

# Harvey County Special Education Cooperative

People, Procedures and Services

2023-2024

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## **Handbook Overview**

In the realm of special education, almost all procedures, policies, processes, and decisions are made based on statutes and regulations spelled out at the federal and state level. HCSEC follows the Kansas Special Education Process Handbook for guidance on required policies and procedures in special education. These state regulations change regularly and sometimes lead to confusion and questions regarding actions and decisions at the local level. It is desirable that the answers to these questions be as consistent as possible. This handbook is an effort to more specifically define the required procedures outlined in the Kansas Special Education Process Handbook. The handbook was designed to clarify the procedures within HCSEC. It should be used in conjunction with the Kansas Special Education Process Handbook and not as a replacement manual.

Undoubtedly, new questions will arise, new regulations or interpretations of regulations will be made, and opinions about best practice will change. This handbook has been created in a way that will make modifications and updates possible. When this occurs, staff will be notified. Electronic versions of the Kansas State Processes & Procedures handbook and the HCSEC Supplemental manual are also available on the USD 373 website under the Special Education tab.

When questions arise, staff should review the [Kansas Special Education Process Handbook](#) as well as the HCSEC Handbook. If the answers are not included, or not clear, contact the appropriate Case Coordinator, the Assistant Director or the Director of Special Education. Staff are also encouraged to contact the Director of Special Education if a process needs to be further clarified and/or standardized.

## **Introduction and HCSEC Overview**

### Harvey County Special Education Cooperative Organization and Supervision

The Harvey County Special Education Cooperative (HCSEC) is a consortium of the Newton, Halstead and Hesston school districts. The purpose of the HCSEC is to provide special education and related services to children who are exceptional. The HCSEC's board of control is the Newton Board of Education. The HCSEC Advisory Board is composed of the superintendent from each school district and a representative from each Board of Education.

### Foundation

The original federal legislation for special education was passed in 1975. Individuals with Disabilities Act (IDEA), the federal law, contains many of the same founding principles. That every child with a disability deserves a free appropriate public education in the school; that all decisions about services to children with disabilities should be made by a team of people, including the parents, and that the child and parents have a right to have information about their child and his/her disability remain confidential.

### Confidentiality

It is imperative that the HCSEC staff protect student confidentiality in all situations. Be mindful of these four points when discussing identified students:

1. What is discussed;
2. Where the discussion takes place;
3. Who is listening;
4. Why the discussion took place

In any conversation regarding an identified student, ask yourself "Does this person have a right and a need to know this information?" Only individuals with a legitimate need to know should have access to student confidential information. This includes information shared through verbal or electronic communications. Remember that once an email is sent, it becomes a traceable record. Before you hit send, think "Would I want this read aloud in a court of law?" Best practice is to be very mindful and cautious with both verbal and electronic conversations regarding identified students.

→Information on confidentiality can be found in Chapter 9 of the Kansas Special Education Process Handbook.

### Due Process

The special education eligibility and placement process is intended to be a methodical process. Once parent consent is obtained, the evaluation process may take up to 60 school days. Prior to and during the evaluation, a team of professionals and parents collect information about the student and analyze the information to determine if the child has an exceptionality, and if so, what services are most appropriate for the student to meet his/her individual educational needs. Individual Education Plans (IEPs) are developed for each student and must be reviewed and revised at least annually. Progress towards meeting the IEP goals and objectives must be reported to the parents at least as often as general education reports progress to parents.

### Services to Children

During the previous school year, HCSEC services over 800 children ages birth through 21 years of age. Over 100 students, age birth through five years of age, receive services through the Infant Toddler or Early Childhood Special Education supports along with over 125 students who receive services through the gifted education program.

HCSEC provides special education services to students in eighteen sites. Most students are provided services in their neighborhood school where most services options are available. Only students who receive their service through the most restrictive placements require a child to receive their services in a school other than his/her neighborhood school. 12 of the educational exceptionalities were represented in our federal child count last school year.

Federal special education law requires HCSEC to provide services to children who meet eligibility criteria for one or more of the categories of exceptionalities. The 13 exceptionalities are:

- Autism
- Deaf/Blindness
- Deafness
- Emotional Disability
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impaired
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment including Blindness

In addition, the State of Kansas mandates two additional exceptionalities: Developmentally Delayed (age 9 and younger) and Gifted.

The HCSEC is also required by law to provide any or all of the related services that a student requires to receive an appropriate education. Related services include:

- Assistive technology devices and services
- Audiology
- Counseling services
- Early identification and assessment of disabilities
- Interpreting services
- Medical services for diagnostic or evaluation purpose
- Occupational therapy
- Orientation and mobility services
- Parent counseling and training
- Physical therapy
- Recreation
- Rehabilitation counseling services
- School health services
- School nurse services
- School psychology services
- School social work services
- Speech and language
- Transportation

In addition to school age services, the HCSEC has provided Infant Toddler Special Education Services for children birth to age five for over forty years. These services are provided to any child who resides in Harvey County and has an identified exceptionality. Services to children birth to age three are generally provided in the home with the parent or caregiver present. Services to children ages three to five are provided in a preschool classroom at Cooper Early Education Center or in a community preschool.

#### Parents As Teachers

Not all services provided under the umbrella of the HCSEC are for children with exceptionalities. The nationally recognized Parents As Teachers (PAT) program is for any child age birth to three years can request services. Parents As Teachers recognizes that parents are the first and most important teacher a child will ever have. The parent educators work with the parents in their homes to share information about child development, health, safety and parenting. Parents from all family structures, income levels and educational levels participate in this program.

### Harvey County Headstart

Harvey County Headstart services are located at Cooper Early Education Center.

### HCSEC Staff

The HCSEC has over 100 professional staff and 140 classified staff.

### HCSEC Budget

The annual budget for the HCSEC for FY21 was \$8.8 million. The federal government contributes 13.6% of the total revenue for this budget. The State of Kansas pays a percentage of the budget through things such as categorical aid, catastrophic aid, etc.. Newton, Halstead and Hesston school districts and miscellaneous sources pay the remaining balance.

### Procedures, Policies, Processes and Decisions

In the realm of special education, almost all procedures, policies, processes, and decisions are made based on statutes and regulations spelled out at the federal and state level. HCSEC follows the Kansas Special Education Process Handbook for guidance on required policies and procedures in special education. These state regulations change regularly and sometimes lead to confusion and questions regarding actions and decisions at the local level. It is desirable that the answers to these questions be as consistent as possible. This HCSEC is an effort to more specifically define the required procedures outlined in the Kansas Special Education Process Handbook. The HCSEC Handbook was designed to clarify the procedures within HCSEC. It should be used in conjunction with the Kansas Special Education Process Handbook and not as a replacement manual.

Undoubtedly, new questions will arise, new regulations or interpretations of regulations will be made, and opinions about best practice will change. This handbook has been created in a way that will make modifications and updates possible. When this occurs, staff will be notified. Electronic versions of the Kansas Special Education Handbook and the HCSEC Handbook are also available on the USD 373 website under the Special Education tab.



# *People*

## Contact Information

McKinley Administration Center  
308 East 1st Street  
Newton, KS 67114  
(316) 284-6580

### HCSEC Special Education

Reagan Seidl, Director of Special Education

(316) 284-6580

[reagan.seidl@usd373.org](mailto:reagan.seidl@usd373.org)

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- Procedural questions/law/regulations
- IEP Content
- Parent/child concerns
- Professional Development
- Transition
- Extended Learning (Gifted)
- USD 373 Grades 7-12
- USD 460
- Project Search
- School Psychologists
- SPED Social Workers
- Occupational and Physical Therapists

Amber Warsnak, Assistant Director of SPED

(316) 284-6580

[amber.warsnak@usd373.org](mailto:amber.warsnak@usd373.org)

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- Paraeducators
- SPED Curriculum
- IEP Content
- Autism Team
- Speech and Language Pathologists
- Extended School Year (ESY)
- Progress Monitoring
- USD 373 PK - Grade 6
- USD 440

Adrienne Hultman, Administrative Assistant (316) 284-6580 [adrienne.hultman@usd373.org](mailto:adrienne.hultman@usd373.org)

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- Purchase Orders
- Budget
- Mileage
- Frontline (Absence Management, Professional Growth)
- General questions

Sonia Flint, SPED Student Records/MIS (316) 284-6583 [sonia.flint@usd373.org](mailto:sonia.flint@usd373.org)

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- Student Data
- All Student Record Forms
- WebKIDSS

Katelyn Buckman (316) 284-6540 [katelyn.buckman@usd373.org](mailto:katelyn.buckman@usd373.org)

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(Northridge Elementary School, 1900 Windsor, Newton)

- Teacher of students with Hearing Impairments

Andrea Regier (316) 284-6550 [andrea.regier@usd373.org](mailto:andrea.regier@usd373.org)

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(Slate Creek Elementary, 901 E. 4th Street, Newton)

- Teacher of students with Visual Impairments

Traci Hoagland (316) 284-6280 [traci.hoagland@usd373.org](mailto:traci.hoagland@usd373.org)

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(Newton High School, 900 W. 12th Street, Newton)

- Transition Coordinator

Rebecca Parnell (316) 284-6510 [rebecca.parnell@usd373.org](mailto:rebecca.parnell@usd373.org)

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(Cooper Early Education Center, 816 Oak, Newton)

- Physical Therapist

Megan Lowe (316) 284-6510 [megan.lowe@usd373.org](mailto:megan.lowe@usd373.org)

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(Cooper Early Education Center, 816 Oak, Newton)

- Occupational Therapist

(316) 284-6510

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(Cooper Early Education Center, 816 Oak, Newton)

- Audiologist (Monday/Friday)

### **Business Services/Human Resources**

Jane Nichols, Director (316) 284-6202 [jane.nichols@usd373.org](mailto:jane.nichols@usd373.org)

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- Budget

Kristen Mayhue (316) 284-6213 [kristen.mayhue@usd373.org](mailto:kristen.mayhue@usd373.org)

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- Payroll Coordinator

Brooke Weeks (316) 284-6216 [brooke.weeks@usd373.org](mailto:brooke.weeks@usd373.org)

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- Employee verification
- Time and attendance (paraeducators)
- Absence Management
- Leave

Dawn Archer, HR Assistant-Certified Staff (316) 284-6205 [dawn.archer@usd373.org](mailto:dawn.archer@usd373.org)

