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Child Find

Annual Public Notice of Policy Screening

Special Education services and Program and Rights for Students with Disabilities and Notification of Rights under the Family Educational Rights and Privacy Act

New Media Technology Charter School

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Philadelphia, PA 19150

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Child Find, Annual Public Notice & Screening

Policy and Procedures

2011-2012 School Year

*Annual Public Notice of Special Education Services and Programs and Rights for
Students with Disabilities
a n d*

Notification of Rights under the Family Educational Rights and Privacy Act

It is the responsibility of the Pennsylvania Department of Education to ensure that all children with disabilities residing in the Commonwealth, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated. This responsibility *is* required by a federal law called the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1200 et. seq. ("IDEA 2004"). IDEA 2004 requires the publication of a notice to parents, in newspapers or other media, before any major identification, location, or evaluation activity. IDEA 2004 requires this notice to contain certain information.

New Media Technology Charter School fulfills its duties with this annual notice. New Media Technology Charter School also directs parents to the procedural safeguards notice available through the school.

The purpose of this notice is to describe: (1) the types of disabilities that might qualify the child for such programs and services, (2) the special education programs and related services that are available, (3) the process by which the Charter School screen and evaluate such students to determine eligibility, (4) the special rights that pertain to such children and their parents or legal guardians and (5) the confidentiality rights that pertain to student information.

New Media Technology Charter School will:

Adopt and use a public outreach awareness system to locate and identify children through to be eligible for special education within the school's jurisdiction as described below:

- Conduct awareness activities to inform the public of its early intervention and special education services and programs and the manner in which to request services and programs. Examples of such activities include but not limited to: monthly parent association meetings, parent trainings; collaborative staff and parent planning sessions; and parent information tables set up during student progress report conference times; and
- Provide annual public notification, published or announced in the community newspapers, on its' website, handbook, media with circulation adequate to notify parents throughout the

school's district of child identification activities and of the procedures followed to ensure confidentiality of information pertaining to students with disabilities or eligible young children in accordance with this chapter

How a child might qualify for special education and related services

Under the federal Individuals with Disabilities Education Improvement Act of 2004, or "IDEA 2004," children qualify for special education and related services if they have one or more of the following disabilities and, as a result, need such services:

- (1) Autism
- (2) Deaf-blindness
- (3) Deafness
- (4) Emotional disturbance
- (5) Hearing impairment
- (6) Mental retardation (now termed "intellectual disability" due to Rosa's Law enacted after latest version of IDEA, on 10-5-2010)
- (7) Multiple disabilities
- (8) Orthopedic impairment
- (9) Other health impairment
- (10) Specific learning disability
- (11) Speech or language impairment
- (12) Traumatic brain injury
- (13) Visual impairment including blindness.

From the IDEA regulations, § 300.8 Child with a disability. (c) (1-13) the above 13 Disability Categories are further defined:

(1)(i) *Autism* means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

(ii) Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (c)(4) of this section.

(iii) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in paragraph (c)(1)(i) of this section are satisfied.

(2) *Deaf-blindness* means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

(3) *Deafness* means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.

4)(i) *Emotional disturbance* means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

(A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.

(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

(C) Inappropriate types of behavior or feelings under normal circumstances.

(D) A general pervasive mood of unhappiness or depression.

(E) A tendency to develop physical symptoms or fears associated with personal or school problems.

(ii) Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (c)(4)(i) of this

section.

(5) *Hearing impairment* means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

(6) *Mental retardation* means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

(7) *Multiple disabilities* means concomitant impairments (such as mental retardation-blindness or mental retardation-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.

(8) *Orthopedic impairment* means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

(9) *Other health impairment* means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that—

(i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and

(ii) Adversely affects a child's educational performance.

(10) *Specific learning disability*—(i) *General*. Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

(11) *Speech or language impairment* means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

(12) *Traumatic brain injury* means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

(13) *Visual impairment including blindness* means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Children with more than one of the foregoing disabilities could qualify for special education and related services as having multiple disabilities.

The legal definitions of the above-listed disabilities, which the public schools are required to apply under the IDEA 2004, may differ from those used in medical or clinical practice. The legal definitions, moreover, could apply, to, children with disabilities that have very different medical or clinical disorders. A child with attention deficit hyperactivity disorder, for example, might qualify for special education and related services as a child with "other health impairments," "serious emotional disturbance," or "specific learning disabilities" if the child meets the eligibility criteria under one or more of these disability categories and if the child needs special education and related services as a result.

