

Belmont Charter School Policy Descriptions

A. Identification of Special Education Students

- *All students in Belmont Charter School are assessed regularly throughout the school year to determine individual needs in the areas of reading, math and behavior. Assessments used include AIMSweb probes, STAR 360, and Pennsylvania System of School Assessment (PSSA) at the appropriate grade levels. Students who are not reaching proficiency are provided with differentiated instruction using a three-tiered approach.*
- At the Tier one level, teachers differentiate instruction within the research-based core curriculum.*
- At Tiers two and three small group or 1:1 instruction is provided to address specific needs through the use of scientifically research-based intervention programs. In addition, bi-weekly MTSS (Multi-Tiered Systems of Support) meetings occur to address concerns identified by staff and/or parents. Prior to the MTSS meeting, individual teachers, parents, or staff complete a comprehensive referral form that includes academic and behavioral strengths and concerns. The team collaborates and determines if further interventions are required or recommends the need for a psycho-educational evaluation to be conducted. Currently, Belmont Charter School psychologists use the discrepancy model for the identification of students with specific learning disabilities. Belmont do not use MTSS as the deciding factor for identifying students in need of specially designed instruction.*

A.1 § 711.21. Child find.

(a) To enable the Commonwealth to meet its obligations under 34 CFR 300.111 (relating to child find), each charter school and cyber charter school shall establish written policies and procedures to ensure that all children with disabilities who are enrolled in the charter school or cyber charter school, and who are in need of special education and related services, are identified, located and evaluated.

(b) Each charter school's or cyber charter school's written policy must include:

(1) Public awareness activities sufficient to inform parents of children applying to or enrolled in the charter school or cyber charter school of available special education services and programs and how to request those services and programs. Written information shall be published in the charter school or cyber charter school handbook and web site.

(2) Systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in the charter school or cyber charter school.

Authority

The provisions of this § 711.21 amended under sections 1732-A(c)(2) and 1749-A(b)(8) of the Charter School Law (24 P.S. 17-1732-A(c)(2) and 17-1749-A(b)(8).

Source

The provisions of this § 711.21 amended June 27, 2008, effective July 1, 2008, 38 Pa.B. 3593. Immediately preceding text appears at serial page (279624).

Notes of Decisions

While a charter school has an obligation to a special education student who is enrolled in the charter school, as well as child find obligations, under this section chartering school districts may not require compliance with 22 Pa. Code Chapter 14 as charter schools are exempt from that chapter. *Richard Allen Preparatory Charter Sch. v. Sch. Dist. of Philadelphia*, 123 A.3d 1101 (Pa. Cmwlth. 2015).

A.2 § 711.23. Screening

(a) Each charter school and cyber charter school shall establish a system of screening which may include prereferral intervention services to accomplish the following:

(1) Identification and provision of initial screening for students prior to referral for a special education evaluation, including those services outlined in subsection (c).

(2) Provision of peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum.

(3) Identification of students who may need special education services and programs.

(b) The screening process must include:

(1) Hearing and vision screening in accordance with section 1402 of the Public School Code of 1949 (24 P.S. § 14-1402) 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.

(2) Screening at reasonable intervals to determine whether all students are performing based on grade-appropriate standards in core academic subjects.

(c) Each charter school and cyber charter school may develop a program of prereferral intervention services. In the case of charter schools and cyber charter schools meeting the criteria in 34 CFR 300.646(b)(2) (relating to disproportionality), as established by the Department, the services are required and include:

(1) A verification that the student was provided with appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act (ESEA) (20 U.S.C.A. § 6368(3)), and appropriate instruction in math.

(2) For students with academic concerns, an assessment of the student's performance in relation to State-approved grade level standards.

(3) For students with behavioral concerns, a systematic observation of the student's behavior in the school environment where the student is displaying difficulty.

(4) A research-based intervention to increase the student's rate of learning or behavior change based on the results of the assessments under paragraph (2) or (3), or both.

(5) Repeated assessments of achievement or behavior, or both, conducted at reasonable intervals, reflecting formal monitoring of student progress during the interventions.

(6) A determination as to whether the student's assessed difficulties are the result of a lack of instruction or limited English proficiency.