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- Recertification
- Transfers

- Employment
- Professional Growth
- Worker's Compensation

Kristen Kornfeld, HR Assistant-Classified Staff (316) 284-6205 [kristen.kornfeld@usd373.org](mailto:kristen.kornfeld@usd373.org)

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- Insurance
- Benefits
- Worker's Compensation

### **Curriculum and Instruction**

Sheila Wendling, Assistant Superintendent (316) 284-6203 [sheila.wendling@usd373.org](mailto:sheila.wendling@usd373.org)

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Nora Miller, Administrative Assistant (316) 284-6203 [nora.miller@usd373.org](mailto:nora.miller@usd373.org)

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### **Superintendent**

Fred Van Ranken, Superintendent (316) 284-6206 [fred.vanranken@usd373.org](mailto:fred.vanranken@usd373.org)

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Joni Jantz, Administrative Assistant (316) 284-6206 [joni.jantz@usd373.org](mailto:joni.jantz@usd373.org)

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## HCSEC Staff 2023-2024

<b>Last Name</b>	<b>First Name</b>	<b>School/Building</b>	<b>Position</b>
		Chisholm Middle School	School Psychologist
Baysinger	Melissa	Chisholm Middle School	Interrelated 8th grade
Jantzi	Scott	Chisholm Middle School	Emotional Disabilities
Keese	Daphne	Chisholm Middle School	Speech Language Pathologist
Kopper	Sara	Chisholm Middle School	Special Education Social Worker
Lawrence	Teresa	Chisholm Middle School	Interrelated 8th grade
Rende	Miki	Chisholm Middle School	Interrelated 7th grade
Schrag	Michelle	Chisholm Middle School	Intellectually and Developmentally Disabled
Walton	Brynna	Chisholm Middle School	Interrelated 7th grade
Wedel	Anna	Chisholm Middle School	Gifted Education
Batka	Cassandra	Cooper Early Education Center	Preschool
Brown	Jonni	Cooper Early Education Center	Infant Toddler Services
Brueggeman	Denise	Cooper Early Education Center	School Psychologist
Buckman	Katelyn	Cooper Early Education Center	Deaf and Hard of Hearing - all HCSEC
Creech	DeAnn	Cooper Early Education Center	Preschool
Davenport	Resa	Cooper Early Education Center	Preschool
Dorado	Penny	Cooper Early Education Center	Special Education Social Worker
Franz	Dawn	Cooper Early Education Center	Age 0-3 Speech Language Pathologist
Fowler	Kendra	Cooper Early Education Center	Preschool
Hocker	Amy	Cooper Early Education Center	Speech Language Pathologist
Lopez	Tricia	Cooper Early Education Center	Administrative Assistant
Lowe	Megan	Cooper Early Education Center	Occupational Therapist-all HCSEC
Nelson	Kiley	Cooper Early Education Center	Education/Disabilities/Training Coordinator

Parnell	Rebecca	Cooper Early Education Center	Physical Therapist - all HCSEC
Reber	Kristen	Cooper Early Education Center	Speech Language Pathologist
Rehm	Renae	Cooper Early Education Center	Preschool
Snodgrass	Ashley	Cooper Early Education Center	Infant Toddler Services
Stenzel	Julie	Cooper Early Education Center	Transition Coordinator/Head Start Coach
		Cooper Early Education Center	Audiologist
Dorado	Penny	USD 440	Special Education Social Worker
Gerhardt	Allison	Bentley Primary School	Interrelated
Jacobs	Susan	Halstead Middle School	Interrelated
Kaus	Lenae	USD 440	School Psychologist
Keese	Daphne	Halstead Middle School	Speech Language Pathologist
Merlau	Ruth	Bentley Primary School	Speech Language Pathologist
Ortiz	Joshua	Halstead High School	Interrelated
Schmidt	Casson	Halstead High School	Interrelated
Unruh	Clinton	Halstead Middle School	Interrelated
Warsnak	TJ	USD 440	Gifted Education
Dorado	Penny	USD 460	Special Education Social Worker
Elliott	Amy	Hesston High School	Interrelated
Fulmer	Jeanie	Hesston Middle School	Interrelated
Hageman	Katelynn	USD 460	Speech Language Pathologist
Jost	Diane	Hesston Middle School	Interrelated
Koehn	Amber	Hesston Elementary School	Interrelated
LeFevre	Patrice	USD 460	Gifted Education
Nava	Allison	USD 460	School Psychologist
Brittain	Kassidy	Newton High School	Speech Language Pathologist
Carreon	Dianna	Newton High School	Speech Language Pathologist
Christner	Heather	Newton High School	Structured Learning

Fetters	Stacy	Newton High School	Emotional Disabilities
Foster	Jarod	Newton High School	Adapted P.E.
Geyer	Tamara	Newton High School	Interrelated
Gomez-Poston	Ocean	Newton High School	Severe Multiple Disabilities
Hoagland	Traci	Newton High School	Transition Coordinator - all HCSEC
Kerbs	Eunice	Newton High School	Intellectual and Developmentally Disabled
McGuire	Rebecca	Newton High School	School Psychologist
Pulkrabek	Shantell	Newton High School	Interrelated
Rogers	Nancy	Newton High School	Interrelated
Skinner	Brian	Newton High School	Interrelated
Steinert	Shasta	Newton High School	Special Education Social Worker
Thomas	Nancy	Newton High School	Gifted Education
Wedel	Dennis	Newton High School	Interrelated
Boettcher	Larry	Newton Medical Center	Project Search
Capers	Jocelyn	Northridge Elementary	Interrelated
Brittain	Kassidy	Northridge Elementary	Speech Language Pathologist
Denno	Denetta	Northridge Elementary	Adaptive P.E.
Jordan	Jackie	Northridge Elementary	Intellectually and Developmentally Disabled
McGuire	Rebecca	Northridge Elementary	School Psychologist
Murphy	Kathy	Northridge Elementary	Gifted Education
Tucker	Kylie	Northridge Elementary	Interrelated
Brueggeman	Denise	Opportunity Academy	School Psychologist
		Opportunity Academy	Speech Language Pathologist
Steinert	Shasta	Opportunity Academy	Special Education Social Worker
Stuhlsatz	Scott	Opportunity Academy	Interrelated



Archer	Kathleen	Santa Fe 5/6 Center	Intellectually and Developmentally Disabled
Berner	Corbin	Santa Fe 5/6 Center	Interrelated 5th grade
Hocker	Amy	Santa Fe 5/6 Center	Speech Language Pathologist
Jackson	Robyn	Santa Fe 5/6 Center	School Psychologist
Kopper	Sara	Santa Fe 5/6 Center	Special Education Social Worker
Montez	Tabitha	Santa Fe 5/6 Center	Interrelated 6th grade
Rose	Sara	Santa Fe 5/6 Center	Interrelated 5th grade
Schmidt	Kiley	Santa Fe 5/6 Center	Speech Language Pathologist
Schmigel	Laura	Santa Fe 5/6 Center	Emotional Disabilities
Wedel	Anna	Santa Fe 5/6 Center	Gifted Education
Young	Jenny	Santa Fe 5/6 Center	Interrelated 6th grade
Brueggeman	Denise	Slate Creek Elementary	School Psychologist
Folkerts	Deanna	Slate Creek Elementary	Interrelated
Haines	Rebecca	Slate Creek Elementary	Interrelated
Branson	Amy	Slate Creek Elementary	Brailer
Miller	Dawn	Slate Creek Elementary	Severe Multiple Disabilities
Murphy	Kathy	Slate Creek Elementary	Gifted Education
Regier	Andrea	Slate Creek Elementary	Vision Impairment
Schmidt	Kiley	Slate Creek Elementary	Speech Language Pathologist
Altum	Autumn	South Breeze Elementary	Interrelated
Forbes	Jennifer	South Breeze Elementary	Structured Learning
Murphy	Kathy	South Breeze Elementary	Gifted Education
Nava	Allison	South Breeze Elementary	School Psychologist
Simon	Monica	South Breeze Elementary	Speech Language Pathologist
Sneed	Seneca	South Breeze Elementary	Structured Learning
Warkentine	Amanda	South Breeze Elementary	Interrelated
Sneed	Seneca	South Breeze Elementary	Structured Learning

Carreon	Diana	Sunset Elementary	Speech Language Pathologist
Cazares	Suhelen	Sunset Elementary	Interrelated
Friesen-Guhr	Sara	Sunset Elementary	Special Education Social Worker
Hein	Johannah	Sunset Elementary	Interrelated
Kaus	Lenae	Sunset Elementary	School Psychologist
McClure	Josh	Sunset Elementary	Emotional Disabilities
Murphy	Kathy	Sunset Elementary	Gifted Education

## **Paraeducators**

Paraeducator Handbook is located at: [HCSEC 23-24 Paraeducator Handbook](#)

The USD 373 Classified Handbook is located at: [Personnel Handbook for Classified Employees](#)

Both documents are a resource for classified staff employed as paraeducators.

***HCSEC***

***Procedures***

## Passwords

**WebKIDSS IEP Management System** passwords are provided by Sonia Flint, Special Education Records/MIS Clerk.

- (316) 284-6583
- [sonia.flint@usd373.org](mailto:sonia.flint@usd373.org)

**Email/Google Mail** accounts are created by staff at the Educational Technology Center (ETC). Contact Denise Church for assistance or complete an ETC Helpdesk Ticket for technology assistance.

- (316) 284-6520
- [denise.church@usd373.org](mailto:denise.church@usd373.org)
- [ETC Helpdesk Ticket](#)

**FastBridge** (progress monitoring program) password and username assistance is provided by Nora Miller, Administrative Assistant, Curriculum and Instruction.

- (316) 284-6203
- [nora.miller@usd373.org](mailto:nora.miller@usd373.org)

**Frontline** encompasses multiple programs including: Professional Growth and Development, Time and Attendance, and Absence Management. Account information is provided by Dawn Archer, Administrative Assistant, Human Services.

