

SECTION II

Child Identification and Evaluation

A. ASSURANCES: Child Identification

The *Grant Parish School Board* assures that Child Identification activities are conducted in accordance with Bulletin 1706, *Regulations for Implementation of the Children with Exceptionalities Act*.

The Grant Parish School Board further assures that the LANSER data base is maintained as the primary tracking system for all activities pertaining to special education to include all required elements in the initial request. Screening, preevaluation, evaluation, reevaluation, IEP/placement, supplemental and instructional services segments. The LANSER information is kept current and operational.

B. Procedures for Child Identification

The *Grant Parish School System* will document that annual and ongoing activities are conducted to identify and locate children ages three through 21 suspected of being exceptional and needing special education by the following:

The Supervisor of Special Education will develop and keep on file in the office of the Supervisor, a job description for the Child Search Coordinator.

The Supervisor of Special Education or certified designee will serve as the Child Search Coordinator.

The Child Search Coordinator will develop and submit with the LEA Application for funds a Child Search Annual Plan, which includes:

1. Goals which are coordinated with those

goals that are established in the current State Plan and any additional goals necessary to accommodate and support the local needs assessment. The child search plan shall include goals directed at appropriate populations, such as 3-21 years, nonpublic, 14-21 year old dropouts, and highly mobile children such as migrant and homeless children.

If in the process of performing these regulations the Grant Parish School System locates a child age birth through two who is suspected of having a disability, he or she will be referred to the designated point of entry.

The Grant Parish School Board identifies and evaluates private school students with disabilities. Activities are undertaken to carry out these responsibilities which are comparable to activities with children with disabilities in public schools.

2. The objectives and activities which are developed will support the identified goals and will include both formal and informal identification activities. These objectives and activities will be comprehensive in using a variety of methods to conduct the activities to locate the populations in (1) above and will assure achievement of goals. The objectives will state the person responsible, the activity and targeted population, the timelines, and the criteria for measuring achievement. The Child Search Coordinator will conduct the activities in a timely fashion in order to comply with the current Child Search Plan on file in the office of the Child Search Coordinator.

3. The Child Search Coordinator or designee will attend and participate in both the regional and state child search meetings and in other state inservice meetings, surveys, needs assessments to meet the requirements of the child search component in the state plan.
4. The Child Search Coordinator or designee will complete the required annual report on the State form and will accurately identify completed activities and goals.
The reports will be submitted to the State Department of Education (SDE) Child Search Coordinator within the timelines established by the SDE.
5. Evaluation criteria for achievement of all components of the annual plan in this section will be included in the plan developed by the Child Search Coordinator and will be addressed in the final determination of plan achievement in the annual report.

The Child Search Coordinator will establish a file folder for each requirement of these Child Identification procedures in which to collect documentation of achievement for evaluation purposes.

The Child Search Coordinator will develop dissemination lists of names, addresses and telephone numbers of agencies, community groups and others involved and/or interested in services to the three through 21 age group. This will include entities such as public and nonpublic schools, physicians, hospitals, state agencies, and parent groups. These lists will be used in disseminating, at least annually, materials, requests, solicitation of cooperation etc., regarding child search. The Child Search Coordinator, at the beginning of each school year, will disseminate to those interested parties listed above, the procedures for referring a child which will include directions for:

- .. who may refer a child,

- .. where to make the referral,
- .. to whom to refer, and
- .. acceptable methods of referral, that is, by telephone, in writing, etc.

The Supervisor of Special Education will ensure that parents are informed of the educational rights of exceptional children on the first formal contact with Pupil Appraisal Personnel. Additionally, the Child Search Coordinator will include appropriate statements concerning these rights in public announcements, letters, and materials prepared relative to Child Search.

The Supervisor of Special Education will be responsible for establishing and maintaining a tracking system for charting the progress of students through the school system. The tracking system shall include:

- >all required LANSER elements,
- >functional, operational, and current database,
- >a back-up system,
- >a method for charting progress through the School Building Level Committee (SBLC), as documented by the chairperson of the SBLC,
- >the local requirements of the SBLC such as the schedule of meeting times, members of the committee(s), documentation of the meetings and activities, as maintained by the school building level principal,
- >request for support services, in conformity with LANSER database,
- >a system for tracking children ages 3 through 5 who are located but for whom a *Bulletin 1508, Pupil Appraisal Handbook* evaluation has not been conducted and/or who may be served by other agencies, and
- >current information on the status of students who have dropped out of special education such

as date dropped, contacts made, and interventions suggested, for a period of 12 months from the date dropped.