Under Section 504 of the federal Rehabilitation Act of 1973, and under the federal Americans with Disabilities Act, some school age children with disabilities who do not meet the eligibility criteria outlined above might nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program.

If a Charter School admits children below school age, the Commonwealth provides early intervention services to eligible children with special needs who are at least 3 years of age but younger than the age of beginners through agencies which hold Mutually Agreed Upon Written Agreements (MAWAs).

Description of Special Education Programs

New Media Technology Charter School provides appropriate special education programs and related services that are:

- Provided at no cost to parents
- Provided under the authority of a school entity, directly, by referral or by contract
- Individualized to meet the educational needs of the child
- Reasonably calculated to yield meaningful educational benefit and progress and designed to conform to an Individualized Education Program

Available Programs and Services for Children with Disabilities

Special education is designed to meet the needs of each eligible student, including specifically designed instruction conducted in the classroom, home, community settings, hospitals, institutions and other settings.

Related services are designed to enable the child to participate in or access his or her program of special education. Related services are available to students include transportation corrective and other supportive services that help an eligible student benefit from special education. Such services include: speech pathology and audiology, psychological services, physical and occupational therapy, social work and behavioral health services, school health services, parents counseling services and education, recreational counseling services, rehabilitation counseling services, and assisted technology services.

Public schools must ensure that children with disabilities are educated to the maximum extent possible in the regular education environment and let the instruction they receive conforms as much as possible to the instruction that non-disabled students receive. Programs and services available to students with disabilities, in descending order of preference, may include: (1) regular class placement with supplementary aides and services provided as needed in that environment; (2) regular class placement for most of the school day with itinerant service by a special education

teacher either in or out of the regular classroom; (3) regular class placement for most of the school day with instruction provided by a special education teacher in a resource classroom; (4) part time special education class placement in a regular public school or alternative setting; and (5) special education class placement or special education services provided outside the regular class for most or all of the school day, either in a regular public school or alternative setting.

Depending on the nature and severity of the disability, the public school can provide special education programs and services in areas such as (1) the public school the child would attend if not disabled, (2) an alternative regular public school either in or outside the school district of residence, (3) a special education center operated by a public school entity, (4) an approved private school or other private facility licensed to serve children with disabilities, (5) a residential school, (6) approved out-of-state program, or (7) the home.

Special education services are provided according to the primary educational needs of the child, not the category of disability. The types of service available include: (1) learning support, for students who primarily need assistance with the acquisition of academic skills; (2) life skills support, for students who primarily need assistance with development of skills for independent living; (3) emotional support, for students who primarily need assistance with social or emotional development; (4) deaf or hearing impaired support, for students who primarily need assistance with deafness; (5) blind or visually impaired support, for students who primarily need assistance with blindness; (6) physical support, for students who primarily require physical assistance in the learning environment; (7) autistic support, for students who primarily need assistance in the areas affected by autism spectrum disorders; and (8) multiple disabilities support, for students who primarily need assistance in multiple areas affected by their disabilities.

**Screening and
Evaluation Process for Children to Determine
Eligibility for Special Education and Related Services**

Screening

Each educational agency must establish and implement procedures to locate, identify and evaluate children suspected of being eligible for special education. These procedures involve screening activities which include but are not limited to: review of group-based data (cumulative records, enrollment records, health records, and report cards); hearing screening (at kindergarten, first, second and third grades); vision-screening (every grade level); motor screening; and speech and language screening.

Except as indicated above or otherwise announced publicly, screening activities take place in an on-going fashion throughout the school year. Screening is conducted at New Media Technology Charter School unless other arrangements are necessary.

Screening Procedures:

Screening for Social/Emotional or Sensory (vision and/or hearing)

New Media Technology Charter School will provide peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum

- At the first sign of behavioral, social, and/or emotional difficulties teachers will make a referral to the counselor. The staff and counselor will collaborate on the concern and a decision will be made to refer the student to the CSAP team for an intervention of support. Parents can also request that their child be screened for behavioral support.
- New Media Technology Charter School will provide regular vision and hearing screening through the student's years of enrollment in accordance with Section 1402 of the Public School Code of 1949 (P.S. §14.1402) New students to the school are screened for vision and hearing in the first year of enrollment. Staff and/or parents may make a referral to the nurse and/or counselor for screening for a suspected vision and/or hearing concern.