- (316) 284-6205
- [dawn.archer@usd373.org](mailto:dawn.archer@usd373.org)

## Purchasing Guidelines

- The Central Supply catalog/order form is located on the X:Drive under ALL STAFF. Send your Central Supply order form to Adrienne Hultman/HCSEC Office. Central Supply is the FIRST place you go for supplies.
- To have a Purchase Order approved, submit the one-page purchase requisition form with the ordering information to the special education office at McKinley Administrative Center. This form is located on the X: Drive under ALL STAFF/Special Education/Purchase Order Requisition Form. Product order item numbers and prices must be included on the requisition form. Include a picture of the product if possible.
- All purchases must be made with a district Purchase Order Form.
- Only Adrienne Hultman (McKinley) or Tricia Lopez (Cooper Early Education Center) input Purchase Orders in the district financial software for *special education* purchases.
- The Special Education Director/Assistant Director approves Purchase Orders.
- All purchases are delivered to the USD 373 Receiving Department (100 S. Evans) and then delivered to the USD 373 schools. Halstead and Hesston deliveries are made by the special education staff, the teacher is notified to pick up merchandise at McKinley Administrative Center or items may be delivered by HCSEC staff to the school.
- Walk-through Purchase Orders are Purchase Orders for items you want to shop for yourself, such as WalMart, Dillons, etc. You may submit a one sheet Purchase Order Requisition form, e-mail or call for a “Walk-Through”. When the Purchase Order has been approved and printed the employee may pick up the Purchase Order from Renee Phillips at the McKinley Administrative Center Business Office. When the merchandise is in hand - a receipt must be turned in to Renee. The receipt needs to be turned in to Renee in person -- not sent through district mail or e-mail. WalMart and Dillons walk-through Purchase Orders require the store’s purchasing cards. These cards are checked out from Rene and must be returned within five days, with the receipt from the purchase.
- WalMart orders will be walk through orders only - no more on-line purchases will be done.
- For Amazon purchases, an amazon link or picture of the item must accompany purchase order.

- Consider the cost of freight/shipping when ordering. Local purchases may be less expensive.
- Contact Adrienne Hultman, [adrienne.hultman@usd3373.org](mailto:adrienne.hultman@usd3373.org), with questions about budget account codes and budget amounts.





## Mileage

Mileage is paid to HCSEC staff in connection with duties in providing special education or related services for identified students. Travel is reimbursed between activity locations. Mileage is reimbursed at the rate set by the State of Kansas. Mileage claims must be submitted to the HCSEC office by the 10th of each month. This will allow payroll to process the mileage claim in a timely manner. Mileage checks are approved by the Board of Education and mileage checks will be available the same day as payroll. Checks will be sent to your home building. Mileage form is available in WebKIDSS.

	<b>Bentley</b>	<b>CMS</b>	<b>EEC</b>	<b>ETC</b>	<b>Hals</b>	<b>Hess</b>	<b>MAC</b>	<b>NHS</b>	<b>NR</b>	<b>OA</b>	<b>SF</b>	<b>Srv Ctr</b>	<b>Sl Cr</b>	<b>S Br</b>	<b>SS</b>
<b>Bentley</b>	X	20.9	20.9	20.5	7	20.5	20.4	20	21.6	19.7	20.5	18	20.9	19.4	19.5
<b>Chisholm</b>	20.9	X	1.4	1.4	13.9	10.6	0.8	3	2.5	2.2	1.4	2.5	0.1	1.5	2.6
<b>Early Ed Ctr</b>	20.9	1.4	X	0.2	13.9	9.3	1	2	1.1	1.4	0.3	2.6	1.1	1.5	1.3
<b>ETC</b>	20.5	1.4	0.2	X	13.5	9.2	1	2	1.3	0.9	0.1	2.2	1.3	1.8	1
<b>Halstead</b>	7	13.9	13.9	13.5	X	13.5	12	13	14.6	12.4	13.5	11	13.9	12.4	12.5
<b>Hesston</b>	20.5	10.6	9.3	9.2	13.5	X	11	7.7	7	7.8	9	8.2	10.3	10.1	8
<b>McKinley AC</b>	20.4	0.8	1	1	12	11	X	2.4	2	1.8	0.8	1.9	0.9	1.1	1.7
<b>Newton High</b>	20	3	2	2	13	7.7	2.4	X	1.9	0.6	1.9	1.8	3.4	3.1	1
<b>Northridge</b>	21.6	2.5	1.1	1.3	14.6	7	2	1.9	X	1.9	1.2	3.3	2.4	2.5	1.9
<b>Opport. Acad.</b>	19.7	2.2	1.4	0.9	12.4	7.8	1.8	0.6	1.9	X	0.8	1.3	1.9	2	0.2
<b>Santa Fe</b>	20.5	1.4	0.3	0.1	13.5	9	0.8	1.9	1.2	0.8	X	2.2	1.3	1.5	1
<b>Service Ctr</b>	18	2.5	2.6	2.2	11	8.2	1.9	1.8	3.3	1.3	2.2	X	3.6	2.4	1.1
<b>Slate Creek</b>	20.9	0.1	1.1	1.3	13.9	10.3	0.9	3.4	2.4	1.9	1.3	3.6	X	1.8	2.3
<b>South Brze</b>	19.4	1.5	1.5	1.8	12.4	10.1	1.1	3.1	2.5	2	1.5	2.4	1.8	X	2.1
<b>Sunset</b>	19.5	2.6	1.3	1	12.5	8	1.7	1	1.9	0.2	1	1.1	2.3	2.1	X

***SPEd***

***Procedures***

## Special Education Program Evaluation

## Performance Indicators

Indicators and data are how the HCSEC is evaluated by the Kansas State Department of Education and the Federal Office of Special Education Programming (OSEP).

Data that is used includes:

- Parent Surveys
- Graduate Follow Up
- Student Performance Data
- File Reviews
- Reports that are accurate and on-time

Part B Indicators 1-20:

1. **Graduation** - Percent of youth with IEPs graduating with regular diploma
2. **Drop Out** - Percent of youth with IEPs dropping out
3. **Assessments** - Participation and performance
4. **Suspension/Expulsion** - Suspension/expulsion rates
5. **LRE** - Percent of children age 6-21 removed from regular class, served in public/private separate school, residential, homebound, or hospital
6. **Preschool LRE** - Percent of preschool children with IEPs in settings with typically developing peers
7. **Preschool Outcomes** - Percent of preschool children with improved positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors
8. **Parent Involvement** - Percent of parents with child receiving special education services who report school facilitated parent involvement
9. **Disproportionate Representation** - Percent of districts with disproportionality due to inappropriate identification

10. **Disproportionate Representation** - Disability Category - Percent of districts with racial and ethical disproportionality in specific disability categories as a results of inappropriate identification
11. **Evaluation Timelines** - Percent of children who were evaluated within 60 days of parent consent
12. **Preschool Transition** - Percent of children referring by Part C, found eligible, and have an IEP developed by their third birthday
13. **Secondary Transition** - Percent of youth age 16+ with IEP and measurable, annual IEP goals and transition services
14. **Post-School Outcomes** - Percent of youth who had IEPs, are no longer in secondary school; and who have been employed, enrolled in post secondary school, or both, within one year of leaving high school
15. **Resolution Sessions** - Percent of hearing requests resolved through resolution agreements
16. **Mediation** - Percent of mediations resulting in mediation agreements
17. **State Systemic Improvement Plan (SSIP)** - The SSIP is a comprehensive, multi year plan that focuses on improving results for infants, toddlers, children and youth with disabilities.

# IMPORTANT

The purpose of all special education due process forms is to document communication with the parent and assure that the HCSEC is meeting its responsibility to inform and obtain informed consent.

When filling out due process forms remember to use “the stranger test”.

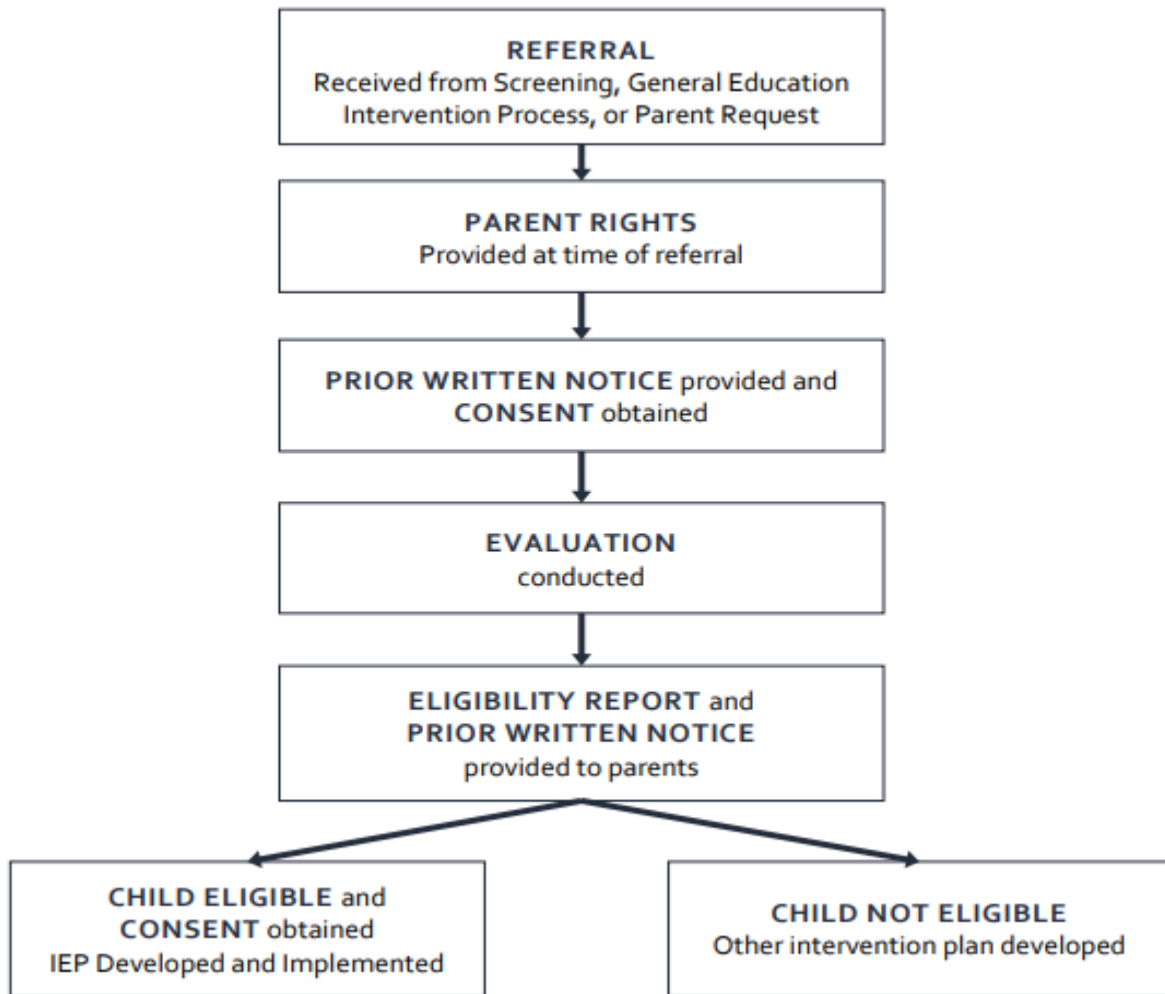
- Would someone who was not at the meeting or who does not know this child understand the action of the team based on the content of the form(s)?
- Would a stranger be able to determine appropriate educational placement and services from the information provided?
- If this child were to move to a different school district, could the school district implement the IEP with that information only?

