

Kenilworth Science and Technology School Child Find Protocol and Response to Intervention Handbook

LEA CONTACT INFORMATION

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Child Find

Introduction

In accordance with the Individuals with Disabilities Act (IDEA), Kenilworth Science and Technology School (KST), a 6th -8th middle school, has set the following protocol to ensure Child Find is executed with urgency and fidelity. Understanding that Child Find is a mandate, designated staff at KST must identify, locate, and evaluate all students with disabilities and provide special education or related services to those persons.

The IDEA defines the phrase “related services” as providing transportation and any development, corrective, and other necessary supportive services that ensures that a child’s disability does not interfere with their learning environment. Some examples of related services includes counseling services, interpreting services, physical and occupational therapy, and school health services.

In order for students to be evaluated for special education or related services, the disabilities recognized in the IDEA are listed below:

- Autism Spectrum Disorder
- Deaf-Blindness
- Developmental Delay
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Disability
- Traumatic Brain Injury
- Visual Impairment

Furthermore, Kenilworth Science and Technology School shall not discriminate in providing services to students because of race, color, religion, sex, age, national origin, disability, or any other non-merit factor.

Professional Development and Child Find Distribution Schedule

KST is dedicated to servicing all students and providing extra services to students with disabilities. To ensure teachers and staff are aware of Child Find and how to identify students with disabilities, an annual professional development will be given during the first semester of a new school year. Professional development may be face-to-face, virtual, or through email correspondence.

Additionally, KST teachers and staff will conduct home visits throughout the school and will provide information about Child Find to currently-enrolled families.

Identifying, Locating, and Evaluating Students

To ensure all students with disabilities who may require special education or related services are properly identified, KST request all parents to provide the information at enrollment or re-enrollment using the provided paperwork. The enrollment form includes a survey where parents must indicate if the student has a disabling condition. If applicable, parents must submit recent documents that confirms condition.

Additionally, parents must provide detailed health related information in order for designated staff to properly screen for students who many need extra support. If parents verbally communicate a concern about their child, KST will implement a screening review to determine if concern warrants an evaluation.

In an effort to determine which students may need special education or related services, KST screens every student using diagnostics tests and State-testing data to determine if support is needed. Screening also includes testing of reading levels (such as STAR) to gather data to identify exceptional students. Administrators will tier students according to their academic data and records gathered during enrollment.

If a disability is suspected, teachers and/or parents may make a referral to KST's School Building Level Committee by contacting the designated staff member (SBLC Coordinator). All referrals are considered confidential. The parent retains the right to refuse services.

A child may also be referred by any of the following:

- physicians/health care providers
- Community agencies
- Others concerned about the child's development

The referral process includes:

- Initial concerns are expressed and referred to the SBLC
- Gather student data and other pertinent information
- Contact parent/guardian for a meeting
- Determine next steps which includes one of the following plan of intervention
 - SBLC Individual Intervention Plan
 - 504 Accommodation Plan
 - Behavior Intervention Plan

Response to Intervention

To ensure the educational success of each of our students, KST utilizes a targeted and data driven response to intervention framework. Students are placed in tiers using a variety of aforementioned data points to get a big picture of their academic level. Each tier offers increasingly intensive and differentiated instructional efforts that are provided to students based on their individual needs.

Tier 1 and Tier 2 interventions are implemented and documented in the general education program by the classroom teacher and designated interventionist. Tier 2 interventions are also implemented through school programs that exist outside of the classroom.

KST provides each student with targeted English Language Arts and Mathematics instruction using computer based programs called iLit and Aleks. In addition to ELA and Math minutes, students are provided with at least 135 additional minutes for each subject. The programs are adaptive and utilize diagnostic data to determine lessons for each student. Students are placed in small groups of 5-6 with a tutor or interventionist. This added flexibility within the general education classroom enables all staff to differentiate instruction to meet the needs of each student.

During the ELA and Math Lab times, tutors work with students, either in a group or individually. This time is designed to remediate foundational skills, learn concepts not mastered, and/or, increase academic levels for each student. The staff implement progress monitoring weekly to determine if interventions are effective. Necessary steps are taken if interventions do not work.

If a student does not achieve success through Tier 1 and Tier 2 interventions, research-based Tier 3 interventions can be implemented those students receive subject support during enrichment at least two days of the week. Additional steps are taken such as: meeting with the administrators and parents to devise a plan, meeting with the school counselor, targeted advisory, where students are paired with a mentoring teacher for intensive support.

For behavioral interventions, a student can be referred for psycho-educational and/or speech diagnostics as part of Rtl process. However, referral for diagnostics usually occurs after reasonable classroom interventions of sufficient duration have been carefully implemented without success, usually 6-8 weeks of data collection, and the cause of the problem is suspected to be a disability that cannot be resolved without special education services.

KST Administration uses Positive Behavior Intervention and Supports (PBIS) and DeansList, a behavioral tracking system that delivers a paycheck average for weekly behaviors, as a way to progress monitor students behavior. Students are placed in tiers weekly according to DeansList. Tiered interventions are provided and usually consist of behavior trackers, check-in/check-out practices, classroom management plans, Functional Behavior Assessment (FBA), Behavior Intervention Plans (BIPs), Home visits, parent calls and conferences, referrals to the school counselor, outside counseling referrals, and other strategic interventions.