shall not be destroyed by Charter School if there is an outstanding request to inspect and review it by the parent or eligible student.

Charter School will inform the parents of an exceptional student when personally identifiable information collected, maintained, or used in the records of the exceptional student is no longer needed to provide educational services to the exceptional student.



Upon request of the parents, information no longer relevant to and necessary for the provision of educational services to the exceptional student must be destroyed by the Charter School. However, a written record of an exceptional student's name, address, phone numbers, grades, attendance records, and classes attended, grade level completed, and year completed will be maintained for 100 years.

Prior to the destruction of the information referred to in the above paragraph, Charter School shall send written notification to the parents which shall inform the parents of their right to receive a copy of the material to be destroyed.

The Charter School shall not destroy education records containing information necessary for the education of an exceptional student who is enrolled or has been enrolled in an education program operated by the school.

Except as is stated in the above paragraph of this subsection, nothing in this section shall be construed to mean that Charter School is required to destroy education records and the Charter School Administration is directed to implement any procedures necessary to maintain student records consistent with this policy and applicable state and federal laws and regulations.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

Revised this.....2.....day of.....Nov..... 2023

President
Secretary

DISCIPLINARY EXCLUSIONS OF SPECIAL EDUCATION STUDENTS' POLICY

There are special rules in Pennsylvania for excluding children with disabilities for disciplinary reasons as set forth in Chapter 711 of Title 22 of the Pennsylvania Code as well as the Procedural Safeguards Notice available through PaTTAN. The Board of Trustees directs compliance with these requirements and directs the Chief Executive Officer/Principal or his/her designee to implement procedures necessary to effectuate the following:

AUTHORITY OF SCHOOL PERSONNEL (34 CFR §300.530)

1. Case-by-case determination

Young Scholars of Greater Allegheny CS (“Charter School”) personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

2. General

To the extent that they also take such action for children without disabilities, school personnel may, for not more than 10 consecutive school days, remove a child with a disability (other than a child with intellectual disability) who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension. School personnel may also impose additional removals of the child of not more than 10 consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see **Change of Placement Because of Disciplinary Removals** for the definition, below) or exceed 15 cumulative school days in a school year. Once a child with a disability has been removed from his or her current placement for a total of 10 school days in the same school year, Charter School must, during any subsequent days of removal in that school year, provide services to the extent required below under the sub-heading Services.

3. Additional authority

If the behavior that violated the student code of conduct was not a manifestation of the child’s disability (see Manifestation determination, below) and the disciplinary change of placement would exceed 10 consecutive school days, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under Services. The child’s IEP Team determines the interim alternative educational setting for such services. Under PA special education regulations, a disciplinary exclusion of a student with a disability for more than 15 cumulative school days in a school year will be considered a pattern so as to be deemed a change in educational placement (explained under Change of Placement Because of Disciplinary Removals). Charter School is required to

issue a NOREP/Prior Written Notice to parents prior to a removal that constitutes a change in placement (removal for more than 10 consecutive days or 15 cumulative days).

4. Services

The services that must be provided to a child with a disability who has been removed from the child's current placement may be provided in an interim alternative educational setting. A charter school is only required to provide services to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if it provides services to a child without disabilities who has been similarly removed. Students may have the responsibility to make up exams and work missed while being disciplined by suspension and may be permitted to complete these assignments within guidelines established by their charter school.

A child with a disability who is removed from the child's current placement for more than 10 consecutive school days must:

- a. Continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and
- b. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for 10 school days during one school year, or if current removal is for 10 consecutive school days or less, and if the removal is not a change of placement (see definition below), then school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the removal is a change of placement (see definition below), the child's IEP Team determines the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

5. Manifestation determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that does not constitute a change in educational placement i.e., is for 10 consecutive school days or less and not a change of placement), Charter School, the parent, and relevant members of the IEP Team (as determined by the parent and Charter School) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the

parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of Charter School's failure to implement the child's IEP.

If Charter School, the parent, and relevant members of the child's IEP Team determine that either of those conditions were met, the conduct must be determined to be a manifestation of the child's disability. If Charter School, the parent, and relevant members of the child's IEP Team determine that the conduct in question was the direct result of Charter School's failure to implement the IEP, Charter School must take immediate action to remedy those deficiencies.

6. Determination that behavior was a manifestation of the child's disability.

If Charter School, the parent, and relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:

- a. Conduct a functional behavioral assessment, unless Charter School had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
- b. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

Except as described below under the sub-heading Special circumstances, the Charter School must return the child to the placement from which the child was removed, unless the parent and Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

7. Special circumstances

Whether or not the behavior was a manifestation of the child's disability, school personnel may remove a student to an interim alternative educational setting (determined by the child's IEP Team) for up to 45 school days, if the child:

- i. Carries a weapon (see the Definitions below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of Charter School;
- ii. Knowingly has or uses illegal drugs (see the Definitions below), or sells or solicits the sale of a controlled substance, (see the Definitions below), while at school, on school premises, or at a school function under the jurisdiction of Charter School; or
- iii. Has inflicted serious bodily injury (see the Definitions below) upon another person while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a charter school.



8. Definitions

- i. Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202 (c) of the Controlled Substances Act (21 U.S.C. 812(c)).
- ii. Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.
- iii. Serious bodily injury has the meaning given the term “serious bodily injury” under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.
- iv. Weapon has the meaning given the term “dangerous weapon ” under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

9. Notification

On the date it makes the decision to make a removal that is a change of placement of the child because of a violation of a code of student conduct, Charter School must notify the parents of that decision, and provide the parents with a procedural safeguards notice.

Change Of Placement Because Of Disciplinary Removals

A removal of a child with a disability from the child’s current educational placement is a change of placement requiring a NOREP/prior written notice if:

- 1) The removal is for more than 10 consecutive school days; or
- 2) The removal is for 15 cumulative school days total in any one school year;
- 3) The child has been subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than 10 school days in a school year;
 - b. The child’s behavior is substantially similar to the child’s behavior in previous incidents that resulted in a series of removals;
 - c. Of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another; and

Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by Charter School and, if challenged, is subject to review through due process and judicial proceedings.

Determination of Setting

The IEP team must determine the interim alternative educational setting for removals that are changes of placement, and removals under the headings of Additional authority and Special

circumstances, above.

1) General

The parent of a child with a disability may file a due process complaint (see above) to request a due process hearing if he or she disagrees with:

- a. Any decision regarding placement made under these discipline provisions; or
- b. The manifestation determination described above.

Charter School may file a due process complaint (see above) to request a due process hearing if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

2) Authority of hearing officer

A hearing officer that meets the requirements described under the sub-heading Impartial Hearing Officer must conduct the due process hearing and decide. The hearing officer may:

- a. Return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation School Personnel, or that the child's behavior was a manifestation of the child's disability; or
- b. Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

These hearing procedures may be repeated, if Charter School believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

Whenever a parent or charter school files a due process complaint to request such a hearing, a hearing must be held that meets the requirements described under the headings **Due Process Complaint Procedures, Hearings on Due Process Complaints**, except as follows:

- 1) The SEA must arrange for an expedited due process hearing, which must occur within 20 school days of the date the hearing is filed and must result in a determination within 10 school days after the hearing.
- 2) Unless the parents and the Charter School agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within 7 calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 calendar days of receipt of the due process complaint.



A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings. When, as described above, the parent or Charter School has filed a due process complaint related to disciplinary matters, the child must (unless the parent and the State Educational Agency or Charter School agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading Authority of School Personnel, whichever occurs first.

Special Rules for Students with Intellectual Disability

The disciplinary removal of a child with intellectual disability attending a charter school for any amount of time is considered a change in placement and requires a NOREP/prior written notice (if the disciplinary event does not involve drugs, weapons and/or serious bodily injury). A removal from school is not a change in placement for a child who is identified with intellectual disability when the disciplinary event involves weapons, drugs, and/or serious bodily injury. According to certain assurances the Commonwealth entered into related to the PARC consent decree, a charter school may suspend on a limited basis a student with intellectual disability who presents a danger to himself or others upon application and approval by the Bureau of Special Education and only to the extent that a student with a disability other than intellectual disability could be suspended.

Protections For Children Not Yet Eligible for Special Education and Related Services

1. General

If a child has not been determined eligible for special education and related services and violates a code of student conduct, but Charter School had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred, that the child was a child with a disability, then the child may assert any of the protections described in this notice.

2. Basis of knowledge for disciplinary matters

A charter school must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

- a. The parent of the child expressed concern in writing that the child is in need of special education and related services to supervisory or administrative personnel, or a teacher of the child;
- b. The parent requested an evaluation related to eligibility for special education and related services under Part B of the IDEA; or
- c. The child's teacher, or other Charter School personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to Charter School's director of special education or to other supervisory personnel of the Charter School.

3. Exception



A charter school would not be deemed to have such knowledge if:

- a. The child's parent has not allowed an evaluation of the child or refused special education services; or
- b. The child has been evaluated and determined to not be a child with a disability under Part B of the IDEA.

