



*Allegheny Valley School District*

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# Public Notices

*The mission of the Allegheny Valley School District, a group of small traditional communities, is to educate all students to achieve their maximum potential. A dedicated staff, in partnership with school, home, and community, will empower students to become responsible and contributing citizens able to meet challenges in an international society.*

## ***Disclosure of Student Information:***

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires the Allegheny Valley School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Allegheny Valley may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws required local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Allegheny Valley to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by the beginning of the school year. The Allegheny Valley School District has designated the following information as directory information:

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Photograph
- Degrees, honors and awards
- Date and place of birth received
- Major field of study
- Dates of attendance
- Grade Level
- The most recent educational agency or institution attended

## ***Screening & Evaluation:***

Allegheny Valley School District employs the following procedures for locating, identifying, and evaluating specific needs of school age students requiring special programs and services. These procedures, as required by law, are as follows:

The district, as prescribed by section 1402 of the School Code, routinely conducts screenings of a child's hearing acuity (grades kindergarten -3, 7, and 11); visual acuity (grades kindergarten -12); and speech and language skills (grades kindergarten -12). Gross motor and fine motor skills, academic skills, and social and emotional skills are assessed by teachers and support staff on an ongoing basis. Screening activities include review of group-based data such as cumulative enrollment and health records, report cards, ability, and achievement test scores. Identified needs from these screening sources as well as information obtained from parents/guardians and outside agencies, are assessed, noted within student records, and discussed with parents/guardians. These school records are always open and available to parents/guardians and only to school officials who have a legiti-

mate “need to know” about the child.

Information from records is released to other persons or agencies only with appropriate authorization, which involves written permission by parents/guardians.

If a parent/guardian or the school team feels more comprehensive assessment of a student is necessary, an evaluation may be recommended. Parental consent is required before a comprehensive evaluation may take place. Evaluations may include review of the student’s records, classroom observations, gathering of parent/guardian and teacher input, individually administered assessments of achievement and ability and other assessments as necessary.

After all of the assessments are completed, an Evaluation Report that includes specific recommendations for the types of intervention necessary to deal with the child’s specific needs is prepared and shared with parents/guardians. In accordance with state regulations, an Individualized Education Program (IEP) team meeting, with parent/guardian involvement, may be scheduled to develop an appropriate IEP for the student. Parents/Guardians are then notified of a proposed placement and services with a Notice of Recommended Educational Placement (NOREP). Parents/Guardians of students who suspect that their child is exceptional and in need of special education services may request multidisciplinary evaluations of their child through a written request to the building principal or Special Education Director.

### ***Student Services:***

All students in the Allegheny Valley School District have access to the following services which address students’ needs throughout their district enrollment; school counseling, psychological services, health services, home and school visitor services, and social work services to support students in addressing academic, behavioral, health, personal, career and social development issues.

#### ***Services for School Age Exceptional Children:***

Allegheny Valley School District provides a free, appropriate, public education to exceptional students according to state and federal mandates. To be eligible, the child must be of school age, need specially designed instruction, and meet eligibility criteria for mentally, gifted and/or one or more of the following physical or mental disabilities as set forth in the Pennsylvania State Standards:

- Autism
- Multiple disabilities
- Emotional disturbance
- Deaf-blindness
- Orthopedic impairment
- Speech or language impairment
- Deafness
- Other health impairment
- Hearing impairment
- Developmental delay
- Specific learning disability
- Visual impairment, including blindness
- Intellectual disability
- Traumatic brain injury

Services designed to meet the needs of eligible students include: annual development of an IEP, multidisciplinary re-evaluation, supportive intervention in the regular class, supplemental intervention in the regular school. The extent of special education services and the location of the delivery of such services are determined by the parents/guardians and staff at the IEP team meeting and are based on the student’s identified needs and abilities, chronological age, and level of intensity of the specified intervention. The school district also provides related services such as transporta-

tion, physical therapy, and occupational therapy that are required to enable the student to derive educational benefits. Prior to the initiation of services, parents/guardians are presented a “Notice of Recommended Educational Placement” (NOREP) with which they may agree or disagree. If parents/guardians disagree with the program being recommended, they have the right to request a pre-hearing conference, mediation, and/or due process hearing.

### ***Independent Educational Evaluations:***

Parents/guardians have the right to an Independent Educational Evaluation (IEE) at public expense if there is disagreement with an evaluation obtained by a district (34 CFR 300.503). However, the district may initiate a due process hearing to show that its evaluation is appropriate. If the final decision is that the evaluation is appropriate, parents/guardians still have the right to an IEE, but not at public expense.

