

Learning Cooperative of North Central Kansas

DOCUMENTATION OF DISTRICT POLICIES, PRACTICES, AND PROCEDURES

Child Find, Screening, General Education Intervention, Referral,
Notice and Consent, and Eligibility Procedures

Sponsoring District
USD #333 Concordia

Cooperating Districts
USD #108 Washington
USD #109 Republic County
USD #224 Clifton/Clyde
USD # 426 Pike Valley

2016 -2017 School Year

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DOCUMENTATION OF DISTRICT POLICIES, PRACTICES AND PROCEDURES

Introduction

The Kansas State Department of Education, Special Education Services, requires a district developed plan which serves as documentation of local policies, practices, and procedures for Child Find, Screening, General Education Intervention, Referral, Notice and Consent, and Eligibility. As part of the annual LEA Application, sponsoring District USD #333 Concordia and Cooperating Districts USD #108 Washington County, USD #109 Republic County, USD #224 Clifton/Clyde and USD #426 Pike Valley agree to adopt and implement policies which conform to state and federal statutes and regulations regarding special education. These assurances to adopt district policies aligned to federal and state statutes and regulations fulfill the “policy” portion of this requirement. In addition, sponsoring District USD #333 Concordia and Cooperating Districts USD #108 Washington County, USD #109 Republic County, USD #224 Clifton/Clyde and USD #426 Pike Valley adopt the KSDE Special Education Process Handbook requirements regarding “procedures”. Adoption and implementation of practices fulfill the final requirement. The term “practices” refers to how policies and procedures are actually applied.

Documentation of District Practices is the result of collaborative efforts between general and special education staff, principals, superintendents and parents in meeting this requirement. The LCNCK appreciates your continued efforts to ensure compliance with IDEA to meet the needs of students with disabilities.

Public Notification of Availability of Special Education Services

K.A.R. 91-20-7(d)

District public notices of availability of special education services will be provided in both English and Spanish on an annual basis in the local newspaper, continually on the district website and monthly in the parent newsletter from the district. The director of special education will retain copies of all public notices.

Child Find

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

Each local education agency implements policies and procedures to identify, locate, and evaluate all children with exceptionalities residing in its jurisdiction, including children with exceptionalities who meet any of the following criteria: 1) Attend private schools; 2) are highly mobile, including migrant and homeless children; or 3) are suspected of being children with disabilities even though they are advancing from grade to grade.

Procedures used in ensuring child find within private schools are in place. The director of special education or designee will annually consult with any private school within the

district jurisdiction to provide information of the requirements and accessing special education services. Currently there are no private schools within the educational agencies.

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 are in place in the district. Annual meetings are held with all community organizations that are likely to interact with highly mobile populations. Information will be provided to 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. In addition, district at risk and migrant staff will receive the same information. The director of special education will retain documentation of the annual meetings including dates, location and which organizations attended.

Procedures and practices used to ensure that students with potential exceptionalities, who are advancing grade to grade, are identified and referred for evaluation appropriately are in place. Individual student state assessment and all district wide assessment scores are reviewed to ensure they are making progress towards proficiency. Any student who is not demonstrating growth will enter the general education intervention process.

Screening for Children Ages 3 to 5 and
General Education Interventions for School Age Students
K.A.R. 91-40-7(b)

Procedures used in the screening of children younger than school age to disclose any potential disability or developmental delays and a need for an initial evaluation are in place. Monthly screenings of children younger than age 5 are conducted at school and community-based sites using the DIAL III and a language based assessment. This procedure also includes vision and hearing screenings. Coordinating meetings with Part C are held bi-annually to identify children being served by Part C that will potentially need an initial evaluation under IDEA. The district and Part C have a memorandum of understanding that Part C will provide the director of special education with a list of children receiving Part C services 60 days prior to turning age 3 on a monthly basis. All children who fail the screening will be immediately referred for an initial evaluation.

Procedures used to identify the existence of a potential exceptionality and a need for an initial evaluation of students, kindergarten through age 21, is in place. The district conducts annual hearing and vision screening of all students. The parents of any student who fails the hearing/vision screening are notified of the results and provided recommended actions. The district uses 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

uses a problem solving model to select intervention, accommodations, and modifications to provide the necessary support so the student can be successful within the general education setting. Based on the data, if the team suspects the student has exceptionality, a referral for initial evaluation is made.

Making Referrals for Initial Evaluations

K.A.R. 91-40-7(c)

Procedures and practices used within the district are in place to determine when referral for initial evaluation is needed. The district requires 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, it is appropriate to make a referral for initial evaluation without conducting 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 SIT team recommendation for student referral for an evaluation to determine eligibility for special education services is provided to the special education director for approval. Once approved, the director notifies the appropriate special education staff. Student specific documentation includes (1) documentation showing that 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 intervention, (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.

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.

At the time of referral for initial evaluation, the parents will be provided with a copy of the Procedural Safeguards by the school psychologist.

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

The procedures used in providing the parents notice of an initial evaluation and obtaining informed parental consent are in place. 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 determining 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 instruction 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 so provide or administer.

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

A description of the eligibility procedures and process within the districts, pertaining to eligibility, are in place. The evaluation team, including the parent of the child, uses 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 in math and limited English proficiency. Upon making the determination, the team must write an eligibility report and the documentation of determination of eligibility.