4. Conditions that apply if there is no basis of knowledge

If prior to taking disciplinary measures against the child, a charter school does not have knowledge that a child is a child with a disability, as described above under the sub-headings Basis of knowledge for disciplinary matters and Exception, the child may be subjected to the disciplinary measures that are applied to children without disabilities who engaged in comparable behaviors. However, if a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by Charter School, and information provided by the parents, Charter School must provide special education and related services in accordance with Part B of the IDEA, including the disciplinary requirements described above.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES

1. The state and federal regulations do not:

- a. Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; or
- b. 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 child with a disability.

Subsequent to a referral to law enforcement, an updated functional behavior assessment and positive behavior support plan are required.

2. Transmittal of records

If a charter school reports a crime committed by a child with a disability, the charter school: must ensure that copies of the child's special education and disciplinary records are transmitted for consideration by the authorities to whom the agency reports the crime; and may transmit copies of the child's special education and disciplinary records only to the extent permitted by FERPA.



NON-DISCRIMINATION

Charter School shall not discriminate in its discipline policies or practices on the basis of intellectual ability, status as a person with a disability, proficiency in the English language or any other basis that would be illegal under applicable state and/or federal laws.

The CEO/Principal or his/her designee is directed to develop procedures and practices related to the use of positive behavioral interventions and supports, and procedural safeguards and to ensure that those policies and procedures are implemented.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this 2 day of Nov. , 2023

_____ President

_____ Secretary



Dispute Resolution and Alternative Dispute Resolution Policy

It is the policy of Young Scholars of Greater Allegheny Charter School (“Charter School”) to ensure that disputes between parents and Charter School regarding the identification, evaluation, programming and services available to eligible students are addressed effectively and in accordance with applicable state and federal laws.

Every effort should be made to address and resolve disputes at the building/IEP team level if possible. The Chief Executive Officer (“CEO”)/Principal or his/her designee is directed to be aware of alternative dispute resolution procedures and programs, including facilitated IEP team meetings and mediation, and utilize those programs when deemed appropriate.

The CEO/Principal or his/her designee is responsible for ensuring that any agreements entered into as a result of a mediation session are implemented in accordance with the state regulations and is directed to maintain evidence of implementation.

When alternative dispute resolution is not practical or otherwise appropriate, or when a due process complaint is filed, the CEO/Principal or his/her designee is directed to follow applicable state procedures regarding the filing and answering of a due process complaint, including requirements relating to dissemination of procedural safeguards. **The Charter School will follow procedures outlined through the Office of Dispute Resolution.**

The CEO/Principal or his/her designee is responsible for ensuring **that due process decisions and agreements (e.g. compensatory education, changes to service)** are implemented or in accordance with the state regulations and is directed to maintain evidence of implementation.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this 2 day of Nov. , 2023

_____ President

_____ Secretary

EXCEPTIONAL STUDENT RECORDS CONFIDENTIALITY POLICY

The Young Scholars of Greater Allegheny Charter School ("Charter School") recognizes the need to protect the privacy rights of Charter School's exceptional students and their parents. The classification, collection, use, maintenance and dissemination of any information about a student or his or her family raise issues regarding the privacy of that information. Thus, the Charter School shall adhere to the provisions of federal and state laws pertaining to those privacy rights, including but not limited to the Family Educational Rights and Privacy Act of 1974 ("FERPA"), as amended, and its accompanying regulations; the applicable provisions of the Individuals with Disabilities Education Improvement Act (2004) ("IDEA"), as amended, and its implementing regulations; the applicable provisions of the Pennsylvania Public School Code of 1949, and the applicable provisions of Chapters 12 and 711 of the Pennsylvania Administrative Code containing the regulations of the Pennsylvania State Board of Education and other provisions applicable to charter schools. The Chief Executive Officer ("CEO")/Principal or his/her designee is designated as the administrator responsible for the maintenance, access, use and release of exceptional student records.

This policy is to be used in combination with Charter School's Student Records Policy.

The CEO/Principal or his/her designee shall be responsible for the implementation of this policy.
CONSENT FOR DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION (34 CFR §300.622)

For further information on privacy rights and confidentiality parents should contact:

David Aiden, CEO,
10 Center Street, McKeesport, PA 15132
Phone: (412) 673-7300
Email: aiden@ysga.org

Unless the information is contained in education records, and the disclosure is authorized without parental/legal guardian consent under FERPA, the student's parent's/legal guardian's consent (or student's consent if the student has reached the age of majority and is otherwise eligible to have record rights transferred to him or her) must be obtained before personally identifiable information about that student is disclosed to parties other than officials of Charter School. Except under the circumstances specified below, parental consent is not required before personally identifiable information is released to officials of Charter School for purposes of meeting a requirement of Part B of IDEA 2004.

A parent's (legal guardian's) consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.



ACCESS TO CONFIDENTIAL INFORMATION RELATED TO STUDENT (34 CFR

§300.611) 1. Related to the confidentiality of information, the following definitions apply:

- a. Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
- b. Education records means the type of records covered under the definition of "education records" in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. §1232g (FERPA)).
- c. Participating agency means any charter school, agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.
- d. Personally identifiable (34 CFR §300.32) means information that has:
 1. A child's name, a parent's name, or the name of another family member;
 2. A child's address;

**Young Scholars of Greater Allegheny Charter School Exceptional Student Records
or Confidentiality Policy**

3. A personal identifier, such as a child's social security number or student number; or
 4. A list of personal characteristics or other information that would make it possible to identify a child with reasonable certainty.
4. Access Rights (34 CFR §300.613)
- a. Parent Access

The Charter School must permit a parent to inspect and review any education records relating to the parent's child that are collected, maintained, or used by the charter school under Part B of the IDEA. The charter school must comply with a parent's request to inspect and review any education records on the parent's child without unnecessary delay or before any meeting regarding an IEP, or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than 45 calendar days after the parent has made a request.

A Parent's right to inspect and review education records includes:

1. A parent's right to a response from the Charter School to reasonable requests for explanations and interpretations of the records;
2. A parent's right to request that the Charter School provide copies of the records if the parent cannot effectively inspect and review the records unless the parent receives those copies; and
3. A parent's right to have a representative inspect and reviews the records.
 - a. The Charter School may presume that a parent has authority to inspect and review records relating to the parent's child unless advised that the parent does not have the authority under applicable State law governing such matters as guardianship, or separation and divorce.



- b. If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.
- c. On request, each charter school must provide the parent with a list of the types and locations of education records collected, maintained, or used by the Charter School.

b. Other Authorized Access (34 CFR §300.614)

The Charter School must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA 2004 (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

3. Fees

The Charter School may charge a fee for copies of records (34 CFR §300.617) that are made for a parent under Part B of the IDEA, if the fee does not effectively prevent the parent from exercising the right to inspect and review those records. The Charter School may not charge a fee to search for or to retrieve information under Part B of IDEA 2004.

4. Amendment of Records at Parent's Request (34 CFR §300.618)

If a parent believes that information in the education records regarding the parent's child collected, maintained, or used under Part B of IDEA 2004 is inaccurate, misleading, or violates the privacy or other rights of the child, the parent may request the charter school that maintains the information to change the information.

The Charter School must decide whether to change the information in accordance with the parent's request within a reasonable period of receipt of the parent's request.

If the Charter School refuses to change the information in accordance with the parent's request, it must inform the parent of the refusal and advise the parent of the right to a hearing for this purpose.

5. Opportunity for a Records Hearing (34 CFR §300.619)

The Charter School must, on request, provide the parent an opportunity for a hearing to challenge information in education records regarding the parent's child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child.

a. Hearing Procedures (34 CFR §300.621)

A hearing to challenge information in education records must be conducted according to the following procedures for such hearings under the Family Educational Rights and Privacy Act of 1974, 20

U.S.C. Section 1233g (FERPA):

1. The educational agency or institution shall hold the hearing within a reasonable time after it has received the request for the hearing from the parent or eligible student.
 2. The educational agency or institution shall give the parent or eligible student notice of the date, time, and place, reasonably in advance of the hearing.
 3. The hearing may be conducted by any individual, including an official of the educational agency or institution who does not have a direct interest in the outcome of the hearing.
 4. The educational agency or institution shall give the parent or eligible student a full and fair opportunity to present evidence to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or in violation of the privacy rights of the student. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.
 5. The educational agency or institution shall make its decision in writing within a reasonable period of time after the hearing.
 6. The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.
- b. Result of Hearing (34 CFR §300.620)

If, as a result of the hearing, the Charter School decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must change the information accordingly and inform the parent in writing. If, as a result of the hearing, the Charter School decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the parent's child, the parent may place in the records that it maintains on the parent's child a statement commenting on the information or providing any reasons the parent disagrees with the decision of the participating agency.

Such an explanation placed in the records of the parent's child must:

1. Be maintained by Charter School as part of the records of the child as long as the record or contested portion is maintained by Charter School; and
2. If Charter School discloses the records of the child or the challenged portion to any party, the explanation must also be disclosed to that party.

c. Safeguards (34 CFR §300.623)0

Each charter school must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. The CEO/Principal or his/her designee must assume responsibility for ensuring the confidentiality of any personally identifiable information.