### ***Admission of Service Animals to Schools:***

A student or an employee with a disability may submit a request to bring a service animal to school for educational or employment purposes. However, there is no automatic right to be accompanied by a service animal in the school setting.

Parents/Guardians of students with disabilities who believe the student needs to bring a service animal to school in order to receive a free and appropriate public education shall notify the building principal or the Section 504 or IEP team. The appropriate team shall evaluate the request to use the service animal in school, gather necessary information and determine whether the student requires the service animal during the school day or at school activities. Any service animal accompanying a student with a disability to school or school activities shall be handled and cared for in a manner detailed in the student’s IEP or Section 504 Service Agreement.

### ***Services for Students in Nonpublic Schools:***

Public special education is accessible to resident students attending nonpublic schools by permitting the nonpublic school student to enroll on a part-time basis in a special education program operated in a public school. Special education programs are accessible to nonpublic school students through a dual enrollment following multidisciplinary evaluations and development of an IEP. Parents/guardians of nonpublic school students who suspect that their child is exceptional and in need of special education may request multidisciplinary evaluations and development of an IEP. Parents/Guardians of nonpublic school students who suspect that their child is exceptional and in need of special education may request multidisciplinary evaluations of their child through a written request to the Director of Student Services.

### ***Services for Protected Handicapped Students/504 Plans:***

Allegheny Valley School District will provide to each protected handicapped student, without discrimination or cost to the student or family, those related aides, services, or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school programs and extracurricular activities to the extent appropriate to the student’s abilities. To qualify as a protected handicapped student, the child must be of school age with a physical or mental disability, which substantially limits or prohibits participation in, or access to an aspect of the school program. Services and protections for protected handicapped students are different from those applicable to all eligible students enrolled in special education programs. Additional information about the evaluation procedures and provision of services to protected handicapped students are available by contacting the school guidance counselor.

## ***Gifted Services:***

### **Determining Gifted Eligibility**

Mentally gifted is defined as “outstanding intellectual and creative ability, the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program.” A child may be eligible for gifted education if he/she:

- Is a year or more above grade achievement level for the normal age group in one or more subjects.
- Demonstrates an observed or measured rate of mastering new academic content or skills that reflect gifted ability.
- Shows early and measured use of high-level thinking skills, academic creativity, leadership skills, intense academic interest areas, communication skills, foreign language aptitude, or technology expertise.
- Has documented, observed, validated, or assessed evidence that intervening factors are masking gifted ability.

### **Screening & Evaluation**

The term mentally gifted includes a person who has an IQ of 130 or higher and other factors that indicate gifted ability. Gifted ability cannot be based on IQ score alone. IF the IQ score is lower than 130, a child may be admitted to gifted programs when other conditions strongly indicate gifted ability. The other factors to be considered may include: achievement test scores that are a year or more above level; observed or measured acquisition/retention rates that reflect gifted ability, achievement, performance, or expertise in one or more academic area that demonstrates a high level of accomplishment; higher level thinking skills and; documented evidence that intervening factors are masking gifted ability.

### **The Gifted Multidisciplinary Evaluation (GMDE)**

A Gifted Multidisciplinary Evaluation is a process to gather the information that will be used to find out if a child qualifies for gifted education and, if so, the types of programs and services needed. Part of this process includes an evaluation by a certified school psychologist.

A child may be referred for the first GMDE in several ways:

- Parents may request the school to give their child a GMDE at any time, but there is a limit of one request per year.
- A child’s teacher may also ask to have a child evaluated.

### **The Gifted Written Report (GWR)**

A multidisciplinary team reviews all materials and prepares a GWR that recommends whether a child is gifted and needs specially designed instruction. As a member of the GMDT, a parent may present written information for consideration. The GWR must include the reasons for the recommendations and list the names and positions of everyone who was part of the team. The entire GMDT process must be completed within 60 calendar days, excluding summer vacation, from the date the school district receives the parent’s written permission on the Permission to Evaluate form.

### **The Gifted Individualized Education Program (GIEP)**

If the GIEP team decides the student is gifted and in need of gifted education, the team writes the GIEP at the meeting. The GIEP is based on the unique needs of the gifted student and enables the gifted student to participate in acceleration or enrichment programs, or both, as appropriate, and to receive services according to the student’s intellectual and academic abilities and needs.