(7) A determination as to whether the student's needs exceed the functional ability of the regular education program to maintain the student at an appropriate instructional level.

(8) Documentation that information about the student's progress as identified in paragraph (5) was periodically provided to the student's parents.

(d) Screening or prereferral intervention activities may not serve as a bar to the right of a parent to request an evaluation, at any time, including prior to or during the conduct of screening or prereferral intervention activities.

Authority

The provisions of this § 711.23 adopted under sections 1732-A(c)(2) and 1749-A(b)(8) of the Charter School Law (24 P. S. 17-1732-A(c)(2) and 17-1749-A(b)(8).

Source

The provisions of this § 711.23 adopted June 27, 2008, effective July 1, 2008, 38 Pa.B. 3593.

Cross References

This section cited in 22 Pa. Code § 711.2 (relating to purposes and intent).

A.3 § 711.24. Evaluation.

(a) The group of qualified professionals, which reviews the evaluation materials to determine whether the child is a child with a disability under 34 CFR 300.306 (relating to determination of eligibility), must include a certified school psychologist when evaluating a child for autism, emotional disturbance, mental retardation, multiple disabilities, other health impairments, specific learning disability or traumatic brain injury.

(b) In addition to the requirements incorporated by reference in 34 CFR 300.301 (relating to initial evaluations), the initial evaluation shall be completed and a copy of the evaluation report presented to the parents no later than 60 calendar days after the agency receives written parental consent for evaluation, except that the calendar days from the day of the last day of the spring school term up to and including the day before the first day of the subsequent fall school term will not be counted.

(c) Parents may request an evaluation at any time, and the request must be in writing. The charter school or cyber charter school shall make the permission to evaluate form readily available for that purpose. If a request is made orally to any professional employee or administrator of the charter school or cyber charter school, that individual shall provide a copy of the permission to evaluate form to the parents within 10 calendar days of the oral request.

(d) Copies of the evaluation report shall be disseminated to the parents at least 10 school days prior to the meeting of the IEP team unless this requirement is waived by a parent in writing.

Authority

The provisions of this § 711.24 adopted under sections 1732-A(c)(2) and 1749-A(b)(8) of the Charter School Law (24 P. S. 17-1732-A(c)(2) and 17-1749-A(b)(8).

Source

The provisions of this § 711.24 adopted June 27, 2008, effective July 1, 2008, 38 Pa.B. 3593.

A.4 § 711.25. Criteria for the determination of specific learning disabilities.

Following are State-level criteria for determining the existence of a specific learning disability. Each charter school and cyber charter school shall develop procedures for the determination of specific learning disabilities that conform to criteria in this section. These procedures shall be included in the school's charter application and annual report. To determine that a child has a specific learning disability, the charter school or cyber charter school shall:

(1) Address whether the child does not achieve adequately for the child's age or meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and scientifically based instruction appropriate for the child's age or State-approved grade-level standards:

- (i) Oral expression.
- (ii) Listening comprehension.
- (iii) Written expression.
- (iv) Basic reading skill.
- (v) Reading fluency skills.
- (vi) Reading comprehension.
- (vii) Mathematics calculation.
- (viii) Mathematics problem solving.

(2) Use one of the following procedures:

(i) A process based on the child's response to scientific, research-based intervention, which includes documentation that:

(A) The student received high quality instruction in the general education setting.

(B) Research-based interventions were provided to the student.

(C) Student progress was regularly monitored.

(ii) A process that examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade.

(3) Have determined that its findings under this section are not primarily the result of any of the following:

- (i) A visual, hearing or orthopedic disability.
- (ii) Mental retardation.
- (iii) Emotional disturbance.
- (iv) Cultural factors.
- (v) Environmental or economic disadvantage.
- (vi) Limited English proficiency.

(4) Ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that:

(i) Prior to, or as a part of, the referral process, the child was provided scientifically-based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction.

(ii) Repeated assessments of achievement were conducted at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

Authority

The provisions of this § 711.25 adopted under sections 1732-A(c)(2) and 1749-A(b)(8) of the Charter School Law (24 P. S. 17-1732-A(c)(2) and 17-1749-A(b)(8).

