

Welcome to the
Aliquippa School District
Special Education Department

Aliquippa School District

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Special Education Contacts

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Quick Links

Beaver Valley Intermediate Unit

www.bviu.org

Pennsylvania Department of Education

www.pde.state.pa.us

Pennsylvania Training and Technical Assistance

www.pattan.net

ACHIEVA and the ARC of Beaver

<http://www.achieva.info/arcbeaver.php>

The Aliquippa School District operates a free appropriate public education (FAPE) for students with disabilities and gifted students in accordance with federal and state regulations. Children ages 3-21 must be eligible for special education services, meeting the eligibility criteria of having a disability as defined by the Pennsylvania Department of Education and being in need of specially designed instruction. Pennsylvania State Standards in Chapter 14 of the Pennsylvania School Code identifies the following as areas of disability: Autism, Deaf/Blindness, Visual Impairment including Blindness, Hearing Impairment including Deafness, Intellectual Disability (formerly termed mental retardation), Multiple Disabilities, Orthopedic Impairment, Emotional Disturbance, Specific Learning Disability, Other Health Impairment, Traumatic Brain Injury, and Speech/Language Impairment.

A school aged child is eligible for special education when he/she is identified as having one of these cognitive, emotional, or physical disabilities AND is in need of specially designed instruction.

The Aliquippa School District provides a continuum of special education services, which include the following:

- Autistic Support
- Emotional Support
- Gifted Support
- Learning Support
- Life Skills Support
- Speech/Language Support

Students who meet the criteria for special education may also receive related services. These services must be necessary for the child to benefit from his/her special education program. These related services can include the following:

- Audiology Services
- Counseling Services
- Extended School Year
- Occupational Therapy
- Physical Therapy
- Psychological Services
- School Health Services

Child Find

Child Find refers to the activities undertaken by public education agencies to identify, locate, and evaluate children residing in the State, including children attending private schools, who are suspected of having disabilities, regardless of severity of their disability, and to determine the child's need for special education and related services. If the child is preschool age, they are determined to have a developmental delay. Each school district is required annually to provide notice describing the identification activities and the procedures followed to ensure the confidentiality of personally identifiable information. This notice is intended to meet that requirement.

How the Process Works

1. Parents and/or the Student Assistance Team (SAP) or other school personnel may make a request for an evaluation. If you as a parent think that your child is struggling academically or behaviorally in school, please refer them to the SAP team at your child's school by way of the classroom teacher, principal, or school psychologist. Through the SAP process, the teacher and the team, including parents, meet to discuss the child's current performance in the classroom, review data collected, and discuss interventions that could be put into place to assist the child. Once the child is going through the SAP process, then a referral, backed by data and information gathered by the teacher(s) and the team, can be made to the special education department. If you as a parent request an evaluation for your child, this must be done in writing and submitted to the principal and/or special education department. If the district refuses to complete an evaluation, it must give you an appropriate notice and inform you of your rights as a parent. Parents must give permission in writing for an initial evaluation and for any tests part of a report.
2. A complete multidisciplinary evaluation is conducted by the school psychologist and/or speech/language clinician. The evaluation process contains assessments designed to identify the child's area(s) of need. The evaluation will also include observational data, information from parents and teachers, progress monitoring data, assessment results, grades, attendance, and discipline records. Information on medical and developmental history is also included in the initial report, as well as success of interventions used in the classroom. Once the report is completed, you will receive the results of the evaluation regardless of the eligibility of your child. This report will discuss if your child is eligible for special education services.
3. If your child is not eligible, you will be appropriately notified. You have the right to disagree with the results of the evaluation or the disability decision. If you disagree, this must be put in writing.
4. If you agree with the eligibility and services recommended for your child, then the next step is to plan the Individualized Education Program (IEP). There will be an IEP meeting which includes you as a participant.
5. The IEP lists any special services your child needs, including present educational and functional levels, as well as goals your child is expected to achieve in one year. The IEP team determines what specially designed instruction and related services are in the IEP, as well as the location of those services. Placement of your child must be in the Least Restrictive Environment (LRE) appropriate for his/her needs.
6. If you disagree with the IEP and/or placement, you should first try to work this out with the school. If you still disagree, you can use your due process rights.
7. If you agree with the IEP and placement, you will be asked to sign the Notice of Recommended Educational Placement (NOREP).
8. The IEP team meets once a year to discuss progress and write any new goals or services into the IEP. If you disagree with any proposed changes, you should do so in writing, but your child will still receive services until the issues can be resolved.
9. Your child will receive special education services if the team agrees that they are needed. A re-evaluation will be completed every 2-3 years to determine if they are still eligible and what services they need.
10. It is important to note that your child can be exited if it is determined that they have demonstrated that services are no longer needed in the classroom.