

Disability Services: Frequently Asked Questions



What are the developmental screenings 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 may conduct some of these screenings. The screening(s) will be chosen based on their professional choice. These screenings will be used to further assess speech & language skills.



What if the screening results show areas of concern?

RTI (Response to Intervention) will begin if rescreening confirms concerns. RTI has three tiers. 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?

A referral will be made to the local LEA (Lead Education Agency) for further evaluation. At this time an ARC (Admissions and Release Committee) meeting will be set up. 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) come together to discuss the items within the IEP (Individualized Education Plan).

At the beginning of the meeting, parents will also be given the choice of the IDEA rights to be read aloud or handed out. 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 the child is 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 an IEP?

IEP—Individualized Education Plan. It is a plan developed to ensure a child that has a disability, identified under the law, receives specialized instruction and related services. More information about the IEP process is below.



Will I, as a parent, be involved throughout this process?

Absolutely!



Below is information from <http://education.ky.gov>. This information gives more details about the frequently asked questions.

What is the IEP? An *Individual Education Program* 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 with a disability to receive a free appropriate public education.



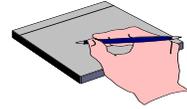
Meeting Requirements

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, teacher(s), both general and special, chairperson, and the student if appropriate. By state and federal requirements, the IEP must be developed during the ARC meeting.

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

If ARC members bring proposed IEP items to the meeting, the ARC Chairperson informs parents that the items are only suggested items and are subject to approval, modification, or rejection. The final IEP, however, must be completed at the ARC meeting.

A member of the ARC documents the final IEP in writing - usually on forms provided by the district. This person is generally called the IEP recorder.



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 your student 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, and includes adverse effects on educational performance. Areas addressed are:

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

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

Annual Goals and Short Term Objectives - what your student 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 your student work toward the annual goals.

Special Education and Related Services - the specially designed instruction and other services necessary to assist your student in working toward the goals and objectives. 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 your student 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 in order to participate. These modifications and accommodations may also be used for participation in district or statewide assessment.

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.

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