

Disability Services: Frequently Asked Questions



Which developmental screenings will be used to screen my child?

Brigance Head Start Screens III: screening of skills that are critical predictors of school success in the areas of physical development, language, academic/cognitive, self-help, and social emotional skills. The screening helps determine each child's specific strengths and needs, assesses school readiness, and identifies potential developmental delays and giftedness.

Speech Screening (DIAL-4, Fluharty-2, or PLS-5): will be used to determine standard scores/cut offs for speech & language. A speech pathologist or a Head Start staff member may conduct the screening to further assess speech and language skills.



What if the screening results show areas of concern?

If a child scores below level in any area on the initial screenings, a rescreening must be completed within 30 days. RTI (Response to Intervention) will begin if rescreening confirms the child is performing below grade level in that area. RTI has three tiers which consist of interventions which increase in intensity level. The Head Start staff will provide specific, individualized instruction that focuses on the area of concern. The amount of time within each tier depends on the child's progress or lack of progress.



What if there are concerns that suggest the need for evaluation during the RTI process or the child does not make progress with interventions?

If there are still substantial concerns after the child receives adequate instruction and interventions within RTI, a referral can be made to the local LEA (Local Education Agency) for further evaluation. At this time, an ARC (Admissions and Release Committee) meeting will be scheduled. This is the first step in the process of having the child further evaluated. We encourage parents to become advocates for their child and have a voice in the next steps.



What is an ARC Meeting?

Admissions and Release Committee (ARC)—A group of people (including the parents) who come together to discuss the items within the IEP (Individualized Education Plan).

At the beginning of the meeting, parents will be given information about the IDEA law. The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 6.5 million eligible infants, toddlers, children, and youth with disabilities.

If after professional evaluation, the child is found to be eligible for services, goals will be discussed. Specific actions and services will be included in the IEP. Everyone must agree on all the sections of the IEP at an ARC meeting.



What is the IEP? An *Individualized Education Plan* is a record of the decisions made by the Admissions and Release Committee (ARC) that sets forth in writing a plan of action and a commitment of the resources needed to enable a child who is identified with a disability to receive a free, appropriate public education.

IEP Meeting Requirements

In Kentucky, the meeting to develop an IEP is called an Admissions and Release Committee (ARC) meeting. The ARC membership consists of the following members: parents, both general and special educators, chairperson, and the student if appropriate. By state and federal requirements, the IEP must be developed during the ARC meeting.

ARC members may bring proposed IEP items to the meeting. However, each item must be discussed, modified, accepted, or rejected by the ARC.

Developing Individual IEP Components

The IEP recorder completes all personal data for the IEP, such as child's name, school, date of birth, age, etc. Other required parts of the IEP include:



Present Level of Educational Performance - what the child can and cannot do compared to other children of a similar age. The ARC decides present level of performance based on review of the most recent evaluation data, as well as parent input and school progress data.

This section also includes how the deficits of the child adversely affect their education.

Areas addressed are:

- physical functioning
- communication functioning
- cognitive functioning
- social competence
- academic performance

The ARC may include a summary of the child's performance in other areas as deemed educationally appropriate.

Annual Goals and Short-Term Objectives - what the child is going to be working on during the next twelve months. ARC members develop annual goals based on the needs described in the present level of performance.

The objectives/ benchmarks are specific steps that help the child work toward the annual goals.

Special Education and Related Services - the specially designed instruction and other services necessary to assist the child in working toward the goals and objectives set forth in their IEP. ARC members describe the specially designed instruction needed, including when each service will begin and is expected to end, how much time will be spent each week, and where each service will be provided (*initiation, duration, and location*).

Next, the ARC decides if any other related services such as therapy, transportation, etc. are needed for your student. If needed, the ARC states the service, nature of the service, and initiation and duration of it.



Participation in the General Education Program - how much of the school day the child will be in classes and activities with children who do not have a disability. The ARC describes the amount of time for participation in academic and nonacademic activities. The ARC also states any modifications and accommodations needed on a regular basis to participate fully in the general classroom. These modifications and accommodations may also be used for participation in district or statewide assessment as prescribed in the IEP.

Schedule for Review - when the progress on the objectives/ benchmarks of your student will be reported. The ARC sets a date to review the IEP. This review must be at least once per year and may be more frequent if needed according to progress.

Transition - If the child is moving from preschool to primary, school to school, or is age 14 or older, the ARC addresses transition as part of the IEP.