All persons collecting or using personally identifiable information must receive training or instruction regarding Pennsylvania's policies and procedures regarding confidentiality under

Part B of IDEA 2004 and FERPA.

Each charter school must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information.

Persons who have access to personally identifiable information at the charter school will include members of the child's IEP team, Charter School's records custodian and the CEO/Principal or his/her designee. Any individual accessing a student's personally identifiable information must sign a sheet evidencing review of the records. The sheet will be maintained with the student records.

6. Destruction of Information (34 CFR §300 .624)

Charter School must inform the parent when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the parent's child, and the information must be destroyed at the parent's request.

However, a permanent record of the child's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

Charter School must comply with record maintenance requirements in accordance with FERPA and Chapters 711 and 12 of Title 22 of the Pennsylvania Code, together with directives of PDE with regard to record maintenance. Special Education records must also be maintained in accordance with PDE 6-year cyclical monitoring period guidelines established by PDE.

TRANSFER OF RECORDS BETWEEN SCHOOLS

When the education records for a child with a disability are transferred from a public agency, private school, approved private school or private agency, to a charter school, the public agency, private school, approved private school or private agency from which the child transferred shall forward all of the child's educational records, including the most recent IEP, within 10 days after the public agency, private school, approved private school or private agency is notified in writing that the child is enrolled in a charter school.

When the educational records for a child with a disability are transferred to a public agency, private school approved private school or private agency from a charter school, the charter school shall forward the child's educational records, including the most recent IEP, with in 10 school days after the charter school is notified in writing that the child is enrolled at another public agency, private school, approved private school or private agency.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES AND RECORD TRANSMITTAL

Charter School reporting a crime committed by a child with a disability must ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the crime is reported. A charter school reporting a crime may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

ELECTRONIC TRANSMISSIONS

Charter School will ensure that any records kept or transmitted electronically are subject to high standards of electronic security. Charter School uses electronic firewalls and encryption systems, and monitors and tests the system regularly to ensure its stability and integrity. All the Charter School electronic mail correspondence shall include the following:

CONFIDENTIALITY NOTICE

The information in this transmission is intended only for the individual or entity named above. It may be legally privileged and confidential. If you have received this information in error, notify us immediately by calling Charter School at (412) 668-2064. Send the original transmission to us by mail. Return postage is guaranteed. If the reader of this message is not the intended recipient, you are hereby notified that any disclosure, dissemination, distribution or copying of this communication or its contents is strictly prohibited.

ADMINISTRATIVE PROCEDURES:

The CEO/Principal or his/her designee shall be responsible for ensuring that the education records, confidentiality policies and procedures established under IDEA 2004 (relating to confidentiality of education records of exceptional students) are enforced and administered. This official shall:

Notify parents on an annual basis of the policies and procedures regarding exceptional student education records and the rights of parents under both Federal and State Law concerning the confidentiality of education records of exceptional students; Develop a system of safeguards which will protect the confidentiality of personally identifiable information at the point of collection, storage, use, maintenance, release and destruction; Provide training and instruction in the implementation of records policy requirements for all educational agency personnel who collect or use exceptional student personally identifiable information; and Maintain a current listing of the names and positions of those agents and employees of Charter School who are authorized by the school to have access to personally identifiable information of exceptional students.

An education record shall not be destroyed by Charter School if there is an outstanding request to inspect and review it by the parent or eligible student.

Charter School will inform the parents of an exceptional student when personally identifiable information collected, maintained, or used in the records of the exceptional student is no longer needed to provide educational services to the exceptional student.



Upon request of the parents, information no longer relevant to and necessary for the provision of educational services to the exceptional student must be destroyed by the Charter School. However, a written record of an exceptional student's name, address, phone numbers, grades, attendance records, and classes attended, grade level completed, and year completed will be maintained for 100 years.

Prior to the destruction of the information referred to in the above paragraph, Charter School shall send written notification to the parents which shall inform the parents of their right to receive a copy of the material to be destroyed.

The Charter School shall not destroy education records containing information necessary for the education of an exceptional student who is enrolled or has been enrolled in an education program operated by the school.

Except as is stated in the above paragraph of this subsection, nothing in this section shall be construed to mean that Charter School is required to destroy education records and the Charter School Administration is directed to implement any procedures necessary to maintain student records consistent with this policy and applicable state and federal laws and regulations.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

Revised this.....2.....day of.....Nov..... 2023

President
Secretary

Extended School Year Services (“ESY “) Policy

The Board of Trustees directs that the Young Scholars of Greater Allegheny Charter School (“Charter School”) comply with the requirements incorporated by reference in 34 CFR §300.106 (relating to extended school year services). The CEO/Principal or his/her designee is directed to ensure that the Charter School uses the following standards for determining whether a student with disabilities requires ESY as part of the student's program:

1. At each IEP meeting for a student with disabilities, the charter school shall determine whether the student is eligible for ESY services and if so, make subsequent determinations about the services to be provided.
2. In considering whether a student is eligible for ESY services, the IEP team shall consider the following factors, however, no single factor will be considered determinative:
 - a. Whether the student reverts to a lower level of functioning as evidenced by a measurable decrease in skills or behaviors which occurs because of an interruption in educational programming (Regression).
 - b. Whether the student has the capacity to recover the skills or behavior patterns in which regression occurred to a level demonstrated prior to the interruption of educational programming (Recoupment).
 - c. Whether the student's difficulties with regression and recoupment make it unlikely that the student will maintain the skills and behaviors relevant to IEP goals and objectives.
 - d. The extent to which the student has mastered and consolidated an important skill or behavior at the point when educational programming would be interrupted.
 - e. The extent to which a skill or behavior is particularly crucial for the student to meet the IEP goals of self-sufficiency and independence from caretakers.
 - f. The extent to which successive interruptions in educational programming result in a student's withdrawal from the learning process.
 - g. Whether the student's disability is severe, such as autism/pervasive developmental disorder, serious emotional disturbance, severe intellectual disability, degenerative impairments with mental involvement and severe multiple disabilities.

Reliable sources of information regarding a student's educational needs, propensity to progress, recoupment potential and year to year progress may include the following:

1. Progress on goals in consecutive IEPs.
2. Progress reports maintained by educators, therapists and others having direct contact with the student before and after interruptions in the education program.
3. Reports by parents of negative changes in adaptive behaviors or in other skill areas.
4. Medical or other agency reports indicating degenerative-type difficulties, which become exacerbated during breaks in educational services.
5. Observations and opinions by educators, parents and others.
6. Results of tests, including criterion-referenced tests, curriculum- based assessments, ecological life skills assessments and other equivalent measures.

The need for ESY services will not be based on any of the following:

1. The desire or need for day care or respite care services.
2. The desire or need for a summer recreation program.
3. The desire or need for other programs or services that while they may provide educational



benefit, are not required to ensure the provision of a FAPE.

Students with severe disabilities such as autism/pervasive developmental disorder, serious emotional disturbance; severe intellectual disability; degenerative impairments with mental involvement; and severe multiple disabilities require expeditious determinations of eligibility for ESY services to be provided as follows:

1. Parents of students with severe disabilities shall be notified by Charter School of the annual review meeting to ensure their participation.
2. An IEP review meeting must occur no later than February 28 of each school year for students with severe disabilities.
3. The notice of recommended educational placement (NOREP) shall be issued to the parent no later than **March 31** of the school year for students with severe disabilities.
4. If a student with a severe disability transfers into Charter School after the dates in paragraphs (2) and (3), and the ESY eligibility decision has not been made, the eligibility and program content must be determined at the IEP meeting.

The eligibility for ESY services of all students with disabilities shall be considered at the IEP meeting. ESY determinations for students other than those described above as having severe disabilities are not subject to the timelines for students with the severe disabilities described above. However, determinations for those other students shall still be made in a timely manner. If the parents disagree with Charter School’s recommendation on ESY, the parents will be afforded an expedited due process hearing in accordance with applicable laws. Parents are to be provided with the required procedural safeguards notice.

ESY programs are to be individualized with regard to the amount of services and individually appropriate goals and related services.

In cases where ESY is denied, evidence to support the denial is to be made part of the student’s file.

The CEO/Principal or his/her designee is directed to develop procedures consistent with this policy and applicable laws.

TIMELINES CONTAINED IN THIS POLICY MAY BE CHANGED BY THE PENNSYLVANIA DEPARTMENT OF EDUCATION AND THE SCHOOL MUST FOLLOW. TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this 2 day of Nov , 2023.

_____ President

_____ Secretary

INCLUSION POLICY

In accordance with applicable state and federal regulations regarding students with disabilities, the Board of the Young Scholars of Greater Allegheny Charter School (“Charter School”) recognizes and directs as follows:

To the maximum extent appropriate, children with disabilities, are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

A continuum of alternative placements must be available to meet the needs of children with disabilities for special education and related services. The continuum must include alternative placements (including, but not limited to instruction in, regular classes, supplementary aids and services, instruction in special classes, instruction in alternative schools, home instruction, and instruction in hospitals and institutions to the extent required by applicable laws and regulations).

