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Adams Wells Special Services Cooperative

CHILDFIND RESPONSIBILITIES

Policy

This public agency:

1. establishes, maintains, and implements written procedures that ensure the location, identification, and evaluation of all students three (3) years of age, but less than twenty-two (22) years of age, and who are in need of special education and related services, regardless of the severity of their disabilities, including students who:
 - a) reside within the boundaries of the Adams Central, North Adams, South Adams, Northern Wells, MSD Bluffton Harrison, and Southern Wells;
 - b) attend a non public school, are served by an agency, or live in an institution located within the jurisdiction of the public agency;
 - c) are homeless as defined at 511 IAC 7-32-46;
 - d) are wards of the state;
 - e) are highly mobile students, including migrant students; and
 - f) are suspected of being students with disabilities in need of special education even though they are advancing from grade to grade.

Procedures

Furthermore, the Adams Wells Special Services Cooperative, in meeting child find responsibilities:

1. accepts referrals from all agencies;
2. accepts referrals from parents;
3. annually screens the speech and language of children at Headstart sites;
4. accepts referrals from private schools; and
5. annually provides referral information to local elementary schools.

Adams Wells Special Services Cooperative
TRANSITION FROM FIRST STEPS TO EARLY CHILDHOOD SPECIAL
EDUCATION POLICY AND PROCEDURES

Policy:

First Steps is responsible to provide services to children with disabilities and “at risk” children ages birth to 36 months. It is the responsibility of the public school to make a free and appropriate public education available to a student with a disability on the child’s third birthday.

Procedures:

In transitioning children to early childhood special education, the following procedures are in place:

Procedures At 18 Months:

The System Point of Entry (SPOE) will forward a child find list of children who are eighteen months of age to the Director of Special Education in October and April via email. The list will serve as notification for planning purposes.

Procedures At 30/33 Months:

At least six (6) months prior to the child’s third birthday, the First Steps Service Coordinator will transmit the following information to the school AWSSC Pre-School Coordinator with informed, written parental consent:

1. The Individual Family Service Plan (IFSP)
2. Family Service Plan Report
3. The most recent evaluation reports from any appropriate sources
4. Progress Reports from Service Providers

The Service Coordinator will continue to provide the school with updated reports as they are received until the child’s third birthday.

Transition Meeting:

The First Steps Service Coordinator will schedule, with the approval of the family, a Transition Meeting between the family, Early Intervention Providers, the LEA and any other community resource of the parent’s choice.

1. The meeting will be held no more that 270 days and no less than 90 days before the child turns three.
2. The purpose of the meeting is to:
 - a) review the child’s community program options for the period from the third birthday through the remainder of the school year
 - b) project services which may be needed at age 3
 - c) determine what evaluation may be needed to establish eligibility for Part B services
 - d) determine time lines for implementation of the transition plan
 - e) take initial referral information for evaluation for services for the LEA

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Local Education Agency Responsibility:

The LEA shall be responsible for reviewing the documentation received through the First Steps Coordinator (with informed, written consent) to determine if it is appropriate or contains sufficient data to assist in determining the eligibility of the particular child for special education and related services. The LEA shall utilize this information whenever appropriate to avoid unnecessary re-assessment for delays in the provision of appropriate services.

The LEA shall be responsible for obtaining additional evaluation data, as necessary.

Local Education Agency Case Conference:

By the child's third birthday, a case conference committee meeting will be held to determine eligibility for special education and related services. If the child is eligible for special education services, the IEP must be implemented by the child's third birthday. The First Steps Service Coordinator and/or other First Steps providers may attend if requested to do so by the child's parents.

If a student's third birthday occurs during the summer and the case conference committee determines the student:

- 1) requires extended school year services, the student's IEP must state that services will be initiated during the summer of the student's third birthday; or
- 2) does not require extended school year services, the student's IEP shall state that services will be initiated at the beginning of the upcoming school year.

