



## **The Lincoln Leadership Academy Charter School**

### **Board of Trustees Policy**

#### **Notice of Child Find and Screening Policy**

Lincoln Leadership Academy Charter School provides Special Education services which may be required by children with special needs.

Types of programs and services are:

##### **1. Academic Support**

- a. Learning Support for students whose primary identified need is academic learning

##### **2. Life Skill Support**

For student where the focus is primarily on the needs of students for independent living as well as general daily living skills.

##### **3. Emotional Support**

For students whose primary identified need is for emotional support. The focus is primarily on behavior management

##### **4. Sensory Support**

- a. Deaf or Hard of Hearing for students who are deaf or hard of hearing
- b. Blind or Visually Impaired for students who are blind or visually impaired

##### **5. Speech and Language Support**

For students who are speech and language impaired

### **6. Physical Support**

For students where the program is modified primarily to meet the need of physically disabled students

### **7. Autistic Support**

For students who are autistic. The focus is primarily to develop daily living skills

### **8. Multidisabilities Support**

For students who are multihandicapped. The focus is on daily living, self-help, and independent living.

If you are suspecting that your child may have a developmental delay, the following are potential signs that may be exhibited.

#### **Warning signs may include:**

##### ***Behavioral***

- Does not pay attention/stay focused on an activity for as long a time as other children of the same age
- Focuses on unusual objects for long periods of time; enjoys this more than interacting with others
- Avoids or rarely makes eye contact with others
- Gets unusually frustrated when trying to do simple tasks that most children of the same age can do
- Displays violent behaviors on a daily basis
- Stares into space, rocks body, or talks to self more often than other children of the same age
- Does not seek love and approval from a caregiver or parent

##### ***Gross Motor***

- Has stiff arms and/or legs

- Has a floppy or limp body posture compared to other children of the same age
- Uses one side of body more than the other
- Has a very clumsy manner compared with other children of the same age

### ***Vision***

- Seems to have difficulty following objects or people with eyes
- Rubs eyes frequently
- Turns, tilts or holds head in a strained or unusual position when trying to look at an object
- Seems to have difficulty finding or picking up small objects dropped on the floor (after the age of 12 months)
- Has difficulty focusing or making eye contact
- Closes one eye when trying to look at distant objects
- Eyes appear to be crossed or turned
- Brings objects too close to eyes to see
- One or both eyes appear abnormal in size or coloring

### ***Hearing***

- Talks in a very loud or very soft voice
- Seems to have difficulty responding when called from across the room, even when it is for something interesting
- Turns body so that the same ear is always turned toward sound
- Has difficulty understanding what has been said or following directions after turning 3 years of age
- Doesn't startle at loud noise
- Ears appear small or deformed
- Fails to develop sounds or words that would be age appropriate

### **Screening**

Kindergarten screening activities include a review of informal social and health history, developmental areas, functional vision and hearing, and speech and language. Kindergarten screenings are held during the summer at the school. Further screenings are conducted through the Academic Support Teams in each school throughout the year for any student that may be in need of special education services.

Parents who wish to request screening and evaluation for their child may do so by contacting the principal or special education coordinator in the school.

### **Evaluations**

If you believe your child needs special education services, an evaluation will be conducted by a team. The team shall be composed of the parents, persons familiar with the child's development, persons knowledgeable in such areas of suspected disability, persons trained in the appropriate evaluation techniques and, if possible, persons familiar with the child's cultural background. All information gathered through the screening and/or re-evaluation process is considered confidential under Section 438 of the General Education Provisions Act.

*Questions regarding services for special needs children can be addressed to:*

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