

DOCUMENTATION OF DISTRICT POLICIES, PRACTICES AND PROCEDURES

Child Find, Screening, General Education Intervention, Referral, Evaluation & Eligibility Procedures

**Sponsoring District
USD #379 Clay County**

**Cooperating Districts
USD #223 Barnes/Hanover/Linn
USD #334 Southern Cloud
USD ##378 Riley County
USD # 384 Blue Valley Randolph/Olsburg**

DOCUMENTATION OF DISTRICT POLICIES, PRACTICES AND PROCEDURES

Introduction

The Kansas State Department of Education (KSDE), Special Education Services, requires a district developed plan which serves as documentation of local policies, practices, and procedures for Child Find/General Education Interventions and Evaluation Eligibility. As part of the annual LEA Application, the Twin Lakes Educational Cooperative sponsoring District USD #379 Clay County and cooperating districts USD #223 Barnes/Hanover/Linn, USD #334 Southern Cloud, USD #378 Riley County and USD #384 Blue Valley Randolph/Olsburg 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 #379 Clay County and the cooperating districts 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.

These assurances will be available at enrollment and on the sponsoring district’s website. Documentation of local policies, practices and procedures can be found at the sponsoring district’s website at www.usd379.org under the Twin Lakes Educational Cooperative (TLEC).

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 TLEC appreciates your continued efforts to ensure compliance with the Individuals with Disabilities Act (IDEA) to meet the needs of students with disabilities.

300.200 Condition of assistance. A Local Education Agency (LEA) is eligible for assistance under Part B of the Act for a fiscal year if the agency submits a plan that provides assurances for a fiscal year if the agency submits a plan that provides assurances to the State Education Agency (SEA) that the LEA meets each of the conditions in §§ 300.201 through 300.213. (Authority: 20 U.S.C. 1413(a))

§ 300.201 Consistency with State policies. The LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174.

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CHILD FIND

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.

The special education director will annually meet with each private school administrator within the cooperative jurisdiction to provide information of the requirements and accessing special education services. The director will retain documentation of the consultation with the private schools via a signed agreement by the administration.

On an annual basis public notices will be provided at district enrollments, on district websites, in local media outlets and via school newsletters (of districts that maintain these) for providing the special education services for exceptional children.

Annual meetings will be held with the district representatives that are likely to interact with highly mobile populations to provide information and describe the process that parents and/or staff 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 ESL staff will receive the same information.

SCREENING

Each local educational agency implements age appropriate screening procedures. It is the first step in the identification of exceptional children, but it is not a special education action. Screening procedures consider all children in a given population in order to locate those who may be in need of special education services. Because all children participate in screening activities, prior written parental consent is not required. No child can be placed in any special educational program solely on the basis of screening activities.

Each local education agency implements systematic procedures at least twice a year to screen all school-aged children for learning assets or deficits which may require special education services. These screenings procedures include the following:

- Mandatory hearing and vision screening--Vision every two years, hearing every three years,
- An age appropriate developmental instrument or screening procedure designed to identify those children with possible physical, intellectual, social or emotional deviations which may influence his/her learning, and perceptual (visual,

auditory, and motor) deviations; and,

- Any other instruments/procedures needed to supplement the above. Such instruments/procedures may include: teacher and parent referrals or self referral by children, behavior checklist, group achievement and/or intelligence tests, adaptive behavior observations, teacher/parent observations, other techniques developed locally by multidisciplinary efforts.

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 described later used by our district.

Screening for children younger than age 5 experiencing difficulty in a developmental area(s) is required and accomplished for the Cooperative area by holding early childhood screening clinics at school based sites using the ASQ-III.

This procedure also includes vision and hearing screenings. Coordinating meetings with Part C are held to identify children being served by Part C that will potentially need an initial evaluation under IDEA. In addition, the district and Part C have a letter of agreement that Part C 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 initial evaluation. Screening information is provided in the local newspapers, school newsletters and on the Cooperative website. A variety of assessment tools and strategies is used to gather relevant information used to corroborate evidence of a potential exceptionality during screening activities.

GENERAL EDUCATION INTERVENTION

Documentation of building level, general education interventions (GEI) is required for children prior to evaluation for special education eligibility. The GEI can be carried out through a school-wide approach of providing a multi-tiered system of scientifically, research-based interventions, for all children or through an individual child problem solving approach. Regardless of the approach used, the focus is on designing supports for children who need additional assistance in order to be successful in the general education curriculum and environment.

The GEI process continues until a successful intervention is determined. When it is evident that the successful intervention requires resources beyond those available in general education, and/or when the team suspects the child is a child with exceptionality (disability or giftedness). At any time during GEI, the team responsible for planning and implementing the interventions has three decisions that may be made:

- a. Continue the intervention and monitor child progress

- b. Change or modify the intervention and monitor child progress
- c. Change or modify the intervention, monitor child progress, and carry the child into initial evaluation.

School-Wide Multi-Tiered System of Support

The Multi-Tiered System of Support (MTSS) is a broad continuum of evidence based, system wide practices to support academic and behavioral needs. The MTSS system uses frequent data to monitor progress and to help make instructional decisions for students at various levels of need. The following briefly explains the multi-tiered aspect of MTSS:

Tier 1: All children receive a core instructional program that used as scientifically validated curriculum that is provided for all students. Interventions are provided via the general education curriculum.

Tier 2: Those children who do not respond to the core instructional procedures will receive targeted group intervention in addition to core instruction. More frequent measures of progress monitoring are used to collect child progress data.

Tier 3: A few children receive intensive, individualize interventions. These may be in addition to, or instead of the supports provided in Tier 1 and Tier 2 depending on the needs of the child. Interventions will be more intensive and delivered in more substantial blocks of time.

School Wide Problem Solving Approach

The School Wide Problem Solving Approach is carried out through building level problem-solving teams.

Problem Solving Approach

STEP 1. Problem Identification

- a. Precisely define the problem.
- b. Measure the skill or behavior in the natural setting to establish baseline performance.
- c. Estimate the severity of the problem.

STEP 2. Problem Analysis

- 1-2 a. Analyze antecedent, situational, and consequent conditions.
- b. Use ICEL components (instruction, curriculum, environment, and learner) to analyze the problem.
- c. Collect additional data as needed to understand the cause of the problem.

STEP 3. Develop and Implement an Intervention Plan

- a. Formulate a plan that uses scientific research based interventions designed to target the cause of the presenting problem.
- b. Establish intervention goals.
- c. Develop a plan for monitoring progress which specifies the child data to be collected and the schedule for collecting it. Decide how the data will be displayed (e.g. chart/graph) to facilitate evaluation.
- d. Implement the plan with treatment integrity and frequent monitoring of progress.

STEP 4. Evaluate and Revise Plan

- a. Review progress monitoring data to determine if enough progress has been made by repeating Step 1.
- b. If expectations have not been met, repeat Step 2 to further analyze the problem.
- c. Revise current intervention or select a new intervention including components of Step 3.

At the conclusion of the Student Improvement Team (SIT) process, schools must have data-based documentation that:

1. Appropriate instruction was provided to the child,
2. The child was provided appropriate instruction was delivered by qualified personnel in regular education settings;
3. The child's academic achievement was repeatedly assessed at reasonable intervals which reflected formal assessment of the child's progress during instruction; and,
4. The instructional strategies used and the student-centered data collected.

Evaluation Following First Meeting of Assistance Team - Under some special circumstances the GEI team may initiate an evaluation during the initial team meeting. These might include parental request for evaluation, a traumatic brain injury, or student behavior/learning deficits that are extraordinarily severe. Assessments that are concurrent to a student improvement team referral must be approved by the director of special education. In such cases, the team must develop general education interventions to be implemented during the evaluation process and review the outcomes of the interventions during the evaluation staffing. The General Education Intervention Form (blue form) must be completed during the evaluation staffing. It is the GEI leader's responsibility to complete the General Education Intervention Form and include a statement documenting why the team decided to initiate an evaluation prior to completion of GEI's.

Special Educator’s Direct Contact with Student during GEI – When a special educator participates in implementing GEI’s that includes observing, assessing, or any direct contact with the child; parental involvement and permission **must** be documented. This is done by having the parent participate in the GEI meeting during which the GEI was recommended and having the parent signature on the GEI form. If the parent did not participate in the GEI meeting, the building principal may obtain the parent signature on

the GEI form to document the parent’s awareness and consent. As part of the GEI process, a special education teacher can provide services for a brief period. The special education teacher will be responsible for documenting time with the child.

GEI Checklist:

- Blue GENERAL EDUCATION INTERVENTION FORM completed (all sections)
- Signatures of GEI team members including parent(s) and building principal
- Documentation of any other data warranting an evaluation

REFERRAL

Prior to evaluation for special education services, the building level student improvement team must document the meetings using the General Education Intervention Form (blue form). One meeting must result in GEI’s developed to address the concerns related to the student. A second and third meeting must assess the outcomes of the GEI’s. It is the SIT leader’s responsibility to document that the required meetings have occurred prior to obtaining parental permission for evaluation. Special educators may participate in this process.

Referral for Initial Evaluation

The General Education Intervention Form (blue form) and any applicable referral checklists must be sent to the TLEC Director for approval.

Referral for a Related Service Evaluation

Referrals for an evaluation to determine eligibility for a related service(s) for a child **already receiving special education** services must also be approved by the TLEC Director.

Referral for a Previously Evaluated Student

Some children may be referred, receive a comprehensive evaluation, not be eligible for special education services and the school district wishes to refer the child for another comprehensive evaluation.

