

WBS Plan for Locating Students for Possible Special Education Referral

State & LEA have the obligation to provide FAPE under IDEA Part B program - targets ages 3-21
(Not limited to students attending public schools)

- States use system coordinated with agencies such as schools, hospitals, clinics & community service organizations that encounter children with disabilities.
- Local Child Find: uses district & state screening mechanisms, use of media, community outreach, advertisement, public awareness.

(LEA can use up to 15% of Part B allocation to provide early intervening services to K-12 students not currently identified as needing special ed. or related services, but require additional academic or behavioral support to succeed in the general education environment).

When students enter the Boys' School with current, active IEP's, the facility will follow, as closely as possible, all federal and state guidelines in regard to Individual Education Plans, 504 Plans and Title I services.

Here at Wyoming Boys' School, upon intake students educational status is appraised in regard to credit accumulation, academic skills, whether they possess active IEP's, etc., etc. Students may be referred at this time, or as time goes by through parent requests or by general education teachers. On occasion the Education Director, Special Education Director or any other staff, possibly one who has been involved with assessing the student, will alert the Special Education Director that a student may be in need of special services if they are not already on an IEP, and initiate the official referral. However, these situations are rare, because of the advanced age of most of our students, home school districts typically have made the determination of eligibility before students arrive at WBS.

Steps in the Referral Process

- Pre-referral activities – preventative measures are taken by general education teachers to meet the needs of students who are having difficulty in the classroom. Peer groups of colleagues can help the classroom teacher analyze student academic challenges and make recommendations for interventions and accommodations for the classrooms. **Major behavioral issues are addressed on the students' dorms through the TruThought program.**
- Identification and referral of a student in need of special services can come from parents, educators, counselors etc.
- Initiating Evaluation & Notifying/Consent of Parents
- Review of Existing Data
- Consideration of Additional Data Needed
- Informed Written Consent Secured
- Administering assessments & other evaluation measures
(Evaluations are typically conducted by the home school districts)
- Classification Eligibility Determined by Multi-Disciplinary Team\Recommendations
- Once eligibility is determined, an IEP is developed by the team – including parents
These last two steps would always include appropriate staff from the student's home school district as key members of the IEP team.