Upon establishing eligibility, the case conference committee shall:

- a) consider the IFSP from First Steps (Part C)
- b) develop an Individualized Education Program (IEP)
- c) offer services in the least restrictive environment. All special education and related services included on the IEP of an eligible child become the financial responsibility of the LEA on the child's third birthday

Non-Eligible Children:

If the LEA Case Conference determines the child is not eligible for special education and related services, the LEA will inform the First Steps Service Coordinator. First Steps Coordinators are responsible for coordinating the transition process for children under the age of three who have been found not eligible for Part B preschool services. This includes referral to existing community resources, child care programs, service providers and funding resources in order to ensure that appropriate and necessary services continued for the child and family once the child turns age three.

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PARENT REFERRAL FOR LANGUAGE AND SPEECH IMPAIRMENT

1. When a parent initiates a referral for his or her child, based on concerns about speech and language delays, the Pre-School Coordinator or designee completes the intake form and transmits the information to the appropriate SLP. The SLP contacts the parent within one week of receiving the information to schedule a screening.
2. Following the screening, a determination is made whether the child would benefit from an evaluation to determine special education eligibility.
3. If the results of the screen indicate the need for evaluation, parents will receive their procedural safeguards verbally and in writing, and written notice that the school is proposing to request permission to evaluate.
4. The parent will be asked to give written permission for an evaluation to be completed. Upon receipt of written parent permission, a case conference will be scheduled within 50 instructional days.
5. The evaluating speech pathologist will contact the parent to schedule the evaluation and give information about the procedure.
6. The evaluation is completed in accordance with Article 7.
7. Following the evaluation, a case conference is scheduled to determine eligibility and to develop the child's program, as appropriate.

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AGENCY REFERRAL FOR LANGUAGE AND SPEECH IMPAIRMENT

1. When a referral is initiated by an outside agency, parent contact information will be requested.
2. The Pre-School Coordinator will contact the parent. The information will be transmitted to the appropriate SLP who will contact the parent within one week to schedule the screening.
3. Following the screening, a determination is made whether the child would benefit from an evaluation to determine special education eligibility.
4. If the results of the screen indicate the need for evaluation, parents will receive their procedural safeguards verbally and in writing, and written notice that the school is proposing to request permission to evaluate.
5. The parent will be asked to give written permission for an evaluation to be completed. Upon receipt of written parent permission, a case conference will be scheduled within 50 instructional days.
6. The evaluating speech pathologist will contact the parent to schedule the evaluation and give information about the procedure.
7. The evaluation is completed in accordance with Article 7.
8. Following the evaluation, a case conference is scheduled to determine eligibility and to develop the child's program and IEP, as appropriate.

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**PARENT AND AGENCY REFFERALS FOR DEVLOPMENTAL
DELAY**

1. When a parent initiates a referral for his/her child based on concerns about cognitive, social, speech, and/or motor delays, the Preschool Coordinator or his/her designee obtains necessary information from the parent.
2. When an agency initiates a referral for a child, based on concerns about cognitive, social, speech, and/or motor delays, the Preschool Coordinator or his/her designee obtains parent contact information, and discusses the referral with the parent.
3. After consultation with the school psychologist, the Preschool Coordinator determines if a full evaluation or a screening is warranted.
4. If it is determined that a screening is appropriate, the Preschool Coordinator schedules the screening appointment with the parent. A follow-up letter is sent From the AWSSC office, confirming the date, time and location of the screening. Pertinent information is transmitted to the evaluator.
5. Parents are requested to sign the Screening Permission Form at the time of the screening. The evaluator reviews the results of the screening with the parent, and makes a recommendation for full evaluation, if needed.
6. Parents will be given a completed Preschool Screening Disposition form at the conclusion of the screening.
7. If it is determined that a full evaluation is needed, either after obtaining information from the parent or after the completion of a screening, the Preschool Coordinator will discuss the areas of eligibility in question and will schedule the evaluation with the parent.
8. A follow up letter will be sent from the AWSSC office, detailing the date, time and location of the evaluation. The names of key members of the multidisciplinary team will be listed in the letter.
9. The potential Teacher of Record is responsible for:
 - Obtaining an STN for the student
 - Entering referral information into IIEP
 - Generating a Notice of Evaluation form, obtaining parent signature and providing the parent with a copy
 - Providing parent with Notice of Procedural Safeguards along with a verbal explanation of the safeguards
10. The school psychologist is responsible for requesting the parents to complete the Social and Developmental History Form.
11. The evaluation is completed and a case conference, in accordance with Article 7, is held within fifty (50) school days of the signed permission.