Source

The provisions of this § 711.25 adopted June 27, 2008, effective July 1, 2008, 38 Pa.B. 3593

A.5 § 711.22. Reevaluation.

(a) The parent or teacher of a child with a disability has the right under 34 CFR Part 300.303(b) (relating to reevaluations) to request a reevaluation annually. More frequent reevaluations may only occur if the parent and charter school or cyber charter school agree. In addition to the requirements incorporated by reference in 34 CFR 300.303 (relating to reevaluation), reevaluation time line will be 60 calendar days, except that the calendar days from the day after the last day of the spring school term up to and including the day before the first day of the subsequent fall school term will not be counted.

(b) Charter schools and cyber charter schools shall reevaluate students with disabilities at least once every 3 years.

(c) Children with disabilities who are identified as mentally retarded shall be reevaluated at least once every 2 years.

Authority

The provisions of this § 711.22 amended under sections 1732-A(c)(2) and 1749-A(b)(8) of the Charter School Law (24 P.S. 17-1732-A(c)(2) and 17-1749-A(b)(8).

Source

The provisions of this § 711.22 amended June 27, 2008, effective July 1, 2008, 38 Pa.B. 3593. Immediately preceding text appears at serial page (279624).

B. Educational Placement

- *Belmont Charter School continues to need to include a greater number of students in the general education class 80% or more of the school day and reduce its percentage of students placed in out-of-district programs. To ensure that all IEP teams work to implement IEPs in the LRE and that students are educated to the greatest extent with their non-disabled peers, Belmont Charter School provides ongoing staff development, maintains an effective pre-referral process, which includes a three tier process for addressing students' needs, has a strong commitment to inclusive practices and insist that all IEP teams consider the general education environment as the first option for FAPE to be provided to all students. The district recognizes the need for continued professional development in assisting teams in this decision making process and has planned accordingly.*

B.1 Least Restrictive Environment (LRE) requirements of Part B of IDEA.

In order to be eligible to receive funds under Part B of IDEA (IDEA), States must, among other conditions, assure that a free appropriate public education (FAPE) is made available to all children with specified disabilities in mandated age ranges. The term "FAPE" is defined as including, among other elements, special education and related services, provided at no cost to parents, in conformity with an individualized education program (IEP).

The IEP, which contains the statement of the special education and related services to meet each disabled students' unique needs, forms the basis for the entitlement of each student with a disability to an individualized and appropriate education.

IDEA further provides that States must have in place procedures assuring 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 not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when 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."

This provision, which states IDEA's strong preference for educating students with disabilities in regular classes with appropriate aids and supports, is found in the statute at 20 USC 1412(5)(B) and is implemented by the Department's regulations at 34 CFR 300.550-300.556.

B.2 § 711.43. Educational placement.

When the IEP team at a charter school or cyber charter school places a child in another public agency, private school or private agency, and the parents choose to keep their child enrolled in the charter school or cyber charter school, the charter school or cyber charter school is obligated to pay for that placement.

Authority

The provisions of this § 711.43 amended under sections 1732-A(c)(2) and 1749-A(b)(8) of the Charter School Law (24 P. S. 17-1732-A(c)(2) and 17-1749-A(b)(8).

Source

The provisions of this § 711.43 amended June 27, 2008, effective July 1, 2008, 38 Pa.B. 3593. Immediately preceding text appears at serial page (279625).

C. Discipline of Students with Disabilities

- *Belmont Charter School adheres to all required regulatory components including the use of research based practices and techniques, training and re-training of school personnel on the use of PBSP, de-escalation techniques, and emergency responses. Belmont utilizes effective techniques to teach socially appropriate alternative skills and reduce problem behaviors. The LEA reports all incidences of the use of restraints through leaderservices.com as required by PDE and notifies parents when*