Each of the due process forms contains only the information required by Kansas statutes and federal law. Check the appropriate boxes, fill in the blanks and answer the questions on each form. When describing the commitment of resources indicate the frequency (how often), location (type of setting) and duration (how long) for each service.

Each due process form should build on the prior information to help build a story about the student’s abilities and needs along with the problem solving process of the team. Be thorough.

When you have questions, first ask yourself “How can I describe this so that the parent has a complete record and understanding of what we are proposing?”.

## Special Education Process from Referral to Eligibility Determination



### [Kansas Special Education Process Handbook](#)

1. The schools General Education Intervention (GEI) Team meeting to discuss concerns, results of interventions and review records, progress monitoring and any medical/health information, including the results of the most recent vision and hearing screenings. If specific concerns exist such as speech, fine motor, gross motor, etc., communication and invitation to participate in GEI to these professionals needs to occur. For USD 373 attendance centers, the [USD 373 GEI Handbook](#) should be followed.
2. The GEI Team meets to review results of interventions, modify interventions, change focus of interventions or continue interventions. At this meeting, the GEI Team may make a determination about the success of interventions or make a decision to refer for an

evaluation in areas identified by the GEI Team members. This process may be done over an extended period of time in multiple meetings.

3. If the GEI Team decides to refer the student for an evaluation to determine eligibility for special education, the “Prior Written Notice for Evaluation or Reevaluation and Request for Consent” form must be completed. The form must reflect the areas that an evaluation will be completed along with the basis for the request, etc.
4. The GEI Team determines who will discuss the “Prior Written Notice for Evaluation or Reevaluation and Request for Consent” form and review the Parent Rights document with the parents.
5. Identified individual discusses the Consent for an Evaluation form and the Parent Rights with the parent, returning the signed “Prior Written Notice for Evaluation or Reevaluation and Request for Consent” form to the school.
6. The GEI documentation, current vision and hearing screening results (including dates screened) and the signed “Prior Written Notice for Evaluation or Reevaluation and Request for Consent” are sent to the Special Education Records Office/MIS Data Clerk as one complete referral. For parent requests, the GEI documentation will be sent in with the staffing papers/eligibility report.
7. The Special Education Records Office/MIS Data Clerk date stamps the referral, makes a special education file, notifies the professionals who will need to evaluate and holds the files for the completed evaluation documentation.
8. Team members evaluate the child, communicate with each other, principal and parents to determine a date to review the test results, determine eligibility and the child’s need for services. The “Notice of Meeting” is completed and is mailed to the parents along with the Parent Rights. The same notice of meeting is provided to all team members a minimum of 10 days prior to the meeting.
9. All information collected during the GEI and evaluation process are reviewed at the meeting. During the meeting the team will discuss the student’s need and eligibility for special education services. The eligibility meeting is held with the general education teacher(s), special education teacher, administrator, parent(s), related service staff, student (when appropriate) and individuals who can interpret evaluation results. The “Evaluation/Reevaluation Eligibility Report” and the “Prior Written Notice for Identification, Special Education and Related Services and Educational Placement” are completed and sent to the Special Education Records Office with a copy of the “Notice of

Meeting” form. Individual evaluation reports are also included with the paperwork submitted to the Special Education Records Office.

10. If the child is eligible and needs special education services, the team determines when the IEP will be developed. A written notice is sent to the parents and the team members at least 10 days prior to the meeting to develop the IEP. The IEP must be developed and implemented within sixty (60) school days of the consent for the evaluation.
11. The meeting to develop the IEP is held. If the meeting to develop the IEP is held separately from the eligibility staff, the IEP will be developed and parent consent for services and placement will be reflected on the “Prior Written Notice for Identification, Special Education and Related Services and Educational Placement”. At the conclusion of the meeting, the signed “Notice of Meeting”, any IEP paperwork that parent physically signed (IEP signature page, transfer of right if applicable, etc.), signed “Prior Written Notice for Identification, Special Education and Related Services and Educational Placement " are sent to the Special Education Records Office.
12. All original copies of special education paperwork are submitted to the HCSEC MIS Data Clerk. It is important paperwork is submitted in a timely manner. For annual IEP and amendment meetings, paperwork must be submitted to the HCSEC Data Clerk within 10 days of the meeting. Please do not staple paperwork but paperclip together. Please use black or blue ink when signing the signature page of the IEP.



## Individual Educational Plan: Guidelines for Development

Kansas Special Education Process Manual

Goals are to be consistent with the standards and expectations for all children in the educational system, and provide for appropriate and effective strategies.

Evaluation information for a child with an exceptionality must identify each of the child's specific needs that result from the exceptionality and provide baseline information so the IEP team can determine how the exceptionality affects the child's participation and progress in the general education curriculum.

Information from the evaluation should be used in the Present Levels of Academic Achievement and Functional Performance (PLAAFP) as measurable baseline data. The purpose of the PLAAFP is to identify and prioritize the specific needs of a child and establish a baseline from which to develop meaningful and measurable goals. The PLAAFP should:

- Be stated in terms that are specific, measurable and objects;
- Describe current performance, not past performance;
- Describe the child's performance in the general curriculum;
- Prioritize and identify needs that will be written as goals; and
- Provide baseline information for each need.

Present Levels of Academic Achievement and Functional Performance (PLAAFP) are derived from locally developed or adopted assessments that align with the general education curriculum.

Specific, measurable goals and benchmarks or objectives should be taken from the PLAAFP. The goals should focus on the local curricular content standards and related assessments. They should describe the child's performance anticipated within one year and are directly related to the PLAAFP.

**In addition to curricular content standards the IEP must address each of the child's other educational needs that result directly from the child's exceptionality.**

Annual goals in academic content areas will be drawn from the general education curriculum. Passing a general education class is not an appropriate measurable goal, but should reference the curricular standards for the class. Extended standards have been written for children who may not be able to participate in the general curriculum.

Four critical components of a well-written goal are:

- Time frame is usually specified in the number of weeks or a certain date for completion
- Conditions specify the manner in which progress toward the goal is measured
- Behavior clearly identifies the performance that is being monitored

- Criterion identifies how much, how often, or to what standards the behavior must occur to demonstrate the goal has been met.

Teachers and others who have a responsibility for implementing portions of a child's IEP must be informed about the content of the IEP and their responsibility regarding its implementation.

For special education teachers of categorical programs, if a student's home attendance building is not the building where the student's categorical program is located, the student's attendance building administrator and special education teacher must be invited to the student's IEP meeting. This includes staff from USD 440 and USD 460.

Special education *means specially designed instruction* to meet the unique needs of a child with an exceptionality. This includes not only the location of the services, but also what *unique strategies, methods and devices* the child will receive as a result of having an exceptionality.

The amount of the services to be provided must be stated in the IEP so that the level of the school's commitment of resources will be clear to parents and other IEP team members. This may or may not be stated as minutes, days, and weeks in the IEP. You **cannot use the phrase "as needed"** but must specify under what conditions. The services must specify frequency of the service, duration of the service and location of the service. For example:

- Through this IEP duration Joe will receive daily support in the general education language arts class for the portion of the period during which the class works on grammar and writing skills.
- Joe will receive daily support in general education math and science class for note-taking except on those days that the class is viewing a media presentation or is on a field trip. The service will be provided for the duration of this IEP.
- During the duration of this IEP Joe will receive support in the special education resource room for instruction in the following study strategies/skills: (list) This support will be provided on an alternate day basis for an average of 30 minutes, depending on the amount of written work assigned by general education teachers and Joe's ability to work independently on the assigned work.
- Joe will receive 35 minutes per day/4 days per week of reading instruction in the resource room for the duration of this IEP.

A range may be used only when the IEP team determines that stating the services as a range is necessary to meet the unique needs of the child. In those rare circumstances that a range is used the services section must describe conditions that determine which time is used. It also may be determined that a child needs a service only under specific circumstances. The MIS data form (Teacher Information Page) is NOT a part of the IEP. That page should be sent to the special education records office with the IEP but not given to team members as a part of the IEP.

Re-evaluations:

In August the team must meet and review the re-evaluation list for the year. At that time the team determines how to coordinate the re-evaluation of the student and the annual IEP date. The team also makes a recommendation about the need for a re-evaluation and/or the need for new data or doing the re-evaluation with existing data. The information is communicated to the parent and the prior written notice and their consent is obtained. This helps the team develop a plan for the year and reduces any last minute surprises.