C. Purpose of Initial Screening

The *Grant Parish School Board* continually conducts its monthly "Child Search Program." This program is an intensive effort to locate unserved exceptional children. Any interested party may refer a child by contacting the Supervisor of Special Education, Pupil Appraisal Services, or the principal of the child's school by phone or in writing, and may do so anonymously. The school system, in conjunction with state and local agencies, also attempts to locate unidentified exceptional children through screening programs administered to preschool and school age children.

The first step in determining if a child might be exceptional is that of Initial Screening. The purpose of initial screening is to collect and review information about a student for the purpose of identifying those who might possibly be exceptional. This means that by following the initial screening process not every child will be identified as being possibly exceptional. Many students may be screened but not all students screened will be referred for an individual evaluation.

Following the required screening process children who are suspected of being exceptional are referred for a multidisciplinary evaluation in accordance with *Bulletin 1508* guidelines. The screening process may be initiated by a parent, the student, teachers, principals, and/or other relevant school/community professionals.

D. Screening and Referral Procedures: Preschool-Ages 3-5

When preschool referrals are received from the Child Search Coordinator, the Pupil Appraisal Service (PAS) Coordinator assigns a member of PAS Team to coordinate the screening activities. A contact is made with the parent to set up a time and place to conduct screening.

Generally, the screening will be conducted once a month at the PAS Center.

Screening consists of the administration of a developmental screening test which gives indication of any developmental delays which may exist in the physical, social, or perceptual/cognitive development of the child as well as observing the child in active play. In addition, sensory screening is conducted and any medical information received during the screening process is carefully reviewed. A speech therapist will generally participate in the screening of children in the 3-5 age group to determine any possible developmental delays in the communication area.

The designated coordinator has the responsibility to track the progress of the screening activities. A log contains:

- name of the child, address, phone number, and parent's name;
- PAS member responsible for coordinating screening;
- child's age and date of birth;
- referral source;
- reason for referral
- date screening activities were completed; and
- screening decision.

The screening of a preschool child shall not take more than thirty (30) calendar days from the date referral received unless extenuating circumstances are present (i.e. child recovering from surgery or serious illness or accident; difficulty in locating parents; difficulty in obtaining parental cooperation; scheduling difficulties). Efforts to overcome any difficulties in completing the screening process will be documented and maintained by the PAS Designee and maintained in the child's screening

folder.

When the screening activities indicate the child is suspected of being disabled, all documentation of the activities are submitted to the PAS Coordinator for review to determine compliance and to assign an evaluation coordinator to conduct the case.

When the screening activities indicate the child is not disabled, documentation of all screening activities are maintained by PAS until the child enters school and the parent(s) is provided with notification of the screening decision which contains an explanation of how the decision was reached and the basis for the decision.

E. Screening and Referral Procedures: Children Enrolled in School- Ages 5-21

1. Overview of the Screening Process

When children are enrolled in a regular education program, initial screening is the responsibility of the principal and the regular education teachers involved in the instruction of the students. Each school has the responsibility to establish a School Building Level Committee (SBLC) consisting of at least two school staff members such as the principal, teacher, counselor, pupil appraisal personnel or other professional staff, and the referring teacher. NOTE: Child search efforts must be utilized to locate, identify and evaluate school age children, even if they are passing from grade to grade.

The initial screening process consists of a classroom based screening which includes a screening of sensory functioning and a review of the child's educational and general health history, a review of the child's academic and social performance, language and communication skills, performance on applicable achievement tests, and motor proficiency conducted by the child's teacher.

At least one regular education intervention appropriate to the child's age and learning or

behavior problems is required in SBL screening. The purpose of the intervention is to give the student every opportunity to remain and profit from the regular education program prior to considering eligibility for a special education program.

All information gathered during the screening process is carefully analyzed by the SBLC to determine if the student may be suspected of being disabled. If it is determined that evidence exists indicating the student should be referred to Pupil Appraisal for an evaluation, a referral form must be submitted to Pupil Appraisal which accurately documents all required screening activities. If documented evidence exists that indicates a child may possess a severe or low-incidence impairment, or who is of danger to himself or others, an immediate referral may be made to Pupil Appraisal Services and the screening activities conducted concurrent with the evaluation.