If the child was evaluated one year + ago, the GEI process is initiated. The referral is then sent to the Director to obtain consent for evaluation.

If the child was evaluated less than one year ago, the team should have developed strategies to follow when the child was not placed in special education. The school must conduct at least one general education intervention meeting to document that the strategies have not been effective. The General Education Intervention Form (blue form explaining the special circumstances will be sent to the Director to obtain consent for evaluation. Research suggests a very low likelihood that another evaluation is going to produce data that meets eligibility and establishes need.

If the child previously received special education services, and had been dismissed, the general education intervention team should conduct at least one meeting to document that the strategies being used to meet the child's needs have not been effective. The General Education Intervention Form (blue form) explaining the special circumstances will be sent to the Director to obtain consent for evaluation.

If the child transferred 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 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.

EVALUATION

The initial evaluation to determine eligibility for special education services is initiated by the general education intervention team (SIT) referral documented on the GEI Documentation Form. Upon approval by the Special Education Director, this documentation is forwarded to the building school psychologist.

Parent permission for evaluation is obtained and notice is provided to the parents describing evaluation procedures. When conducting the evaluation a variety of assessments tools and strategies are used to gather relevant functional, developmental and academic information including information provided by the parent, that may assist in determining whether the child is an exceptional child or in the case of a reevaluation, the content of the child's individualized education program, including information related to enabling the child to be involved, and progress, in the general education curriculum or, for preschool children, to participate in appropriate activities.

No single measure or assessment is used as the sole criterion for determining whether a child is an exceptional child or determining an appropriate educational program for the child. Technically sound instruments are used to assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors. In determining whether a child has a specific learning disability, consideration is given to whether the child has a severe discrepancy between achievement and intellectual

ability. Consideration is also given to whether the child responds to scientific, research-based intervention as part of the child's evaluation.

Assessments and other evaluation materials used to assess a child are selected and administered so as not to be discriminatory on a racial or cultural basis and 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 provide or administer. Assessment and other evaluation materials are valid and reliable for the specific purpose for which they are used and are administered by trained and knowledgeable personnel and are administered in accordance with instructions provided by the producer of such test. Assessment tools and strategies provide relevant information that directly assists persons in determining the education needs of the child are provided. The assessments of any child who transfers from another agency during the school year are coordinated with the child's prior school, as necessary and as expeditiously as possible, to ensure prompt completion of an evaluation begun by the prior school.

Each child is assessed in all areas related to a suspected exceptionality, including, if appropriate, health, vision, hearing, social/emotional status, general intelligence, academic performance, communicative status, and motor abilities.

Member of the IEP team for the child and other qualified professionals, as appropriate review existing evaluation data and on the basis of that review and input from the child's parent or parents, the evaluation team identifies what additional data, if any, is needed to determine whether the child has a particular category or exceptionality or, in the case of a reevaluation of a child whether the child continues to have such an exceptionality. The evaluation team also identifies what the present levels of academic achievement and educational and related developmental needs for the child are and whether the child needs special education and related service, or in the case of a reevaluation of a child, whether the child continues to need special education and related services. In the case of a reevaluation of the child, the team also determines if any additions or modifications to the special education and related services currently being provided to the child are needed to enable the child to meet the measurable annual goals set out in the IEP of the child to participate, as appropriate, in the general education curriculum.

Eligibility procedures are in place to prevent both the over-identification and under-identification of children by race and ethnicity in special education and related services in specific disability categories.

KSDE has defined what constitutes disproportionate representation for the districts in the State and for the State in general.

Indicator 9:

Disproportionate – Over Representation – The district must have:

at least 30 students of a race/ethnicity in the district;
at least 10 students of a specific race/ethnicity in special education and related services;
and a weighted risk ratio of greater than 3.00.

Disproportionate – Under Representation – The district must have:

at least 30 students of a race/ethnicity in the district;
at least 10 students of a specific race/ethnicity in special education and related services;
and a weighted risk ratio of less than 0.33.

Indicator 10:

Disproportionate – Over Representation - The district must have:

at least 30 students of a race/ethnicity in the district;
at least 10 students of a specific race/ethnicity in a specific disability category; and
a weighted risk ratio of greater than 3.00.

Disproportionate – Under Representation - The district must have:

at least 30 students of a race/ethnicity in the district;
at least 10 students of a specific race/ethnicity in a specific disability category; and
a weighted risk ratio of less than 0.33.

Each staff member assigned to collect data writes a report detailing the data collected. An evaluation meeting is held to review the data and determine eligibility and need for special education services and a Staffing Summary is completed. Parents are provided a copy of the report and are provided Prior Written Notice for Identification with a copy of parental rights. It is the building school psychologist's responsibility to obtain parent permission for evaluation, notify staff when permission has been obtained, create the student on WebKIDSS (**Appendix E**), send parents Notice of Meeting, complete the Eligibility Report and provide parents Prior Written Notice. It is the responsibility of all staff assigned to collect data for the evaluation staffing.

Forms Required:

Notice for Evaluation/Reevaluation
Parent's Rights
Notice of Meeting
Prior Written Notice
Signature page
Staffing Summary
Eligibility Report Initial/Reevaluation
Excusal from Attendance (if applicable)
Other documents (Behavior Plan, Medicaid, HIPPA, etc.)

Parental Request for Evaluation

Parents have the right to request an evaluation. In most cases, the school will choose to comply with that request. The building principal or his designee however, must meet with the parent within 15 school days and explain that a building level, general education intervention process that precedes an initial evaluation is available to assist the team in determining the specific concerns and needs of their child. If parents do not want to wait for the GEI process to conclude, they must be asked to provide their request for evaluation in writing with the date of the request and signature. The school is encouraged to collect GEI data and document interventions. Outcomes of GEI's implemented during the evaluation process must be documented on the GEI Documentation form and the Eligibility report.

Parental refusal for Evaluation

Should parents refuse permission for evaluation, they must be asked to sign the Prior Written Notice for Evaluation indicating they do not give consent. If they choose not to sign indication of their refusal, this must be noted on the form with date, and signed by the building school psychologist. It is the building school psychologist's responsibility to attempt to obtain the parents' signature indicating refusal and to notify the building principal.

ELIGIBILITY

Each evaluation team, in determining whether a child is an exceptional child and what the educational needs of the child are draw upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background and adaptive behavior. The information obtained from all of these sources is documented and considered.

Upon completion of the administration of assessment and other evaluation materials the determination of whether the child is an exceptional child is made by the team of qualified professionals and the parent of the child and a copy of the evaluation report and the documentation of determination of eligibility is given to the parent. The evaluation time follows 60 school day timeline requirements.

In making a determination of eligibility, a child is not determined to be an exceptional child if the determinant factor or such determination is lack of instruction in reading, including instruction using the essential components for reading instruction, math or limited English proficiency.

Should the evaluation team decide the student is eligible for, and needs, special education services using **Appendix I Eligibility Indicators**; an initial IEP is scheduled. Parent(s) must be given a Notice of Meeting with a parental rights form at least 10 calendar days prior to the IEP meeting. Attempts should be made to contact the

parents to schedule a mutually convenient time to meet. It is the responsibility of the building psychologist to contact parents to schedule the initial IEP, to send the IEP Notice and Parental Rights, notify staff and complete the WebKIDSS procedures **(Appendix E or Appendix A)**

It is the responsibility of the primary service provider to write the IEP using data and information collected during the evaluation. A Draft IEP must be developed for review at the IEP meeting. It is the responsibility of each service provider to develop goals and objectives based on data collected during the evaluation.

Parents should be provided with a copy of the Draft IEP with any changes at the conclusion of the IEP meeting as well as copies of any other paperwork they request. This should include a *copy* of the signature page.

At the conclusion of the IEP, it is the building school psychologist's responsibility to provide the parents with Prior Written Notice. It is the primary service provider's responsibility to complete the IEP, submit required forms and reports to the TLEC office within 10 days of the IEP meeting. Primary provider follow **Appendix E beginning with #11 (Appendix A--SLP only provider)** for WebKIDSS Initial Placement Procedures. Notify the TLEC Office when the IEP is ready for review. The school psychologist or local service provider will provide a copy of the IEP to the parents and a copy will be placed in the student's permanent file.

Forms Required:

Notice for Evaluation/Reevaluation

Parent Rights

Notice of Meeting

Prior Written Notice

Signature page

Staffing Summary

Eligibility Report Initial/Reevaluation

Other documents, if applicable (Behavior Plan, Medicaid Form, if receiving OT, PT, SLP, Nursing or 1:1 Para Support, HIPPA form)

Excusable from Attendance (if applicable)

Initial IEP Without Parents Consent

An Initial IEP may be written without parents in attendance if all steps outlined in KAR 72-987 (b) (2) (3) and KAR 91-40-17 (in the Special Education Process Handbook) have been followed. It is the responsibility of the building school psychologist to document that these steps and conditions have been followed.

No Placement Without Parent Consent

Although an IEP may be written without the parent in attendance, no placement can be made without parent consent. It is the building school psychologist's responsibility to attempt to obtain parent consent for placement if the parent did not attend the IEP

meeting. No services can be provided to the student until the placement form is signed by the parent. It is the building school psychologist's responsibility to inform the IEP team of the results of attempts to obtain placement consent.

