

Referral / Evaluation Process into Special Education for Stephenson County

Early Intervention Birth-3 Program

All children are referred to District six months prior to child's 3rd birthday & Parents must consent to notification of referral

Domain Meeting - With Parents consent the following areas may be tested:

- Academic Achievement
- Functional Performance
- Cognitive Functioning
- Communication Status
- Health
- Hearing/Vision
- Motor Abilities
- Social/Emotional Status

Request for evaluation denied or No Parent Consent

IEP Meeting - **Eligible** for Special Education Services

IEP Meeting - **Not Eligible** for Special Education Services

IEP Team will determine **services & placement** (placement i.e. Freeport School District, Dakota, Pearl City, Lena-Winslow or Orangeville Preschool Programs, Head Start, Private & etc.)

Parents choose no services

IEP is in effect on/ before the child's 3rd birthday

Monitor Progress & report information to parents

Review IEP Annually or more often if needed

Full individual re-evaluation every 3 years or more often if needed

- Respite
- Private Therapy
- In-Home Services (i.e. FHN Family Counseling)
- Private Daycare/Preschool
- Preschool or Head Start
- Other Local Resources

Referral / Evaluation Process into Special Education for Stephenson County

From Early Intervention Birth-to-3 Program

- I. All children are referred to District six months prior to child's 3rd birthday
 - A. Parent must consent to notification
 - B. School District Staff Member must attend transition meeting
 1. Review current information
 2. Decide if more information is needed to determine eligibility and services
 3. Areas that will be looked at
 - a. Academic Achievement
 - b. Functional Performance
 - c. Cognitive Functioning
 - d. Communication Status
 - e. Health
 - f. Hearing/Vision
 - g. Motor Abilities
 - h. Social/Emotional Status
 4. If child is eligible for services an IEP (Individualized Education Program) must be in effect on the child's 3rd birthday
- II. How is Eligibility determined?
 - A. The parent, birth-to-three program and the school district determine eligibility by answering these two questions
 1. Does the child have a disability?
 2. Does the child need specialized instruction?
 - B. Determine under which category the child is eligible for services
 1. Autism
 2. Cognitive Disability
 3. Deaf/Blindness
 4. Deafness
 5. Developmental Delay
 6. Emotional Disability
 7. Hearing Impairment
 8. Multiple Disabilities
 9. Orthopedic Impairment
 10. Other Health Impairment
 11. Specific Learning Disability
 12. Speech or Language Impairment
 13. Traumatic Brain Injury
 14. Vision Impairment including Blindness
- III. IEP Team Meeting – to determine eligible or not eligible (**See IV. for list of the IEP Team**)
 - A. **Eligible** - What will happen if the child qualifies for services?
 1. Goals will be developed to address student's needs
 2. Placement and services will be decided by IEP Team
 - Placement options
 - a. District's Preschool Programs
 - b. Private Preschool

- c. Homebound Services
- d. Therapeutic Day School
- e. Residential Placement
- Services
 - a. Specialized Instruction by Special Education Teacher
 - b. School-based Therapy needed (Occupational, Physical, Speech and/or Language, Social Work, etc...)
 - c. ESY (Extended School Year) – Special Education and related services that are provided to a child with a disability beyond the normal school year of the public agency. The services are provided in accordance with the child’s IEP at no cost to the parents of the child.
 - d. Accommodations (one-on-one assistance, reduce work, breaks, etc...)
 - e. AT (Assistive Technology) (Bigger pencil, speech device, computer, etc...)
- 3. Child will start services on their 3rd birthday (during school year)
- 4. School District must have parents consent to implement services and placement
- 5. IEP is reviewed and revised annually or more often if needed
- 6. Parents receive progress reports on IEP goals as often as other parents receive progress reports on their child’s grades
- 7. Child is re-evaluated every 3 years or more often if needed

B. NOT Eligible for Special Education Services or Parents choose no services

- 1. Respite
- 2. Private Therapy
- 3. In-Home Services (i.e. FHN Family Counseling)
- 4. Private Daycare / Preschool
- 5. Preschool or Head Start
- 6. Other Local Resources

IV. IEP Team must consist of:

- A. The Parents of the child
- B. Not less than one Special Education Teacher (Case Manager) of the child, or where appropriate, not less than one special education provider of the child
- C. LEA Representative – is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; is knowledgeable about the availability of resources of the school district and is knowledgeable about the general education curriculum
- D. Not less than one General Education Teacher of the child (if the child is, or may be, participating in the regular education environment)

*NOTE: the following individuals are asked to be present if they are interpreting the instructional implications of evaluation results (who may be a member of the team listed above) or at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate.

- E. School Psychologist
- F. School Social Worker
- G. Speech-Language Pathologist
- H. School Nurse
- I. Bilingual Specialist
- J. Interpreter