a restraint is used and offers an IEP meeting within 10 days of the restraint. Student files for those students who have experienced a restraint include all appropriate documentation. When the IEP team indicates that the student exhibits behavior that impedes his/her learning or the learning of others under Special Considerations on the IEP, the team develops a behavior support plan. The PBSP is developed based on a Functional Behavior Assessment (FBA) and becomes part of the student's IEP. When the use of restraints are indicated in a student's IEP as part of a PBSP plan, the IEP outlines when a restraint will be used in conjunction with the teaching of socially acceptable alternative behaviors. The district provides training through CPI (Crisis Prevention Institute) in de-escalation techniques, position behavior supports and interventions to immediately prevent or address student behaviors. Trainings occur annually for our staff working with this population of students. For those students where IEPs indicate the use of restraints, a plan is in place to eliminate the use of restraints through the application of PBSP. All staff, in particular the IEP teams of students who require the use of restraints, are aware that prone restraints are prohibited. Current training reflects the most up to-date regulations regarding the use of safe techniques for the use of physical restraints. Belmont Charter collaborates with community based service providers and has a process to ensure that interagency staff are able to provide coordinated services such as Therapeutic Support, Behavioral Consultation, and mobile therapy to students receiving behavioral health services.

C.1 § 711.46. Positive behavior support.

(a) Positive rather than negative measures shall form the basis of positive behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. 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. Behavior support programs and plans shall be based on a functional assessment of behavior 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. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including deescalation techniques in accordance with subsection (c)(2).

(b) Notwithstanding the requirements incorporated by reference in 34 CFR 300.34, 300.324, 300.530 (relating to related services; development, review, and revision of IEP; and authority of school personnel), with regard to a child's behavior, the following words and terms, when used in this section, have the following meanings, unless the context clearly indicates otherwise:

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 wheel chairs 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, and governed by subsection (d).

(c) 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.

(1) The use of restraints to control the aggressive behavior of an individual student shall cause the charter school or cyber 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, 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.

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

(i) Utilized with specific component elements of positive behavior support.

(ii) Used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.

(iii) Staff are authorized to use the procedure and have received the staff training required.

(iv) There is a plan in place for eliminating the use of restraint through the application of positive behavior support.

(3) 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.

(4) 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.

(5) Charter schools and cyber charter schools shall maintain and report data on the use of restraints as prescribed by the Secretary. The report will be reviewed during cyclical compliance monitoring conducted by the Department.

(d) 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.

(e) The following aversive techniques of handling behavior are considered inappropriate and may not be used by charter schools or cyber charter schools 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 constituting a pattern.

(7) Treatment of a demeaning nature.

(8) Electric shock.

(f) Charter schools and cyber charter schools have the primary responsibility for ensuring that behavior support programs are in accordance with this chapter, including the training of personnel for the use of specific procedures, methods and techniques, and for having a written policy and procedures on the use of behavior support techniques and obtaining parental consent prior to the use of restrictive or intrusive procedures or restraints.

(g) Charter schools and cyber charter schools may convene a review, including the use of human rights committees, to oversee the use of restrictive or intrusive procedures or restraints.

(h) 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.

Authority

The provisions of this § 711.46 adopted under sections 1732-A(c)(2) and 1749-A(b)(8) of the Charter School Law (24 P. S. 17-1732-A(c)(2) and 17-1749-A(b)(8)).

Source

The provisions of this § 711.46 adopted June 27, 2008, effective July 1, 2008, 38 Pa.B. 3593.

Cross References

This section cited in 22 Pa. Code § 10.2 (relating to definitions); 22 Pa. Code § 10.23 (relating to response and handling of a student with a disability); and 22 Pa. Code Appendix A (relating to model memorandum of understanding).

C.2 § 711.61. Suspension and expulsion.

(a) For purposes of this chapter, the terms “suspension” and “expulsion” have the meanings set forth in § 12.6 (relating to exclusions from school).

(b) Charter schools and cyber charter schools shall comply with Chapter 12 (relating to students) and 34 CFR 300.530—300.537, regarding discipline procedures.

(c) Any removal from the current educational placement is a change of placement for a student who is identified with mental retardation.

(d) When a child with a disability has been expelled from a charter school or cyber charter school, the charter school or cyber charter school shall provide the child with a disability with the education required under § 12.6(e) until the charter school or cyber charter school is notified in writing that the child is enrolled in another public agency, private school, approved private school or private agency.

(e) Notwithstanding the requirements incorporated by reference in 34 CFR 300.530(b) and 300.536 (relating to authority of school personnel; and change of placement because of disciplinary removals), 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.

