

Preschool Services for Children with Special Needs

1. Fort Morgan School District preschools are designed to provide early intervention for preschool aged children.
2. Approximately half or more of the classroom are typical peers who can provide a model for a special needs students.
3. The students with special needs such as developmental delays, language concerns, academic delays, or significant health issues which impede the child's ability to access his/her education.
4. Children who are found to have significant delays (below the 7th percentile) in areas such as language, cognition, education, or general development typically will receive up to 4 half days a week in preschool, where they will receive services in identified areas of delay.
5. Teachers will be alerted of each child's needs as it pertains to their IEP including the necessary modifications and accommodations for the child to be successful.



**Child Find Coordinator
for Fort Morgan**

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The Child Find Process For 3-5 Year Olds

- ✓ Infant and Toddler Referrals
- ✓ Preschool Screenings
- ✓ Individual Education Plans for Children with Special Needs
- ✓ Preschool Services for Children with Special Needs



Infants and Toddlers

Birth to 3 years of age—children this age are typically referred through their physicians or other professionals to Early Intervention. Referrals are due to a developmental concerns such as language, motor, feeding, or general development. The process is as follows:

1. Early Intervention will contact families and set up an evaluation. The evaluation team will determine if a child qualifies for services based on skill level, and if there are delays within developmental areas. If a child qualifies, Eastern Colorado Services for the Developmentally Disabled (ECSDD) will contact families, and the process to set up services with therapists will begin.
2. Birth to 3 years of age—these services are provided within the home environment, or through telehealth.
3. Services are typically provided in the home and will continue until the child no longer needs the service or up to the child's third birthday. Prior to the child's third birthday, a referral will be made to the child's school district with family consent. School district may complete an evaluation to consider a need for special education services through an early childhood program.

Early Intervention Service Coordinators

Jamie Crall - jcrall@ecsdd.org

Alison Simpson - asimpson@cbores.org

The Screening Process 3 to 5 year olds

1. Child Find—anyone can make a referral to Child Find. Typically referrals are made by physicians, early intervention, parents, and teachers.
2. When there is a concern with development, a referral is made to the Child Find Coordinator. A Screening process is then completed. Examples of screenings are Ages and Stages Questionnaires, parent input, child observation, as well as other standardized screenings completed as needed.
3. Screenings can take place within the district preschool and/or home/community settings.
4. If the screening indicates a significant delay with developmental skills, the team will recommend moving forward with a special education evaluation.
5. If the screening does not indicate a significant delay with developmental skills, the family will be provided resources to access within the community.
6. If the screening indicates evaluation, the team will then complete an evaluation and consider eligibility for special education.



Individual Education Plan - IEP 3 to 5 year olds

All assessments and initial IEP meetings will be held at the school. The process is as follows: The assessment is free of charge. A play based arena assessment will be conducted along with other standardized assessments as needed. The play based assessment takes about 1 hour to complete, and is completed at the school. Providers may also reach out to parents and complete parent interviews, or complete assessments with parents prior to the play based arena assessment.

1. A member of the IEP assessment team will play with the child in a preschool classroom, while the parents and other team members observe.
2. Following the assessments, an appointment for an Initial Staffing is scheduled to share findings with the parents.
3. At the Initial Staffing the child's eligibility for special education services will be determined and service times, goals/objectives, and modifications/accommodations will be determined and reviewed with the parents and team.
4. The child's services will be based on the child's needs. (See service delivery on back of brochure)
5. If the child qualifies for services, the parents will receive a copy of the Evaluation Data and be asked to sign a Consent for the Provision of Special Education and related services to begin. The parents will typically receive a copy of the finalized IEP within a few weeks.