



# **Policy #7121**

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*Students*

## **SUBJECT: DIAGNOSTIC SCREENING OF STUDENTS**

The School District has developed a plan for the diagnostic screening of all new entrants and students with low test scores.

A new entrant means a student entering the New York State public school system, prekindergarten through grade 12, for the first time, or re-entering a New York State public school with no available record of a prior screening.

### **I. Diagnostic Screening**

Students with low test scores are students who score level two or below on any grade 3-8 assessment for New York State.. Students with low test scores in grades 9-12 are students who score below 65% on New York State Regents Exams.

A. Such diagnostic screening will be utilized to determine which students:

- 1) Have or are suspected of having a disability;
- 2) Are possibly gifted; or
- 3) Are possibly limited English proficient.

B. Such diagnostic screening shall be conducted:

- 1) By persons appropriately trained or qualified;
- 2) By persons appropriately trained or qualified in the student's native language if the language of the home is other than English;
- 3) In the case of new entrants, prior to the school year, if possible, but no later than November 1 of the school year of entry or within fifteen (15) days of transfer of a student into a New York State public school should the entry take place after November 1 of the school year;
- 4) In the case of students with low test scores, within thirty (30) days of the availability of the test scores.

### **II. New Entrants**

A. For new entrants, diagnostic screening shall include, but not be limited to the following:

- 1) A health examination by a physician/physician's assistant or nurse practitioner or submission of a health certificate in accordance with Education Law Sections 901, 903, and 904;



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- 2) Certificates of immunization or referral for immunization in accordance with Section 2164 of the Public Health Law;
- 3) Vision, hearing and scoliosis screenings as required by Section 136.3 of Commissioner's Regulations;
- 4) A determination of development in oral expression, listening comprehension, written expression, basic reading skills and reading fluency and comprehension, mathematical calculation and problem solving, motor development, articulation skills, and cognitive development using recognized and validated screening tools; and
- 5) A determination whether the student is of foreign birth or ancestry and comes from a home where a language other than English is spoken as determined by the results of a home language questionnaire and an informal interview in English and the native language.

#### **III. Students with Low Test Scores**

For students with low test scores, diagnostic screening shall include, but not be limited to:

- a) Vision and hearing screenings to determine whether a vision or hearing impairment is impacting the student's ability to learn; and
- b) A review of the instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided in reading and mathematics.

No screening examination for vision, hearing or scoliosis condition is required where a student, parent, or person in parental relation objects on the grounds that such examination conflicts with their genuine and sincere religious beliefs.

#### **IV. Results and Reports**

The results of the diagnostic screening shall be reviewed and a written report of each student screened shall be prepared by appropriately qualified School District staff. The report shall include a description of diagnostic screening devices used, the student's performance on those devices and, if required, the appropriate referral.

If such screening indicates a possible disability, a referral, with a report of the screening, shall be made to the Committee on Special Education (CSE) or the Committee on Preschool Special Education (CPSE) no later than fifteen (15) calendar days after completion of such diagnostic screening.

If such screening indicates a child identified as possibly being of limited English proficiency, such child shall be referred for further evaluation in accordance with Part 154 of the Regulations of the



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Commissioner of Education to determine eligibility for appropriate transitional bilingual or freestanding English as a Second Language (ESL) programs.

### **V. Reporting to Parents**

Parents/guardians of children to be screened shall receive information in advance regarding the purpose of screening, the areas to be screened and the referral process. The information shall be communicated either orally or in writing in the parents' primary language(s). This information will be provided during the registration interview.

Parents/guardians have the right to request information regarding their child's performance during screening. They shall have access to the screening results and obtain copies upon request.

### **VI. Confidentiality of Information**

The Board of Education's policy and administrative regulations in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) shall apply to all information collected about a child through the screening program. In accordance with the policy and regulations, parents shall be informed of their right to privacy, their right to access to the records and their right to challenge those records should they be inaccurate, misleading or otherwise inappropriate.

Family Educational Rights and Privacy Act of 1974, 20 United States Code (USC) Section 1232(g)

Education Law Sections 901, 903, 904, 905, 914 and 3208(5)

Public Health Law Section 2164

8 New York Code of Rules and Regulations (NYCRR) Parts 117, 136, 142.2 and 154

NOTE: Refer also to Policies #7131 -- Education of Homeless Children and Youth

#7512 -- Student Physicals

#8240 -- Instructional Programs: Driver Education, Gifted and Talented Education and Physical Education

**Re-Adopted: July 5, 2022**