### **Notice of Recommended Assignment**

Upon completion of the GIEP, the parent will receive a NORA and a Notice of Parental Rights for Gifted Children. The NORA will indicate the educational placement for the student and requires parent approval before the school district will begin implementation. The Notice of Parental Rights for Gifted Children describes your rights and the procedures that safeguard your rights.

## **Parental Rights**

At all times, a parent has certain rights with all gifted education services received by the child:

- The right to be notified about a child's program and progress and any changes that take place;
- The right to approve or reject programs and testing;
- The right to privacy

## ***Services for Preschool Age Children:***

Act 212, the Early Intervention System Act, entitles all preschool age children with disabilities to appropriate early intervention services. Young children experiencing developmental delays or physical or mental disabilities are eligible for early intervention services. The Pennsylvania Department of Welfare is responsible for providing services to infants and toddlers, defined as children from birth through two years of age. For additional information, please contact the Early Learning Institute, 2500 Baldwich Road, Pittsburgh, PA 15205, or call (412) 837-1502. The Pennsylvania Department of Education is responsible for providing services to preschool age children from age three through five. For additional information, contact Project DART, Allegheny Intermediate Unit, 475 East Waterfront Drive, Homestead, PA 15120, or call (412) 394-5816.

## ***Confidentiality of Student Records:***

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- (1) The right to inspect and review the student's education records within 45 days of the day the Allegheny Valley School District receives a request for access. Parents of eligible students should submit to the building principal, or appropriate Allegheny Valley official, a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- (2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask Allegheny Valley to amend a record should write the school principal, or appropriate school official, clearly identify the part of the record they want changed, and specify why it should be changed. If Allegheny Valley decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- (3) The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the Allegheny Valley School District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW Washington, D.C. 20202-8520

With concerns or to register a complaint, please contact:  
Allegheny Valley School District      Special Education Supervisor

### ***English as a Second Language Instruction:***

When registering their students at Allegheny Valley, all parents/guardians will be required to fill out a Home Language Survey. Based upon the responses to this survey, those children who qualify will be referred for an “English Language Learner Assessment.” The results of this assessment will determine if a student requires English as a Second Language instruction. Parents/Guardians may not opt their children out of English Language Learner Assessment or EL instructions if found to be eligible.

### ***Homeless Children:***

Federal guidelines, as set forth in the No Child Left Behind Act of 2001, require that the local school identify children who are experiencing homelessness. The federal mandate, and the intention of the Allegheny Valley School District, is to ensure that homeless children and youth have access to free appropriate public education on an equal basis with other children. Children who are experiencing homelessness, including those living with others in emergency situations, may qualify for assistance with transportation, school lunch, and tutoring, so that they can remain in their school of origin. If you believe your child(ren) may qualify for these services, please contact the principal of your child(ren)’s school. You may also contact Director of Student Achievement at 724-274-5300.

### ***Free & Reduced Price Meals:***

Through the National School Lunch Program, Allegheny Valley offers both free and reduced price meal plans for qualifying students. Registration forms and information are available from the Special Education Supervisor, the Food Service Director, or via the District web site.

### ***Allegheny Valley School District Nondiscrimination Statement:***

The Allegheny Valley School District will not discriminate in its education programs, activities, or employment practices, based on race, color, national origin, gender, religion, ancestry, disability, union membership, or any other legally protected classification. Announcement of this policy is in accordance with state and federal laws, including Title IX of the Education Amendments of 1972, and sections 503 and 504 of the Rehabilitation Act of 1973. Employees and others involved with the District who have a complaint of discrimination or harassment or require information about accommodations for disabled individuals, should contact the superintendent of schools by calling 724-274-5300 or writing and mailing a letter addressed to 300 Pearl Avenue, Cheswick, PA 15024.

## ***Discrimination Policy & Steps to File a Complaint:***

The Allegheny Valley Board of School Directors declares it to be the policy of this District to provide an equal opportunity for all students to achieve their maximum potential through the programs and activities offered in the schools regardless of race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin, or handicap/disability. The Allegheny Valley Board of School Directors shall provide to all students, without discrimination, course offerings, counseling, assistance, employment, career information and assessments, athletics, and extracurricular activities. The District shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with requirements of federal and state law requirements. The Allegheny Valley Board of School Directors directs that complaints of discrimination shall be investigated promptly, and corrective action be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the District's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith charges of discrimination. In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Allegheny Valley Board of School Directors designates the Superintendent as the District's Compliance Officer. The Compliance Officer shall publish and disseminate this policy and complaint procedure at least annually to students, parents/guardians, employees, and the public. Nondiscrimination statements shall include the position, office address, and telephone number of the Compliance Officer.