2. The Pupil Appraisal Services (PAS) School Contact Person

An educational diagnostician or psychologist is assigned to each school to act as the liaison between Pupil Appraisal Services and school personnel.

The PAS contact person meets with the SBLC as needed to assist the committee in conducting the screening process and determining appropriate school building level interventions to be implemented.

The SBLC chair person provides the required referral packet to be completed at the final SBLC meeting.

Upon receiving referrals, the PAS contact person monitors to ensure that all forms and procedures are appropriately completed.

The PAS contact person carefully checks to be sure there is not already a case on file for all initial referrals for an evaluation.

If a problem should arise which interferes with the effective delivery of appraisal services at the school level, the PAS contact person will organize a meeting with the principal, appropriate school staff, and the appropriate appraisal personnel to resolve the problem. If the problem cannot be resolved, the PAS contact person will notify the PAS Coordinator.

The PAS contact person coordinates in-service programs which are provided to faculty members by Pupil Appraisal staff.

3. The School Building Level Committee Chairperson

The chairperson's general role in the school is to act as a liaison between parents, teachers, assessment team, and other support personnel.

The chairperson is a designee of the principal's authority to expedite and monitor the screening process and referrals for Pupil Appraisal Services and Special Education Services.

In schools where there is a counselor available, the principal may choose to designate the counselor as the chairperson. When this occurs, it should be recognized that the role of chairperson is one of several vital functions provided by school counselors.

In schools where there is not a counselor available, the principal will choose a certified teacher to serve as chairperson who will work closely with the PAS contact person for the school. The chairperson selected should demonstrate a high level of organizational and communication skills. Accommodations should be made in scheduling to allow for the time required to fulfill the role of chairperson.

The chairperson ensures that appropriate screening procedures are carried out in a timely fashion and documented through the school's SBLC tracking system. A referral packet, containing all required components is provided by the PAS contact person and completed at the final SBLC meeting.

The chairperson prepares an agenda for each SBLC meeting, notifies the school staff of the meeting, and records in a log documentation of pertinent data on cases referred. These records will be maintained by the individual schools.

The frequency of SBLC meetings in individual schools will vary depending upon the referral rate at any given time and will be determined by the principal in coordination with the chairperson. It is recommended that the SBLC meet at least monthly.

4. The Referring Teacher

The referring teacher provides a crucial component of effective appraisal procedures by:

- .. Conferring with the student's parents to advise of the reason of referral.
- .. Implementing at least one carefully planned intervention to resolve the student's problem prior to referral to SBLC.
- .. Providing oral and written descriptions of the student's learning behavior to the Pupil Appraisal staff.
- .. Working with appraisal team members in developing and implementing strategies to ameliorate or determine the degree of the student's problems.
- .. Granting appraisal staff direct access to school records, permanent products, and allowing direct observation of the student in the classroom.

5. The Parent

It is of vital importance that parents be included in every stage of the screening process.

Prior to referral to the SBLC, it will be the teachers responsibility to confer with the parent to make them aware of the child's specific

problems within the classroom.

It is strongly suggested that the parent be invited to attend the SBLC meeting during the time their child's case is being discussed. Parents can provide important information regarding the child that cannot be obtained from any other source.

Parents should be included in the intervention implementation stage by being provided with instructions of how they can assist their child at home.

6. The Principal

The principal has the responsibility of insuring that eligible students have access to Pupil Appraisal and Special Education services.

All referrals for appraisal services in a given school are accepted only with the approval and signature of the principal or designee.

7. The Initial Referral Process

The process for **regular initial referrals** is as follows:

>The student has problems which are identified by the teacher, parent, professional, and/or other appropriate persons.

>The teacher makes documented efforts to resolve the problems without success.

>The teacher notifies parents of concerns in an attempt to secure their help in resolving the problem. This contact is **not** to ask for permission for an evaluation. It will be the teacher's responsibility to document the date of letter, phone call, or personal contact with the parent.

>If the problem still persists, the teacher contacts the SBLC chairperson and the student's case is brought before the SBLC.

>The committee discusses concerns and recommends academic and/or behavioral interventions which are to be carried out by the classroom teacher. The interventions implemented must be appropriate to the student's age and directly related to the students learning and/or behavior difficulties.