Screening for Academic Deficiencies

The Measure of Academic Progress (MAPS) Assessment is given three times per year – September, December, and May. The results of the MAPS reveal:

Instructional Level in reading and math

Areas of Strength and Need

Skills needing remediation, reinforced, and those that need to be introduced

The 4Sight Assessment is also given in September of each year additionally to the middle school students only. This assessment reveals a prediction of how well the student will perform on the PSSA.

For Grade 9-11 students the **PSAT Assessment** is given in September to identify achievement in reading, math, and writing.

From the assessments given in September, students who score 2 or more years behind their instructional level are then referred to CSAP (Comprehensive Student Assistance Program) for interventions of remediation.

New Media Technology Charter School's CSAP Program has three tiers.

Tier I: Interventions of remediation are implemented and reviewed after 4 weeks by the CSAP team for progress. If the student demonstrates significant progress the interventions developed for this level will be continued. If the student demonstrates minimal to little progress they are moved to Tier II.

Tier II: At this level the team develops will identify what strategies and interventions proved successful to continue and develop additional supports to progress the student. In addition, a determination as to whether the student's assessed difficulties is due primarily to a lack of appropriate instruction in reading and/or math. The CSAP team will then meet in 60 days to review the student's progress. If the student demonstrates satisfactory progress the student will remain at this level of intervention. If the student demonstrates minimal to little progress they are moved to Tier III.

Tier III: At this level the team reviews the strategies from Tier I and II that have proven successful to continue and then develops additional supports to add to the students' remediation programming. In addition, a determination as to whether the student's assessed difficulties is due primarily to a lack of appropriate instruction in reading and/or math. The CSAP team then reconvenes in December to review the student's progress. If the student demonstrates satisfactory progress the student will remain at this level of intervention with ongoing monitoring by the team. If the student demonstrates minimal to little progress the CSAP team will invite the parent in to meet with the team and a decision will then be made to move the student onto referral for testing for eligibility for special education services. At this meeting if the team decides to move onto further testing for special education eligibility a Permission to Evaluate will be given to the parent.

Interventions of remediation may include but are not limited to:

- Mandated tutoring sessions twice weekly afterschool with the appropriate staff
- Study Island
- Compass Learning
- Odyssey Programming (online remedial program)
- Study Guides & Graphic Organizers
- Peer Tutoring
- Books on Tape

- Differentiating of print material, assignments, assessments, and presentation of concepts

Through all of the Tiers there will be ongoing Progress Monitoring of the student's response to the interventions

Screening for Limited English Proficiency

- Parents must complete a questionnaire regarding the use of English in the home and by the student at the time of registration.
- Administration provides professional development to staff to identify difficulties with the English Language in students each year
- If a student is suspected of Limited English Proficiency they are screened by a certified ELL professional
- IF a student demonstrates areas of weakness the ELL staff will proceed with an actual language assessment – ie. WIDA (currently being used). Written permission will be secured from the parent prior to administering this assessment
- The CSAP team will also review the students' academic performance for any areas of weakness that may need to be programmed for

CSAP Team Membership:

The team may include but is not limited to the following staff:

- Principal or Vice-Principal
- Curriculum Person
- Counselor
- English, Reading, and/or Math Teachers
- Special Education Staff
- Technology Staff
- Parent
- Student

Parents may also request that their child be screened for a possible delay at any time. If parents need additional information regarding the purpose, time, and location of screening activities, they should call or write the Principal of the Charter School at:

New Media Technology Charter School

8034 Thouron Ave.

Philadelphia, PA 19150

267-286-6900 267-286-6904 (Fax)

<http://www.nmtcs.net>

Evaluation

When screening indicates that a student may be eligible for special education, New Media Technology Charter School will seek parental consent to conduct an evaluation. Evaluation means procedures used in the determination of whether a child has a disability and the nature and extent

of the special education and related services needed by the child. The term evaluation refers to procedures used selectively with an individual child and does not indicate basic tests administered to or procedures used with all children. Before the public school can proceed with an evaluation, it must notify the parents in writing of the specific types of testing and assessment it proposes to conduct, of the date and time of the evaluation, and of the parents' rights. The evaluation cannot begin until the parent has signed the written notice indicating that he or she consents to the proposed testing and assessments and has returned the notice to the public school. Once parental consent for evaluation is obtained, the school has timelines and procedures specified by law that it must follow. The law contains additional provisions and due process protections regarding situations in which parental consent for an initial evaluation is absent or refused discussed more fully below and in the Procedural Safeguards Notice.