Administration is further directed to make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement to the extent required by law and to inform the Board when supplementary aids and services must be procured and/or approved by the Board.

In determining the educational placement of a child with a disability, Administration is directed to ensure that the placement decision is made by a group of persons, including the parents, and other persons knowledgeable about: the child, the meaning of the evaluation data, and the placement options. Such a decision must be made in conformity with the LRE provisions of the federal regulations.

The child’s placement must be determined at least annually; be based on the child’s IEP; and must be as close as possible to the child’s home to the extent required by applicable law. Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled.

In selecting the LRE, Administration is directed to consider any potential harmful effect on the child or on the quality of services that he or she needs.

A child with a disability is not to be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in the applicable state and federal regulations, Administration is directed to ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities to



the maximum extent appropriate to the needs of that child.

Administration is directed to ensure that each child with a disability has the supplementary aids and services determined by the child's IEP Team to be appropriate and necessary for the child to participate in nonacademic settings.

Administration shall ensure that the IEP team making educational placement decisions understands and adheres to the following guiding principles from the Pennsylvania Department of Education to the extent that they are consistent with applicable federal and state regulations:

- 1) A Free and Appropriate Public Education (FAPE) must be provided to every student with an IEP; moreover, FAPE must be delivered in the LRE as per the IEP team.
- 2) Students will not be removed from regular education classrooms merely because of the severity of their disabilities.
- 3) When students with disabilities, including students with significant cognitive disabilities, need specially designed instruction or other supplementary aids and services to benefit from participating in regular education classrooms, ^[1]as required in their IEP, the team is obliged to ensure that those services are Provided to the extent required by applicable state and federal regulations and laws;
- 4) IEP teams must determine whether the goals in the student's IEP can be implemented in regular education classrooms with supplementary aids and services before considering removal from the regular education classroom.
- 5) The team will consider the full range of supplementary aids and services in regular education classrooms, based on peer-reviewed research to the extent practicable, including modification of curriculum content, before contemplating placement in a more restrictive setting.

To determine whether a child with disabilities can be educated satisfactorily in a regular education classroom with supplementary aids and services, the following factors provided by the Pennsylvania Department of Education shall be considered and addressed:

- 1) What efforts have been made to accommodate the child in the regular classroom and with what outcome(s);
- 2) What additional efforts (i.e., supplementary aids and services) in the regular classroom are possible;
- 3) What are the educational benefits available to the child in the regular classroom, with the use of appropriate supplementary aids and services; and
- 4) Are there possible significant and negative effects of the child's inclusion on the other students in the class?

Per the Pennsylvania Department of Education, the presumption is that IEP teams begin



placement discussions with a consideration of the regular education classroom and the supplementary aids and services that are needed to enable a student with a disability to benefit from educational services. Benefit from educational services is measured by progress toward the goals and objectives of the student's IEP, not by mastery of the general education curriculum, and is not limited to academic progress alone; therefore, Administration is directed to ensure that special education placement in a more restrictive environment is not justified solely on the basis that the child might make greater academic progress outside the regular education environment.

The law and the Pennsylvania Department of Education policy favor education with non-disabled peers; however, inclusion or education with non-disabled peers is not a foregone conclusion; such a decision remains exclusively with the IEP team as they consider FAPE. An IEP team may choose a more specialized setting if:

- 1) The student will receive greater benefit from education in a specialized setting than in a regular class.
- 2) He or she is so disruptive as to significantly impair the education of other students in the class; or
- 3) The cost of implementing a given student's IEP in the regular classroom will significantly affect other children in the LEA.

If, after considering these factors, an IEP team determines that the student needs to be educated in a more specialized setting, the school is required to include the child in school programs with non-disabled children to the maximum extent appropriate. These may include but are not limited to extra-curricular activities, assembly programs, recess, lunch, homeroom, etc. Note that a student is not required to "try out" each level of LRE and "fail" before the student moves to a more specialized setting.

Administration is further directed to provide opportunities for teachers to participate in professional development and to become aware of peer-reviewed and research-based practices that can be used to support students in regular classroom settings. In consideration of Pennsylvania Department of Education guidance, Administration is directed to ensure that:

- Program and placement decisions are based on student strengths, potential and needs;
- IEP teams consider the regular classroom with supplementary aids and services before considering a more restrictive environment;
- Staff is aware of this policy on inclusion.
- Supportive team structures are in place to enable general education teachers to effectively educate students with IEPs in their regular classroom as appropriate;
- IEP teams use the most current IEP format;
- Educational placement decisions are made in the proper IEP sequence, which is:
 - a. Initial eligibility decision;
 - b. Determine FAPE and design the program (i.e., IEP);



- c. Determine whether FAPE can be delivered in the regular classroom with the use of supplementary aids and services;
- d. If the answer to step #3 is “no,” then, move to the next step along the continuum of placement options to determine where FAPE can be delivered; and
- e. Correct LRE data is entered.

Administration, teachers, and Staff shall be required to adhere to the following:

- Be familiar with a wide array of supplementary aids and services.
- Know the proper IEP decision-making sequence.
- Consider the whole range of supplementary aids and services when making placement decisions.
- Understand that modifications to the regular curriculum may be an appropriate means of delivering educational benefit within the regular classroom.
- Address services needed for a student in a single plan.
- Be clear about the support you need in order to implement any given student’s IEP within your regular classroom.
- Be familiar with the continuum of placement options.

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ADOPTED this 2 day of Nov. , 2023.

_____ President

_____ Secretary

Independent Education Evaluations (IEE) Administrative Procedures

A parent who disagrees with an evaluation performed or obtained by Young Scholars of Greater Allegheny Charter School (“Charter School”) may request an independent educational evaluation (IEE) at public expense to the extent allowed by applicable state and federal regulations. If the request is received verbally, the staff member who receives the IEE request shall inform the parent that the staff member is forwarding the request to the CEO/Principal. The staff member is to forward the request to the CEO/Principal without delay.

The CEO/Principal or his/her designee shall take the following steps to the extent that they remain consistent with applicable state and federal regulations regarding IEEs:

The CEO/Principal may, upon receipt of the request for an IEE, request that the parent state her reasons for disagreement with the evaluation conducted or proposed by the Charter School. The CEO/Principal shall not require the parents to do so, however, and shall not delay the process for providing or disputing an IEE.

Within ten school days of receipt of a request for an IEE in writing from a parent, the CEO/Principal of Charter School shall issue a NOREP and Procedural Safeguards Notice to the Parent in which the CEO either approves or denies the request for the IEE.

If the parent refuses to consent to the decision not to provide an IEE, the CEO or his/her designee must file a Due Process Hearing Request with the Office for Dispute Resolution and notify the parent in writing that Charter School has done so. The parent must be copied on the Due Process Hearing Request in the same manner as it is sent to the Office for Dispute Resolution. The parent must be provided with a copy of the Procedural Safeguards Notice upon filing of a Due Process Hearing Request.

If the CEO/Principal consents to provide an IEE, the parent must receive written documentation from the CEO/Principal with the NOREP and the Procedural Safeguards Notice. The written documentation must include the following:

1. Charter School will pay for an IEE provided the IEE meets all the requirements of an appropriate evaluation as defined in the enclosed Charter School IEE policy. (The IEE policy will also be included with the written documentation).
2. The CEO/Principal shall provide a list of qualified independent evaluators to the parent in the discipline requested.
3. Charter School will not pay for the IEE until the CEO/Principal receives from the evaluator a complete copy of a report of that evaluation and determines that the evaluation meets all the requirements of Charter School’s policy.
4. A request that the parents consider accessing reimbursement for all or part of the evaluation from public or private sources of insurance or reimbursement, together with a clear assurance that the parent is not required to do so and that Charter School would pay any cost not covered by such sources;



5. Directions that the parent is responsible for arranging for the IEE and for ensuring that the evaluator contacts the CEO/Principal to arrange for payment of the evaluation.
6. If the evaluation has already been conducted and paid for, the correspondence shall advise the parent that Charter School will not reimburse the parent for the IEE until it receives a complete and unredacted copy of the report of the evaluation and determines that the evaluation meets all of the requirements of the Charter School IEE policy and documentation substantiating that the parent paid for or is responsible to pay for the costs of the evaluation requested to be reimbursed.
7. The IEE shall be reviewed by the student's IEP and/or MD team and considered with respect to the provision of FAPE to the student. Where necessary and/or warranted as required by law, a team meeting shall be convened to discuss the results of the IEE and any changes in the provision of FAPE proposed because of the IEE.

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ADOPTED this _____ day of __Nov_____, 2023.