>The teacher completes the required screening activities including interventions suggested by the SBLC. Except for extenuating circumstances, a student should not remain in SBLC for more than four to six weeks unless the interventions appear to be helping the student overcome the existing problems and the committee feels the student should be monitored for a longer period of time prior to making a final decision regarding the student.

>The teacher contacts the SBLC chairperson and requests a second SBLC meeting to discuss the results of the screening activities.

>At the second SBLC meeting concerning the student, the results of the interventions are discussed as well as all other information collected during the initial screening process and one of three decisions are made.

-- If as a result of the screening information gathered it is determined that the child is not suspected of being exceptional the SBLC's decision may be:

..To allow the child to remain in the regular education program without any additional services, or

..To allow the child to remain in the regular education program with support services from PAS to continue to remediate the existing problem(s).

-- If the interventions have proved to be unsuccessful and the information collected indicates that the student may be exceptional, a referral to PAS is made to request an individual evaluation.

Prior to a referral to Pupil Appraisal Services, the SBLC chairperson ensures that all necessary documentation is properly completed by the SBLC. The SBLC chair person will provide referral forms to be completed at the final SBLC meeting. The PAS contact person will check the forms for completion, and turn in the forms to the Coordinator of Pupil Appraisal Services who reviews the forms for compliance and assigns an evaluation coordinator to conduct the case.

The process for **speech only** referrals is as follows:

>The teacher has concerns about a student's speech and/or language which are felt to be interfering with the student's educational performance.

>The teacher notifies the parent of concerns about speech and/or language and documents date of letter, phone call, or personal contact. The purpose of this contact is **not** to request permission for a speech evaluation, but to let the parent know that his/her child has a problem which will be discussed with other school personnel in a School Building Level Committee.

>The teacher notifies the SBLC chairperson who requests that the Speech Therapist conduct the appropriate speech and/or language screening prior to the first SBLC meeting. (The intervention phase of screening is not required if the only concern is speech/language.)

>The first SBLC meeting is held which includes the referring teacher, the speech therapist when possible, and other members as needed. The results of screening are discussed and if screening indicates the need for full evaluation, referral is made to Pupil Appraisal Services.

>If screening indicates additional educational concerns, the process is altered so that the steps outlined for **initial** referrals are followed which will include the intervention phase of screening.

>When a referral for speech and/or language

evaluation only is made to Pupil Appraisal Services, the SBLC chairperson ensures that all documentation is properly completed. The speech therapist assigned to that school will provide and turn in properly completed referral forms to the Coordinator of PAS to be reviewed for compliance and an evaluation coordinator assigned.

Appropriate speech therapists are notified of speech re-evaluations by computer print out at least two months prior to the deadline for the re-evaluation. Adjustments in timelines and/or evaluation coordinator will be made by the Coordinator of PAS.

The process for **Gifted referrals** is as follows:

>The teacher or parent identifies a child with demonstrated exceptional abilities consistent with the Louisiana definition of Gifted.

>The teacher notifies the SBLC chairperson of the referral and collects screening information which documents concerns prior to the first SBLC meeting.

>If the referral was not initiated by the parent, the teacher notifies the parent of concerns and informs the parent when the student's case will be discussed by the SBLC.

>The SBLC will review all data to ensure that the student meets the following screening criteria.

- Sensory screening results that indicate normal vision and hearing acuity.
- The SBLC shall conduct a review with the student's teacher of the student's educational history and present performance along with comments and grades. This data should indicate that the student is above average in ability and performance.
- Parent permission will be requested for screening. Upon receipt of permission, the

student will be screened by PAS staff or SBL personnel.

- The screening will consist of administration of a cognitive screening instrument and a review of achievement test scores (i.e., LEAP, IOWA). If these scores are not available, an individual achievement screening test will be given to the student. These scores are entered into the gifted screening matrix. Kindergarten students must obtain the 99th percentile on the cognitive screening instrument. Students in grades 1 through 12 must obtain a combined score of at least 6 points on the screening matrix or a score of 3 points on the cognitive screening instrument.

Following the initial screening process, the SBLC will make one of the following decisions based on the information gathered:

- .. Allow the student to remain in regular education, perhaps with suggestions to better meet the student's needs.
- .. Request services from PAS due to lack of data, discrepancies, sociocultural factors, etc., to determine if evidence exist that the student is exceptional.
- .. Refer to PAS for an Individual Evaluation based upon the screening evidence that the student is exceptional.

