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INDIVIDUALIZED EDUCATIONAL PLAN

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CHILD FIND

Child Find is the process used to determine if a child needs special education services and supports.

Each state is required by federal law to identify and evaluate children with disabilities, birth to 21, to determine their need for special education services

IDEA.... Individuals with Disabilities Education Act

Area Education Agencies conduct what are known as Child Find activities

DISABILITY

In order to be eligible for special education services and supports, a child must have a disability under the IDEA and a need for special education services and supports

A disability is a health or physical condition, pattern of behavior, skill deficit or functional limitation that has a significant impact on school performance.

How Does Child Find Get Started?

It begins when”

A parent, the local school or AEA has a concern about a student’s academic progress, functional development or behavior

DOMAINS

1. Academic (learning to read, write and do math)
2. Health
3. Adaptive behavior (life skills, including dressing, safety, following rules, organization, getting around in the community, etc.)
4. Behavior
5. Hearing and Vision
6. Physical (handwriting walking, etc.)
7. Communication

WHAT COMES NEXT?

Once a concern(s) is identified, the child's team, including the child's teacher, staff from the AEA assigned to that school and the parent(s) gather information that may be used to determine if they suspect the student has a **disability**.

What is Suspicion of a Disability?

___ There must be some data suggesting that a child might be eligible for special education services in order to suspect a disability.

_____ Team gathers information to determine if they suspect the student has a disability.

Three Common Ways a School May Suspect a Disability

1. A child has a diagnosis of a condition listed in the Federal Individuals with Disability Act that has a discernible effect on any of the seven domains.
2. A child is not meeting standards and is unique when compared to peers.
3. A child is not meeting standards and has received high quality supplemental instruction.

Suspicion does not equal eligibility

. Usually determined by the school or AEA within a few days after reviewing existing data.

The disability suspect process may not delay or deny the right to an evaluation.

A child who is suspected of having a disability through the Child Find process is not automatically eligible for special education.

Eligibility for special education is answered during the evaluation.

How Is Progress Measured

Progress is measured by first determining the child's current level of performance and then looking at how his/her performance is changed over time.

Usually, the rate of progress will be illustrated by using a graph.

If different teaching methods or interventions are being used in the general education to help the child, rate of progress be will measured after those interventions were used to determine if they made a difference.

Progress (cont.)

If the child's performance improves and adequate progress is made after a reasonable intervention is in place in general education, the child is **NOT** considered to have a disability.

If the child is making inadequate progress, the team decides if the student's performance is below the standard set for typical students that age (**discrepant**) and if the student's performance is unique compared to other

What is Discrepancy?

Discrepancy is the difference between the child's current level of performance and the expected performance (standard) for children that age.

Uniqueness

Uniqueness is determined by whether or not the child's performance is different from other children who have had similar experiences. (same reading group, same grade in the same building or same grade across the district)

What Happens Next?

A parent is asked if he/she want to sign a Consent for Full and Individual Evaluation.

If a parent signs the Consent, the team begins the evaluation process. A Full and Individual Evaluation (FIE) must be completed with 60 calendar days after the school receives the signed consent.

If a parent chooses not to sign the Consent, the school will continue to provide supports and services to meet the child's educational needs with the limits of general education resources.

What Happens Next if a Disability is Not Suspected?

If the student is not suspected of having a disability, the parent will receive written notice that there will be no further evaluation for eligibility for Special Education Services.

This is called a Prior Written Notice (PWN)

Parents may appeal that decision through processes described in the Parent Procedural Safeguards Manual.

How Does the Full Individual Evaluation (FIE) Work?

To be eligible for special education supports and services, a child's disability must cause a need for special education.

The evaluation determines the student's educational needs in the areas of:

Instruction

Curriculum

Environment

Learning Supports

Other reasons to be considered as to why the student is having difficulty.

These reasons would not be related to having a disability.

1. Has the student had limited access to appropriate instruction for reasons including extended absences, frequent moves, etc.
2. Is the student's language background other than English and the instruction is provided in English?
3. Is the student's cultural background different from the culture of the school or community?

After the information is gathered and analyzed, an **ELIGIBILITY** Meeting is held.

What Happens at an Eligibility Meeting?

Team, which includes the parents, looks at information from a variety of sources, including tests.

A summary of this information will be written in an Educational Evaluation Report (EER). A copy is given to parents. The team decides if the child is eligible for Special Education.

If child is eligible, parents have the options to accept or decline special education services, If parents choose to accept, an Individualized Education Program (IEP) must be developed by the IEP team within 30 days. Goals, supports and services are determined.

What happens if parent chooses to decline special education services?

Parent should discuss with the child's teacher the possible general education interventions and supports that may be available.

WHAT IF THE CHILD IS NOT ELIGIBLE?

Parent will receive a written notice of the decision (PWN)

If parent disagrees with the decision, the parent has the right to request an independent educational evaluation or may appeal the decision as described in the Parent Procedural Safeguards Manual

Other Supports to Consider

If a child is not eligible for special education

General Education interventions and supports

Community Supports

A 504 Plan

504 PLAN

504 Plans fall under Section 504 of the Rehabilitation Act of 1973. This is part of the federal civil rights law that prohibits discrimination against public school students with disabilities.

A 504 Plan outlines how a child's specific needs are met with accommodations, modifications and other services.

These measures remove barriers to learning. Usually spend the entire day in a general education classroom.

Who qualifies for a 504 Plan

1. Has a physical or mental impairment that “substantially” limits one or more major life activity (such as reading or concentrating).
2. Has a record of the impairment.
3. Is regarded as having an impairment or a significant difficulty that isn't temporary.

The school has to do an evaluation to decide if the child's disability "substantially" limits one's ability to learn and participate in the general education classroom.