Authority

The provisions of this § 711.61 amended under sections 1732-A(c)(2) and 1749-A(b)(8) of the Charter School Law (24 P. S. 17-1732-A(c)(2) and 17-1749-A(b)(8)).

Source

The provisions of this § 711.61 amended June 27, 2008, effective July 1, 2008, 38 Pa.B. 3593. Immediately preceding text appears at serial page (279627).

Belmont Charter School Program Descriptions

A. Learning Support

Belmont Charter includes services for students who require direct or indirect services primarily in the areas of reading, writing, mathematics, speaking or listening skills related to academic performance through our learning support program

Students are provided with varying degrees of support by highly qualified special education staff who are able to support them in general education and learning support environments for all subjects. Learning Support teachers are located in each school and provide pullout support to students as indicated in their IEPs. Students in the learning support environment are instructed through the use of the District’s core scientifically researched-based reading and math programs with necessary accommodations or modifications. In addition to core curriculum instruction, students are provided with intensive interventions in the areas of reading and math through the use of scientifically research-based programs that include: Foundations, Project Read. Students that are provided with learning support may receive this support daily or 2-3 times per week for a 45 minute time frame. Learning support environment is highly structured and regimented to ensure a robust instructional learning environment.

Emotional Support

These services are for students who require support for development of social, emotional, and behavior skills. This itinerant support is provided to students at the elementary school level. Although IEPs for students with Emotional Disturbance are implemented at Belmont Charter School there are instances where the IEP team determines that the level of behavioral and emotional support that the student needs requires a change of placement to An Approved Private School.

Belmont

# of Students Placed	Primary Diagnosis	Contracted Approved Private Schools /Alternative Schools
12	Other Health impairment Emotional Disturbance	Green Tree School Delta School Wordsworth Academy Martin Luther Silver Springs Community Council Learning Academy

Inquiry

# of Students Placed	Primary Diagnosis	Contracted Approved Private Schools /Alternative Schools
1	Emotional Disturbance	Wordsworth Academy

In addition to the special education teachers and classroom assistants, trained social workers and a newly hired behavior specialist, are assigned to each of the students for 1:1 support at varying times of the day our social workers also conduct social skills group sessions and to provide guidance, training and support for students and staff in the implementation of de-escalation techniques, position behavior supports and interventions to proactively and immediately address student behaviors. Data is reviewed regularly to determine the level of support needed for each student. Consistent communication between school and home is provided to families with updated information concerning student needs and to promote a beneficial working relationship. In addition, Belmont has a partnership with INTERACT (Inter Community Action) to provide mental health evaluations and BHRS (Behavioral Health Rehabilitation Services).

Life Skills Support

These services are for students who require services primarily in the areas of functional academics. Itinerant life skills support is provided to students at the elementary level. Students participate in a functional academic curriculum with emphasis on daily living skills and preparation for life beyond the school environment. The Office of Intellectual Disabilities and The Office of Vocational Rehabilitation. Teachers will participate in professional development opportunities to increase their knowledge and understanding of students with Intellectual Disability, instructional strategies, programming, services, techniques, etc.

Autistic Support

Classes are offered at with mild to moderate autism. Additionally, students with mild autism spectrum disorders can often be supported through the Learning Support Program. Services for students with autism primarily address communication, social skills, and those behaviors characteristic of autism spectrum disorders. Autistic Support is provided at an itinerant level. Students are provided with opportunities to participate with typical peers in a variety of situations including inclusion for academic subjects and/or inclusion in school-wide programs. All of the Autistic Support classrooms provide structure and visual strategies on a daily basis. All teachers, administrators and assistants assigned to these classes are provided with on-going in-service opportunities on topics pertaining to the characteristics of autism, visual strategies, social stories, behavior management, data collection and progress monitoring. Teachers and staff that directly work with students with Autism will receive course work through **International Board of Credentialing and Continuing Education Standards.**

Belmont

# of Students	Primary Diagnosis	Contracted Approved Private Schools /Alternative Schools
4	Autism	Green Tree School Delta School