Prior to a referral PAS, the SBLC chairperson ensures that all documentation is properly completed by the SBLC. The PAS contact person will provide referral forms to be completed at the SBLC meeting, then check them, and turn in the forms to the Coordinator of PAS who reviews the forms for compliance and assigns an evaluation coordinator to conduct the case.

8. Support Services

Teachers and other school personnel frequently encounter specific remedial problems or

behavioral problems where brief and timely assistance from Pupil Appraisal personnel would be very helpful. A request for support services can be directed through the SBLC chairperson because of their familiarity with the SBLC team's schedule and the roles of individual team members.

The appraisal team member responding to the request for support services will secure parental authorization for support services before proceeding with the case and will be responsible for submitting the initiation and termination of the support service to the Coordinator of PAS to be entered into the tracking system.

Some examples of support services available might include brief crisis counseling with the student and his family, consultation with the teacher on behavior management techniques, possible referral to a community agency, academic assessment, recommendations for specific interventions or materials, etc. In some instances the team member may recommend a formal referral to Pupil Appraisal to determine if the student is in need of a special education services.

F. Individual Evaluations

1. Overview of Responsibilities

As soon as the screening and referral packet are received by PAS, the Coordinator of PAS will review the packet to ensure compliance and assign an evaluation coordinator to the case. The evaluation coordinator will be a regular member of the appraisal staff which includes School Psychologists, Educational Diagnosticians, School Social Workers, and Speech Therapists.

The evaluation coordinator assumes the responsibility of case management from this point forward. The evaluation coordinator shall ensure that:

>The child's parents are notified of the referral

concerns and parental consent is requested by:

Mailing the parents the "Consent for an Initial Evaluation" which will include a written copy of procedural safeguards within 10 days from receipt of referral. The letter will request that the parents contact the evaluation coordinator to schedule a conference.

The evaluation coordinator will follow-up the letter with an additional letter sent via certified mail if no response is received from the parent.

>If the permission is not received from the parent in a timely fashion, the SBLC chair is notified.

>A referral source interview is conducted to clarify referral concerns and interventions implemented at the school building level within 10 operational days from receipt of the referral.

Once parental consent is received by the evaluation coordinator all required information is submitted to the Coordinator of PAS to be entered into the tracking system and the sixty day time period to complete the evaluation begins.

The parents of a child with a disability are afforded an opportunity to participate in all meetings with regards to the identification, evaluation and the educational placement of the child.

The evaluation coordinator selects appropriate disciplines to participate in the evaluation. All required elements of the evaluation are conducted in the area of suspected exceptionality according to *Bulletin 1508, Pupil Appraisal Handbook* requirements. Team staffings are scheduled and conducted regarding the case.

The integrated report will reflect an accurate and comprehensive account of the team's findings and recommendations.

The evaluation report is completed and disseminated within sixty operational days of

receipt of parental approval for evaluation unless approved extensions of the timelines are required.

Parents, Supervisor of Special Education, and school personnel are notified in writing of any necessary extension of the evaluation timelines and this information is submitted to the LANSER secretary.

The completed evaluation report is disseminated to the Supervisor of Special Education, the parents, and the school. The evaluation coordinator is responsible for interpreting the report to parents and teachers, submitting dissemination tracking information to the Coordinator of PAS, and taking the school copy to the school.

2. General Evaluation Procedures

Evaluation is the process of:

>Determining whether a child possesses an impairment or condition which would enable the child to be classified as exceptional.

>Diagnosing and evaluating the nature and extent of the effect of such impairment or condition on the educational performance of the child and assessing the need for special education and related services.

>Recommending those types of services which should be provided to an exceptional child to enhance the child's ability to benefit from subsequent education or training or otherwise enhance opportunities for self-support or self-sufficiency.

The Grant Parish School Board shall ensure that evaluation procedures are implemented in accordance with *Bulletin 1508, Pupil Appraisal Handbook* and, at a minimum, that tests and other evaluation materials:

>Are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so;

>Have been validated for the specific purposes for which they are used; and,

>Are administered by trained personnel in conformance with the instructions provided by their producer.

>Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence.

>Tests are selected and administered so as best to ensure that when a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (except where those skills are the factors which the test purports to measure).

>No single procedure is used as the sole criterion for determining an appropriate educational program for a child.

>The evaluation is made by a multidisciplinary team including, at a minimum, two qualified professionals with knowledge in the area of suspected disability.