### **Compliance Officer Responsibilities**

The Compliance Officer is responsible to monitor the implementation of nondiscrimination procedures in the following student areas:

1. Curriculum and Materials: Review of curriculum guides, textbooks and supplemental materials for discriminatory bias;
2. Training: Provision of training for students and staff to identify and alleviate problems of discrimination;
3. Student Access: Review of programs, activities, and practices to ensure that all students have equal access and are not segregated except when permissible by law/regulation;
4. District Support: Assurance that like aspects of the school program receive like support as to staffing and compensation, facilities, equipment, and related matters; and
5. Student Evaluation: Review of tests, procedures, guidance, and counseling materials for stereotyping and discrimination.

The building principal or designee shall be responsible to complete the following duties when receiving a complaint of discrimination: 1. Inform the student or third party of the right to file a complaint and the complaint procedure. 2. Inform the complainant that he or she may be accompanied by a parent/guardian during all steps of the complaint procedure. 3. Notify the complainant and the accused of the progress at appropriate stages of the procedure. 4. Refer the complainant to the Compliance Officer if the building principal is the subject of the complaint.

The Compliance Officer is responsible to monitor the implementation of nondiscrimination procedures in the following employee areas: 1. Development of position qualifications, job descriptions, and essential job functions; 2. Recruitment materials and practices; 3. Procedures for screening, interviewing, and hiring; 4. Promotions; and 5. Disciplinary actions, up to and including termination. The Complaint Procedures are as follows:

1. Reporting: A student or third party who believes he or she has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the incident to the building principal. A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal. If the building principal is the subject of the complaint, the student or third party shall report the incident directly to the Compliance Officer. The complainant or reporting employee is encouraged to use the report form available from the building principal, but oral complaints shall be accepted.
2. Investigation: Upon receiving a complaint of discrimination, the building principal shall immediately notify the Compliance Officer. The Compliance Officer shall authorize the building principal to investigate the complaint, unless the building principal is the subject of the complaint

or is unable to conduct the investigation. The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the incident. The investigator may also evaluate any other information and materials relevant to the investigation. The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation of the incident is pending or has been concluded. 3. Investigative Report: The building principal shall prepare a written report within fifteen (15) days, unless additional time to complete the investigation is required. The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual or whether it is a violation of this policy, and a recommended disposition of the complaint. Findings of the investigation shall be provided to the complainant, the accused, and the Compliance Officer. 4. District Action: If the investigation results in finding that the complaint is factual and constitutes a violation of this policy, the District shall take prompt, corrective action to ensure that such conduct ceases and will not recur. Disciplinary actions shall be consistent with Student Codes of Conduct, Allegheny Valley Board of School Directors' policies, District procedures, applicable collective bargaining agreements, and state and federal laws.

The appeal procedures are as follows:

1. If the complainant is not satisfied with a finding of no violation of the policy or with the corrective action recommended in the investigation report, he or she may submit a written appeal to the Compliance Officer within fifteen (15) days.
2. The Compliance Officer shall review the investigation and the investigation report and may also conduct a reasonable investigation.
3. The Compliance Officer shall prepare a written response to the appeal within fifteen (15) days. Copies of the response shall be provided to the complainant, the accused, and the building principal who conducted the initial investigation.

### ***Public Complaints:***

In accordance with School Board Policy 906 and NCLB, the Allegheny Valley School Board welcomes inquiries, suggestions, and constructive criticism regarding the District's programs, personnel, operations, and facilities. Any parent/guardian, student, resident or community group shall have the right to present a request, suggestion, or complaint.

Attempts to resolve public concerns and complaints of District residents shall begin with informal, direct discussions among the affected parties, following the District organizational structure and established guidelines below. Any requests, suggestions, or complaints directed to individual Board members and/or the Board shall be referred to the Superintendent for consideration and action.

#### **NCLB Complaint Procedures**

Complaints alleging violations of law in the District's administration of NCLB education programs shall be processed in accordance with the following procedure. The complaint must be filed with the District as a written, signed statement that identifies: 1. Alleged NCLB violation; 2. Facts supporting the alleged violation; 3. Supporting documentation, such as information on discussions, correspondence or meetings with the District regarding the complaint. Complaints shall be referred to the Director of Student Achievement, who will notify the Superintendent or designee.

The Director of Student Achievement will conduct an independent investigation. When the investigation is completed, the Director of Student Achievement will prepare a report with a recommendation for resolving the complaint. The Director of Student Achievement will submit the report to the Superintendent or designee, who will determine whether further investigation is required and/or the District's final response.