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Section U

ISTAR-KR Kindergarten Readiness

The state requires that the ISTAR-KR assessment for preschool students be updated each year as a condition of eligibility for Part B funds.

All children eligible for a Part B early childhood program will need to have an ISTAR-KR assessment finalized:

1. within 6 weeks of entering a Part B preschool program,
2. within 6 weeks of each birth date, and
3. within 6 weeks of exiting the preschool program (when they have been in preschool services a minimum of 6 months) due to:
 - a. transitioning to kindergarten
 - b. leaving the state, or
 - c. reaching age 6 while enrolled in the preschool program.

As assessment completed within six weeks of a student's date of birth can also serve one of the other purposes if any two or more of the timeframes listed at (3) above coincide. Students who move within the State continue with the assessment schedule. There is only one entrance and one exit per student even if the student transfers between school districts. The assessment tool can be used as a progress monitoring tool and rated more than once per year.

The ISTAR-KR caseload page includes a monitoring tool to track when assessments are due, based on the Part B guidelines listed above. Once the ISTAR assessment is created the monitoring report indicates if the individual's assessment is complete, incomplete and/or overdue.

The Primary Teacher of Record (TOR) or the certified staff member who knows the student best is responsible for completing this assessment on the student's behalf. Collaboration is expected among team members, service coordinators and/or family members as appropriate. Areas of focus for ISTAR-KR include:

1. Social-emotional skills
2. Acquisition and use of knowledge and skills including early language/communication
3. Early literacy
4. Use of appropriate behaviors to meet their needs

The ratings are aligned to the Indiana Core Standards for Kindergarten in the areas of mathematics and English language arts. In addition three functional areas are included:

1. physical
2. personal care
3. social-emotional

The Federal Office of Special Education Programs (OSEP) requires states to measure status and improvement in three child outcome areas:

1. Positive social-emotional skills
2. Acquisition and use of knowledge and skills including early language/communication and early literacy; and
3. Use of appropriate behaviors to meet their needs.

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TRANSITION TO ELEMENTARY SCHOOL

In August, a list of children who will be kindergarten age eligible in the next school year will be generated.

1. In September, the TOR, SLP, Pre-School Coordinator and school psychologist collectively decides which students may need further evaluation for special education. Individual assessment plans are formulated.
2. In October, the Early Childhood Coordinator forwards the respective Individual Assessment Plans to the respective district or program coordinator for children entering their building programs.
3. From January through March, the evaluations and case conferences will take place.
4. Preschool psychologist will schedule students for staffing after assessment information is completed with the program/district coordinator. This information will assist with transition to school age program.
5. If the annual case conference is held before November 1st, the TOR will hold an additional spring case conference with the receiving school program staff.
6. Teacher records (including IEP and multi-disciplinary evaluation reports) are forwarded to the receiving school/TOR at the end of the school year.

WELLS COUNTY HEAD START
SPEECH/LANGUAGE STUDENTS

1. If a student, who is already eligible for speech and/or language services, enrolls in the Wells County Head Start program, the speech/language services will be provided by the SLP from the district of legal settlement.
2. The student will be considered a walk-in speech student, with every effort being made to provide the speech/language therapy at a time when there is no conflict with the Head Start program.
3. The SLP who provides services to BHMSD students will complete the speech/language/hearing screenings as described in the Memorandum of Agreement between Head Start and AWSSC.
4. Upon completion of the screenings, the BHMSD SLP will make recommendations concerning the need for further evaluation. The speech and language evaluations will be completed by the SLP of the corporation of legal settlement. The BHMSD SLP will be responsible for transmitting the necessary information to the other SLP(s).
5. If a student is found eligible for speech/language services, those will be provided by the SLP from the corporation of legal settlement.