IEP PROCEDURES

Annual Review/Revised

Each child receiving special education services must have their IEP reviewed and revised at least once a year. The yearly review must occur on or before the anniversary date of the current IEP. In preparation for writing a new IEP, staff must complete the last progress report on the IEP. The primary provider must print 2 copies; one to give to the parents at the IEP meeting and the other to send to the TLEC Office with new IEP paperwork. It is the responsibility of the primary service provider to develop a Draft IEP for the IEP meeting and to write additions, corrections, and parent comments on this Draft IEP during the IEP meeting. At the conclusion of the IEP meeting the parents must be given a copy of the Draft with agreed upon corrections/additions "penciled" in or a Draft IEP printed at the conclusion of the meeting. Prior Written Notice must be completed and signed by parents.

It is the responsibility of the primary service provider to schedule the annual review meeting with the parents and staff at least 10 calendar days prior to the meeting, send the IEP notice (including the child and outside agencies as appropriate), write the IEP, and obtain parent signatures on other applicable forms. It is the responsibility of all service providers to attend the IEP review meeting and/or have their information on WebKIDSS regarding the current goals and benchmarks/objectives, and updated Present Level of Performance (PLEP) in their area of service, proposed goals and benchmarks/objectives for the new IEP, and make any corrections to the anticipated services area for services for the coming year. Notify the TLEC office when the IEP is ready for review and send the paperwork to the TLEC office. The school psychologist or local service provider will provide a copy of the IEP to the parents and a copy will be placed in the child's permanent file.

Appendix B for WebKIDSS Procedures is followed.

Forms required:

Notice of Meeting

Prior Written Notice

Parent's Rights

Signature page

Staffing Summary

Progress Report

Other documents, if applicable (Medicaid Form, HIPPA Form)

Excusal from Attendance (if applicable)

Transfer (Move) In Students

When a child receiving special education services transfers into a school, the building principal, building school psychologist, school secretary *or* guidance counselor will notify the TLEC Office and send a copy of any records received. The school psychologist or the TLEC office will call the child's previous school or special education department to request records (if none have been received) and determine/confirm what services the child was previously receiving.

Once the TLEC Office has received reliable verbal confirmation that the child was receiving services and has determined what those services included, the building school psychologist will be notified. The building school psychologist will immediately create the new child on WebKIDSS following **Appendix D** Procedures for new students and notify the primary provider when this has been completed. The services the child was receiving in the previous school are initiated.

Once the child's IEP has been received, it is the responsibility of the primary provider to organize an IEP team meeting and send a Notice of Meeting within 10 school days to determine if changes in the child's program are needed. If changes are not required the Staffing Summary will indicate that the current IEP has been adopted. If changes are required procedures for such changes are detailed below under Section VI. Prior Written Notice form must then be signed by the parent. An updated Teacher Information page must include the initiation date of the first day of school in the attendance building. The Special Education and Related Services pages and the Anticipated Services page must match in service times on WebKIDSS. If the child was in WebKIDSS in the previous school, the only changes would be the initiation date and adding current service providers and building after previous school providers and building. Notify the TLEC Office when the IEP is ready for an **online** review. The Office will provide a copy of the IEP to the parents and a copy placed in the child's permanent file. **Appendix D** for WebKIDSS Procedures regarding Transfer (Move) In will be followed.

Note: If the team has determined that the Transfer (Move) In IEP cannot be adopted, a new IEP must be written following procedures in **Appendix B**, an annual IEP rewrite. (See forms required under Appendix B; Progress Report will not be included.)

Forms required:

Notice of Meeting

Prior Written Notice

Parent's Rights

Teacher Information page

IEP from previous school (only when a copy is not at the TLEC Office)

Signature page (if rewriting the IEP)

Staffing Summary (if accepting without changes)
Amendment form (only if amending)
Other documents, if applicable (Excusal from Attendance, Medicaid Form, HIPPA Form)

Amending/Changing a Current IEP

Amending is when it becomes necessary to modify a current IEP prior to the yearly review and rewrite. Such modifications include increasing or decreasing an existing service, adding goals and benchmarks/objectives, and adding or deleting a service. Procedures for such modifications are detailed below

If changes are required to the IEP between annual IEP reviews and the parent and the primary service provider agree, changes can be made by amending the IEP rather than by rewriting the entire IEP. The parent and primary provider agree to meet and the Notice of Meeting will document the date and place of meeting. Prior Written Notice must be signed by the parent and the IEP Amendment Form must be signed by the parent and the primary service provider.

It is the responsibility of the primary service provider to contact the parent, provide Prior Written Notice of any change in the IEP and complete the IEP Amendment Form. Upon request, the parent must be provided with a written copy of the IEP Amendment.

The updated or new present levels of performance must be measurable and conform to the description in the Kansas Process Handbook. Specific changes in service times and/or location must be noted. Additional goals and/or benchmarks/objectives and changes in time/location must be added to the WebKIDSS program. It is the responsibility of the primary service provider to forward the paperwork to the TLEC office. Follow **Appendix C** for WebKIDSS procedures for changes/revisions.

Forms Required:
Notice of Meeting
Teacher Information Page
Prior Written Notice
Amendment Form (signature of parent, teacher, others in attendance)

Adding/Dismissing a Related Service

Adding or deleting a related service means adding or deleting a related service provider to the child's IEP. Once the child has been identified as eligible under one category of special education, the following procedures must be followed to initiate or dismiss from a related service.

The team with or without a meeting must recommend an evaluation to determine eligibility and the need for the related service. In collaboration, the school psychologist and/or primary provider secures permission to evaluate, contacts the related service

provider, schedules the meeting and determines who will be present at the meeting, and sends the Notice of Meeting. Following the completion of the evaluation procedures, an evaluation staffing is held to determine if the child is eligible for the service and if the child needs the service.

The evaluation team completes an Evaluation/Eligibility Report. If the IEP is to be amended, to add or dismiss a related service, in addition to the forms required for an amended IEP, additional forms will include Notice for Evaluation/Reevaluation, Eligibility report, Staffing Summary, and Medicaid/HIPPA forms, if applicable. If the IEP is rewritten, the Annual Review/Rewrite procedures are followed and must also include Notice for Evaluation/Reevaluation and the Eligibility report.

Parents are provided a copy of all the paperwork. It is the responsibility of each provider to enter their information on WebKIDSS. Any additions to the WebKIDSS IEP must be completed within 3 days and all paperwork must be received by the TLEC office within 10 days of the IEP meeting.

Forms required:

Notice for Evaluation/Reevaluation

Parent Rights

Notice of Meeting

Prior Written Notice

Signature page

Staffing Summary

Evaluation/Eligibility Report

Progress Report (if a dismissal)

Three Year Reevaluation

The purpose of the 3 year reevaluation is to determine if; the child continues to be a child with exceptionality, the child's present levels of education performance and educational needs, if the child continues to need special education services, and if any modifications to the services are needed. The three year reevaluation does not require new testing completed if the team members feel they can make the required determination with existing data. However, it is best practice to conduct a three year reevaluation and should always be completed for a child who is getting ready to turn 10 with Developmental Delay (DD) exceptionality. The first step in the 3 year reevaluation is for team members, including the parents, to review existing data to determine what, if any, additional data is needed. This review can be done during a meeting of the team or by individual members of the team without a meeting being held. Effort should be made to align the 3 year reevaluation with annual IEP reviews. The school psychologist is responsible for entering the reevaluation date on WebKIDSS.

If a child age 3-9 was determined eligible as a child with DD, a reevaluation must be

conducted before the child turns age 10 to determine whether the child continues to be a child with exceptionality. This reevaluation may take place any time prior to the child's 10th birthday, or if the child's 10th birthday is after December 1, the reevaluation must be completed by the end of the school year in which the child turns 10 years old. Three Year Reevaluation with IEP procedures will be followed.

Forms required:

Notice for Evaluation/Reevaluation

Parent Rights

Notice of meeting

Prior Written Notice

Signature page

Staffing Summary

Progress Report

Eligibility Report Initial/Reevaluation

Other documents, if applicable

Reevaluation with Meeting to Review Existing Data

If the review of existing data is to be discussed during a staffing, a Notice of Meeting is sent and a Staffing Summary is completed. If additional data is not needed, the notice that no additional data is needed is noted on the Notice for Evaluation/Reevaluation. Parents sign the Notice for Evaluation/Reevaluation. The reevaluation may be concluded at that meeting by completing the Eligibility Report Initial/Reevaluation form.

Parents are provided a copy of team member's reports, Eligibility Report Initial/Reevaluation, Staffing Summary and the Prior Written Notice form.

If the team determines that additional information is needed, a Staffing Summary is completed indicating the decisions of the team, and a Notice of Evaluation/Reevaluation is signed by the parents. Parents are provided a copy of the Staffing Summary and the Notice of Evaluation/Reevaluation. A second team meeting is scheduled to review all data and complete the reevaluation. At the second meeting all service providers must enter a written report of evaluation results and/or PLEP onto WebKIDSS. The Eligibility Report Initial/Reevaluation form is then completed. Parents are provided a copy of team members' reports and the Eligibility Report Initial/Reevaluation form. It is the primary service provider/ the building school psychologist's responsibility to notify team members and parents about the reevaluation, complete the Staffing Summary, and complete the Eligibility Report Initial/Reevaluation form. It is each service provider's responsibility to enter their information on WebKIDSS.

