

Public Notification of availability of special education services K.A.R. 91-40-7(d)

A description of the procedures used in public notification of special education services.

Our districts public notices will be provided in English on an annual basis in the local newspaper, continually on the Coop's website and quarterly in the parent newsletter from the districts.

The director of special education will retain copies of all public notices.

Child Find K.A.R. 91-40-7(a)

A description of the procedures used in ensuring child find within private schools.

The director of special education or designee will annually consult with each private school within the district jurisdiction to provide information of the requirements and accessing special education services.

The director of special education retains documentation of the consultation with private schools such as meeting minutes, phone logs, sample agreements, letters/correspondence.

The procedures and practices used to ensure that students with potential exceptionalities that are highly mobile (i.e., migrant and homeless) are identified and referred for evaluation appropriately.

Annual meetings are held with all community organizations that are likely to interact with highly mobile populations to provide information and describe the process that parents and/or staff from that organization can use to assist parents in requesting additional support through special education services as outlined in the general education intervention process

The director of special education will retain documentation of the annual meetings including dates, location and which organizations attended.

A description of the procedures and practices used to ensure that students with potential exceptionalities are who are advancing grade to grade are identified and referred for evaluation appropriately.

Individual student state assessments and all district wide assessment scores are reviewed to ensure that all students are making progress towards proficiency. Any student who is not demonstrating growth will enter the general education intervention process described later used by our districts.

Screening for children ages 3-5 and General education Interventions for School Age Students K.A.R. 91-40-7(b)

A description of the procedures used in the screening of children younger than school age is disclose any potential disability or developmental delays and a need for an initial evaluation.

The district conducts quarterly screenings of children younger than age 5 (birth to 5) at community based sites using the DIAL-3 assessment instrument. This screening also includes vision and hearing screenings. Coordinating meetings with Part C are held within 30 calendar days to identify children being served by Part C that will potentially need an initial evaluation under IDEA. In addition, USD 320 is the sponsoring district and the lead agency for our Cooperative and for Part C and therefore ensure they will provide the director of special education with a list of children receiving Part C services that will be turning age 3 within the next 60 days on a monthly basis to ensure that evaluations are completed by the child's 3rd birthday. All children who fail the screening will be immediately referred for an

A description of the procedures used to identify the existence of a potential exceptionality and a need for an initial evaluation of students kindergarten through age 21.

The Cooperative provides staff to all three districts conducting annual hearing screenings to all students. Vision screenings are conducted by the district's school nurse. The parents of any student who fails the hearing/vision screening are notified of the results and provided recommended actions.

**** Individual Student Problem Solving Example****

All districts use a student improvement team model (SIT) to conduct individual student problem solving for students that exhibit academic and/or behavioral needs. Using data from general education settings/environments the team conducts problem solving to select interventions, accommodations and modifications to provide the necessary support so the student can be successful within the general education setting. Through using data from SIT, if the team suspects the student as having as exceptionality a referral for initial evaluation is made. To ensure early identification and intervention of students in need of additional support the districts uses a two-level student improvement tam model that first and most quickly addresses the students need within grade level teams and then if progress monitoring data indicates more customized/intensive intervention than a building level team will intervene.

Making Referrals for Initial Evaluations K.A.R. 91-40-7(c)

A description of the procedures and practices used within the district to determine when referral for initial evaluation is needed.

The district requires there be data-based documentation that an evaluation is necessary. In situations when extensive data-based documentation exists (e.g., medical reports of a specific medical condition) that demonstrates the student has needs beyond what is available in general education interventions to not delay appropriate special education services.

For students that have been within the district general education intervention process, data-based documentation indicating a need for referral is provided to the building principal who then notifies the appropriate special education staff. Student specific documentation includes (1) documentation showing the student was provided appropriate instruction in regular education settings delivered by qualified personnel, (2) the results of frequent progress monitoring assessments that reflect the impact of the interventions, (3) evidence as to how intervention results were shared with the student's parent(s), and (4) the completed referral form for initial evaluation, including the progress monitoring data, is provided to the school principal.

Any request by a parent for an initial evaluation of their child will be directed to the building principal. The building principal informs parent(s) that the request needs to be made in writing. In addition, the principal informs the parent of the general education intervention process used in the building to determine the supports required by individual students to meet their academic and behavioral needs. In situations where the parents insist the initial evaluation begin immediately, and the school agrees, the general education intervention process will be conducted concurrently with the initial evaluation in order to provide information needed in the eligibility determination process.

For students that transfer into the district after an initial evaluation has begun in the previous district, the student's prior school will be contacted as soon as possible to obtain completed assessment information to aid in the prompt completion of the evaluation. **K.S.A. 72-986(c)(4)**

At the time of referral for initial evaluation, the parents will be provided with a copy of the Procedural Safeguards by the principal, or designee. **K.A.R. 91-40-26(d)(1)**

Notice and Consent K.S.A. 72-986(b)

A description of the procedures used in providing the parents notice of an initial evaluation and obtaining informed parental consent.

Parents will be provided the Prior Written Notice form describing the proposed initial evaluation and asked to provide consent for the school to conduct the initial evaluation.

In conducting all evaluations a variety of age and culturally appropriate assessment tools will be used to ensure that the child is appropriately assessed in all areas of suspected exceptionality. These assessment procedures will provide academic, developmental and functional data that assist in the determination of eligibility and IEP development. No single assessment will be used to make eligibility determinations. All instructions are technically sound and administered by appropriately trained staff in accordance with instructions provided by the test publisher. They are provided and administered in the language and form most likely to yield accurate information on what the child knows and is able to do academically, developmentally and functionally, unless it is not feasible to do so by the provider or administer.

Eligibility K.S.A. 72-986(e)

A description of the eligibility procedures and process within the district pertaining to eligibility.

The evaluation team, including the parent of the child, use the data collected to determine whether the student has an exceptionality and the need for special education services and related services. In making this determination the team must consider exclusionary factors including, lack of instruction in reading, including instruction in the essential components of reading, lack of instruction of math and limited English proficiency. Upon making the determination the team must write an eligibility report and the documentation of determination of eligibility.

For further details pertaining to child Find/General Education Interventions/Evaluation/Eligibility, refer to Addendums A-E.

- A. Currently Adopted USD 320 BOE Policy Statements (3)
- B. SIT (team) Process for Student's with Articulation Concerns
- C. Acceptable Tests/Screening Tools/Checklists to be Used in the Cooperative
- D. Regulation #91-40-10 – Eligibility Determination
- E. Letter of Clarification Re: IDEA