>The child is assessed in all areas related to the suspected disability including, where appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

The Grant Parish School Board will ensure that each disabled child's individualized education program is reviewed annually and that an evaluation of the child, based on procedures which meet the requirements described in this section, is conducted every three years or more frequently if conditions warrant.

In some instances, additional disciplines are required for comprehensive assessment of the

problem presented. Examples of additional professionals who participate in evaluation and support services include: audiologists, ophthalmologist, optometrist, school counselors, school nurses, occupational therapists, physical therapists, adapted physical education teachers, neurologists, pediatricians, and other medical specialists.

G. Criteria for Defining Initial Evaluations

Transfer students from out-of-parish who have inadequate and/or out-of-date evaluations should be treated as initial evaluations:

- .. The referral will be tracked as an initial evaluation.
- .. All initial evaluation procedures will apply.
- .. An initial evaluation report format will be used.
- .. If the student was **not** placed on an interim IEP and his teacher feels that a referral is in order, all procedures for initial evaluations including School Building Level Committee screening will be conducted.

Students who were previously evaluated and found to be non-exceptional, will be evaluated in **all** respects as an **initial** evaluation.

Students who were previously classified as "Speech Impaired" who are referred for academic or behavioral problems will be re-evaluated but treated as an initial evaluation, i.e., all components of initial evaluation including the classroom based/intervention component will be conducted.

Students who were previously classified in this parish as exceptional but who are not currently placed in special education and who have an out-of-date evaluation will be tracked as initial evaluations.

H. Evaluation Reports

1. Initial Evaluation Reports

An initial evaluation report format is used for all students evaluated for the first time. The report should be a compilation of data gathered during the individual evaluation along with pertinent data accumulated during school level screening and Pupil Appraisal interventions.

The evaluation report will reflect an integrated view of the student supplied by the evaluation team as a whole.

The evaluation report will be planned and outlined during a team staffing with the varied components of the report assigned to the participating disciplines by the evaluation coordinator and following current Bulletin 1508 requirements.

2. Re-evaluation Reports

A re-evaluation report is produced whenever the student has been previously evaluated in Louisiana by a qualified multidisciplinary team and classified according to *Bulletin 1508*.

Re-evaluation reports will reflect an integrated view of the student arrived at by the same process outlined for initial evaluation reports.

A major purpose of a re-evaluation is to assess the need for continued service in the special education program and to assist the teacher in implementing effective teaching strategies. The report will reflect this goal. Re-evaluation reports will include all components required by *Bulletin 1508, Pupil Appraisal Handbook* for the specific exceptionality.

The evaluation reports will vary to some degree to reflect any concerns noted during the time the re-evaluation was conducted.

3. Addendum to Reports

An addendum may be used when it is discovered that additional reports or information is needed after the completion of an integrated report. Every effort will be made to include all necessary elements in the integrated report.

Addenda should be used only due to an unavoidable omission.

I. Students Who Transfer From Other School Districts

1. When a student moves to Grant Parish with special education records from another school district:

School personnel gives a copy of the special education record received to the PAS contact person assigned to the school.

The Coordinator of PAS carefully reviews the records submitted to determine whether or not eligibility requirements are present according to *Bulletin 1508, Pupil Appraisal Handbook* diagnostic requirements.

If the student's records clearly reflect *Bulletin 1508, Pupil Appraisal Handbook* criteria, then:

>A review of out-of-system report is prepared indicating eligibility for special education services and stating the students *Bulletin 1508* exceptionality.

>A file is opened on the student using the completed information and this information is submitted to the LANSER secretary to be entered into the LANSER system.

The documents, including the evaluation and review of report, are disseminated to the school, teacher, and Supervisor of Special Education. The teacher will review the evaluation and other information received, schedule a time for the IEP meeting, send the parent full and effective notice of the scheduled meeting and, schedule other necessary participants.

If the student's records are incomplete or out-of-date and the student needs immediate placement due to evidence of a severe or low incidence impairment, school personnel contact PAS for assistance.

The PAS contact person attempts to obtain missing information from the parent or the

previous school. (A release of information may be required.) The child is screened for vision and hearing.

The Coordinator of PAS reviews the student's information and, when warranted, recommends an interim IEP placement to the Supervisor of Special Education to determine eligibility for an interim placement.