The Director of Student Achievement will ensure that the resolution of the complaint is implemented. The time period between receipt and resolution of a complaint will not exceed sixty (60) calendar days, unless circumstances require additional time. Either party may appeal the final resolution to the Pennsylvania Department of Education: Division of Federal Programs, PA Department

of Education, 333 Market Street, Harrisburg, PA 17126-0333.

### ***Federal Programs/Title I:***

According to Title I Part A, Allegheny Valley School District will provide the Pennsylvania Department of Education's written complaint procedures and information on the professional qualifications of a student's teachers and paraprofessionals upon request. To request this information, please contact the Director of Student Achievement.

### ***Right To Know Act:***

Request for Public Records of the Allegheny Valley School District must be submitted in writing on the Allegheny Valley Right To Know Request form located on the District web site at [www.avsdweb.org](http://www.avsdweb.org). On the top navigation bar, under District Services, bottom of drop-down menu, click on "Right To Know." The form can be downloaded from this page. Requests may be submitted in person, via mail, via fax, or via email to: Ms. Hamsini Rajgopal, Business Manager, Allegheny Valley School District, 300 Pearl Avenue, Cheswick, PA 15014, 724-274-5300, 724-274-8040 (fax), or [hrajgopal@avsdweb.org](mailto:hrajgopal@avsdweb.org) (email). Commonwealth of Pennsylvania Office of Open Records <http://openrecords.state.pa.us> 717-346-9903.

## Resource for Families:

### Is My Child Growing & Developing Normally?

As parents/guardians, each of us undoubtedly asks this question of ourselves at times. On one hand, we do not want to be overly anxious parents and create problems where none exist. On the other hand, research shows that if there is a problem, the earlier the specialized help is provided, the better the chance for remediation. So, how do we really know if we should be concerned? The following information about expected developmental milestones and skills may assist parents/guardians in assessing this:

**6 Months** - Rolls from stomach, reaches for toy, transfers toy from one hand to the other, looks for noise made near him/her, makes sounds for specific reasons (hunger, wet), helps hold bottle while drinking, plays with toes, pats mirror image, puts everything in his/her mouth, watches toys held in front of him/her and moved slowly.

**1 Year** - Sits without support, pulls self to stand, crawls on all fours, understands the meaning of No and Bye-bye, repeats sounds made by others, feeds self cookies or crackers (may not be neat), plays “pat-a-cake” or “peek-a-boo,” turns pages of magazine or book (more than one at a time), picks up small objects with thumb and index finger.

**2 Years** - Walks well, walks up steps, two feet on a step, speaks several words which are understandable and meaningful, refers to self by name, recognizes self in mirror, feeds self with spoon, drinks from a cup, occupies self in play, plays with an adult (rolls ball to adult), builds a tower of four blocks, puts two words together, shows body parts (eyes, nose, toes) when asked.

**3 Years** - Walks up steps, one foot for each step, walks on tiptoes, runs easily, unbuttons, unwraps candy, uses words to make needs known, speaks in three-word sentences: “Mommy go home,” undresses self, is toilet trained, helps adults by putting away toys and clothes, turns pages one at a time, recites nursery rhymes, imitates adults doing simple tasks.

**4 Years** - Tells stories, speaks clearly and can be understood by non-family members, dresses self with help, feeds self with fork, washes face and hands, gets along with other children, balances on one foot, builds a tower of ten blocks, copies a circle, matches some objects and colors.

**5 Years** - Hops on one foot, marches in time, catches a ball with his/her hands, brushes his/her teeth, cares for all toilet needs, follows two-step directions, points to shapes, names five colors, copies a square/circle, counts to four; shares and takes turns.

#### ***Signs of Physical, Sensory, Mental, Emotional Disabilities***

Some indications that your child may be a student with a disability, in order to meet the first part of the two-part definition, are:

- Difficulty performing tasks that require reading, writing, or mathematics
- An emotional disturbance over a long period of time, which affects your child’s ability to learn
- Consistent problems in getting along with others
- Difficulty communicating
- Lack of interest or ability in age-appropriate activities
- Resistance to change
- Difficulty seeing or hearing that interferes with the ability to communicate
- Health problems that affect educational performance, including attention problems.

Parents who have questions about their child’s development or disability may speak with their family physician or health care provider, school district, or the Allegheny Intermediate Unit. With questions or concerns, please contact Melissa Holler, Special Education Coordinator.