

ANNUAL PUBLIC NOTICE
Northern Potter School District
Screening and Evaluation Procedures

1. Health Examinations - School Board Policy 209

Although the physical and mental health of each child is primarily the responsibility of the home and parents, the school district provides not only state-mandated health services but also functions to maintain and improve the health of each student while in school.

Each pupil shall receive a comprehensive health examination in kindergarten, first grade, sixth grade, and eleventh grade. These examinations will be conducted by the school physician or physician's assistant. A private examination conducted at the parents' request and at their expense will be accepted in lieu of the school examination.

Each pupil shall receive a comprehensive dental examination in kindergarten, first grade, while in third grade and in seventh grade. These examinations will be conducted by the school dentist. A private examination conducted at the parents' request and at their expense will be accepted in lieu of the school examination.

For each pupil transferring to the schools of this district, the Superintendent shall request an adequate health record from the transferring school.

Beginning with pre-kindergarten and continuing through the twelfth grade, the school district will maintain for each student a developmental health history. This health history includes required vision and hearing screen-ings.

The individual pupil records of health examinations shall be maintained as a confidential record subject to statute and the policies of this district.

2. Assessments

In accordance with the recommendation of the Superintendent of Schools and the Guidance Directors, the Board of Education of the Northern Potter School District has approved a testing program designed to provide information concerning the proficiency of all children in the district on standardized tests of academic achievement and aptitude.

The results of these tests provide a continuing record of each child's academic progress in comparison with national norms. They are also an invaluable aid to the child's teacher and counselor in diagnosing individual strengths and weaknesses in order to provide effective individualized instruction. During the school year, the following tests will be administered to students as part of this program:

<u>TYPE AND NAME OF TEST</u>	<u>GRADE GIVEN</u>	<u>PURPOSE</u>
<u>ACHIEVEMENT</u>		
PA Assessment Tests	3, 4, 5, 6, 7, 8, & 11	Measurement of performance in reading, mathematics, science (4, 8, & 11), and writing (5, 8, & 11).
PA Alternate System of Assessment	3, 4, 5, 6, 7, 8, & 11	An alternate system for measuring performance in reading, math, and science (4, 8, & 11).

INTEREST

Discover Interest Survey	10 & 11	Provides each student a profile which shows their high and low interest areas.
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APTITUDE

Preliminary Scholastic Aptitude Test	11	Provides each student with ranking information in verbal and math skill areas.
Differential Aptitude Test	9	Provides percentile aptitude scores for each student.
Armed Services Vocational Aptitude Test Battery	11	This test is administered by services and is used by the services and the school. It provides percentile ranking in various aptitude areas.

Additional educational/psychological testing is available through the school psychologist with parental permission. Parents may also initiate psychological testing for their child by contacting the elementary or secondary guidance counselor.

Additional remedial testing is available through the Title I specialists, Prereferral Intervention Team, or the elementary and secondary guidance programs on a need or referral basis per parental notification.

The following tests are district-wide assessments and may be given on an individual basis as needed.

READING/MATH

GMADE – test of early math skills
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
Individual Reading Inventory
Curriculum-Based Assessment
Star Math, Reading, and Early Literacy
Edformation Progress Monitoring

DIAGNOSTIC TESTS (GENERAL)

Wechsler Preschool and Primary Scale of Intelligence – III	Vineland Adaptive Behavior Scale – II
Wechsler Intelligence Scale for Children – IV	Mooney Problem Checklist
Stanford – Binet: Fifth Edition	Copeland Symptom Checklists
Slosson Intelligence Test – Revised	Conners' Parent/Teacher Rating Scales
Peabody Picture Vocabulary Test – Revised	Behavior Rating Scales
Woodcock – Johnson Tests of Achievement – III	Test for Auditory Comprehension of Language (TACL – 3)
	Test of Auditory Perceptual Skills
	Pre-school Language Scale – 4

Wechsler Individual Achievement Test – II
Wide Range Achievement Test – III
Developmental Profile 3
Learning Accomplishment Profile
Diagnostic – Third Edition
Bender – A Visual Motor Gestalt Test
for Children

Purdue Speech and Language Screening
Classroom Observations
Test of Language Development - 4

3. Educational Support Programs and Services

Gifted Support

The Gifted Support Program is designed to meet the needs of mentally gifted students in a challenging manner. Activities and units of study are presented in various subject areas. Overall goals include enhancing student self-esteem, building leadership, communication, interpersonal skills, research and technology skills, and applying higher-level thinking skills.

Speech-Language Support

The Speech-Language Support Program provides specially designed instruction for students who have difficulties in communication skills. Areas of difficulty which can be addressed include: articulation (specific speech-sound production), language skill development (form, content, and use), voice quality, and fluency (stuttering).