This evaluation is conducted by a Multi-Disciplinary Team (MDT) which includes a teacher, other qualified professionals who work with the child, and the parents. The MDE process must be conducted in accordance with specific timelines and must include protection-in-evaluation procedures. For example, tests and procedures used as part of the Multi-Disciplinary Evaluation may not be racially or culturally biased.

The MDE process results in a written evaluation report called an Evaluation Report (ER). This report makes recommendations about a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction.

Parents who think their child is eligible for special education may request, at any time, that New Media Technology Charter School conduct a Multi-Disciplinary Evaluation. Requests for a **Multi-Disciplinary Evaluation must be made in writing to the PRINCIPAL of New Media Technology Charter School**

If a parent makes an oral request for a Multi-Disciplinary Evaluation, New Media Technology Charter School shall provide the parent with a form for that purpose. If the public school denies the parents' request for an evaluation, the parents have the right to challenge the denial through an impartial hearing or through voluntary alternative dispute resolution such as mediation.

Educational Placement

The determination of whether a student is eligible for special education is made by an Individualized Education Program (IEP) team. A single test or procedure may not be the sole factor in determining that a child is exceptional. The IEP team includes: the parents of a child with a disability; not less than one regular education teacher, if the child is, or may be, participating in the regular education environment; not less than one special education teacher, or when appropriate, not less than one special education provider; a representative of the school who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities, is knowledgeable about the general education curriculum, and is knowledgeable about the availability of resources of the School; an individual

who can interpret the instructional implications of evaluation results, who may be a member of the team described above; other individuals, at the discretion of the parent or the agency, who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and whenever appropriate, a child with a disability. If the student is determined to be eligible for special education, the IEP team develops a written education plan called an IEP. The IEP shall be based in part on the results of the Multi-Disciplinary Evaluation. The IEP team may decide that a student is not eligible for special education. In that instance, recommendations for educational programming in regular education may be developed from the ER.

An IEP describes a student's current levels, goals, and the individualized programs and services, which the student will receive. IEPs are reviewed on an at least an annual basis. The IEP team will make decisions about the type of services, the level of intervention, and the location of intervention.

Placement must be made in the least restrictive environment in which the student's needs can be met with special education and related services. All students with disabilities must be educated to the maximum extent appropriate with children who are not disabled.

Services for Protected Handicapped Students

Students who are not eligible to receive special education programs and services may qualify as handicapped students and therefore be protected under federal statutes and regulations intended to prevent discrimination (in particular, 34 CFR Part 104 and 28 CFR Part 35). **New Media Technology Charter School** must ensure that qualified handicapped students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for each individual student. In compliance with federal law, **New Media Technology Charter School** will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student, the child must be of school age with a physical or mental disability that substantially limits or prohibits participation in or access to an aspect of the school program.

These services and protections for "protected handicapped students" may be distinct from those applicable to eligible or thought-to-be eligible students. **New Media Technology Charter School** or, the parent may initiate an evaluation if they believe a student is a protected handicapped student. For further information on the evaluation procedures and provision of services to protected handicapped students, parents should contact the school Principal.

Protections for Eligible Students

State and federal law grant many rights, protections and procedural safeguards to children with disabilities and their parents, including mediation and due process hearing request rights. A written summary of those procedural safeguards and protections is available to parents and students upon request to the Principal of the Charter School.

Rights and Protection

New Media Technology Charter School must notify parents in writing whenever it: (1) Proposes to initiate or change the identification, evaluation, or educational placement of the child; (2) Refuses to initiate or change the identification, evaluation, or educational placement of the child; (3) Proposes or refuses to make changes regarding the provision of a free appropriate public education (FAPE) to the child; and (4) No later than the date on which the decision to take disciplinary action is made, a Charter School must notify the parent of that decision and of all available procedural safeguards. Such notice must be accompanied by a full written description of the parents' rights.

In addition, the Federal Family Educational Rights and Privacy Act of 1974 (FERPA), which protects confidentiality, requires educational agencies to notify parents annually of their **confidentiality rights**.

What prior written notice must contain:

Prior written notices must be written in the native language of the parent, unless it clearly is not feasible to do so. Prior written notice must contain:

1. A description of the action proposed or refused by the school; **New Media Technology Charter School**
2. An explanation of why, **New Media Technology Charter School** proposes or refuses to take the action and a description of each evaluation procedure, assessment, record, or report used as a basis for the proposed or refused action;
3. A description of other options considered by the Individualized Education Program (IEP) Team and the reasons why those options were rejected;
4. A description of the factors that are relevant to **New Media Technology Charter School's** proposal or refusal;
5. A statement that the parent of a child with a disability has procedural safeguards protection and, if the notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
6. Sources the parent may contact to obtain assistance in understanding these provisions;
7. A statement informing the parent about the state complaint procedures, including a description of how to file a complaint and the timelines under those procedures.