President _____

Secretary _____



Partnering resources for Independent Education Evaluations (IEE) are listed below:

<u>Location:</u>	<u>Address:</u>
Allegheny Intermediate Unit (3)	475 E Waterfront Dr, Homestead, PA 15120 (412) 394-5700
Auberle Family Services	1101 Hartman St, McKeesport, PA 15132 (412) 673-5800
Wesley Family Services	4250 Old William Penn Highway Monroeville, PA 15146 412-573-0141
WJS Psychological Associates	The hope building, 633 Long Run Rd # 4, McKeesport, PA 15132 (412) 751-5280
Mon Yough Community Family Services	500 Walnut St, McKeesport, PA 15132 (412) 675-8530



INTENSIVE INTERAGENCY POLICY

The Chief Executive Officer (“CEO”)/Principal or his/her designee shall ensure that the Young Scholars of Greater Allegheny Charter School (“Charter School”) identifies, reports and provides FAPE for all students with disabilities including those students needing intensive interagency approaches.

Charter Schools must identify any students currently on instruction conducted in the home or students with disabilities on homebound instruction.

The CEO/Principal or his/her designee shall have procedures to ensure that services are located for difficult to place students.

The CEO/Principal or his/her designee shall utilize the Regional Interagency Coordinators to assist in interagency planning and to mitigate and/or eliminate barriers to placement.

The CEO/Principal or his/her designee shall ensure that training is provided regarding interagency approaches.

Where appropriate, other child serving systems, such as mental health, intellectual disability, child protective services, juvenile probation, and drug-alcohol treatment services are used for difficult to place students.

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ADOPTED this 2 day of Nov. , 2023.

_____ President

_____ Secretary

LEAST RESTRICTIVE ENVIRONMENT

The Board of Trustees of the Young Scholars of Greater Allegheny Charter School (“Charter School”) directs the Chief Executive Officer (“CEO”)/Principal or his/her designee to ensure that, in accordance with applicable state and federal laws and regulations, to the maximum extent appropriate, children with disabilities are educated with children who are nondisabled and that special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The CEO/Principal or his/her designee is directed to ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. The continuum of alternative placements may include but is not limited to instruction in regular classes with or without supplementary aids and services, special classes, special schools, approved private schools, home instruction and instruction in hospitals and institutions to the extent the IEP team determines such placements are appropriate.

The CEO/Principal or his/her designee is directed to provide training opportunities for school personnel regarding inclusion.

The CEO/Principal or his/her designee is directed to make opportunities available for students to interact with nondisabled peers when they need to be removed for any amount of time from the regular education environment.

The CEO/Principal or his/her designee is directed to support participation of students with disabilities in nonacademic and extracurricular activities where appropriate (including transportation).

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ADOPTED this 2 day of Nov. , 2023.

_____ President

_____ Secretary

Positive Behavioral Support Policy And Procedures

In accordance with applicable state regulations, including Title 22 Pa. Code Chapter 711.46, Young Scholars of Greater Allegheny Charter School's ("Charter School") Board of Trustees has established this policy to effectuate a program of positive behavior support at Charter School. Some procedures have been included.

DEFINITIONS:

Aversive techniques- Deliberate activities designed to establish a negative association with a specific behavior.

Positive behavior support plan- A plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive behavior support plan shall be developed by the IEP team, be based on a functional behavior assessment, and become part of the student's IEP. These plans include methods that utilize positive reinforcement and other positive techniques to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

Restraints-

- i. The application of physical force, with or without the use of a device, for the purpose of restraining the free movement of a student's body. The term does not include briefly holding, without force, a student to calm or comfort him, guiding a student to an appropriate activity, or holding a student's hand to safely escort him from one area to another.
- ii. Excluded from this definition are hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents and specified in the IEP. Devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices are examples of mechanical restraints which are excluded from this definition.

POSITIVE BEHAVIOR SUPPORT:

Positive rather than negative measures shall form the basis of positive behavior support programs to ensure that all of Charter School's students shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints.

Positive techniques required for the development, change and maintenance of behavior shall be the least intrusive necessary.

RESEARCH-BASED PRACTICES:

Behavior support programs must include research-based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment.

FUNCTIONAL BEHAVIOR ASSESSMENT:

Behavior support programs and plans shall be based on a functional assessment of behavior

(“FBA”) and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student must be the least intrusive necessary.

RESTRAINTS:

The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques.

Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.

NOTIFICATION OF USE OF RESTRAINT AND PROCEDURES:

The use of restraints to control the aggressive behavior of an individual student shall cause Charter School to notify the parent of the use of restraint and shall cause a meeting of the IEP team within 10 school days of the inappropriate behavior causing the use of restraints to review the effectiveness and appropriateness of the current IEP, unless the parent, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan or a change of placement to address the inappropriate behavior.

INCLUSION OF USE OF RESTRAINTS IN A STUDENT’S IEP:

The use of restraints may only be included in a student's IEP when:

- Utilized with specific component elements of positive behavior support.
- Used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.
- Staff are authorized to use the procedure and have received the staff training required.
- There is a plan in place for eliminating the use of restraint through application of positive behavior support.

The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program or employed as punishment. Parents/guardians will be made aware about the use of restraints and will be given the opportunity to accept or deny. YSGA will ensure that the child’s IEP will be carried out as written and the necessary procedural steps will be followed.

The school has focused on strengthening all staff classroom management strategies, as well as the use of de-escalation techniques. The goal is to focus on positive behavior, as well as using proactive strategies to prevent students escalating to unsafe behaviors.

PROHIBITION AGAINST PRONE RESTRAINTS:

The use of prone restraints is prohibited in educational programs. Prone restraints are those in which a student is held face down on the floor.



RESTRAINT REPORTING AND PROCEDURES:

Charter School shall maintain and report data on the use of restraints as prescribed by the Secretary of the Department of Education. The report is subject to review during cyclical compliance monitoring conducted by the Department.

MECHANICAL RESTRAINTS:

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents. Mechanical restraints must prevent a student from injuring himself or others or promote normative body positioning and physical functioning.

PROHIBITION AGAINST AVERSIVE TECHNIQUES:

The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:

- 1) Corporal punishment.
- 2) Punishment for a manifestation of a student's disability.
- 3) Locked rooms, locked boxes or other locked structures or spaces from which the student cannot readily exit.
- 4) Noxious substances.
- 5) Deprivation of basic human rights, such as withholding meals, water or fresh air.
- 6) Suspensions constitute a pattern.
- 7) Treatment of a demeaning nature.
- 8) Electric shock.

TRAINING OF PERSONNEL

The Board of Trustees hereby directs that school personnel be trained each school year on the general use of positive behavior support, de-escalation techniques, and emergency responses. In addition to general positive behavior support training, when students are identified as in need of these supports, individual teachers and teacher groups are notified and trained accordingly so that they can act in accordance with the student's specific Positive Behavior Support Plan and de-escalation techniques and respond appropriately in emergencies.

Per guidance from the Pennsylvania Department of Education, the core training components the positive support plan and de-escalation (restraint reduction) staff trainings should include:

- The growing concern and potential legal issues surrounding physical restraints;
- How to create a commitment to the reduction of the use of physical restraints;
- Creating a safe environment where positive rather than negative measures form the basis of behavior management programs;
- How staff can avoid taking conflict personally; avoiding power struggles;
- Prevention of problem behaviors through a system of recognition of signs of anxiety and



distress in students and staff;

- Identification of the phases of crisis events and matching behaviors to interventions;
- Demonstration and modeling of the de-escalation techniques and other alternatives to physical restraint;
- Effective positive behavior support plans that include methods of utilizing positive reinforcement and other positive techniques to shape replacement behavior(s);
- Research-based practices that develop and maintain replacement behaviors that enhance student learning and skills for life;
- Risks associated with the use of physical interventions including the signs of physical distress, positional asphyxiation, and the psychological effects of restraint;
- Safe techniques for the use of physical restraints (prone restraints prohibited);
- Documentation of the incident and compliance with notification procedures; and
- Post intervention debriefing with students and staff.

REPORTING

Administration is directed to write internal procedures that detail who is responsible for reporting restraints, who is responsible for notifying key administrators regarding the use of a restraint, and who is responsible for entering restraints in any PDE system to report on the use of restraints. Administration is further directed to comply with PDE guidelines regarding the reporting of the use of restraints.

Staff trained and/or certified in a program of positive behavioral supports and de-escalation techniques, and safe physical management techniques will be designated as the individuals to intervene in crisis management situations that might require restraint of a student. Physical interventions should only be undertaken by staff persons who have successfully completed a comprehensive crisis management course that covers crisis definition and theory; the use of de-escalation techniques; crisis communication; anger management; passive physical intervention techniques; the legal, ethical, and policy aspects of physical intervention use; decision making related to physical interventions and debriefing strategies.

Parental notification should occur within one school day of a restraint incident unless other procedures are written in the student's IEP.

Any restraint that results in an injury to a student and/or staff person must be reported to the CEO who will comply with any requirement to report the injury to the Bureau of Special Education.