## IEP Checklist

Student Name \_\_\_\_\_

IEP date due \_\_\_\_\_ 3 year eval date \_\_\_\_\_

Activity	completed	Comments
<b>At least 20 Days Before IEP Date</b> Contact parent for meeting date and time		
Confirm date with staff		
Collect data ( <u>FAST Bridge</u> , behavior, gen. ed. teacher form)		
Complete past IEP Progress Report		
Complete <b>draft</b> IEP- see details below		
<b>At Least 10 Days Before:</b> Notice of Meeting sent to parents with <i>draft</i> IEP - note explaining this is a "draft"		
Prepare Change of Placement Form		
Call and email reminders to all invited		
<b>Day of:</b> Have meeting		
Complete IEP based on meeting decisions		
<b>No Later Than 1 Week After Meeting:</b> Copy for building office, <u>sped.</u> teacher file, parents, and MAC		
Update IEP at a Glance for gen. ed. teachers and paraeducators		
Other		

### **Don't forget:**

OT \_\_\_\_\_ PT \_\_\_\_\_ SLP \_\_\_\_\_ Social Worker \_\_\_\_\_ Outside agency \_\_\_\_\_

other special education teacher \_\_\_\_\_ Vision Therapist \_\_\_\_\_ School Psych \_\_\_\_\_

ELL \_\_\_\_\_ Reading/Math Specialist \_\_\_\_\_

Draft IEP Complete:

- Planning Page
- Some strengths
- Health
- Academic performance
- Reading
- Math
- Written language
- Harmful effects
- Some accommodations

At the meeting:

- Some strengths
- Parent concerns
- Goals
- Sped. services
- Some accommodations
- Supplemental supports
- Special considerations
- Anticipated services
- ESY
- Participation with non-id peers

## IEP Team Meeting Requirements

	IEP Meeting for Annual Review	IEP Meeting for any other purpose	Amend an IEP without Meeting
Notice of Meeting (10-Days Prior to Meeting)	Yes	Yes	No
Required Member Attendance	Yes	Yes	No
IEP Team Considerations Must be Addressed	Yes	As Needed	As Needed
Update Present Levels	Yes	As Needed	As Needed
Update/Change Annual Goals	Yes	As Needed	As Needed
Update/Change Assessment Participation	Yes	As Needed	As Needed
Update/Change Postsecondary Goals	As Needed	As Needed	As Needed
Update/Change Statement of Special Education and Related Services including Transition Services*	As Needed*	As Needed*	As Needed*
Educational Placement*	Yes*	As Needed*	As Needed*
Consideration of Least Restrictive Placement	Yes	As Needed	As Needed
IEP Amendment Form	No	No	Yes
Notice of Proposed Action (of any/all changes in IEP)	Yes	Yes	Yes
Resets Annual Review Date of IEP	Yes	No	No
Parent Receive a Copy of the IEP	Yes	Yes	Upon Request
Consent	Only on * items above and meet one of the criteria below.		
<p>*Consent is required when a change in Special Education and Related Services or Placement meets any of these criteria:</p> <ol style="list-style-type: none"> <li>1. Substantial change in placement (more than 25% of the child's school day)</li> <li>2. Material change in services (25% or more of any one service)</li> <li>3. Add a new service, or delete a service completely (100%)</li> </ol>			

## **Special Education Paraeducator Support as a Service:**

When to include paraeducator time as a student service:

Service Code C: Special Education services in a general education classroom

- Paraeducator support is for specific targeted instruction that is planned and based on an IEP goal
- Targeted instruction means support in a content area taught in general education, delivering instruction that is related to an IEP goal for which the paraeducator is collecting data, and for which the teacher(s) has provided instructional plans for the paraeducator

A class where a paraeducator roams and waits for a student to request help is not delivering specific targeted instruction. This would be listed on the IEP under Supports:

“Student in a general education classroom that has additional support for prompts, reading instructions, refocusing, clarification and other assorted work.”

## **State and Local Assessments:**

Every child in the appropriate grades will participate in state and local assessments. It is the responsibility of the IEP team to determine which level of assessment and with what accommodations. This should be discussed at the IEP meeting and included in the IEP. Children with exceptionalities can use accommodations the IEP determines is necessary which does not change what is being measured and is provided for the child on a regular basis through regular classroom instruction. The IEP must specify the **frequency, duration and location** of the accommodation and the accommodation must be provided as specified. The team must specify the type of assessment for each contact area each year an assessment is given. When in doubt, the IEP team must select the more difficult assessment.

The state limit of students who may take the Dynamic Learning Map (alternate assessment) is 1%. When the IEP team is working to determine if the student is eligible to take the alternate assessment, the KSDE [DLM Fact Sheet](#) is to be utilized and completed to make eligibility determination decisions.

## **Transition Plan Requirements:**

Beginning with the IEP that is in effect when the student turns 14, post school measurable goals in:

- Employment
- Training and
- Independent Living, if appropriate

must be included within the IEP. The post school measurable goals must be based upon the transition assessments which reflect the student's interests and abilities. These can include:

- Student and parent interviews
- Interest assessments
- EXPLORE, PLAN or other formal assessment
- Functional Living Skills
- Assessment completed as part of the IPS

The IEP must include a course of study identifying courses that will allow the student to pursue his/her post school goals.

Transition services needed are those activities and services separate from courses that will enable the student to transition successfully, such as obtaining a driver's license, searching for post school training programs in his/her area of interest, filling out job applications or college applications, and using the internet/developing keyboarding skills.

The transition plan should have evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent (or student who has reached the age of majority).

Each school year, 10 IEPs from each school district are randomly selected by KSDE for review to determine if the IEP meets Secondary Transition requirements. The [Indicator 13: Secondary Transition](#) checklist is used to determine if the IEP meets requirements.



## IEP Progress Reports

### **Harvey County Special Education Local IEP Progress Report Procedure**

#### Purpose of Procedure

The purpose of the procedure is to support appropriate decision making at the practice level. To empower and build capacity of staff and to reduce variances within the process.

#### Related Special Education Requirements

The IEP must include a description of when parents will be provided periodic reports about their child's progress toward meeting the annual goals. An example might be through the use of quarterly or other periodic reports concurrent with the issuance of district report cards (K.S.A. 72-3429(c)(3); 34 C.F.R. 300.320(a)(3)). The reporting may be carried out in writing or through a meeting with the parents (including documentation of information shared at the meeting); whichever would be a more effective means of communication. Whatever the method chosen, progress toward the goals must be monitored in the method indicated on the IEP and progress reports should include a description of the child's progress towards the child's measurable annual goals.

#### Related Board Policy

These procedures are supported by USD 373 Board of Education policies JF and JQ.

#### HCSEC Process

Timeline	Activity	Responsible Person/Office
Within 10 calendar days of the conclusion of the academic quarter	Progress reports are completed within WebKIDSS	Special Education provider(s)
10 <sup>th</sup> day after the conclusion of the academic quarter	IEP progress reports will be locked	MIS Data Clerk
Within 10 days of the conclusion of the academic quarter	Progress reports are printed and envelopes are addressed or the building administrator is notified of completion of progress reports. Progress reports, envelopes and student caseload list are provided to	IEP Case Manager

	the building administrator or designee.	
	Verification of completed progress reports. Documentation on caseload list of completed progress reports.	Building administrator or designee
Within 12 days after the conclusion of the academic quarter	Progress reports are placed in envelopes and mailed or emailed to parent (with parent consent)	Building Administrator or designee

For the 2023-2024 school year, the 10th day after the end of the quarter are:

October 23, 2023

January 1, 2024

March 18, 2024

June 3, 2024

## **Special Education Process and Forms Required:**

To ensure that parents have knowledge about their rights under the special education law, schools are required to provide a copy of the [Parent Rights in Special Education](#) notice to parents in the parents native language:

- At least one time in a school year; and (HCSEC provides the document at initial consent for evaluation and thereafter at the annual IEP meeting)
- Upon a referral or parent request for initial evaluation;
- First formal complaint or due process complaint filed in a school year;
- Upon a disciplinary removal from school that constitutes a change in placement; and
- Upon parent request

## **Referral for a Comprehensive Evaluation**

- Procedural Safeguards and Parent Rights (to parent)
- General Education Intervention Team documentation of intensive and sustained interventions that were not sufficient to meet the student's educational needs
- Vision and hearing screening results
- Prior Written Notice of Evaluation or Reevaluation (Parent Consent for Evaluation)

## **School Refusal to Parent Requested Evaluation of a Student**

- Procedural Safeguards and Parent Rights (to parent)
- Meeting with parent to discuss request and reason for refusal
- Prior Written Notice for Evaluation or Reevaluation (Refusal to conduct evaluation - must be sent within 15 days of receipt of parent request)

## **Staffing to Determine Eligibility, Service and Placement**

- Notice of Meeting form received by the parent at least 10 days prior to the meeting
- Evaluation/Reevaluation Eligibility Report
- Prior Written Notice for Identification, Special Education and Related Services, Placement, Change of Services, Change in Placement (Consent for Services/Placement)

## **Individual Education Plan Meeting**

- Notice of Meeting form received by the parent at least 10 days prior to the meeting
- Procedural Safeguards and Parents Rights (to parent)
- Individual Education Plan
- Prior Written Notice for Identification, Special Education and Related Services, Placement, Change of Services, Change in Placement (Consent for Services/Placement)
- Dismissal from all special education services or a change in primary exceptionality requires a reevaluation
- Teachers record a log documenting e-mail, phone and in-person contacts

### **Review Placement/Services (including students who move in with an IEP)**

- Notice of Meeting form received by the parent at least 10 days prior to the meeting
- Prior Written Notice for Identification, Special Education and Related Services, Placement, Change of Services, Change in Placement (Consent for Services/Placement)
- New Individual Education Plan (if goals are changed) or IEP Amendment Form

### **Change in Amount of Time in Services/Change in Location of Service**

- Notice of Meeting form received by the parent at least 10 days prior to the meeting
- Prior Written Notice for Identification, Special Education and Related Services, Placement, Change of Services, Change in Placement (Consent for Services/Placement)
- New Individual Education Plan (if goals are changed) or IEP Amendment Form

### **IEP Amendment**

- IEP Amendment Form
- Prior Written Notice for Identification, Special Education and Related Services, Placement, Change of Services, Change in Placement (Consent for Services/Placement)

### **Three Year Evaluation (Reevaluation)**

- Prior Written Notice for Evaluation or Reevaluation (team may select the reevaluation with no additional data needed) (Parent Consent for Evaluation)
- Notice of Meeting form received by the parent at least 10 days prior to the meeting
- Evaluation/Reevaluation Eligibility Report
- Prior Written Notice for Identification, Special Education and Related Services, Placement, Change of Services, Change in Placement (Consent for Services/Placement)

OR

- Reevaluation Not Needed Agreement Form

### **Dismissal from all Special Education Services**

- Prior Written Notice for Evaluation or Reevaluation (team may select the reevaluation with no additional data needed) (Parent Consent for Evaluation)
- Notice of Meeting form received by the parent at least 10 days prior to the meeting
- Evaluation/Reevaluation Eligibility Report
- Prior Written Notice for Identification, Special Education and Related Services, Placement, Change of Services, Change in Placement (Consent for Dismissal of Services)