Forms required:

Notice of Evaluation/Reevaluation

Parent Rights

Notice of meeting

Prior Written Notice
Signature page
Staffing Summary
Progress Report
Eligibility Report Initial/Reevaluation
Other documents, if applicable

Reevaluation without a Meeting to Review Existing Data

A review of existing data can be done without a team meeting. This process is initiated by the building school psychologist notifying appropriate staff members that a reevaluation is due. If no staff member feels that additional data is needed, parents are given Notice of Evaluation/Reevaluation indicating that the staff feels no additional information is needed. If parents indicate agreement through their signature, the building school psychologist notifies the staff and schedules an IEP team meeting to conclude the reevaluation. If parents do not agree, the building school psychologist determines what additional information the parents feel is needed, obtains permission for gathering the information and schedules an IEP team meeting to conclude the reevaluations. Prior to the meeting each service provider prepares a report of the student's relevant PLEP on WebKIDSS. Parents are provided a copy of all paperwork.

Note: Follow procedures for Three Year Reevaluation with an IEP or Three Year Reevaluation without an IEP.

Forms required with an IEP
Notice for Eval/Reeval
Parent Rights
Notice of Meeting
Prior Written Notice
Signature Page
Forms required without an IEP
Notice for Eval/Reeval
Parent Rights
Notice of Meeting
Prior Written Notice
Staffing Summary
Staffing Summary
Progress Report
Eligibility Report Initial/Reevaluation
Other documents, if applicable
Other documents
Eligibility Report Initial/Reevaluation
Other documents, if applicable

Exiting a Child from All Special Education Services

Most children are exited from all special education services under three circumstances.

First is when the IEP team determines that the child is no longer a child with a disability or no longer needs services in order to make progress in the general education curriculum. Second is when the child graduates or reaches age of 21. Third is when the parent revokes consent for special education services for their child.

Exiting All Services through IEP Team Recommendation

If a team member suspects that a child no longer has a disability or no longer needs special education services, the team member must make a request to the building school psychologist/primary provider that an IEP team meeting be initiated to discuss discontinuing special education services. A reevaluation is then conducted to determine if the child continues to be a child with exceptionality and/or needs special education services. The reevaluation procedures are followed and appropriate forms completed. If the results of the reevaluation indicate the child is no longer a child with exceptionality, or no longer needs special education services, this is noted on the Eligibility Report Initial/Reevaluation form and on the Staffing Summary. The completion of a Prior Written Notice is required. Parents are provided copies of team members' reports, the Eligibility Report Initial/Reevaluation form, the IEP Staffing Summary, and the Prior Written Notice. Provide parents with copies of all forms. Forward all paperwork to the TLEC Office within 10 days of the meeting.

Forms required:

All forms required for Three Year Reevaluation with an IEP

Exiting Services by Graduation and at Age 21

Exiting a child through graduation does not require a reevaluation or an IEP review. However, before the child completes the last semester of high school the district must provide the child (if over age 18) and the parents with Prior Written Notice of the discontinuation of services at the end of the school year. The Prior Written Notice must state that the child will no longer be entitled to receive special education services after graduation. Parental consent is not required when a child graduates with a regular diploma or turns 21.

A Summary of Performance (SOP) is required and must be completed and provided to the child by the end of the final year of a child's high school education. The timing of completion of the SOP may vary depending on the child's postsecondary goals or when applying for services from state agencies such as vocational rehabilitation. This is not required for a gifted child.

It is the responsibility of the primary service provider to provide the parents and student copies of the Prior Written Notice and Summary of Performance paperwork and forward the original paperwork to the TLEC Office.

Forms required:

Prior Written Notice

Summary of Performance

Parent Request for Revocation of Special Education Services

As of January 1, 2009, the Federal Education Department has issued amended 2006 IDEA Part B regulations that will give parents of students with disabilities the unilateral right to revoke consent for the receipt of special education services at any time.

The regulations require that the revocation of consent must be done in writing, but there are no other conditions. Parents must state in writing that they revoke consent for their child to receive special education services and include the current date and their signature. It can also be done via an email.

After receipt of a written revocation of consent, the primary service provider must provide the parents with prior written notice. The revocation is not immediately effective. There must be a reasonable period of time to provide the prior written notice, and the services may not cease until the prior written notice is given. The prior written notice indicates that the student will no longer receive special education services of any kind and no longer enjoy the protections of the disciplinary procedures in the event of a violation of the code of conduct.

The regulations prohibit invoking the due process or mediation mechanisms to challenge the parent's decision. Moreover, "a public agency may not require a parent to provide an explanation for why they are revoking consent, either orally or in writing, prior to ceasing the provision of special education and related services."

The regulations make it clear that an IEP team meeting is not necessary. However, give some serious thought to the situation and conduct a staffing, if not a full-blown IEP team meeting when appropriate.

Parent consent for their child to receive special education services is voluntary, and may be revoked by the parents at any time. If a parent revokes consent for existing services either in writing or through an email, the IEP team must attempt to meet with the parent. If the parent cannot be convinced to continue the services, the IEP team must honor the parent's request and cease provision of the services after the Prior Written Notice has been signed by the parent. The school psychologist will send written notice to the parent that it stands ready, willing, and able to provide appropriate services to the child, if the parent reconsiders his or her objection to those services. It is the responsibility of the primary service provider to forward this request to the TLEC director and the building school psychologist. It is the primary provider's/school psychologist's responsibility to schedule the IEP meeting (if possible), and complete a Prior Written Notice and Staffing Summary if a meeting was held. Forward all paperwork to the TLEC Office. The primary service provider must complete the WebKIDSS

paperwork and send paperwork to the TLEC.

Forms Required:

Written Revoke of Consent by parent

Prior Written Notice

Staffing Summary (if a meeting was held)

Teacher Information Page

Child Drops Out of School

If for some reason a child with a disability drops out of school the primary service provider must schedule an IEP meeting including the child and parents as soon as possible and the Director of Special Education must be notified. Parents will be informed by the Director of Special Education that special education services continue to be available to the student. The Director will send a letter to the parents, stating that the school remains ready to provide special education services to their child and this documentation to that effect must be placed in the student's confidential file. If the student reenrolls, the previous IEP must be implemented until a new IEP is developed. The school has an obligation to report the child's truancy to the County Attorney if the student is younger than age 18. If the student drops out of school, no Prior Written Notice, consent, or reevaluation is required.

Forms Required:

Notice of Meeting

Staffing Summary

Letter to Parents

Work/Study Services

Work/Study and On the Job Training (OJT) services must be added to a child's IEP if these services are not part of the general education curriculum.

Community Based Services

The regular classroom, special classroom, or home school environment should be the first choice for developing skills or meeting needs identified in the PLEP. Special education may be provided in the community in order to make direct application or generalize a skill that has been learned or because the school environment does not physically accommodate the needed instruction (e.g. mobility and travel training or work/study). Reason for removing the child from the general education environment must be documented in the IEP.

A special education need must be identified in the Present level of Educational Performance of the student's IEP. This may be a need related to the child's present level of performance in the general education curriculum or a unique need arising from the child's handicapping condition (e.g. mobility and travel needs, communication needs, social skill needs, work/study). PLEPs must describe current performance in

terms that are specific, measurable, and objective. Goals and objectives must be developed to address the need and must use the PLEP as baseline. Community services must be included on the service page of the IEP. Transportation must be included on the IEP if the school transports the child to the site of the Community service.

Extended School Year Services (ESY)

The IEP team must consider the need for extended school year services for children with disabilities. This decision must be based on regression/recoupment data that suggests that the student's skill losses over breaks are excessive and it takes more than 45 days for lost skills to be regained upon return. Regression is a substantial loss of any skill addressed by the IEP. Some degree of loss in skills typically occurs with all students during normal school breaks and would not be considered substantial. Paper work requirements for students to be eligible for ESY services must be completed and sent to the TLEC office by April 30 along with regression/recoupment data. This is the deadline date for the IEP team to consider the need for ESY services for a child for the upcoming summer.

If the IEP team determines the need for ESY services during an annual IEP meeting, documentation of ESY services will include the staffing summary, the IEP and the Extended School Year form. If the IEP team meets at another time to determine the need for ESY services, IEP Amendment paperwork procedures must be followed, the Extended School Year form completed and the IEP updated to include ESY services. Do not include ESY services on the Anticipated Service page of the IEP as this is not required. ESY services include a 6 week session and an 8 week session.

Children identified as gifted are not eligible for extended school year services. ESY services are different than general education summer school. ESY may or may not be provided in conjunction with the general education summer school. ESY may be needed by a child even though summer school is not offered for general education children. The reason for these services is to ensure the provision of FAPE so that the child can make progress toward the goals specified on the child's IEP and to prevent regression, which would impede such progress. However, if a child with a disability is attending a summer school program for general education purposes, (not extended school year) the school must consider what reasonable accommodations/modifications may be necessary for the child to have an equal opportunity to participate in the general education environment and curriculum. (Example: Drivers Education)

Who is the Primary Service Provider?

The primary exceptionality is usually determined by the evaluation/IEP team during an evaluation, reevaluation, or IEP meeting. The primary service provider should be the exceptionality that most interferes with the child's ability to participate and make progress in the general education curriculum. The teacher providing services for that

exceptionality in the child's attendance school is the primary exceptionality teacher. For children identified as only eligible for Speech/Language, OT or PT services, the Therapist is the primary service provider following the initial evaluation. For children who are only eligible for gifted services, the teacher for the Gifted is the primary service provider following the initial evaluation.

When is Providing Parental Rights Form Required?