Inquiry

# of Students	Primary Diagnosis	Contracted Approved Private Schools /Alternative Schools
2	Autism	Green Tree School

Speech/Language Support

Belmont Provides services to mild to moderate speech/language disorders and they are addressed as they relate to disability categories including, but not limited to Autism Spectrum Disorders, students with Multiple Disabilities, Receptive/Expressive Language Disorders, Fluency Disorders, and Speech Sound Disorders. Service is provided both directly in small and large groups, and indirectly as consultation with general education and special education teachers. Students' speech/language therapy is provided to facilitate and encourage communication as it relates to curriculum via verbal communication skills or assistive technology, as it is deemed appropriate by the team. Prior to receiving support through an IEP, students are referred either by parents or by teachers who provide scientifically, research-based instruction who are concerned about the student's speech/language skills. The student is administered a screening measure, which is then brought to the MTSS team to determine whether formal evaluation is necessary.

Progress Monitoring

Progress Monitoring is an essential part of the special education teacher's responsibility for gathering data and determining student progress toward their IEP goals. Special education teachers are trained in scientifically research based programs, progress monitoring, the use of appropriate tools to measure student progress, writing measurable annual goals, tracking data and using information to make appropriate educational decisions. Through this effort classroom instruction is influenced to ensure student success.

Multi-tiered System of Support (MTSS) Academic and Behavioral

Belmont Charter has made a commitment to data driven decision-making initiated a Response to Instruction and Intervention (RtII) model, now MTSS. As of this date, a tiered model is also implemented at the UDHS in the areas of reading and math. In addition to the differentiated instruction implemented in the core curriculum, Belmont has established time each day that was built into their daily schedule to provide all students with targeted, direct instruction using scientifically research-based interventions and enrichment to address their specific needs.

We have hired a Director of Curriculum Development to add to a team of 3 to address The team works collaboratively with building professionals to develop and implement research based instructional programs and instructional models. Data is collected on an ongoing basis for each student.

Students who present with behavioral needs are referred to the MTSS team where data is organized and analyzed in a timely manner to determine the appropriate strategies and interventions required to address targeted behaviors.

Students identified as Gifted

Belmont will provide gifted education services and programs designed to meet the individual educational needs of identified students. Title 22 Sec. 4.13, 16.4 Pol. 100 The district shall develop and implement a gifted education plan every six (6) years, as required by law and regulations. Prior to approval by the Board, the gifted education plan shall be made available for public inspection and comment in the district's administrative offices and the nearest public library for a minimum of twenty-eight (28) days. Title 22 Sec. 16.2 The Board may enter into a cooperative agreement with Delaware County Intermediate Unit # 25 to provide gifted education services and programs. The Board directs that

the district's gifted education program shall provide the following: Title 22 Sec. 16.21 1. System to locate and identify all students within the district who are thought to be gifted and in need of specially designed instruction. Title 22 Sec. 16.21 2. Screening and evaluation process to determine students' educational needs that meets state requirements. Title 22 Sec. 16.21 3. Procedures to determine whether a student is mentally gifted. Title 22 Sec. 16.22, 16.23, 16.32 4. Gifted Individualized Education Plan (GIEP) developed, and subsequently modified, for each student based on his/her unique needs and the written report of the Gifted Multidisciplinary Team (GMDT). 114. GIFTED EDUCATION - Pg. 2 Page 2 of 2 Title 22 Sec. 16.63 5. Safeguards for the due process rights of gifted students. 6. Notification to teachers of their responsibilities to each of their identified gifted students, as provided in the student's Gifted Individualized Education Plan (GIEP). The district shall provide all required notices and information to parents/guardians of gifted students, document all consents and responses of parents/guardians, and adhere to all established timelines. 2. Guidelines Title 22 Sec. 16.21 The district shall make the Permission To Evaluate Gifted Student Form readily available to parents/guardians. If an oral request is made to an administrator or professional employee, s/he shall provide the form to the parents/guardians within ten (10) calendar days of the oral request. 3. Delegation of Responsibility The Superintendent or designee shall develop procedures to implement this policy to ensure that the district complies with all federal and state laws and regulations and program requirements for gifted education. References: School Code – 24 P.S. Sec. 1371 State Board of Education Regulations – 22 PA Code Sec. 4.13, 4