### **Dismissal due to Graduation with a Regular Diploma**

- Prior Written Notice for Identification, Special Education and Related Services, Placement, Change of Services, Change in Placement (Written notice of discontinuation of services)
- Summary of Performance
- No reevaluation is required prior to exiting a student due to graduation

### **Dismissal at age 21**

- Prior Written Notice for Identification, Special Education and Related Services, Placement, Change of Services, Change in Placement (Written notice of discontinuation of services,)
- Summary of Performance
- No reevaluation is required prior to exiting a student due to graduation

### **Dismissal from a Related Service**

- Notice of Meeting form received by the parent at least 10 days prior to the meeting
- Individual Education Plan
- Prior Written Notice for Identification, Special Education and Related Services, Placement, Change of Services, Change in Placement (Consent for Services/Placement)
- Dismissal from all special education services or a change in primary or secondary exceptionality requires a reevaluation

### **Parent Withdrawing Student to Homeschool**

- Parent registers with KSDE as a homeschool
- Parent withdraws student from public school and indicates whether or not HCSEC special education services will be accessed
- HCSEC Director is contacted and provides a letter to the parent individual HCSEC special education services can be accessed by home school or private school students who enroll in public school to access only special education services
- A copy of the letter is maintained in the Special Education Central File

### **Parent Revocation of Consent**

- Parent letter to the Director of Special Education indicating what special education services he/she is revoking consent for, the parent's signature, student's name and date of birth and the date on which the revocation is effective.
- HCSEC Director mails a letter to the parent affirming receipt of their revocation and services for which the consent was revoked
- Copies of the letter are provided to the home school principal and their administrative assistant, School Psychologist, primary special education teacher or department chair

If a parent revokes consent for special education and related services, the child will be treated as a general education student and will not be eligible for FAPE, triennial evaluations, or an annual IEP. After revoking consent for his/her child, a parent always maintains the right to subsequently request an initial evaluation to determine if the child is a child with a disability who needs special education and related services. If a parent who revoked consent for special education and related services later requested that his or her child be re-enrolled in special education, an LEA must treat this request as a request for an initial evaluation under C.F.R. 300.301 (rather than a reevaluation under C.F.R. 300.303). If the child is determined eligible by the IEP team, a new IEP must be written.

## **Due Process Forms and Their Purpose**

All forms are available in WebKIDSS

### **Notice of Meeting Form**

- This form is used for eligibility meetings, staffing to change services or placement, IEP meetings, transition meetings and other special education meetings with parents
- It must be sent out so that the parent receives it at least 10 days prior to the meeting
- A copy must be sent to all participants, including the child, if appropriate.
- A copy of the meeting notification form should be included with the completed IEP and sent to the special education MIS Data Clerk office.

### **Parent Rights and Procedural Safeguards**

- The parent/legal guardian should receive a copy with each annual IEP meeting notice\
- The copy is be enclosed with the mailed meeting notice or sent electronically to an address provided by the parent
- Parents receive a copy of their rights at the time they are asked to:
  1. Content to an initial evaluation,
  2. Given notice of an annual IEP meeting,
  3. Given notice of a reevaluation

OR

4. When parents request a due process hearing, or
5. When a disciplinary change of placement is being considered

### **Prior Written Notice for Evaluation or Reevaluation (Consent for Evaluation)**

- This form is used for:
  - Parent notification and consent to initial evaluation, or
  - Parent notification and consent for a reevaluation, or
  - Parent notification and consent for evaluation of an area not previously evaluated, or
  - Parent notification that the school is refusing his/her request to conduct an evaluation or reevaluation (no consent required)

### **Notice That No Additional Data Are Needed: Evaluation or Reevaluation**

- Prior to the date the reevaluation is due school team members determined that sufficient data is available to determine eligibility and need for special education without new assessments
- This is mailed to the parent with the Prior Written Notice and Consent for Evaluation and Reevaluation

### **Reevaluation Not Needed Agreement Form**

- This form is completed and signed by the parent or legal decision maker when the team determines that they can answer the questions of eligibility and need for each of the services *without any review of data or new data*.
- All providers must be in agreement that no re-evaluation is needed
- Only the building administrator or a person designated by the building administrator shall sign the form. This person has the responsibility to assure all team members have been consulted prior to the decision that a reevaluation is not needed.
- The form must be completed prior to the anniversary date of the evaluation, and can be signed at the prior annual IEP meeting
- No other paperwork is required to document this discussion

### **Evaluation/Reevaluation Eligibility Report**

- This form is used by the team to document eligibility for special education at the initial evaluation and at the reevaluation
- All information used to make the eligibility determination should be documented on this form
- It should clearly identify all the data the decision of the team was based on

### **Prior Written Notice for Identification, Special Education and Related Services, Placement, Change of Services, Change in Placement (Consent Form)**

- This form is used when the team determines initial eligibility
- At every IEP meeting
- When a student is being dismissed from a services
- Must accompany an IEP Amendment Form

### **Parent request to Change Records**

- When apparent requests in writing that their child's special education records be changed, staff will be required to provide the written notification to the Director/Asst. Director of Special Education within 2 school days of receiving the request. After receiving the written requests, the Director/Asst. Director of Special Education will contact the parent making the request to gather details of the request. Within 5 school days of the clarification meeting, the records will be modified and the modified copy will be sent to the parents.

### **Staffing Notes**

- The form is used when the IEP Team wants a written record of the meeting, but no action was taken to change services, placement, etc.
- The form should be sent to the MIS Data Clerk

### **Release of Information**

- This form is used when information is needed or want to share information with another agency about the student
- The parent may specify that the information should be destroyed after it has been used.
- The signed release allowed information to be shared in both directions
- No information is to be shared with another agency without parent consent
- Used to get parent permission to invite an outside agency representatives to an IEP meeting or transition meeting

### **Individual Education Plan**

- This plan must be reviewed/rewritten annually (on or before the anniversary date)
- The IEP may be revised at any time throughout the year with input from the team. A revision means all parts of the plan are reviewed and updated by the team.
- Annual dates are changed to reflect a new anniversary date.
- It is encouraged to send home a draft copy of the IEP prior to the annual IEP meeting. This copy **MUST** be clearly marked “**DRAFT**” and parents receive a note encouraging them to provide input.
- A special education professional, administrator, general education teacher, and parent are required at the IEP meeting. Students age 14 and older must be invited and encouraged to attend the IEP meeting. Students of any age may attend an IEP meeting. HCSEC does not allow for IEP member attendance exemptions.

### **Individual Education Plan Amendment**

- Used between annual IEP meetings
- Requires a new Written Notice and Consent form for and service changes or any placement changes
- Requires the signature of the building administrator or designee
- The IEP amendment and new Notice and Consent form are sent to the MIS Data Clerk
- An IEP Amendment does not change the annual IEP anniversary date



## **Educational Records Storage and Access**

The Family Education Rights and Privacy Act (FERPA) gives all parents and students over the age of 18 guaranteed access to educational records. The Individuals with Disabilities Education Act (IDEA) states agencies shall permit parents to “inspect and review any educational records related to their children that are collected, maintained or used by the agency”. FERPA states parents are to be given access within 45 days. FERPA and IDEA both include the right of the parent to explanations and interpretations of records and to have a representative of the parent inspect and review the records.

Parents have a right to be informed of the location of all their child’s educational records. Educational records may be stored in more than one location. All educational records must be maintained in secure locations with controlled access.

The HCSEC stores special education records in the following locations:

- The public school where the child attends
- The HCSEC student records office
- The offices of the professionals who work with their child.

A letter of clarification from the Office of Special Education Programs indicates that test protocols are considered a part of the child’s educational record and that “parents have a right to inspect and review the test questions as well as the student’s response to the questions.” Personal notes that are not shared with other individuals do not qualify as educational records until and unless the notes are shared with other individuals. Parents do not have access to “non identifying information” such as test manuals, stimulus materials, etc.

IDEA and FERPA indicate parents have the right to request that the agency provide copies of the records IF failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records within 45 days. In other words, if the parent will not be able to come to the school or location of records to review then within 45 days due to extended travel, serious illness or related reason OR if the parent has requested a due process hearing and the hearing will involve introducing the test items as evidence. Otherwise we can provide the parent with access to review the records, which is not the same as copies.

It is important that we communicate openly and clearly with parents at all times, but especially when we are discussing test results with which the parents are generally unfamiliar. Requests to review the protocols from an evaluation can be rendered moot through ongoing, open communication with parents during the assessment. Parents are not generally seeking to review the specific questions asked or answers given, but are seeking to understand the evaluation process, the nature of information gathered and what it means in the educational planning for their child. If the parent requests more information about the tests given, inspecting and discussing the test protocols under the supervision of the professional who administered the tests meets requirements of FERPA and IDEA.

If parents ask to view the child’s educational records they should be informed that cumulative records are kept at their child’s school, special education records are located at McKinley

Administrative Center and test records are maintained by the professional who administered the assessment. Ask for the request in writing or maintain a log of requests to document compliance within the 45 day period. Each file that contains confidential student records should have an updated form that names the individuals who have access to the confidential records.

HCSEC maintains special education records for five years past the student's 21st birthday and then send notifications to area newspapers and services agencies. HCSEC will maintain test protocols for that same period unless we have written parent consent to destroy the protocol or a new evaluation has been completed and the old protocol is outdated and no longer provides data that is needed to provide educational services. Copying and mailing fees may apply. Please refer to the USD 373 Policy section JRB.

# *Services*

## **Least Restrictive Environment**

### **State Statute: K.S.A. 72-976(a)**

Each school district shall be required, to the maximum extent appropriate, to educate children with exceptionalities with children who are not identified as children with exceptionalities, and to provide special classes, separate schooling or for the removal of children with exceptionalities from the general education environment only when the nature or severity of the exceptionality of the child is such that education in general education classes with supplementary aids and services cannot be achieved satisfactorily.