The parental rights form need only be provided to parents on four occasions:

1) Referral for initial evaluation (with test permission form), 2) Notification of an IEP meeting, 3) Prior Written Notice of Reevaluation, 4) Due process is filed, 5) Disciplinary change of placement is being contemplated

Confidentiality

It shall be the policy of this local educational agency that the confidentiality of personally identifiable data relating to children with exceptionalities and their families is protected during collection, storage, disclosure, and destruction, and that one official of this local educational agency be assigned the responsibility for protecting the confidentiality of personally identifiable data. This local education agency follows all federal regulations and state standards related to the confidentiality of student records. Confidentiality is always a matter of grave concern when addressing student information.

1. All student records are to be in a locked filing cabinet.
2. A notice of Confidentiality is to be posted on the locked filing cabinet.
3. ALL student records are to have an access sheet inside the front cover. Please be sure this sheet is in all student records.
4. You must only have copies of IEP's on students you CURRENTLY serve. Records for any student who no longer qualifies for services or who has moved must be sent to the TLEC office for review and shredding.
5. Confidentiality statements must be signed by all TLEC staff every year.

Students being served by the Twin Lakes Educational Cooperative (TLEC) have a right to expect that information about them will be kept confidential by all school personnel including contracted employees. Additionally, the U.S. Congress has addressed the privacy-related concerns of educators, parents, and students by enacting the Family Educational Rights and Privacy Act (known more commonly as "FERPA"). Among other provisions, FERPA allows the government to withdraw federal funds from any educational institution, including the TLEC, which disseminates a student's education records without his or her parent's consent.

Forms Required:

HIPPA Form

TLEC Confidentiality Statement

Appendix A
Speech-Language “Only” Procedures
Initial Evaluations / New Referrals

1. Use the “Locate a Student” option to check for an existing record on the student in WEBKIDSS.
2. If the student has no existing record in WEBKIDSS select “Create a New Student”. ** Do Not Create Duplicate Student Records **
3. Complete the “Demographics/Parent/School Data Screen” screen.
4. Go to the “Anticipated Services Chart”.
5. Make sure you are assigned as a provider in the “Anticipated Services Chart” with a “Start Date” that falls during the current school year.
6. Notify the evaluation team members of the referral so that they can complete the appropriate reports.
7. Schedule the staffing utilizing Notice of Meeting form in WEBKIDSS.
8. Prepare and print the draft IEP and any necessary forms with WEBKIDSS prior to the staffing. Be sure to use the “Display Form” button so that each form prints correctly.
9. Conduct the staffing/IEP meeting. Obtain signatures of participants on the Signature page (Single page form, not on WebKIDSS).
10. Following the staffing, make corrections/updates/changes to the IEP and the appropriate forms in WEBKIDSS that were determined to be necessary in the staffing. Notify the school psychologist via email that the IEP is ready of online review. This should be completed within three days of the IEP meeting. PLEASE USE THE STUDENT’S INITIALS ONLY WHEN EMAILING. The school psychologist will reply via email of any corrections. When corrections are made, email the school psychologist requesting a re-review.
11. Send the appropriate paperwork as outlined on the IEP Procedures at a Glance to the TLEC Office (within 10 days of the IEP meeting).
12. All documents will be filed by the TLEC Office staff. The TLEC Office will “FILE” the IEP on WEBKIDSS and a copy will be sent to the parents and placed in the student file at the TLEC Office. An email will be sent to the primary service provider stating that the IEP and paperwork have been filed.

Appendix B

Annual IEPs

1. In preparation for writing a new IEP with new present levels, goals, and benchmarks, staff should complete the last progress report on the IEP and print 2 copies; one to give to the parents at the IEP meeting and the other one to send to the TLEC Office with the new IEP paperwork.
2. After completing and printing the last progress reports, go to the “Demographics/Parent/School Data Screen” screen on the WEBKIDSS program.
3. On the student’s “Demographics/Parent/School Data Screen” screen, Click the “Change Archive Status” button. If you do not see this button, then you need to designate yourself as the Primary Provider on the “Anticipated Services Chart.”
4. The program will take you to the “Change Archive Status” screen. Click the radio “Yes” button behind IEP Record Archive.
5. Click the “Change” button to archive the IEP.
6. The program takes you back to the “Demographics/Parent/School Data Screen” screen. You will now see the following message in red: “Student IEP record is archived. Changes cannot be made.”
7. You are now ready to create a new IEP for the student.
8. On the “Demographics/Parent/School Data Screen” Screen, click the “Add New/Amendment IEP Record” button. The program will take you to the record creation screen.
9. On the record creation screen, click the “Add New IEP” button. The “Add New IEP” screen will appear.
10. On the “Add New IEP” screen, enter the new IEP Date and Initiation Date. Additionally, select the appropriate status from the drop down menu (C- Continuing Student).
11. Click the “ADD” button and the program will take you back to the “Demographics/Parent/School Data Screen” page. You should now see the newly created IEP in the “IEP Records” box (top right of screen) with the new IEP meeting date. The newly created IEP will be highlighted and should always appear at the top of the box.
12. Enter the information for the new IEP including any changes, additions, or deletions that are anticipated to occur at the meeting.
 - a. Goals: Include state standards and descriptions for all goals included on the IEP.

- b. Make sure times indicated on the Anticipated Services page match frequency, duration, and location descriptions on the Special Education and Related Services pages on the IEP.

13. Complete the Notice of Meeting form in WEBKIDSS and send the form to the parents and appropriate team members as the official notification of the IEP meeting. Complete Prior Written Notice from WEBKIDSS forms.

14. Print the new IEP to be used as a "Draft" copy of the IEP for the meeting.

15. Present the new IEP to the parents and the team as a "Draft". Utilize this "Draft" copy of the IEP during the meeting to make notes regarding any changes recommended by the team.

16. Obtain signatures from all those who participated in the IEP meeting on the Signature page. (Single page, not on the WebKIDSS)

17. Following the meeting, enter any changes into the IEP ensuring to keep the "Draft" copy with the hand written changes.

18. Send the appropriate paperwork as outlined on the IEP Procedures at a Glance to the TLEC Office (within 10 days of the IEP meeting).

Note: Printed copy of the IEP and TIP is required to be sent to TLEC Office.

19. If paperwork is missing, you will be notified and the requested paperwork is due back to the TLEC Office within one week.

20. Copies of the IEP, Teacher Information Page, and Progress Report will be filed by the TLEC Office staff.

Appendix C

Amendments to the IEP

Note: When adding or dismissing related service, additional paperwork is required. See under Section VI, letter J.

1. In preparation for making any changes in an IEP during the term for which the IEP is written staff should take a copy of the existing IEP, Teacher information page, Prior Written Notice, and an Amendment Form to the meeting in order to make written notes regarding proposed changes.

2. Complete Notice of Meeting form in WEBKIDSS and send to the parents and appropriate team members as the official notification of the IEP meeting. Complete and print a Prior Written Notice.

3. During the IEP meeting, describe the proposed changes on the IEP Amendment form.
4. Use the IEP Amendment form to obtain all appropriate IEP team signatures (including the parents).
5. If appropriate, have the parents sign and complete a Medicaid Release form, if a Related Service of OT, PT, SLP or 1:1 Para.
6. Additionally, complete and have the parents sign a new form to obtain consent for the changes being proposed on the Prior Written Notice.
7. Following the meeting, go to the student's IEP in the WEBKIDSS program.
8. On the student's "Demographics/Parent/School Data Screen" screen, Click the "Change Archive Status" button. If you do not see this button, then you need to designate yourself as the primary provider on the "Anticipated Services Chart."
9. The program will take you to the "Change Archive Status" screen. Click the radio "Yes" button behind the IEP Record Archive.
10. Click the "Change" button to archive the IEP.
11. The program takes you back to the "Demographics/Parent/School Data Screen" screen. You will now see the following message in red: "Student IEP record is archived. Changes cannot be made."
12. You are now ready to create an amended IEP for the student.
13. On the "Demographics/Parent/School Data Screen" Screen, click the "Add New/Amendment IEP Record" button. The program will take you to the record creation screen.
14. On the record creation screen, click the "Add Amendment IEP" button. WEBKIDSS will return you to the Demographics screen. You should now see the newly created amendment IEP in the "IEP Records" box (top right of screen) with the same date as the original IEP and a lower case "a".
15. Enter the information for the revised IEP including any changes, additions, or deletions to the newly created amendment IEP record. For amendment IEPs, do not change the "IEP Meeting Date". However, the "Initiation Date" should reflect the date changes will be implemented.
16. Be sure to enter the appropriate start and end dates for all services indicated on the chart.

17. Do not delete information about a student or services the student has been receiving under the current IEP. Use dates to indicate when new information was added to the text section of the IEP. Use the start and end dates on the anticipated services chart to indicate when specific services began and when they were changed or discontinued. This is an IEP “addendum” process and is intended to add information to an IEP, not remove information.

18. Notify the school psychologist via email that the online IEP is ready for an **online** review. This should be completed within three days of the IEP meeting. PLEASE USE THE STUDENT’S INITIALS ONLY WHEN EMAILING. The school psychologist will reply via email of any corrections. When corrections are made, email the school psychologist requesting a re-review.

19. Send the appropriate paperwork as outlined on the IEP Procedures at a Glance to the TLEC Office (within 10 days of the IEP meeting).

Note: No printed copy of the IEP or TIP is required to be sent to TLEC Office.

20. If paperwork is missing, you will be notified and the requested paperwork is due back to the TLEC Office within one week.

21. All documents will be filed by the TLEC Office staff. The TLEC Office will “FILE” the IEP on WEBKIDSS and a copy will be sent to the parents and a copy placed in the student file at the TLEC Office. An email will be sent to the primary service provider stating that the IEP and paperwork have been filed.

