



SPECIAL EDUCATION FAQs

*****PLEASE DO NOT HESITATE TO REACH OUT IF YOU HAVE ANY QUESTIONS. WE'LL DO OUR BEST TO ANSWER THEM OR GET YOU TO THE RIGHT INDIVIDUAL/ORGANIZATION TO GET YOU AN ANSWER.**

MICHAEL KLINE, ASSISTANT SUPERINTENDENT (563)-285-4810

HOW DO I INITIATE THE EVALUATION PROCESS?

The Disability Suspect meeting to start an evaluation can be triggered in two different ways. All of the North Scott Community Schools have an MTSS (Multi-Tiered System of Support) process that they look at student data throughout the school year. This process helps to determine interventions for the students and then as a MTSS team look at next steps for students to ensure success. If an MTSS team believes there is a disability inhibiting a student from being success receiving special education services, they will make contact with the student's parents/guardians to set up a Disability Suspect meeting. The MTSS process and a special education evaluation are mutually exclusive and can happen simultaneously. With this being said, as always, we strive to meet students' needs in the least restrictive environment.

The other way that the Disability Suspect meeting can be initiated is at the request of a parent. We encourage the parent to make this request in writing through an email to the building principal and the assistant superintendent to ensure that communication is clear. At the Disability Suspect meeting the decision will then be made if there is enough evidence to suspect a disability and if it is determined that there is sufficient evidence, an evaluation will start.

WHAT WILL THE EVALUATION PROCESS LOOK LIKE?

The evaluation process can look different depending upon the unique circumstances of the situation. Generally speaking, it will entail the AEA Special Education staff doing some testing with the student in the areas of concern. The AEA Special Education staff will also be in communication with the general education teacher to gather more information and to look at the student's abilities in comparison to his/her peers. From the date of the Disability Suspect the AEA Special Education staff has 60 calendar days from the day they receive the signed consent to the hold an Eligibility Determination meeting.

An Eligibility Determination meeting will be held to look over the data that was collected in the evaluation and then the team will determine whether the student is eligible or not for special education services. If a student is found to be eligible, then the parents/guardians must consent again to services. This will then trigger a third meeting which will be help to write the IEP (Individualized Education Program). The program will include goals, instruction, additional services, and accommodations. If a student is found to be ineligible for special education services, he/she may be eligible for a 504 to receive accommodations. Please contact your student's principal with questions about the 504 process.

HOW OFTEN WILL I BE INVITED TO AN IEP MEETING?

Once a student has an IEP (Individualized Education Program) written, there will be an annual meeting to review the IEP and make any adjustments or amendments for the following calendar year (ie March 28, 2019 to March 27, 2020). The school or the parents/guardians have the right to call an IEP meeting at any point. These midyear meetings are often to look at a student's progress, or lack thereof, and make changes to the program. A meeting is not required to make amendments to an IEP, but parents must be notified and agree to the amendments prior to them being made and implemented.



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Once every three (3) years the student will have a re-evaluation completed to reestablish eligibility for special education services. This reevaluation will consist of a records review and may include additional testing.

SHOULD I BRING MY STUDENT WITH ME TO THE IEP MEETING?

Starting at the age of thirteen (13), students are required to be invited to the IEP meeting. Students are always welcome at any age to attend their IEP meetings. For these 13 and older, students are highly encouraged to attend and provide input. This allows the student to see that their parents and the school are on the same page with what services are going to allow them to be successful. Sometimes there are questions that only the student can answer and in these cases, it is always appropriate to include the student. In the end, we want parents and families to do whatever they feel is most appropriate for the student in each case.

WHAT WILL THE SERVICES LOOK LIKE?

Services will include a goal and specially designed instruction (SDI) to help the student meet the goal. Goal areas can include any or all of the following: Reading, Writing, Math, Communication, Behavior, Adaptive Behavior Hearing/Vision, Physical, and/or Employability Skills. Everything included in the IEP is determined by the IEP Team. An IEP Team must include a general education teacher, a special education teacher, a Local Education Agency (LEA) representative (this is a school district representative, typically a building administrator), someone to interpret the education data, and most importantly the parent. Additional people may be present at the discretion of the district or the family. Parents always have the right to bring an advocate to IEP meetings.

WHAT PROGRAMMING IS AVAILABLE AT WHAT ELEMENTARY BUILDINGS IN THE DISTRICT?

Our goal is to serve students in the Least Restrictive Environment possible. All of the 5 elementary schools have resource level support. Depending upon the needs of the student, the services in the IEP might make it to where the student would better be served in a building with additional resources. The program placements are: Alan Shepard – Intellectual Disabilities; Ed White – Behavior Disabilities; Neil Armstrong – Moderate Learning Disabilities

Links to resources:

<https://www.mbaea.org/special-education/resource-teams/iowa-family-and-educator-partnership/>

<https://www.parentcenterhub.org/>

https://www.mbaea.org/media/cms/FEP_ChildFind_Booklet_052218_F40A28B0B1B37.pdf