ADDITIONAL REQUIREMENTS AND ADMINISTRATIVE PROCEDURES

The CEO or his/her designee is directed to ensure that behavior support programs administered at Charter School are in accordance with Title 22 Pa. Code Chapter 711, including the training of personnel for the use of specific procedures, methods and techniques, and for having written procedures on the use of behavior support techniques and obtaining parental consent prior to the use of restrictive or intrusive procedures or restraints.

The CEO or his/her designee may convene a review, upon Board approval, including the use of human rights committees, to oversee the use of restrictive or intrusive procedures or restraints; only to the extent the use of such procedures is allowed by law and this policy.



The CEO or his/her designee is further directed to make professional development opportunities provided by the Bureau of Special Education available to train staff regarding Positive Behavior Support.

The CEO or his/her designee is charged with using the most updated forms available through the Bureau of Special Education related to positive behavior support, including the use of any forms promulgated for functional behavior assessments and behavior support plans.

REFERRALS TO LAW ENFORCEMENT

Subsequent to a referral to law enforcement, for a student with a disability who has a positive behavior support plan, an updated functional behavior assessment and positive behavior support plan shall be required.

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ADOPTED this 2 day of Nov. , 2023.

_____ President

_____ Secretary



Admission and Enrollment

Admission and enrollment in YSGA is non-discriminatory and is designed to ensure equal opportunity for interested applicants, grades K through 8. Enrollment is open to all students on a space available basis; giving priority to existing students and their siblings. YSGA does not discriminate in its admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, proficiency in the English language, or any other basis that would be prohibited if used by a school district.

Enrollment priority is given to the students whose home school district is McKeesport Area School District. If there are not sufficient applications from the district, residents from other districts will be enrolled in the lottery process. Enrollment priority is also given to siblings of currently enrolled students.

All applicants offered a seat shall be required to affirmatively respond to the offer for acceptance and complete enrollment documents within five (5) calendar days. Those not responding (excluding declined offers) will be placed on the waiting list with an application date equal to the date the initial offer expired. Young Scholars of Greater Allegheny Charter School (YSGA) shall normally enroll a school age, eligible student the next business day but no later than 5 business days.

YSGA shall not enroll a student until the parent/guardian has supplied proof of the student's age, residence, and immunizations required by law.

YSGA shall immediately enroll identified homeless students, even if the student or parent/guardian is unable to produce the required documents, in accordance with Board policy, laws and regulations.

YSGA shall not inquire about the immigration status of a student as part of the enrollment process.

Enrollment requirements and procedures shall apply to nonresident students approved to attend YSGA, in accordance with Board policy.

YSGA shall administer a home language survey to all students enrolling in YSGA for the first time.

Special Education Student Enrollment

At Young Scholars of Greater Allegheny CS ("Charter School"), Administration must not deny enrollment or otherwise discriminate in admission practices on the basis of a child's need for special education or supplementary aids or services.

Special education consists of individually designed programs and services that allow students to appropriately access public education. Special education is mandated through State and Federal regulations, and regardless of the type of disability, students are included in general education to the fullest extent appropriate. To qualify for special education services, students must demonstrate the presence of a disability and the need for specially designed instruction.

Administration shall comply with the Board's Student Admissions Policy which has been adopted by the Board of Trustees. Administration is further directed to make Admissions Policy available for inspection by auditors from the Pennsylvania Department of Education during any special education cyclical monitoring audit.



Administration shall comply with Section 24 P.S. 17-1723-A of the Charter School Law regarding enrollment and shall not discriminate in its admission policies or practices on the basis of intellectual ability (except to the extent specifically allowed by law), or athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language or any other basis that would be illegal under applicable state and/or federal laws or regulations.

Residency Eligibility

YSGA can enroll students from any Allegheny County School District. Enrollment priority is given to the students whose home school district is the McKeesport Area School District. If there are not sufficient applications from the MASD district, residents from other districts will be enrolled utilizing the lottery process.

Re-Enrollment Process

1. The re-enrollment process is conducted for the existing student body for the forthcoming year, beginning on the first Monday in January and ending on the last Friday of February the same year.
2. In each successive school year, students who were enrolled in the School the previous year will keep their seats in the School until they graduate, provided they submit a re-enrollment form.
3. Students who do not submit a re-enrollment form by the deadline (the last Friday in February) must re-apply during the initial or "open" enrollment period. All aforementioned applicant rules will then be enforced.
4. The initial or "open" enrollment period is available until 5 days before the enrollment lottery of each year.
5. If, by the end of the last day of the initial or "open" enrollment period, there are sufficient seats for all applicants to attend, the applicants will be asked to complete registration paperwork for admission.
6. The lottery, if necessary, will be conducted in March of each year.
7. If there are more eligible applicants than available seats, the School will conduct a manual or an electronic lottery to determine who will be asked to register.
8. All applications received after the initial or "open" enrollment period will be accepted on a "First-Come, First-Served" basis, after the waiting list, generated by the lottery, has been exhausted.

All references to dates are defined to mean the CLOSE OF BUSINESS on the date indicated.



Student Lottery Process

Young Scholars of Greater Allegheny Charter School holds an annual student lottery in order to enroll new students. The *Enrollment Lottery* refers to the selection of applicant names by a random method manually or electronically. Enrollment priority is given to the students whose home school district is McKeesport Area School District and students who have a sibling who is currently enrolled. In order to be included in the enrollment lottery, a complete and accurate application with all the required documentation must be submitted by the lottery deadline. All applications received after the initial or "open" enrollment period" (after the lottery drawing is complete) will be accepted on a "first-come, first-serve" basis, after the waiting list has been exhausted.

The enrollment lottery is used to fill available spaces for enrollment in grades K-8. After the available spaces are filled, the remaining names go onto the waiting list.

If the number of applicants is less than the number of seats anticipated to be available, no public lottery shall be conducted for that grade. Should a seat become available, the next student in line according to the results of the lottery shall be offered admission.

If there are more siblings that apply for a grade than there are spots available, we will hold a sibling lottery prior to the open enrollment lottery. To be eligible for our sibling lottery, you must enter an application for the siblings during the open enrollment period. Any applications received after the open enrollment period will be placed in the next available spot on the waitlist. A sibling is defined as a biological or legally adopted brother or sister who lives in the same household as the current YSGA student. To receive sibling preference, parents or guardians must bring a completed application to YSGA by the enrollment deadline. If the sibling application is received after the enrollment deadline, the sibling's name will be placed at the end of the waiting list.

YSGA maintains a waiting list for all grades. To make sure all children are treated fairly, we use the following process:

- Assign a number to each child on the waiting list by lottery.
- Send you an email message after the lottery to tell you your child's place on the list.
- Move children into a class as space becomes available, starting with siblings of current YSGA students and then children with the lowest waiting list number for each grade.
- Call your home to inform you of your child's acceptance.

If your child is on our waiting list, please be patient. We typically do not know about available space until the end of June or later in the summer. To make sure we can get in touch with you, please update us regarding any changes in address or phone number.



YSGA does not keep waiting lists from year to year. If your child is still interested in attending YSGA, you must resubmit a completed application each fall. You will be able to submit lottery applications electronically at www.YSGA.org via SchoolMint.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____ day of _____, 2023

_____ President

_____ Secretary



RELATED SERVICES

The Board of Young Scholars of Greater Allegheny CS (“Charter School”) recognizes that charter schools must comply with Chapter 711 of Title 22 of the Pennsylvania Code regarding the provision of related services.

It is the intent of the Board of Directors to ensure that all students with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and to prepare them for further education, employment, and independent living.

Pursuant to 34 CFR § 300.34, related services are transportation and those developmental, corrective, and other supportive services that are required to assist a child with a disability to benefit from special education. Such services may include (depending upon the child’s need and applicable state regulations):

1. speech-language pathology and audiology services,
2. interpreting services,
3. psychological services,
4. physical and occupational therapy,
5. recreation, including therapeutic recreation,
6. early identification and assessment of disabilities in children,
7. counseling services, including rehabilitation counseling,
8. orientation and mobility services, and
9. medical services for diagnostic or evaluation purposes.

Related services may also include school health services and school nurse services, social work services in schools, and parent counseling and training.

Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (e.g., mapping), maintenance of that device, or the replacement of that device. However, nothing:

- i. Limits the right of a child with a surgically implanted device (e.g., cochlear implant) to receive related services that are determined by the IEP Team to be necessary for the child to receive FAPE.
- ii. Limits the responsibility to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school or is at school; or
- iii. Prevents the routine checking of an external component of a surgically implanted device to make sure it is functioning properly, as required in Sec. 300.113(b) of Title 34 CFR.

Charter School will provide related services to include those services which the IEP team determines are necessary for a student after a comprehensive evaluation and the development of an IEP.