Appendix D

Transfer (Move) In IEPs

****Teachers (or school personnel, depending on the school) will contact the school psychologist that a move in student has enrolled. ****

A. School Psychologists will complete section A.

1. The school psychologist will contact the Data Clerk (Betty) with the name of the student and any other identifying information such as DOB, previous school, etc.
2. The Data Clerk will call for verification that the student is a student with an IEP.
3. Once the Data Clerk has received confirmation, she will contact the school psychologist and the school psychologist will enter students onto WEBKIDSS.
4. When the Data Clerk receives the paperwork from the previous school/district, she will notify the school psychologist and arrange for transfer of the IEP information to the school psychologist or the primary service provider.
5. Procedure for entering students:
 - a. Use the “Locate a Student” function to check for an existing record on the student in WEBKIDSS.

- b. If the student has no existing record in WEBKIDSS, select cancel. Select “Create a New Student”. ****Do Not Create Duplicate Student Records****
- c. Complete the “Demographics/Parent/School Data” screen.
- d. If the student has a record in WEBKIDSS, use the “Edit Students” function in WEBKIDSS to access the record. If the existing student record is “Archived”, contact the TLEC Office for assistance in getting access to the student.

B. Primary Service Providers will complete section B.

1. In preparation for the move-in staffing and IEP, the team must review the IEP from the previous school to determine whether the IEP can and should be implemented in the Cooperative.
2. If the team decides to implement the IEP from the previous school as written or with changes, skip to #4.
3. If the IEP from the previous school is expired or seriously deficient, the team may need to write a new IEP and should follow the procedures for annual IEPs.
4. At the move-in staffing and IEP meeting, the school psychologist will take staffing notes as well as complete and acquire signatures from the parents on the Prior Written Notice.
5. Bring a copy of the current IEP from the previous school to the meeting in order to make written notes regarding proposed changes.
6. Additionally, bring the IEP Amendment Form to the meeting.
7. During the IEP meeting, indicate the areas of the IEP that are being changed by checking the appropriate boxes on the IEP Amendment form.
8. Use the IEP Amendment form to obtain all appropriate IEP team signatures (including the parents). The special education teacher is the “authorized district representative”.
9. Have the parents sign and complete the Medicaid Release form (SLP, OT, PT, 1:1).
10. Following the move-in staffing/IEP meeting, open the WEBKIDSS program and select “Edit Students”. The student should have already been created in WEBKIDSS by the School Psychologist (except for speech only students).
11. Select the student in WEBKIDSS and enter the IEP information from the previous district into the WEBKIDSS program including any changes made with the IEP Amendment form.

12. On the “Demographics/Parent/School Data Screen” screen, enter the “IEP Date” THAT IS ON THE IEP from the previous district. **DO NOT** change the “IEP Date” on move-in IEP meetings.
13. Additionally, enter the “Initiation Date” as the date the student began receiving services in the Cooperative.
14. On the “Anticipated Services Chart” be sure to enter the “start dates” for services as the date the student began receiving services in the Cooperative. This may be prior to the actual move-in staffing/meeting date. The “end dates” should remain one year from the IEP meeting date when the IEP was written by the previous school. Double check that the Special Education and Related Services page and the Anticipated Service page match.
15. Following the meeting, enter any additional data onto WEBKIDSS. Notify the school psychologist via email that the IEP is ready for an **online** review. This should be completed within three days of the IEP meeting. PLEASE USE THE STUDENT’S INITIALS ONLY, WHEN EMAILING. The school psychologis will reply via email of any corrections. When corrections are made, email the school psychologist requesting a re-review.
16. Send the appropriate paperwork as outlined on the IEP Procedures at a Glance to the TLEC Office (within 10 days of the IEP meeting).
17. If paperwork is missing, you will be notified and the requested paperwork is due back to the TLEC Office within one week.
18. Copies of the IEP, Teacher Information Page, and Progress Report will be filed by the TLEC Office staff. The TLEC Office will “FILE” the IEP on WEBKIDSS and a copy of the IEP will be sent to the parents and a copy will be placed in the student file at the TLEC Office. An email will be sent to the primary service provider stating that the IEP and paperwork have been filed.

Appendix E
Initial Evaluations / New Referrals
School Psychologists ONLY

1. Use the “Locate a Student” function to check for an existing record on the student in WEBKIDSS.
2. If the student has no existing record in WEBKIDSS select cancel. Select “Create a New Student”. **** Do Not Create Duplicate Student Records ****
3. Complete the “Demographics/Parent/School Data Screen” screen.

4. If the Student has a record in WEBKIDSS use the “Edit Students” function in WEBKIDSS to access the record. If the existing student record is “Archived”, contact the TLEC Office for assistance in getting access to the student.
 5. Go to the “Anticipated Services Chart” screen and assign the appropriate special education staff to participate in the evaluation. Enter a line number, select the appropriate staff using the “P” button, and enter the anticipated staffing date in the “Start Date” field (for each provider
** Be sure to assign Sp. Ed. Providers to the Anticipated Services Chart before exiting the student record **
 6. Notify the evaluation team members of the referral so that they can complete the appropriate reports.
 7. Schedule the staffing utilizing Notice of Meeting form in WEBKIDSS.
 8. Prepare and print any necessary forms prior to the staffing. Be sure to use the “Display Form” button so that each form prints correctly.
 9. Enter general intelligence evaluation information under “General Intelligence” section of the IEP.
 10. Conduct the staffing/IEP meeting.
 11. Following the staffing, make corrections/updates/changes to the appropriate forms in WEBKIDSS that were determined to be necessary in the staffing. Service Providers will complete appropriate areas of the IEP.
 12. Primary service providers will notify the school psychologist via email that the **online** IEP is ready for a review. This should be completed within three days of the IEP meeting. PLEASE USE THE STUDENT’S INITIALS ONLY WHEN EMAILING. The school psychologist will reply via email of any corrections. When corrections are made, email the school psychologist requesting a re-review.
 13. Send the appropriate paperwork as outlined on the IEP Procedures at a Glance to the TLEC Office (within 10 days of the IEP meeting).
- Note: Printed copy of the IEP and TIP is required to be sent to TLEC Office.
14. If paperwork is missing, you will be notified and the requested paperwork is due back to the TLEC Office within one week.
 15. All documents will be filed by the TLEC Office staff.
 16. If the student is not placed, notify the TLEC Office to archive the student.

IEP Procedures At A Glance

****Remember Integrated Accountability File Review Worksheet****

Amendments

Notice of Meeting
Teacher Information Page (TIP)
Prior Written Notice (PWN)
Amendment Form (signature of parent and teacher, as authorized district representative; and all other attendees)

Annual Review/Rewrite

Notice of Meeting
Prior Written Notice (PWN)
Signature page
Progress Report (from previous IEP year)
Other documents (Behavior Plan, Medicaid, HIPPA, etc.)
Teacher Information Page (TIP)

Initial Evaluations with an IEP

† Notice for Eval/Re-Eval
† Notice of Meeting
† Prior Written Notice (PWN)
Signature page
† Eligibility Report Initial/Reeval (school psychologist)
Other documents (Behavior Plan, Medicaid, HIPPA etc.)
† Initial Evaluation—Does Not Qualify

Three Year Re-evaluation with an IEP

Notice for Eval/Re-Eval
Notice of Meeting
Prior Written Notice (PWN)
Signature page
Progress Report (from previous IEP year)
Eligibility Report Initial/Re-Eval (school psychologist)
Other documents (Behavior Plan, Medicaid, HIPPA, Re-Evaluation Not Needed)
Dismissal from Services

Notice for Eval/Re-Eval
Notice of Meeting
Prior Written Notice (PWN)
Signature page
Staffing Summary

Eligibility Report Initial/Re-Eval
 Progress Report
 Teacher Information Page (TIP)

Three Year Re-evaluation—No IEP

Notice for Eval/Re-Eval
 Notice of Meeting
 Prior Written Notice (PWN)
 Staffing Summary
 Eligibility Report Initial/Re-Eval (school psychologist)
 Other documents (Re-Evaluation Not Needed)
 Revocation of Special Education Services

Written Consent to Revoke Special Education
 Services
 Prior Written Notice (PWN)
 Teacher Information Page (TIP)
 Notice of Meeting—if meeting is held
 Staffing Summary—if meeting is held

Graduating Seniors

Prior Written Notice (PWN) with signature or initials
 and date
 Summary of Performance
 Transfer (Move) In Accepting IEP

Notice of Meeting
 Prior Written Notice (PWN)
 Teacher Information Page (TIP)—ensure Special
 Education/Related Services pages match Anticipated
 Service page
 Previous District IEP—only when a copy not at TLEC
 office
 Amendment Form (only if amending)
 Staffing Summary—accepting without changes
 Other documents (Behavior Plan, Medicaid, HIPPA,
 etc.)
 Transfer (Move) In Rewriting IEP

Notice of Meeting
 Prior Written Notice (PWN)
 Previous District IEP—only when a copy not at TLEC
 office
 Signature page
 Staffing Summary
 Other documents (Behavior Plan, Medicaid, HIPPA,
 etc.)

