

# Annual Notice of Special Education Services

The Midd-West School District has developed policies in accord with the federal and state regulations, and guidelines to insure the provision of a free appropriate public education to all school-aged children, including those with disabilities.

## DESCRIPTION OF SPECIAL EDUCATION PROGRAMS

The Midd-West School District provides appropriate special education programs and related service, and early intervention programs that are:

- provided at no cost to parents;
- provided under the authority of a school entity, directly, by referral or by contact;
- individualized to meet the educational or early intervention needs of the child;
- "reasonably calculated to yield meaningful educational or early education benefit and progress"; and
- designed to conform to an Individual Education Program (IEP)

Special education is designed to meet the needs of each exceptional student, including "specifically designed instruction conducted in the classroom, home, community settings, hospitals, institutions or other settings. Instruction also is provided in skill areas such as physical education, speech and vocational education."

Early intervention programs are "appropriate programs of educational development, specially designed to meet the needs of eligible young children with need in any of the following developmental areas: physical, sensory, cognitive, language and speech, social/emotional and self-help.

Related services available to students include transportation and developmental, corrective and other supportive services that help an exceptional student benefit from special education. Examples include: speech pathology and audiology, psychological services, physical and occupational therapy, social work services, school health services, early identification and assessment, medical services for diagnosis or evaluation, parent counseling and education, recreation, counseling services, rehabilitation counseling services and assistive technology services.

## CHILDREN SERVED IN SPECIAL EDUCATION PROGRAMS

Special education services are available to children who have one or more of the following physical or mental disabilities:

- serious emotional disturbances;
- deafness/hearing impairment;
- specific learning disability;
- multiple disabilities;
- physical disability;
- blindness/ visual impairment; and
- who have been determined by an IEP team, based upon recommendation in a multi-disciplinary evaluation, to need special education; or
- who have been identified as gifted.

Early intervention services are available to children who are at least three years of age, but less than the age for beginning school, and who have one or more of the following physical or mental disabilities:

- autism/pervasive developmental disorder;
- serious emotional disturbance;
- neurological impairment;
- specific learning disability;
- intellectual disability;
- multiple disabilities;
- physical disability;
- speech and language impairment;
- blindness/visual impairment; and
- developmental delay.

## IDENTIFYING AND SCREENING CHILDREN NEEDING SERVICES

The Midd-West School District has procedures to identify children needing special education. Screening of children is conducted for hearing, vision, motor skills, and speech and language. Contact the school district office, listed at the end of this page for times and locations of screenings.

## REFERRAL OF CHILDREN FOR SCREENING AND EVALUATION

If a disability is suspected, teachers, other school personnel, or parents may refer a child for an evaluation. Parents suspecting that a child may have a disability and needs special education or early intervention services can request a screening or an evaluation by contacting the superintendent's office. Before evaluation, parents are told the following information:

- who referred the child for evaluation;
- why the child was referred;
- how to review the child's school records;
- what procedures and types of evaluation will be used;
- that parent involvement in any testing procedure is encouraged;
- the schedule for the evaluation process; and
- the right of the parent regarding consent for evaluation.

## **EVALUATION OF CHILDREN**

Evaluations are conducted by a "multi-disciplinary team" to determine such things as the child's learning ability, behavior patterns, physical abilities and communication skills. The team comprised of the parents, a teacher, school principal, and may include a special education teacher and supervisor, speech therapist, counselor, school psychologist, and other staff as necessary. Methods used in the evaluation include observation, review of records, and group and individual testing; information is gathered from school personnel, medical personnel, and parents.

Results of the evaluation are reviewed by the team to determine if special education services are needed. If special education placement is recommended, parents are part of the team that develops an Individual Education Program (IEP) for the child.

No evaluation may be conducted without written parental permission. Parents who do not consent to an evaluation may be asked to attend a conference with a teacher, principal, psychologist, and possibly other special education staff.

## **STUDENT RECORDS AND CONFIDENTIALITY**

The school district is required by law to keep records of all students receiving special education and early intervention services. Included in those records are:

- date of birth, address, telephone number, and other general information;
- achievement test results;
- psychological test results;
- teacher progress reports;
- comprehensive evaluation reports; and
- routine medical records.

As a child is re-evaluated every two years, information is added to his or her file. The school district has developed policies to ensure that all records are confidential. Only school personnel are permitted to see a child's file. Anyone else must have written approval of the parent to see the file or to receive copies of information in the file.

Parents can review the child's file and challenge the validity of any record or report, or challenge the maintenance of the information on file. All records are reviewed every summer by school personnel, and any file no longer needed to plan the child's education program are destroyed. However, parents are notified first and permitted to review or copy this information. Federal regulations give both natural parents access to their child's records unless there is a court order, state statute, or legally binding document prohibiting access.

## **MORE INFORMATION ABOUT SPECIAL EDUCATION PROGRAMS**

Detailed printed information about available special education services and programs and school district policies is available from all school districts upon request. Anyone interested should contact the principal of the child's school or the school district superintendent's office. *Destruction of Information Concerning Students with Disabilities Who are Receiving or Who have Received Special Education Services or Who Were Evaluated for Such Services*

## **DESTRUCTION OF INFORMATION CONCERNING STUDENTS WITH DISABILITIES WHO ARE RECEIVING OR WHO HAVE RECEIVED SPECIAL EDUCATION SERVICES OR WHO WERE EVALUATED FOR SUCH SERVICES**

The District is required to notify parents and guardians when personally-identifiable information concerning students with disabilities, or students who were evaluated to determine the need for special education services, is no longer needed to provide educational services to the student ("no longer educationally relevant"). The District considers certain records to be no longer educationally relevant based on the following schedule:

All test protocols and other raw data used as part of an evaluation or reevaluation will be considered no longer educationally relevant at the conclusion of the school year during which the evaluation or reevaluation has occurred.

All IEP progress monitoring data will be considered no longer educationally relevant as of the date on which such data are reported to parents or guardians in a progress report or at the conclusion of the school year during which such data are collected, whichever is sooner.

All notes of IEP team members and draft IEPs, if any, will be considered no longer educationally relevant as of the date that the IEP to which such notes of drafts pertain is issued to the parents or guardian.

All Permissions to Evaluate or Reevaluate, Invitations to IEP or Other Meetings and related documents, Evaluation or Reevaluation Reports, IEPs, Notices of Recommended Educational Placement and related documents, Complaint Investigation Reports, Mediation Agreements, and Hearing Officer Decisions will be considered no longer educationally relevant at the conclusion of the sixth year from the date on which the student graduates from High School, ceases residency in the District for reasons other than placement in a hospital or treatment facility, or attains age twenty-one, whichever is sooner.

Parents and guardians have the right to request, in writing, that the District destroy any or all records deemed no longer educationally relevant. The District, at its discretion, may also destroy such records without further notice to parents, guardians, or students.