The types of services provided by Charter School include, but are not limited to the following types of services:

- 1) Audiology includes:
 - a. Identification of children with hearing loss;
 - b. Determination of the range, nature, and degree of hearing loss, including referral for



- medical or other professional attention for the habilitation of hearing;
 - c. Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;
 - d. Creation and administration of programs for prevention of hearing loss;
 - e. Counseling and guidance of children, parents, and teachers regarding hearing loss; and
 - f. Determination of children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.
- 2) Counseling services mean services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.
 - 3) Early identification and assessment of disabilities in children means the implementation of a formal plan for identifying a disability as early as possible in a child's life.
 - 4) Interpreting services include—
 - a. The following, when used with respect to children who are deaf or hard of hearing: Oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and Type Well; and
 - b. Special interpreting services for children who are deaf-blind.
 - 5) Medical services mean services provided by a licensed physician to determine a child's medically related disability that results in the child's need for special education and related services.
 - 6) Occupational therapy—
 - a. Means services provided by a qualified occupational therapist; and
 - b. Includes—
 - a. Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation;
 - b. Improving ability to perform tasks for independent functioning if functions are impaired or lost; and
 - c. Preventing, through early intervention, initial or further impairment or loss of function.
 - 7) Orientation and mobility services—
 - a. Means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and
 - b. Includes teaching children the following, as appropriate:
 - i. Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street);
 - ii. To use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for children with no available travel vision;
 - iii. To understand and use remaining vision and distance low vision aids; and
 - iv. Other concepts, techniques, and tools.



- 8) Parent Training-
 - a. Parent counseling and training means assisting parents in understanding the special needs of their child;
 - b. Providing parents with information about child development; and
 - c. Helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP or IFSP.
- 9) Physical therapy means services provided by a qualified physical therapist.
- 10) Psychological services include—
 - a. Administering psychological and educational tests, and other assessment procedures;
 - b. Interpreting assessment results;
 - c. Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;
 - d. Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations;
 - e. Planning and managing a program of psychological services, including psychological counseling for children and parents; and
 - f. Assisting in developing positive behavioral intervention strategies.
- 11) Recreation includes—
 - a. Assessment of leisure function;
 - b. Therapeutic recreation services;
 - c. Recreation programs in schools and community agencies; and
 - d. Leisure education.
- 12) Rehabilitation counseling services mean services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with a disability by vocational rehabilitation programs funded under the Rehabilitation Act.
- 13) School health services and school nurse services mean health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person.
- 14) Social work services in schools include:
 - a. Preparing a social or developmental history on a child with a disability;
 - b. Group and individual counseling with the child and family;
 - c. Working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school;
 - d. Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and
 - e. Assisting in developing positive behavioral intervention strategies.
- 15) Speech-language pathology services include—



- a. Identification of children with speech or language impairments;
- b. Diagnosis and appraisal of specific speech or language impairments;
- c. Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
- d. Provision of speech and language services for the habilitation or prevention of communicative impairments; and
- e. Counseling and guidance of parents, children, and teachers regarding speech and language impairments.

16) Transportation includes—

- a. Travel to and from school and between schools;
- b. Travel in and around school buildings; and
- c. Specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.

Charter School may provide related services to students in the home to students who require related services in the home as part of the IEP. When related services are not provided in the school, Charter School arranges transportation to and from the location of related services in accordance with applicable state and federal regulations.

Related services are provided to students during normal school hours during Charter School’s regular school year as dictated by the student’s IEP or during times and hours as otherwise agreed upon by the student’s IEP team. Related services are provided during the extended school year to the extent extended school year services are applicable for a particular student pursuant to state regulations and the student’s IEP.

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ADOPTED this day 4 of Nov , 2023

_____ President

_____ Secretary

**Young Scholars of Greater Allegheny Charter School
Board of Trustees Policy**

Student Assistance Program Policy

Introduction. In Pennsylvania, every middle and high school has a Student Assistance Program (SAP). A SAP team is composed of school personnel and community agency staff. SAP team members are trained to identify and assist students who may be having problems in school due to difficult life events, mental health problems, and/or drug and alcohol problems. These students are then referred for counseling or other assistance with the permission of their parents. Parents are an important part of the team.

Procedure. Students are referred to the SAP team by teachers and other school personnel. Students and parents can also refer students whom they are concerned about. Students themselves can go directly to a SAP team member and ask for help.

Participation in the SAP process is voluntary and confidential. Parents will be contacted to sign a permission form. Once the permission form is signed, SAP members will begin working with the student to identify needs and obtain appropriate services.

In-school behaviors that may result in a SAP referral:

- Withdrawing from family and friends and/or school
- Changing friends
- Unexplained physical injuries
- Talking or writing about death and/or suicide
- Symptoms of depression, fatigue and/or listlessness
- Defying authority, both at home and at school
- Acting aggressively and/or outbursts of anger
- Lying
- Sudden drop in grades
- Increased number of absences and/or tardies
- Talking freely about drug use and/or drug and alcohol experimentation



Personal circumstances for which a parent might make a referral:

- Recent death of a loved one
- Divorce
- Family relocation
- Relationship problem
- Another traumatic event

After referral:

1. The SAP team will gather information about the student’s school performance from school staff. A SAP team member will also talk to the parents in person or by phone about their observations and concerns.
2. Together, parents and the SAP team will develop a plan of action to help the student achieve success in school. The plan will build on the student’s strengths and may involve activities and/or services in school or from a community agency.

The SAP team will continue to work with parents and the student to provide support. The team will also keep parents informed about the student’s progress and success in school.

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ADOPTED this _____ day of _____, 2023

_____ President

_____ Secretary



Surrogate Parent Policy

Young Scholars of Greater Allegheny Charter School (“Charter School”) must ensure that an individual is assigned to act as a surrogate of a child when no parent or person acting as the parent can be identified, or Charter School, after reasonable efforts, cannot locate the parent, or the child is an unaccompanied homeless youth as defined in the McKinney-Vento Homeless Assistance Act, 42 U.S.C. Sec. 11434 a (6).

Charter School must have a method of determining whether a child needs a surrogate parent, and for assigning a surrogate parent to the child as well as ensuring that surrogates are trained and have adequate knowledge to serve in this capacity.

Charter School may select a surrogate parent in any way permitted under State law but must ensure that a person selected as a surrogate is not an employee of the State Educational Agency (“SEA”), Charter School or any other agency that is involved in the education or care of the child. For a child who is a ward of the State, a surrogate may be appointed by a judge overseeing the child’s care or by Charter School. The surrogate must have no personal or professional interests that conflict with the interest of the child the surrogate parent represents. The surrogate parent must have knowledge and skills that ensure adequate representation of the child. The surrogate parent may represent the child in all matters relating to the identification, evaluation, educational placement, and provisions of FAPE to the child.

For a homeless youth, not in the physical custody of the parent or guardian, Charter School must appoint a surrogate. Reasonable efforts are to be made by the SEA to ensure the assignment of a surrogate not more than thirty (30) days after there is a determination by Charter School that the child needs a surrogate.

The IDEA of 2004 contains language about seeking parental permission for initial evaluations when a child is a ward of the State. If a child is designated a ward of the State, the whereabouts of the parent is not known, or the rights of the parent have been terminated in accordance with State law; someone other than the parent has been designated to make educational decisions for the child. Therefore, Charter School must obtain consent for an initial evaluation from the individual designated to represent the interests of the child. The CEO/Principal or his/her designee is directed to develop procedures that may be necessary to implement this policy.

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ADOPTED this 2 day of November , 2023.

_____ Presiden

_____ Secretary

YSGA Transition Process

Early Intervention to School Age Programs

Should start one year before kindergarten

IEP meeting with preschool early intervention team + Parent

Dates for upcoming meetings

Transition Activities-

Kindergarten Open House:

Dates:

December 6, 2022

January 28, 2023

February 7, 2023

February 25, 2023

-Parents are able to tour the school and interact with staff members

-Administration, and Kindergarten teacher(s) in attendance

Kindergarten skills and screening:

Dates: May-June, (the last 2 days of school)

Counting	Capital and lowercase letters/sounds
Numbers	Blending
Letters	Kindergarten sight words
Identify and write their name	Counting 1-10
Zip their coat	Identifying 2D shapes
Tie their shoes	identifying colors
Use the restroom independently	
Holding a Pencil correctly	
Sharing and Taking Turns	

Kindergarten orientation

Dates: August (2/3 days orientation)

Lining up in single file

Traveling in a line

Riding on a bus

Playing and sharing with other children

Cleaning up after themselves

Eating lunch in the cafeteria

Waiting their turn

Raising their hand to ask a question

Parents should receive a letter - Notice of your child's transition to school age meeting.

Transition meeting with new school/charter school

Intent to register- information from Preschool evaluation/Early intervention to new School

Parent receive: Notice of Options for the Child's Transition

1. Adopt and implement the early intervention plan
2. Adopt the early intervention plan with revisions
3. Decide to reevaluate
4. Decide to waive the reevaluation and develop an IEP

Early Transition Process upon enrollment:

1. Adoption of Early Transition Plan and issue a Notice of Recommended educational placement (NOREP)
2. Issue a Permission to reevaluation to determine school age disability diagnosis.
3. Completion of Reevaluation within 60 calendar days.
4. An IEP meeting will be held within 30 calendar days of the Reevaluation Report.

All eligible children should have an IEP in place by the beginning of the school year.