Appendix G Related Services IEP Procedures At A Glance

New Evaluation

Notice for Evaluation/Reevaluation
Notice of Meeting
Prior written Notice
Signature page
Staffing Summary
Eligibility Report Initial/Reevaluation
HIPPA
Medicaid
Records Location

Continuing IEP for Related Service

Notice of Meeting
Prior Written Notice
Staffing Summary
Progress Notes
HIPPA
Medicaid

Adding/Dismissing from Primary Service

Notice for Evaluation/Reevaluation
Notice of Meeting
Prior Written Notice
Signature page
Staffing Summary
Evaluation/Eligibility Report
Progress Report (if a dismissal)

Adding/Dismissing from Related Service

Notice for Evaluation/Reevaluation
Notice of Meeting
Prior Written Notice
Signature page
Staffing Summary
Evaluation/Eligibility Report
Progress Report (if a dismissal)

**Three Year Re-eval for Primary
Service**

Notice for Evaluation/Reevaluation
Notice of Meeting
Prior Written Notice
Signature page
Staffing Summary
Progress Note
Eligibility Report/Initial-Reevaluation
HIPPA
Medicaid

Amendment

Notice of Meeting
TIP
Prior Written Notice
Amendment form
Progress Report

SIGNATURES

POSITION

DATE

- Parent/Legal Guardian
- Parent/Legal Guardian
- Student
- General Ed. Teacher
- Special Ed. Teacher
- Lea Rep./Designee
- Others in attendance

A copy of the IEP has been provided for each parent. Yes No

The parent has received a copy of the Parental Rights. Yes No

Does the student have a medical card? Yes No

Has the Medicaid form been completed and signed by the parent? Yes No

POTENTIAL HARMFUL EFFECTS OF SPECIAL EDUCATION PLACEMENT:

Consideration has been given to the following potential harmful effects of the proposed special education placement action for this student.

RESTRICTIVENESS

EFFECT

COMMENTS

More Less Unchanged

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extended travel time	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Social isolation	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Community Isolation	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dependence	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Peer Contact	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other	_____

Time away from peers may be considered a potential harmful effect. However, the team feels that the positive outcomes resulting from pull-out services far outweigh any harmful effects.

Do the positive effects outweigh the potential harmful effects? Yes No

The IEP team will continually monitor student needs.

PROGRESS REPORT: How often will the parent(s)/legal decision maker be informed of the student's progress?

At least one time every: (which is at least as often as parents are informed of their non-exceptional children's progress)

quarter

8 weeks

_6 weeks
_4 weeks

- I consent to receive progress reports and other notices by email.
- I want to receive progress reports and other notices by regular mail.
- I want to receive progress reports and other notices at Parent/Teacher Conferences and/or face-to-face meetings and/or by telephone.
- I consent to have progress reports sent home with my child (book bag or included with grade card).

**The amount of time the student receives services may vary due to teacher illness, attendance at meetings, student illness, or student involvement in school-sponsored activities.

Appendix I ELIBILITY INDICATORS

ELIGIBILITY INDICATORS FOR GIFTED SERVICES

1, 2, 3, 4 must be Yes for eligibility approval

Prong 1: Does the child exhibit an exceptionality?

1. A score of not less than the 95th percentile on an individually administered, standardized, norm-referenced test of intellectual ability, or evidence that the child's standardized, intelligence test score does not adequately reflect the child's high intellectual potential.
2. A rank of not less than the 95th percentile on national norms on a individually standardized, norm-referenced achievement test in one or more of the academic fields (mathematics, language arts (including reading, science, and social science), or evidence that such test scores do not adequately reflect the child's excellence in academics.

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Prong 2: Does the child need special education?

3. Intensive changes or modifications needed in instruction, curriculum, grouping, assignments, etc. for student to demonstrate progress appropriate to ability.
4. Student progress monitoring data results of increasingly customized and individually tailored instruction and intervention indicate that the student needs specially designed instruction beyond the general curriculum.

ELIGIBILITY INDICATORS FOR LEARNING DISABILITY

At least 5 out of 6 must be Yes for eligibility approval

Exclusionary Factors: A child must NOT be determined to be a child with an exceptionality if the determinant fact is lack of appropriate instruction in reading, or math or limited English proficiency and the child does not otherwise meet the eligibility criteria as a child with an exceptionality.

Exclusionary Criteria: If the child is suspected of having a learning disability, the severe discrepancy between ability and achievement is not:

Primarily the result of visual, hearing, or motor impairment,

Primarily the result of mental retardation or emotional disturbance, or

Primarily the result of environmental, cultural or economic disadvantage.

Prong 1: Does the child exhibit an exceptionality?

1. Severe discrepancy (at least 15 points) between standard scores of ability and achievement.
2. Observation in the student's learning environment (must include the general education classroom) provides evidence of the student's performance and behavior in the area of difficulty.
3. Measures of achievement are significantly lower than age appropriate peers.
4. Progress monitoring data shows student is a non-responder or shows slow rate of growth to increasingly intense instructional interventions.

Prong 2: Does the child need special education?

5. Despite implementation of tertiary prevention practices, which include purposeful instructional design and delivery, prioritized content, protected time and grouping, and performance monitoring, the student does not make sufficient progress to meet age or state-approved grade-level standards in one or more areas.

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6. Student progress monitoring data indicates intense or sustained resources needed in order for student to demonstrate adequate progress and needs specially designed instruction to access the general curriculum.

ELIGIBILITY INDICATORS FOR MENTAL RETARDATION

1, 2, 3, 4, 5 must be Yes for eligibility approval

Exclusionary Factors: A child must NOT be determined to be a child with an exceptionality if the deter-

minant fact is lack of appropriate instruction in reading, or math, limited English proficiency and the child does not otherwise meet the eligibility criteria as a child with an exceptionality.

Prong 1: Does the child exhibit an exceptionality?

1. Student's score is two or more standard deviations below the mean on an individually administered, standardized, norm-referenced test of intellectual ability.
2. Record review, interview and/or observation indicate that the student's condition adversely impact his/her educational performance and has been significantly lower than peers over an extended period of time.
3. Records and/or observations indicate adaptive behavior deficits are evident.

Prong 2: Does the child need special education?

4. Despite modification in instruction, curriculum and environment, student's education performance in various age appropriate environments is significantly delayed from peers. The student needs specially designed instruction to access the general curriculum.
5. Despite modifications in instruction, curriculum and environment, student's adaptive behavior skills in various age appropriate environments is significantly delayed from peers. The student needs specially designed instruction to access the general curriculum.

ELIGIBILITY INDICATORS FOR EMOTIONAL DISTURBANCE

1, 2, 3, 4, 5, 6 must be Yes for eligibility approval

Exclusionary Factors: A child must NOT be determined to be a child with an exceptionality if the determinant fact is lack of appropriate instruction in reading, or math or limited English proficiency and the child does not otherwise meet the eligibility criteria as a child with an exceptionality.

Prong 1: Does the child exhibit an exceptionality?

1. Record review, interviews, observations and assessments indicate that emotional characteristics are adversely affecting the student's educational performance.
2. Record reviews, interviews, and/or observation indicate that behavior and emotional difficulties have been exhibited over a long period of time and are exhibited to a marked degree when compared with peers.

3. Behavior assessment scores fall in the “significant range” or “very significant range”.
4. Record review, interviews, and/or observations indicate a history of academic deficiencies in school curricula that cannot be explained by intellectual, sensory, or health factors.

Prong 2: Does the child need special education?

5. Modifications of instruction, curriculum, and the environment have not adequately addressed the behaviors, feeling, relationships, moods, fears, or physical symptoms that adversely affect the student’s educational performance.
6. Student data indicates intense or sustained resource needed in order for the student to demonstrate adequate progress and the student needs specially designed instruction to access the general curriculum.

ELIGIBILITY INDICATORS FOR DEVELOPMENTAL DELAY

1, 2, 3, 4, 5 must be Yes for eligibility approval for school age children

1, 2, 4, 5 must be Yes for eligibility approval for preschool age children

Exclusionary Factors: A child must NOT be determined to be a child with an exceptionality if the determinant fact is lack of appropriate instruction in reading, or math or limited English proficiency and the child does not otherwise meet the eligibility criteria as a child with an exceptionality.

Prong 1: Does the child exhibit an exceptionality?

1. Records indicate student is not older than 9.
2. Performance is significantly below normative sample on a standardized assessment and criterion referenced instrument as indicated by a 1.5 standard deviation, scaled score of 5, or a standard score of 75) in one or more developmental areas.
3. If the child is of school age the rate of skill acquisition as measured by progress monitoring is significantly different from peers.

Prong 2: Does the child need special education?

4. Student data indicates intense or sustained resources needed in order for student to:
(a) physically negotiate and manipulate the environment, or (b) understand age appropriate information, reason, and solve problems, or (c) exhibit developmentally appropriate adaptive skills such as: self-care, home living, community use, self-direction, health and safety, and functional academics, or (d) convey and comprehend communication and social intent, or (e) positively impact relationships with peers and adults, or

(f) initiate, respond to, and maintain positive social relationships, or (g) meet behavioral expectations (e.g. following directions, rules and routines).

5. Student data measuring results of increasingly customized and individually tailored instruction and intervention indicate that the student needs specially designed instruction to access the general curriculum.

ELIGIBILITY INDICATORS FOR AUTISM

1,2,3,4, 5 must be Yes for eligibility approval for school age children

Exclusionary Factors: A child must NOT be determined to be a child with an exceptionality if the determinant fact is lack of appropriate instruction in reading, or math, limited English proficiency and the child does not otherwise meet the eligibility criteria as a child with an exceptionality.

Prong 1: Does the child exhibit an exceptionality?

1. Records contain medical information which provides evidence of autism.
2. Record review, interview, observations and assessments provide information which substantiates student characteristics such as: engagement in repetitive activities and stereotyped movements; resistance to environmental change or change in daily routines, and unusual responses to sensory experiences which are significantly different than peers.
3. Record review, interviews, observations and assessments indicate that communication, social skills, behavior and educational performance is markedly below that of peers.