*In Pennsylvania, prior written notice is provided on the form "Notice of Recommended Educational Placement" (NOREP).

PROCEDURAL SAFEGUARDS NOTICE

When a Procedural Safeguards Notice must be provided:

A copy of the Procedural Safeguards Notice must be given to the parent one (1) time a year, except that a copy must also be given to the parent:

1. Upon initial referral for evaluation;
2. Upon the parent's request for evaluation;
3. Upon receipt of the first occurrence of the filing of a request for due process; and
4. Upon request by the parent.

The Procedural Safeguards Notice must include a full explanation of available procedural safeguards, written in the native language of the parent, unless it is clearly not feasible to do so. It must be written in an easily understandable manner, describing the procedural safeguards available relating to:

1. Independent educational evaluation;
2. Prior written notice;
3. Parental consent;
4. Access to educational records;
5. Opportunity to present and resolve complaints, including the time period in which to file a Due Process Hearing Request;
6. The opportunity for , **New Media Technology Charter School Charter** to resolve the Due Process Hearing Request;
7. The availability of mediation;
8. The child's placement while due process proceedings are pending;
9. Procedures for children who are subject to placement in an interim alternative educational setting;
10. Requirements for unilateral placement by the parent of a child in private school at public expense;
11. Due process hearings, including requirements for disclosure of evaluation results and recommendations;
12. State level appeals;
13. Civil actions, including the time period in which to file such actions;
14. Attorneys' fees; and

15. State complaint procedures, including applicable time periods.
This Annual Notice has been written in accordance with The Individuals with Disabilities Education Improvement Act (IDEA 2004)
16. THE CONTENT OF THIS NOTICE THAT INCLUDES PROCEDURES HAS BEEN WRITTEN IN STRAIGHTFORWARD, SIMPLE LANGUAGE. IF A PERSON DOES NOT UNDERSTAND ANY OF THIS NOTICE, HE OR SHE SHOULD ASK THE PRINCIPAL OF New Media Technology Charter School FOR AN EXPLANATION. New Media Technology Charter School WILL ARRANGE FOR AN INTERPRETER FOR PARENTS WITH LIMITED ENGLISH PROFICIENCY. IF A PARENT IS DEAF OR BLIND OR HAS NO WRITTEN LANGUAGE, THE SCHOOL WILL ARRANGE FOR COMMUNICATION OF THIS NOTICE-IN THE MODE NORMALLY USED BY THE PARENT (E.G., SIGN LANGUAGE, BRAILLE, OR ORAL COMMUNICATION
17. THIS NOTICE IS ONLY A SUMMARY OF THE SPECIAL EDUCATION SERVICES, EVALUATION AND SCREENING ACTIVITIES, AND RIGHTS AND PROTECTIONS PERTAINING TO CHILDREN WITH DISABILITIES, CHILDREN THOUGHT TO BE DISABLED, AND THEIR PARENTS AND IS ONLY A SUMMARY OF THE CONFIDENTIALITY RIGHTS REGARDING STUDENT INFORMATION
18. FOR MORE INFORMATION OR TO REQUEST EVALUATION OR SCREENING
OF A CHARTER SCHOOL STUDENT CONTACT THE PRINCIPAL OF New Media Technology Charter School (NMTCS), 8034 Thouron Ave., Philadelphia, Pa 19150, 267-286-6900

Parents making Application to New Media Charter Technology Charter School

Parents are encouraged if they have any medical records that may indicate their child may be in need of services for students with disabilities they are encouraged to bring submit them with their child's application for enrollment

Yearly Systematic Screening

Annually NMTCS provides a screening in September and again in May to all students, currently in the form of the 4Sight and MAPs assessments. Through these academic achievement screenings staff have been trained to identify potential students who may need additional support or who have demonstrated a lack of progress or signs of regression.

NOTHING IN THIS NOTICE IS INTENDED TO CONFLICT WITH OR SUPPLANT THE INFORMATION CONTAINED IN THE PENNSYLVANIA DEPARTMENT OF EDUCATION'S CURRENT "PROCEDURAL SAFEGUARDS NOTICE" WHICH IS AVAILABLE THROUGH THE SCHOOL FOR YOUR REVIEW OR WITH APPLICABLE STATE AND/OR FEDERAL LAWS.