- The team must consider each child's unique educational needs and circumstances, rather than the child's category of exceptionality.
- Placement decisions should allow the child with an exceptionality to be educated with nonidentified children to the maximum extent appropriate.
- The first placement option considered for each student with an exceptionality is the general education classroom in the school that the child would attend if not identified, with appropriate supplementary aids and services to facilitate this placement.
- Before a child with an exceptionality can be placed outside of the general education environment, the full range of supplementary aids and services that could be provided to facilitate the child's placement in the general education classroom setting must be considered.
- If a determination is made that the student with an exceptionality cannot be educated satisfactorily in the general educational environment, even with the provision of appropriate supplementary aids and services, that child could be placed in a setting other than the general education classroom.
- Federal and State of Kansas regulations preclude removing a student from a general education classroom just because the general education curriculum must be modified to meet his or her individual needs.
- If an entirely different curriculum is needed for the child's alternate goals, it needs to be determined if appropriate special education supports (for both the child and the teacher) can be appropriately provided within the context of the general education classroom.
- A child's removal from the general education environment cannot be based solely on the category of disability, configuration of the delivery system, availability of special education and related services, availability of space or administrative convenience.

**USD 373 Newton Public Schools**

Cooper Early Education Center

Infant/Toddler Early Intervention

Parents as Teachers

Early Childhood Special Education

4 Year old At Risk

Headstart

Northridge Elementary

K-4 Interrelated

K-4 SC Intellectually and Developmentally Disabled

Slate Creek Elementary

K-4 Interrelated

K-6 SC Severe and Multiple Disabilities

South Breeze Elementary

K-4 Interrelated

K-6 SC Structured Learning

Sunset Elementary

K-4 Interrelated

K-4 SC Emotional Disabilities

Santa Fe 5/6 Center

5-6 Interrelated

5-6 SC Emotional Disabilities

5-6 SC Intellectually and Developmentally Disabled

Chisholm Middle School

7-8 Interrelated

7-8 SC Emotional Disabilities

7-8 SC Intellectually and Developmentally Disabled

Newton High School

9-12 Interrelated

9-12 SC Emotional Disabilities

9-12 SC Intellectually and Developmentally Disabled

7-12 SC Structured Learning

7-12 SC Severe and Multiple Disabilities

Newton Medical Center

12+ Project Search

**USD 440 Halstead Public Schools**

Bentley Elementary	K-3 Interrelated
Halstead Middle School	4-8 Interrelated
Halstead High School	9-12 Interrelated

**USD 460 Hesston Public Schools**

Hesston Elementary School	K-4 Interrelated
Hesston Middle School	5-8 Interrelated
Hesston High School	9-12 Interrelated

Prairie View Mental Health Center	4-12 Psychiatric Residential Treatment Facility
St. Mary Catholic School	K-8 Parochial School
Opportunity Academy	7-12 Alternative School

All attendance buildings positions and services for:

- Speech Language Pathology
- School Psychology
- Occupational Therapy
- Physical Therapy
- Social Work
- Gifted Education Services (no services at CEEC)
- Vision Impaired
- Hearing Impaired
- Transition (for students 14 years old and older)

### **Homebound/Alternative Setting Education:**

Homebound or Alternate setting services are available through the HCSEC for students who have an IEP for an exceptionality and who need a more restrictive placement due to that exceptionality or as a result of a hearing officer disciplinary action.

1. A placement or services change by the IEP team requires a change of placement and reviewed or new IEP - listing services as:
  - a. P - Homebound or
  - b. D - Residential Cottage/Unit
  
2. Disciplinary removals do not require a change in placement. A long term suspension is an administrative action (with due process provided through a disciplinary hearing officer). It is not an IEP team decision. The IEP team must meet to determine where the alternative educational setting will be and what services the student will need in the alternative setting. These determinations should be specified on a Prior Written Notice form which also specifies that the IEP is not being changed and that the student will resume the educational program specified in the current IEP at the end of the suspension, unless determined otherwise by the team. Regulations at 91-40-36(e) and 91-40-37(d) require only 24 hours notice to a parent that a meeting will be convened by the IEP team to determine where the alternative setting will be, what services will be provided and/or to conduct a manifestation determination.
  
3. It is not mandatory, but helpful, for the teacher who will be providing homebound services to participate in staffings. This provides some background information that may be useful in working with the student.
  
4. Students are not dropped from the home school rolls. The teacher who is providing homebound or alternative services will report attendance and grades to the home school.

## **Guidelines for IDD Consultation & Placement**

**The purpose of these guidelines is for building teams to work together as one in the best interest of the student. It is our legal and ethical responsibility to ensure that student needs are met in the least restrictive environment (LRE). All special education decisions are made on a case-by-case basis.**

### **K-4 IDD Team, Northridge Elementary**

- Jackie Jordan (self-contained teacher)
- Kassidy Brittain (SLP)
- Rebecca McGuire (school psychologist)
- Kate Bremerman (admin)

### **7-8 IDD Team, Chisholm Middle School**

- Michelle Schrag (self-contained teacher)
- (school psychologist)
- Joey Menninga, Chad Nulik (admin)
- Daphne Keese (SLP)

### **5-6 IDD Team, Santa Fe 5-6 Center**

- Kathy Archer (self-contained teacher)
- (school psychologist)
- Brandon Simmelink, Lisa Burgess (admin)
- Amy Hocker, Kiley Schmidt (SLP)

### **9-12 IDD Team, Newton High School**

- Eunice Kerbs (self-contained teacher)
- Rebecca McGuire (school psychologist)
- Blake Smith, Tiffany Stephey, Derek Bristol, Tige Stone (admin)
- Kassidy Brittain and Diana Carreon (SLP)

\* Possible other consultants for all levels could be

- Megan Lowe, OT
- Rebecca Parnell, PT
- Denetta Denno, Adapted Physical Education
- Jarrod Foster, Adapted Physical Education

### **Guidelines to request formal assistance from IDD team:**

1. Student is identified as a student in special education and has an IEP.
2. Significant deficits in intellectual functioning as supported by standardized assessment.
  - a. If early childhood, IQ may be given but should not be a determining factor in decision to seek consultation with the IDD team.
  - b. If 7 years or older, IQ should be formally tested and IQ scores shared with the IDD team.
3. Significant deficits in adaptive behavior/skills as supported by standardized assessment.
4. Students receiving services in the IDD classroom may qualify for alternate assessments (DLM).
5. Placements are not made on the basis of a specific label, but are based on the needs of the student and the degree to which those needs can be met in other, less restrictive settings.
6. Progress monitoring data in math and reading (assessed significantly below grade level and lack of adequate progress taking into factor the student's rate of improvement).
7. Student require social skills, adaptive behavior skills and some self-help instruction.



8. Student's long term goals should be for semi-independent/dependent functioning and supervised independent living. Students will be able to work at jobs requiring some direct supervision and qualify for services through CDDO services.

**If steps 1-8 are unsuccessful:**

9. Administrator or school psychologist requests observation by IDD Team
  - a. Please send an email request to all members of the IDD Team with the data outlined above.
  - b. Home building should notify parent that they are requesting IDD observation/consultation
10. IDD Team is responsible for scheduling observation within ~10 school days
  - a. Home building provides copies of current IEP and progress reports
11. Follow-up meeting scheduled within ~10 school days after observation
  - a. IDD Team will provide meeting options, home building can schedule
12. IDD Team will review observations and share suggestions at follow-up meeting
13. Home building implements new suggestions and continues data collection for ~2-4 weeks
  - a. Data shared with both teams (home building and IDD team) prior to the next meeting.
14. If no progress is made, teams meet again to determine if additional interventions can be implemented or if team should consider change of placement
15. If change of placement is needed, home building schedules meeting with parent and IDD Team
16. Placement Meeting takes place at location of IDD program with parents and both teams present

## **Guidelines for ED Consultation & Placement**

**The purpose of these guidelines is for building teams to work together as one in the best interest of the student. It is our legal and ethical responsibility to ensure that student needs are met in the least restrictive environment (LRE). All special education decisions are made on a case-by-case basis.**

### **K-4 ED Team, Sunset Elementary**

- Josh McClure (self-contained teacher)
- Sara Friesen-Guhr (social worker)
- Lenae Kaus (school psychologist)
- Teresa Tosh (admin)

### **7-8 ED Team, Chisholm Middle School**

- Scott Jantzi (self-contained teacher)
- Sara Kopper (social worker)
- (school psychologist)
- Joey Menninga, Chad Nulik (admin)

### **5-6 ED Team, Santa Fe 5-6 Center**

- Laura Schmigel (self-contained teacher)
- Sara Kopper (social worker)
- (school psychologist)
- Brandon Simmelink, Lisa Burgess (admin)

### **9-12 ED Team, Newton High School**

- Stacy Fetters (self-contained teacher)
- Shasta Steinert (social worker)
- Rebecca McGuire (school psychologist)
- Blake Smith, Tiffany Stephey, Derek Bristol, Tige Stone (admin)

### **Guidelines to request formal assistance from ED team:**

1. Student is identified in special education and has an IEP
2. Behavior Intervention Plan (BIP) in place
3. Consistent Universal Behavior Card (UBC) data collection\*
4. Project Stay consultation (Lindsay McKanna, behavioral specialist)
5. Adjust BIP based on data review and Project Stay recommendations
6. Continue UBC data collection with new plan in place

### **If steps 1-6 are unsuccessful:**

7. Administrator or school psychologist requests observation by ED Team
  - a. Please send email request to all members of ED Team
  - b. Home building should notify parent that they are requesting ED observation/consultation
8. ED Team is responsible for scheduling observation within ~10 school days
  - a. Home building provides copies of current BIP and UBC data sheets
9. Follow-up meeting scheduled within ~10 school days after observation
  - a. ED Team will provide meeting options, home building can schedule
10. ED Team will review observations and share suggestions at follow-up meeting
11. Home building implements new suggestions and continues data collection for ~2-4 weeks

12. If no progress is made, teams meet again to determine if additional interventions can be implemented or if team should consider change of placement
13. If change of placement is needed, home building schedules meeting with parent and ED Team
14. Placement Meeting takes place at location of ED program with parents and both teams present

\*UBC must include Non-disruption, Work Completion (Task Completion, Assignment Completion), and Non-defiance (Compliance). Non-aggression or 1-2 behaviors can be added if necessary.