Prong 2: Does the child need special education?

4. Student data shows that the student's behavior of concern is resistant to targeted supplemental and intensive interventions to address communication, social interaction, and/or academic skills.

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5. Student data indicates intense or sustained resource needed in order for the student to demonstrate adequate progress and the student needs specially designed instruction to access the general curriculum.

ELIGIBILITY INDICATORS FOR OTHER HEALTH IMPAIRMENT

1, 2, 3, 4, 5 must be Yes for eligibility approval

Exclusionary Factors: A child must NOT be determined to be a child with exceptionality if the determinant

fact is lack of appropriate instruction in reading, or math, limited English proficiency and the child does not otherwise meet the eligibility criteria as a child with an exceptionality.

Prong 1: Does the student exhibit an exceptionality?

1. Records contain medical information which document chronic or acute health problems including: asthma; attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy; heart condition; hemophilia; lead poisoning; leukemia; nephritis; rheumatic fever; sickle cell anemia; or Tourette syndrome.
2. Record review, interviews, observations and assessments show that the student educational performance is significantly delayed at or below the 10th percentile.
3. Record review, interviews, observations and assessments show the student's condition adversely impacts his/her educational performance.

Prong 2: Does the child need special education services?

4. Despite modification in instruction, curriculum and environment, student's education performance and adaptive behavior skills in various age appropriate environments is significantly delayed from peers.
5. Student data indicates intense or sustained resources needed in order for student to demonstrate adequate progress and needs specially designed instruction to access the general curriculum.

ELIGIBILITY INDICATORS FOR MULTIPLE DISABILITIES

1, 2, 3, 4, 5 must be Yes for eligibility approval

Exclusionary Factors: A child must NOT be determined to be a child with exceptionality if the determinant fact is lack of appropriate instruction in reading, or math, limited English proficiency and the child does not otherwise meet the eligibility criteria as a child with an exceptionality.

Prong 1: Does the child exhibit an exceptionality?

1. Records contain medical information which provides evidence of multiple disabilities.
2. Measures of education performance indicate the following: the coexisting impairments are such that the student cannot be provided services appropriately in classrooms solely for students with one of the impairments; or the coexisting impairments are such that the student cannot be provided services appropriately in general

education classrooms without specific assistance, modification, adaptation or support necessary to accommodate the multiple impairments.

3. Record review, interview, observations and assessments show the student's education performance is much below that of peer and the student's condition adversely impacts his/her education performance.

Prong 2: Does the child need special education?

4. Despite modification in instruction, curriculum and environment, student's education performance and adaptive behavior skills in various age appropriate environments is significantly delayed from peers.

5. Student data indicates intense or sustained resources needed in order for student to demonstrate adequate progress and needs specially designed instruction to access the general curriculum.

ELIGIBILITY INDICATORS FOR ORTHOPEDIC IMPAIRMENT

1, 2, 3, 4, 5 must be Yes for eligibility approval

Exclusionary Factors: A child must NOT be determined to be a child with exceptionality if the determinant fact is lack of appropriate instruction in reading, or math, limited English proficiency and the child does not otherwise meet the eligibility criteria as a child with an exceptionality.

Prong 1: Does the child exhibit an exceptionality?

1. Records contain medical information which provides evidence of orthopedic impairment.

2. Records contain information sustaining an impairment caused by: congenital anomaly, such as clubfoot or absence of a limb; disease, such a poliomyelitis or bone tuberculosis; and, other causes such as cerebral palsy, amputation, and fractures or burns that cause contractures.

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3. Records, interviews, observations, and assessments show that the student's orthopedic condition adversely impacts his/her educational performance.

Prong 2: Does the child need special education?

4. Despite modification in instruction, curriculum and environment, student's education performance and adaptive behavior skills in various age appropriate environments is significantly delayed from peers.

5. Student data results of increasingly customized and individually tailored instruction and intervention indicate that the student needs specially designed instruction to access the general curriculum.

ELIGIBILITY INDICATORS FOR TRAUMATIC BRAIN INJURY

Questions 1, 2, 3, 4, 5, 6 must be Yes for eligibility approval

Exclusionary Factors: A child must NOT be determined to be a child with exceptionalty if the determinant fact is lack of appropriate instruction in reading, or math, limited English proficiency and the child does not otherwise meet the eligibility criteria as a child with an exceptionalty.

Prong 1: Does the student exhibit an exceptionalty?

1. Records contain medical information which provides evidence of traumatic brain injury.
2. Record review, interview, observation and assessments indicates that the student has an acquired injury to the brain (applies to both open or closed head injuries, including near drowning) caused by an external physical force that has resulted in total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance.
3. Record review, interviews, observations, and assessments in one or more areas (cognition; language; memory, attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech) indicate student's skill level is significantly below that of peers
4. Record review and interview indicates the brain injury is not congenital or degenerative or induced by birth trauma; and is not the result of brain tumors, brain infections, cerebral vascular accident (strokes), or poisonings.

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Prong 2: Does the child need special education?

5. Despite modifications in instruction, curriculum and environment, student's education performance in various age appropriate environments is significantly delayed from peers.
6. Student data indicates intense or sustained resource are needed to support intervention (e.g. specific assistance, modifications, adaptations, or other supports)

necessary to accommodate the needs resulting from the injury in order to access the general curriculum.

ELIGIBILITY INDICATORS FOR OTHER SENSORY IMPAIRMENTS

The following indicators apply to Hearing Impairment and Visual Impairment and Deaf-Blindness

1, 2, 4, 5, 7, 8 must be Yes for eligibility approval for hearing

1, 3, 4, 5, 7, 8 must be Yes for visual impairment

1, 6, 7, 8 must be Yes for eligibility approval for deaf-blindness

Exclusionary Factors: A child must NOT be determined to be a child with exceptionality if the determinant fact is lack of appropriate instruction in reading, or math, limited English proficiency and the child does not otherwise meet the eligibility criteria as a child with an exceptionality.

Prong 1: Does the student exhibit an exceptionality?

1. Records contain medical information which provides evidence of hearing impairment, visual impairment, or deaf blindness.

2. Measures of hearing indicate the following:

- A 30dB (or greater) sensorineural or mixed hearing loss across speech frequencies in the better ear with amplification
- A 30 dB (or greater) conductive hearing loss across speech frequencies in the better ear with amplification (will require annual audiological evaluations to maintain deaf-blind certification)
- A previous chronic condition exists with the auditory learning mode
- Congenital malformations of the auricle (e.g., absence of a pinna or ear canal opening)
- “Functionally deaf”, “cortically deaf”, or “central processing loss”; the hearing structures are present and working; however, the student does not attend, respond, localize, or process hearing to receive information the environment or accurately interpret information about the environment.

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3. Measures of vision indicate the following:

- Measure or estimated corrected visual acuity of 20/20 or less in the better eye
- A previous chronic condition exists which interferes with the visual learning mode
- Ocular motor (e.g., Muscle imbalance)
- Anophthalmus (absence of actual eyeball)
- Visual field of 40 degrees or less in the better eye
- “Functionally blind” or “cortically visually impaired” the visual structures are present and working; however, the student does not track, localize, or process

vision to receive information from the environment or accurately interpret information about the environment.

4. Measure of education performance indicate hearing or vision losses are such that the student cannot be provided services appropriately in the general education classroom with specific assistance, modification, adaptation, or support necessary to accommodate the sensory loss.

5. Information from multiple sources of data indicates that the student exhibits a hearing impairment or visual impairment, even with correction adversely affects a child's education performance.

6. Indicators for Deaf-blindness include both measures of hearing and vision. Measures of education performance indicate the combined vision and hearing losses are such that the student cannot be provided services appropriately in classrooms solely for students with visual or hearing impairment or the combine vision and hearing losses are such that the student cannot be provided services appropriately in general education classrooms without specific assistance, modifications, adaptations, or supports necessary to accommodate both sensory losses.

Prong 2: Does the student need special education?

7. Despite modifications in instruction, curriculum and environment, student's rate of learning is significantly less than peers.

8. Student progress monitoring data results of increasingly customized and individually tailored instruction and intervention indicate that the student needs specially designed instruction to access the general curriculum.

ELIGIBILITY INDICATORS FOR SPEECH OR LANGUAGE IMPAIRMENT

Questions 1, 2, 4, 5 for articulation only must be Yes for eligibility approval

Questions 1,2,3,4, 5, 6 must be Yes for language eligibility approval

Exclusionary Factors: A child must NOT be determined to be a child with exceptionality if the determinant fact is lack of appropriate instruction in reading, or math, limited English proficiency and the child does not otherwise meet the eligibility criteria as a child with an exceptionality.

Prong 1: Does the child exhibit an exceptionality?

1. Information from multiple sources of data indicate that the student exhibits stuttering, impaired articulation, language impairment, or a voice impairment not commensurate with age appropriate expectations and have an adverse affect on educational performance.
2. Information from multiple sources of data indicates student's communication skills have impacted development in other areas, e.g. social-emotional, cognitive.
3. Language assessment results indicate a standard score of 78 or below or the 7th percentile.

Prong 2: Does the child need special education?

4. Despite modifications of instruction, curriculum, and environment, students' educational performance in various age appropriate environments is significantly delayed from peers.
5. Student data results of increasingly customized and individually tailored instruction and intervention indicate that the student needs specially designed instruction to access the general curriculum.