If eligible, the Supervisor of Special Education will designate which teacher is responsible for completing the interim IEP and packet. The teacher will follow the required procedures for developing an interim IEP. The enrollment process should not take more than 10 school days.

It will be explained to the parent at the IEP meeting, that should the child not meet *Bulletin 1508, Pupil Appraisal Handbook* criteria as a result of the records being reviewed and received and/or completion of the evaluation by PAS, that the child will be removed from the Special Services Program. Parental permission for an initial evaluation is obtained at the Interim IEP meeting.

After the interim IEP is developed and the records from the previous school system are not received in a reasonable time, the team completes the necessary evaluation procedures. The case must be treated as an initial evaluation. The interim IEP shall not exceed the duration of the evaluation.

If the records are received and deemed to meet *Bulletin 1508, Pupil Appraisal Handbook* criteria, the Coordinator of PAS will notify the teacher that a regular IEP can be developed.

2. When a student transfers in with no special education records.

The following applies to instances when a student or his parents report that the student has been in special education but no special education records have been received.

School personnel contacts the PAS contact person for assistance.

The PAS Coordinator contacts the previous school system to verify eligibility status (here, also, a release of information may be needed).

If it is confirmed that the student participated in special education at his previous school, then:

- > The PAS Coordinator will provide all information to the Supervisor of Special Education to obtain approval for an interim placement if needed until records are received.
- > If the records are not received within 30 days, a re-evaluation will be initiated to determine eligibility according to *Bulletin 1508, Pupil Appraisal Handbook*.

When the records arrive, the Coordinator of PAS will determine eligibility.

If the PAS Coordinator determines the records received meet *Bulletin 1508, Pupil Appraisal Handbook* criteria, a standard IEP as described in Section III may be developed.

- > If it is verified that a transfer student was previously unserved or has an out-of-date evaluation and is suspected of being in need of special education, the PAS contact person will advise school personnel to expedite a referral through the SBLC.

3. When transferred information is received at the special education office.

Case information received in the mail at the special education office should first be routed through the Coordinator of Pupil Appraisal Services.

Parents of transfer students who call or "walk in" should be referred to the Supervisor of Special Education or the Coordinator of Pupil Appraisal Services so that the proper information and records can be obtained.

Following a completion of "Case Review" and procedures as described in this section, the Supervisor of Special Education will be notified.

J. Evaluation Procedures

1. Preschool Students 3-5 Not in school:

These cases are entered into the tracking system on the date parental consent for evaluation is received and the sixty day evaluation timeline begins.

All initial evaluation procedures are followed according to Bulletin 1508 requirements.

If as a result of the evaluation, the student is deemed eligible, generally a Developmentally Delayed classification will be used. There are exceptions stated in Bulletin 1508 which require that in some cases of a severe, low-incidence impairment, that the child be classified categorically.

If the child meets eligibility requirements the child will be referred for placement within the early childhood preschool program.

2. Kindergarten Students in Public and Approved Private Schools

Kindergarten students are screened at the school building level and referred to the PAS contact person for that school.

3. Students Referred from Non-Approved Kindergarten Programs

If the student is under five years of age, the evaluation will be assigned to the PAS preschool designee.

If the student is of the required age to attend kindergarten, the evaluation will be assigned to a PAS contact person.

4. Re-evaluation of Preschool Students:

Grant Parish serves infants and toddlers less than three years of age through special instruction. At age two and ½, a comprehensive evaluation will be conducted by PAS personnel to determine his/her eligibility for an early childhood preschool program.

Depending upon the severity of the diagnosed impairment, children enrolled in a early childhood preschool program may be re-evaluated either prior to or during the student's first year in kindergarten.

The re-evaluation will include all components for an initial evaluation specified for the particular suspected exceptionality.

5. Procedures: Students Enrolled in School Ages 5-21 Suspected of Being Exceptional

Following the initial screening process, those students who are suspected of possessing a mild disability are required to receive extensive curriculum based assessment which includes implementation of academic and/or behavioral interventions for the purpose of determining whether or not the student is learning like a child with disabilities. This is a lengthy process which is carried out in the classroom and requires the cooperation of the classroom teachers, the child's parents, and pupil appraisal personnel.