## **Guidelines for Movement to a Special Purpose Day School**

**The purpose of these guidelines is for building teams to work together as one in the best interest of the student. It is our legal and ethical responsibility to ensure that student needs are met in the least restrictive environment (LRE). All special education decisions are made on a case-by-case basis.**

### **K-4 ED Team, Sunset Elementary**

- Josh McClure (self-contained teacher)
- Sara Friesen-Guhr (social worker)
- Lenae Kaus (school psychologist)
- Teresa Tosh (admin)

### **7-8 ED Team, Chisholm Middle School**

- Scott Jantzi (self-contained teacher)
- Sara Kopper (social worker)
- Denise Brueggeman (school psychologist)
- Joey Menninga, Chad Nulik (admin)

### **5-6 ED Team, Santa Fe 5-6 Center**

- Laura Schmigel (self-contained teacher)
- Sara Kopper (social worker)
- (school psychologist)
- Brandon Simmelink, Lisa Burgess (admin)

### **9-12 ED Team, Newton High School**

- Stacy Fetters (self-contained teacher)
- Shasta Steinert (social worker)
- Rebecca McGuire (school psychologist)
- Blake Smith, Derek Bristol, Tiffany Stephey and Tige Stone (admin)

### **Prairie View Mental Health Center School Staff**

- Milt Daugherty (Admin)
  - E-mail: doughertymj@pvi.org
- Sara Kopper (social worker)
- Lenae Kaus (school psychologist)

### **Guidelines to request formal assistance from ED team:**

1. Student is identified in special education, has IEP
2. Student is currently begin services in a categorical/self contained setting
3. Behavior Intervention Plan (BIP) in place
4. Consistent Universal Behavior Card (UBC) data collection\*
5. Project Stay consultation (Lindsay McKanna, behavioral specialist)
6. Adjust BIP based on data review and Project Stay recommendations
7. Continue UBC data collection with new plan in place

### **If steps 1-7 are unsuccessful:**

8. Administrator or school psychologist requests attendance of Prairie View Mental Health Center school staff
  - a. Email request to all members of Prairie View Day School Team

- b. Home building should notify parent that they have invited Prairie View Day School staff to attend meeting
9. ED Team is responsible for scheduling observation within ~10 school days
  - a. Home building provides copies of current BIP and UBC data sheets
10. Follow-up meeting scheduled within ~10 school days after observation
  - a. ED Team will provide meeting options, home building can schedule
11. ED Team will review observations and share suggestions at follow-up meeting
12. Home building implements new suggestions and continues data collection for ~2-4 weeks
13. If no progress is made, teams meet again to determine if additional interventions can be implemented or if team should consider change of placement
14. If change of placement is needed, home building schedules meeting with parent and special purpose day school team
15. Placement Meeting takes place at location of ED program with parents and both teams present

\*UBC must include Non-disruption, Work Completion (Task Completion, Assignment Completion), and Non-defiance (Compliance). Non-aggression or 1-2 behaviors can be added if necessary.

## **Universal Behavior Card**

Non-disruption means a lack of noises, talking, moving around the room and behavior taking away from the learning environment

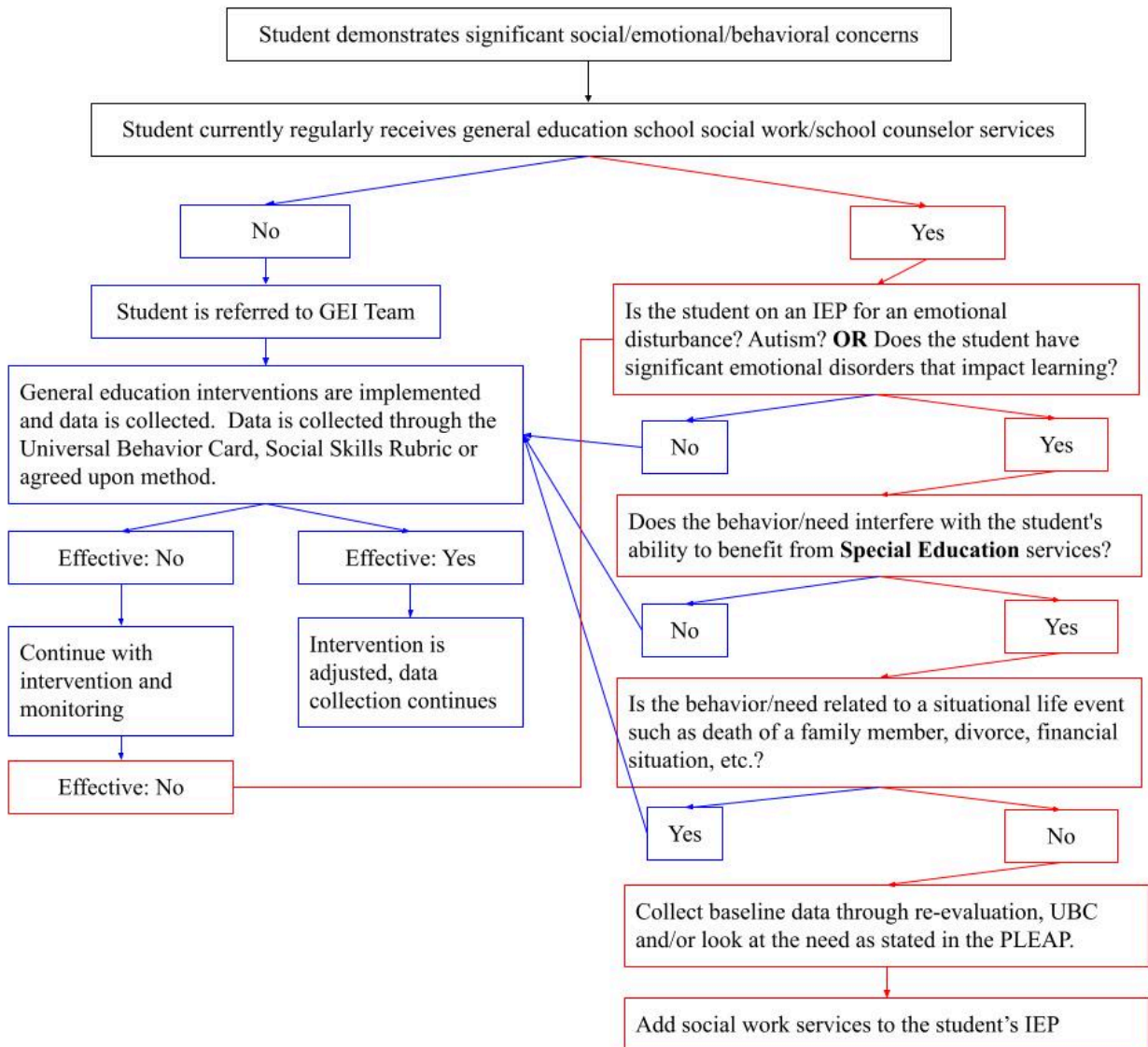
Completion of assignments means 70% accurate by end of hour on work assigned

Non-defiance means the student complies with what is asked.

An electronic system to collect the data has been developed. A tutorial has been created and can be found at: [Google Sheets: How to Use the “Student UBC” for your School or Classroom](#). Thank you to Ms. Cindy Penner and the CMS Team!

<b>HCSEC Behavior Card</b>	<b>+/-</b>	<b>Period</b>
<b>Name:</b>	<b>Date:</b>	
<b>Class/Time:</b>	<b>Rater:</b>	1
Non-disruption		
Completion of assignment		
Non-defiance		
Other:		
Other:		
<b>Class:</b>	<b>Rater:</b>	2
Non-disruption		
Completion of assignment		
Non-defiance		
Other:		
Other:		
<b>Class:</b>	<b>Rater:</b>	3
Non-disruption		
Completion of assignment		
Non-defiance		
Other:		
Other:		

## SW Services Guide for Students on an IEP





## **Autism Team**

The HCSEC Autism Team is composed of multiple HCSEC staff members representing multiple specialties. The Autism Team meets approximately every month and reviews new referrals and reports/follow up on past referrals. The Autism Coordinator leads the Autism Team. The Autism Team's support is available to any student with identified or suspected Autism Spectrum Disorder in any attendance building.

An IEP Team or GEI Team initiates the Autism Team involvement by completing the following form.

Referral Date \_\_\_\_\_

**HARVEY COUNTY COOPERATIVE  
INTERDISCIPLINARY AUTISM TEAM**

*(form to be filled out by IEP or GEI Team)*

Student \_\_\_\_\_

Date of Birth \_\_\_\_\_

School \_\_\_\_\_

Age \_\_\_\_\_

Teacher \_\_\_\_\_

Grade \_\_\_\_\_

Referred By \_\_\_\_\_

email: \_\_\_\_\_

Contact Name \_\_\_\_\_ Phone \_\_\_\_\_ email \_\_\_\_\_

Date of IEP \_\_\_\_\_ No IEP \_\_\_\_\_ 504 \_\_\_\_\_

Does the Child have a diagnosis on the Autism Spectrum; if so, please explain.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What does the school team want as a result of the autism team's involvement?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Specific concern (reason for referral).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please check areas of concerns:

Behavior                       Academics                       Social/Peer Interactions  
 Communication                       Sensory                       Transition between activities  
 Other: escape/avoidance \_\_\_\_\_

What does the student do well? When?

\_\_\_\_\_  
\_\_\_\_\_

Please list any interests, preferred items, and activities that would be useful in planning strategies for this particular student.

\_\_\_\_\_  
\_\_\_\_\_

**Please attach copy of IEP (if applicable), student intervention team documentation, and any other relevant paperwork.**

*\*Please provide the following information **if not** included on the IEP or SIT documentation.*

Circle the services the student currently receives:

Speech/Language                      OT                      PT                      Vision                      Social Work  
Assistive Tech Special ed class/teacher                      Behavior support                      Adaptive PE

What interventions/services are they providing?

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What strategies have you tried? What were the results?

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Are the student's parent(s) aware of your request for support from the Harvey County Cooperative Interdisciplinary Autism Team?

Please list any specific concerns/questions the parents have:

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I am aware that this student is being referred to the Autism Interdisciplinary Team.

\_\_\_\_\_ General Education Teacher  
\_\_\_\_\_ Special Education Teacher  
\_\_\_\_\_ Principal  
\_\_\_\_\_ Speech Language Pathologist  
\_\_\_\_\_ Social Worker/Counselor  
\_\_\_\_\_ School Psychologist  
\_\_\_\_\_ Other: \_\_\_\_\_

Follow-up Date:

Person Responsible:

Autism Team website: (see for resources)  
<http://usd373-ks.schoolloop.com/sped/autism>