Least Restrictive Environment

Special Education Support

Therapy- Occupational, Physical, Speech, etc.

School Age Programs- Elementary to Middle School

Student Transfer:

1. Contact previous school to receive student documentation
2. IEP meeting must be held within the first 30 days of school to adopt/ develop current plan

IEP meeting with current special educator and middle school educator + parents

This should begin during the last year of elementary school

Consider the new environment

Changing classes

More independence

Lockers/Cubbies

Study Halls

Testing/assessment procedures

Arrival/Dismissal Procedures

Consider re-evaluation for accommodations

Review the IEP and set appropriate goals

Student's new schedule

New challenges

Organization skills

Academic goals

Social goals

Communication goals

Self advocacy

Positive parental involvement

Community/volunteer experiences/Career Exploration

Transition Age (14)

Transition Planning begins at age 14. When the child turns 14 (or younger if determined appropriate by the Individualized Educational Program (IEP) Team, and updated annually) their IEP will include appropriate measurable postsecondary goals and transition services needed to assist in reaching those goals.

All students with IEPs must receive transition planning services as part of their IEP.

Each year, the student and their IEP team identify what the student wants to do for employment, education/training, and independent living after High School.

How do you currently participate in the transition planning process:

-Completion of student and parent interview/surveys

-Student involvement in IEP meetings

-Early Reach Office of Vocational Rehabilitation (OVR)

-Student interactive activities such as: career fair, high school field trips, student assemblies

-Provide resources to students and families that help begin the early stages of post secondary transition.

Ask: How do you currently participate in the transition planning process? Remember that you and your student have valuable information to share with the IEP team to determine goals and supports needed; and it is okay to ask questions!

Ask: Do you set aside time to regularly review IEP goal progress? (IEP meetings take place at least annually--schools will collect data to measure annual goal progress but students can also take an active role. Student progress is continuously monitored throughout the school year.)

YOUNG SCHOLARS OF GREATER ALLEGHENY CHARTER SCHOOL
TRANSITION STRATEGIES FOR TITLE 1 BUILDINGS

The "Transition and Coordination" section of the Title I program refers to the process of transitioning students from one educational level or program to another, such as from elementary to middle school or from special education to regular education. This section ensures that the transition is smooth and that all necessary services and supports are in place to meet the needs of the student.

YSGA will utilize the following transition strategies (Title 1):

1. All students who have an IEP will have an invitation sent out to both the student and the agency.
2. IEP is developed with transition goals.
 - a. Student goal-setting: Helping students set academic and personal goals and creating individualized plans to achieve them.
 - b. Parent and family involvement: Engaging parents and families in the transition process and providing them with resources and support.
3. Goals will be monitored throughout the course of the IEP school year.
 - a. Academic support: Students will be provided with additional academic support, such as tutoring and small group instruction to help them succeed.
4. YSGA will work with outside organizations, such as community agencies, to provide students with engaging activities in both general education and special education settings. These collaborations will also provide exposure to different options for high school, career paths, and job shadowing. Some of these activities are:
 - a. Career Fair
 - b. Anti-Bullying Assembly
 - c. Charter School Visit
 - d. High School Field Trip
 - e. High School Fair
5. Students who are actively transitioning will include the following steps:
 - a. Students will work on setting goals and creating a transition planning survey for middle school.
 - b. Parents will also complete and work on a transition planning survey
 - c. All students will complete specific items for their portfolio that will align with their own IEP transition goals.

3. Goals will be monitored throughout the course of the IEP school year.



Service Coordination Capacity Overview as of 9/20/23

Provider	Ability to accept new referrals within 7 days	Contact for new referrals
Allegheny Children's Initiative (child & adolescent provider)	yes for child referrals	aci-intake@pfq.org 412-431-8006 412-431-8124 (fax)
Chartiers Center	no for adult referrals no for child referrals	Melissa Zirwas 412-221-3302 x124 (child) mzirwas@chartierscenter.org Josh Rosenberger (adult) JRosenberger@chartierscenter.org 412-221-3302 x221 412-257-2008 (fax)
Wesley Family Services	yes for adult referrals after 9/15/23 no for child referrals	Kimberly Romito 724-895-8262 Kimberly.Romito@wfspace.org 724-230-2778 (fax)
HSAO, Inc. (child & adolescent provider)	no for child referrals	Tony Hood 412-942-0783 ahood@hsao.org 412-885-3900 (fax)
Pittsburgh Mercy	yes for adult referrals yes for child referrals	Christina Graswick 412-320-2372 (child) CGraswick@pittsburghmercy.org Tammy Singer 412-320-2334 (adult) TSinger@pittsburghmercy.org 412-320-2376 *Email referrals to SCreferrals@PittsburghMercy.org
Milestone Centers, Inc.	no for adult referrals	Michelle Campbell 412-243-3400 Mcampbell@milestonepa.org 412-244-4781 (fax)
Mon Yough Community Services	no for adult referrals no for child referrals	Nicole McDonald 412-675-8480 (adult and child) mcdonaldnr@upmc.edu fax: 412-664-0109

Step 3: Eligibility

- Meet to review assessments
- Determine eligibility
 - Does the student's disability impact education progress?
 - Does the child need specially designed instruction?

No the student does not need specialized instruction, but does have a disability

Yes



504 Plan



Step 4: IEP Meeting

- Create goals
- Discuss placement
- Accommodations
- Related services
 - Speech therapy
 - Occupational therapy
 - Physical therapy
- Annual meeting to review progress and modify plan
- Every 3 years, a full re-evaluation is completed to determine continued eligibility

"Every student can learn, just not on the same day, or in the same way."- John Evans

YSGA Special Education Team

Special Education Teachers

Ms. Ferraco- Department Head of Special Education

Ms. Ferraco- Grades K-2

Ms. Gibler- Grades 3-4

Ms. Sachs- Grades 5-6

Ms. Michal- Grades 7-8

Additional Resources

THE ARC OF PENNSYLVANIA

DISABILITY RIGHTS IN PENNSYLVANIA

HISPANOS UNIDOS PARA NIÑOS EXCEPCIONALES

PARENT EDUCATION AND ADVOCACY LEADERSHIP CENTER (PEAL)



Special Education YSGA



Young Scholars of Greater Allegheny Charter School

10 Center Street, McKeesport, PA 15132
(412)-673-7300

www.ysga.org

The mission of Young Scholars of Greater Allegheny Charter School (YSGA) is to develop productive members of society by teaching critical skills through research – based pedagogy and data – driven instruction. YSGA strives to help students succeed in all aspects of life through an innovative STEAM program, the use of the latest technology, exposure to world languages and cultures, and the promotion of positive social – emotional skills. In a rich academic environment, YSGA students will set an example for closing the achievement gap and student success.

What is Special Education?

- Equal access to education for children (ages birth-21)
- Specialized instruction by a learning specialist in a setting that best addresses the child's needs
- IDEA (Individuals with Disabilities Education Act) Federal law outlines 13 eligible factors:

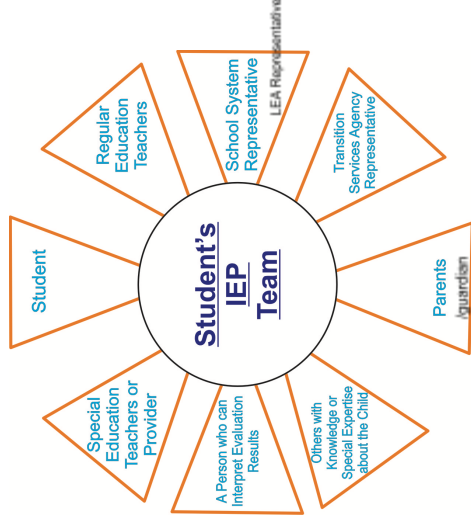
- Autism
- Deaf-Blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

Least Restrictive Environment (LRE)

Under the Individuals with Disabilities Education Act (IDEA 2004), each public agency must ensure that, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services IDEA §612 (a)(5).

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

Under IDEA, children with disabilities have access to free appropriate public education (FAPE). Students with disabilities have the same rights to K-12 education that students without disabilities have.



Annual Review Process

Each year the IEP team is required to review the student's existing IEP and current program.

Parent and Student Involvement:

Parents and when appropriate your student are to be involved in the development, review, and revision of the IEP. When students are at the transition age of 14 he or she will be invited to the IEP meeting.

Step 1: Referral

- Evaluation requested by a teacher or parent
- A permission to evaluate/ reevaluate will be issued
- Parent/guardian consent
- 60 school days from consent received from parent/guardian

The purpose of an IEP eligibility meeting is to determine whether your child qualifies for special education services and an Individualized Education Plan (IEP). A student will be referred to special education when the multidisciplinary team reviews the student's academic history, progress, input from teachers/parents, and/or RTII process.

Step 2: Formal Evaluation

- Evaluation testing completed as written in *Permission to Evaluate/Reevaluate*

These test could include but are not limited to:

- Related service providers
- Academic Assessments
- Achievement Assessments
- Cognitive functioning
- Functional Behavior Assessment (FBA)