The evaluation coordinator, gathers information regarding the student's classroom performance by conducting classroom observations and administering informal assessments to determine the student's acquired and needed skills in relation to the adopted curriculum. Based upon the information gathered, the evaluation coordinator designs intervention(s) to be carried out by the student's classroom teacher or pupil appraisal personnel. It is the evaluation coordinator's responsibility to systematically measure the student's ability to carry out the task involved in the intervention prior to, during, and following its implementation. Based upon all information gathered, including the results of the interventions, the evaluation coordinator determines whether the student is learning like

a child with disabilities or if the student's problems might be dealt with in the regular classroom without being served in special education.

If it is determined that the student will not meet eligibility criteria, the evaluation is terminated. If the information gathered indicates that the child may possess a disabling condition, the evaluation continues and all procedures for evaluation as outlined in Bulletin 1508 are carried out according to the student's suspected area of exceptionality to determine the student's eligibility for special education services.

The evaluation of children suspected of being moderately to severely disabled does not require the intervention component of the evaluation to be conducted. If it cannot be determined whether a child falls in the mild or moderate category, this component of the evaluation will be conducted.

6. Speech/Language Evaluations

Speech/Language as a Component of a Multidisciplinary Evaluation:

The evaluation coordinator should always involve a speech/language evaluator as soon as a referral is received when:

- .. Speech/language screening is "at risk," or
- .. A significant psycholinguistic problem is suspected, or
- .. A re-evaluation of students participating in speech/language therapy is involved.

When the problem is not resolved via appraisal interventions, the speech/language evaluator should be included as a member of the evaluation team.

"Speech Only" Referrals:

The SBLC chairperson will contact the speech

therapist when a speech/language problem is suspected.

The speech therapist conducts the speech/language screening and documents the results on the appropriate form.

If the student fails or is "at risk" on the screening, routine SBLC procedures are followed as previously outlined.

A speech/language evaluator may be assigned as evaluation coordinator on referrals involving communication problems only. As evaluation coordinator, the speech/language evaluator will assume primary responsibility for adherence to timelines and compliance with Bulletin 1508 procedures.

The following procedures apply to re-evaluation of speech only cases:

The Coordinator of PAS will generate the Anticipated Re-evaluation Report for Speech Only re-evaluations from the computer tracking system and assign the speech therapists or other personnel as evaluation coordinators to conduct the re-evaluations.

The speech evaluation coordinator will be responsible for completing the case within timelines and for conducting the necessary appraisal tracking procedures in compliance with *Bulletin 1508, Pupil Appraisal Handbook*.

If the assigned evaluation coordinator is not serving the student, re-evaluation procedures should rely heavily on input from the speech therapist. Initial eligibility criteria do not have to be re-established by testing unless there is a significant change in the status of the case.

If a speech/language evaluator determines in the process of a "speech only" evaluation that a student has a moderate or severe psycholinguistic problem which warrants a complete multidisciplinary evaluation, the following procedures should be used:

..The speech evaluation coordinator

immediately notifies the Coordinator of PAS that a multidisciplinary evaluation is needed and notifies other evaluators of the needed evaluation components. The speech evaluation coordinator will contact the student's parents and provide full and effective notice of any additional concerns and procedures.

..In an instance where a referral originates as a "speech only" case but later becomes a multidisciplinary evaluation, all evaluation components for the suspected exceptionality will have to be completed within the 60 operational day timeline.

K. Evaluation Timelines

Compliance with timelines is the responsibility of every member of the evaluation team.

The Evaluation Coordinator assumes the responsibility of keeping all evaluation participants aware of timelines. If a team encounters difficulty with timelines on a particular case, the Coordinator of Pupil Appraisal Services should be notified to determine the reason(s) for the problem and recommend appropriate action.

Measurement of Timelines:

Within ten operational days from the School Building Level Committee's screening decision, an evaluation coordinator must be assigned, the parent notified of specific concerns, permission for evaluation requested, and a referral source interview conducted.

Evaluation timelines for initial evaluations are measured from the date the signed permission document is received by the school system. The evaluation must be completed, the report prepared, and disseminated to the Supervisor of Special Education within 60 operational days.

Re-evaluation timelines are measured either from the date parental notification is sent or 60 operational days prior to the anniversary date of the evaluation report- whichever comes first.

An extension of the sixty day timeline can be taken only for valid reasons as stated in the regulations and must be approved by the Coordinator of Pupil Appraisal Services.

Infant Evaluation Timelines:

Initial evaluations are conducted by the SPOE. The infants are evaluated by the Grant Parish School Board at two and a half years of age.