

Hays West Central Kansas Special Education Cooperative: Policies, Practices, and Procedures for Special Education

**Public Notification of Availability of Special Education
Services, Child Find, Screening, General Education
Intervention, Referral, Evaluation and Eligibility Procedures**

**323 West 12th Street
Hays, Kansas 67601**

**Sponsoring District:
USD 489 – Hays**

**Cooperating Districts:
USD 388 – Ellis
USD 395 – LaCrosse
USD 432 – Victoria**

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Hays West Central Kansas Special Education Cooperative Policies, Practices, and Procedures

Applicable to sponsoring District USD 489 Hays and Cooperating Districts USD 388 Ellis, USD 395 LaCrosse, and USD 432 Victoria.

Introduction

Individual with Disabilities Act (IDEA 2004) requires school districts to have in place written policies, practices and procedures for Public Notification of Availability of Special education Services, Child Find, Screening for Children age 3 to 5, General Education Interventions for School Age Students, Making Referrals for Initial Evaluations, Notice and Consent, and Eligibility. As part of the annual LEA Application, sponsoring District USD 489 Hays agrees to adopt these policies, practices and procedures.

Public Notification of Availability of Special Education Services K.A.R. 91-40-7(d)

Public notice will be provided annually in the local newspaper as well as on the special education section of the USD 489 website. The information provided to the public will include the availability of special education services for exceptional children, including child find activities. The Hays West Central Kansas Special Education Cooperative (HWCKSEC) will retain copies of all public notices.

As part of the annual LEA Application, districts are required to provide assurances to adopt and implement policies which conform to state and federal statutes and regulations regarding special education.

300.200 Condition of assistance. An LEA is eligible for assistance under Part B of the Act for a fiscal year if the agency submits a plan that provides assurances to the 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 disability 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.

Child Find

Each district within the cooperative implements 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) are attending private or parochial 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 director of the HWCKSEC will annually consult with each private and parochial school within our boundaries to provide information on the special education requirements and

accessing special education services. We will retain documentation of this consultation with the schools.

Annual meetings will be attended with community organizations that are likely to interact with highly mobile populations to provide information and describe the process that parents and/or staff from that organization can use to assist parents in requesting additional support through special education services an outline in the general education intervention process.

The students in all HWCKSEC districts will be monitored to insure they are making progress toward proficiency on state and local assessments. Any student who is not demonstrating appropriate growth may be considered to enter the general education intervention process.

Screening for Children age 3 to 5

Screening for children younger than age 5 experiencing difficulty in a developmental area(s) is required and accomplished for the Cooperative by arranging monthly early childhood screening clinics using a variety of developmentally appropriate screening tools. These screenings include vision and hearing. Coordinating meetings with Part C are held to identify children being served by Part C that will potentially need an initial evaluation under Part B. In addition, Part C staff will provide the HWCKSEC administration 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. Any child who demonstrates evidence of potential exceptionality will be immediately referred for an initial evaluation.

General Education Interventions for School Age Students

For children in kindergarten through age 21, the HWCKSEC uses a variety of instruments, procedures, observations, and strategies 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. These screening procedures include mandatory hearing and vision screening—vision at least every two years, hearing at least every three years.

Documentation of building level, general education interventions (GEI) is required for children prior to evaluation for special education eligibility. The GEI is carried out by either a school-wide approach of providing a multi-tier system of scientifically, research-based interventions for all children, or through an individual child problem solving approach. There should be a collaborative approach with general educators that focuses on designing supports for children who need additional assistance in order to make progress in the general education curriculum.

Making Referrals for Initial Evaluations

HWCKSEC requires there be data base documentation that an evaluation is necessary. In a situation when extensive data-based documentation exists (e.g., medical reports specific medical conditions) that demonstrate that the student has needs beyond what is available in

general education it is appropriate to make a referral for initial evaluation without conducting general education interventions to not delay appropriate special education services.

For students that have been within the general education intervention process data-base documentation indicating a need for referral is provided to the appropriate special education staff. Student specific documentation includes (1) documentation showing the student was provided instruction in regular education setting delivered by qualified personnel, (2) the results of frequent progress monitoring assessments that reflect the impact of the intervention, (3) evidence as to how intervention results were shared with the student parent(s) and (4) other assessment results indicating that an initial evaluation is appropriate.

Referrals are signed by the GEI team and the principal of each building and forwarded to the Director of Special Education for approval. Parents may request an initial evaluation. Their concerns are documented at the school or cooperative and the GEI process is initiated within the 60 school day timeline process for initial evaluation and eligibility determination.

Notice and Consent

Parent request for initial evaluation:

Parent permission for evaluation is obtained and notice of consent is provided to the parents describing evaluation procedures. When conducting the evaluation a variety of assessment 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. 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 feasible to provide or administer.

Eligibility/Evaluation

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 initial evaluation should be completed within 60 school days.

In making a determination of eligibility, a child is not determined to be an exceptional child if the determinant factor of 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; an initial IEP is scheduled. Parent(s) must be given a Notice of Meeting with a parental rights form at least 10 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 school to contact parents to schedule the initial IEP, to send the IEP Notice and Parental Rights, notify staff and complete the IEP procedures.

It is the responsibility of the IEP team 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.