One-on-one or small-group instruction is provided in the speech therapy room setting or within the child's classroom depending on which arrangement best meets the individual's communication needs.

Learning Support Resource Rooms

The Learning Support Resource Rooms present students, whose expected levels of achievement will vary, with an atmosphere conducive to individualized level learning. Reading, Language Arts, Math, Social Studies, Science, Health, Writing, and Socialization Skills are areas in which educational goals are developed. These programs are designed to help students who require special services to develop their knowledge and skills. Learning Support students are to be included in regular Education whenever possible.

Life Skills Support

Life Skills Support classes serve students with overall delays who require multiple hands on experiences for mastery to occur. Instruction is given individually or in small groups and students participate in specials with their peers. Students are taught the important skills in a functional setting. The Life Skills Support class serving children in K-6 is located at the Northern Potter Children's School. For students in grades 7-12, the Life Skills Support class is located at the Oswayo Valley Jr./Sr. High School.

Emotional Support

An Emotional Support classroom provides an individualized, highly structured program for students with severe social and emotional disabilities. These disabilities can result in slowed academic growth and limited social interaction. Therefore, the main goal of the program is to achieve acceptable social and behavioral skills. Attaining these skills will allow the students to experience academic growth and enable them to function in socially acceptable ways. The Emotional Support class is at the Coudersport Elementary School and serves children in grades K-6.

Multiple Disabilities Support

The Multiple Disabilities class is designed for students who have been identified with two or more impairments which cause such severe educational needs that they cannot be accommodated in programs for one of the impairments. This class will stress motor/perceptual development, communication development, and acquisition of daily living needs.

Autistic Support

Two Autistic Support classes have been established for students with autism whose needs cannot be met in a less restrictive setting.

For students in grades K-6, the Autistic Support class is located at the Coudersport Elementary School. Students in grades 7-12 are served at the Port Allegany Jr./Sr. High School.

Physical Therapy

The scope of Physical Therapy services within education is directed toward assisting a student with a disability to participate in and benefit from his or her individual education program through the use of intervention strategies and specially designed instruction.

Occupational Therapy

Occupational Therapy in the education setting is directed toward assisting students with disabilities to participate in and benefit from his or her individual education program. Occupational Therapy provided as a related service must relate to the student's educational goals and enhance the implementation of those goals.

Hearing Support

The Hearing Support Program provides several services to the school district and its students. From initial screening assistance to special instruction, the hearing teacher is available as a "second opinion" to the school nurse before a student is referred to an audiologist. If a child shows a significant loss and difficulty in classes, special sessions are set up to provide auditory, speech, reading, and language instruction. Depending upon the severity of loss and need, intervention can range from consultation to inclusion in a resource room.

Vision Support

The Vision Support Program provides service to children who are blind and/or visually impaired. Children who qualify must have a visual field of less than 20 degrees and/or 20/70 or worse in the best eye with correction. Children from 3 to post 12th grade are served. Support may be provided in the home setting or in the school.

Chapter 15

In accordance with Chapter 15, the Northern Potter School District will provide protected disabled students with the aids, services and accommodations that are designed to meet the educational needs of these students

as adequately as the needs of non-disabled students are met. The Northern Potter School District does not discriminate against protected disabled students and the district's responsibilities under the Chapter.

Title I Program

The Title I Program in the Northern Potter School District offers support to all students in Grades K-6 who need extra help and instruction in reading and math. This support would include smaller classes, additional teachers and assistants and extra instruction using a variety of teaching methods and materials.

Early Intervention

If a young child is experiencing delays in his or her development, Early Intervention can help. Delays can occur in one or more of the following areas: physical development, language and speech development, social and emotional development, self help skills (adaptive skills), and cognitive development. The Potter County Early Intervention Program provides services from birth to 3 years of age. For more information contact: 814-274-7193 or 1-800-800-2560.

The Seneca Highlands Intermediate Unit Nine Early Intervention Program serves eligible children from the ages of 3 to school age and their families. Services are provided in the child's home or in classroom settings. For more information contact the Early Intervention Office at 814-887-9287 or 814-887-5512.

Transition or Preparation for Adult Life

Transition or the Preparation for Adult Life Program is a very visible program in aiding students, parents, out-side agencies, and school staff in helping students make vocational decisions. The program is very specific for students with IEP's in place. Parents and representatives or agencies will be invited to a meeting near the student's sixteenth birthday to do an initial PAL program. A second meeting will occur early in the senior year to update the PAL program to reflect the student's current desires and needs. Parents are highly encouraged to be involved in the process of transition from school to the work environment.

For more information on any of these programs contact the guidance office at the High School (848-7534) or the guidance office at the Children's School (848-7563).