

SEK Interlocal #637 Procedures Manual

1. Topics

2. Initial Referral
3. Timeline for Initial Evaluation
4. Annual Review
5. Meeting Notices
6. Attendance at IEP Meetings
7. Changing an IEP
8. Transfer IEPs
9. Exiting Students
10. Discontinuing Services
11. 3-year Re-Evaluation
12. PDP Toolbox
13. Other Considerations
13. Grant Writing Guidance
14. Special Transportation Guidance
15. Who Can Give Consent for Educational Decisions
15. Guidance on Determining Parent or Legal Guardian
16. Vocational Rehabilitation and Referrals
18. Occupational Therapy Referral Flowchart
19. Occupational Therapy Referral Narrative

Initial Referrals

General education completes interventions through the SIT or MTSS process. This procedure may vary from one building to another and from one student to another. The official Special Education evaluation process begins on the date the parent returns the signed Permission to Evaluate form although information collected in the MTSS/SIT process may be used as part of the Evaluation.

WebKIDSS Procedure:

Responsible Party:

Steps 1, 2, and 4. Evaluation Coordinator (School Psych or Related Service Provider)

Step 3. IEP Primary Provider (Teacher)

1. Create a new student by filling out enough demographic data to access forms.
2. Utilize forms available as needed to obtain Permission to Evaluate, give 10 days Notice of Meeting, Evaluation/Eligibility Report, and Prior Written Notice of Proposed Action.
3. **If student is placed**, develop remainder of the IEP and submit paperwork as requested on the Procedures checklist.
4. **If student is not placed**, send the following to the Interlocal Office:
 - a. Procedures checklist with clear indication that student was not placed. (On Dates/Ed Status Page; Indicate Not placed, date and reason not placed)
 - b. Complete evaluation/eligibility report.
 - c. Signature pages of all documents as per usual including Prior Written Notice Form.
 - d. A paper copy of this information is to be filed at the local level for future reference.

Considerations:

- a. Services for students determined eligible must be implemented (by statute) **within 60 school days** after signed permission to evaluate is returned.

Timeline for Initial Evaluation

The timeline for completing initial evaluations is **60 school days**. The timeline starts when the agency **receives*** written parent consent to conduct the evaluation and ends with the implementation of an IEP if the child is found eligible **or** completion of the team meeting evaluation report if the child is not found eligible.

*best practice is to date stamp consent document when received

Exceptions to the Timeline

There are only three specific instances when an extension of the 60 school-day timeline may be justified:

1. Parents repeatedly fail or refuse to produce the child for the evaluation (documentation required) **or**
2. Child enrolls in a new district after evaluation has begun. Parent and new school district must agree to a specific timeline for completion **or**
3. Parent and school agree in writing to extend the timeline prior to the end of the 60 school days

Procedure to Extend the Timeline

The 'permission to evaluate' form (Form 201) has a section at the very bottom that should be utilized when an extension of time is necessary. Parent consent to extend the timeline must be obtained in writing prior to the end of the 60 school days. It should be noted that specific language is required as to how long the timeline is extended (see below)

CONSENT FOR EVALUATION TIMELINE EXTENSION: I/We, parent(s)/guardian(s) of _____ consent to an extension of the legal timeline requirement of 60 school days to the following date or condition:

Parent(s)/Guardian(s) signature
Date

Annual IEP Review

The IEP Primary Provider is the responsible person to assure the Annual IEP Review is completed in a timely manner. The School Psychologist or Related Service Provider may be asked to provide information or complete their part of the IEP (example: speech goal).

Steps:

1. Notify parents and other IEP team members (See Meeting Notices section) in plenty of time to insure the IEP meeting can be completed within the 1 year deadline.
2. Develop a “draft” IEP to discuss with the IEP team at the meeting.
3. Conduct the IEP meeting
4. Complete required WebKIDSS work and mail required paperwork to the Interlocal MIS Office (see Procedures Checklist)

TIMELINESS OF IEP REVIEWS:

Conducting the IEP review within the 1-year time frame is a ‘big deal’ to KSDE and is easily monitored by them. Even though it is possible to continue to provide services to students beyond the 1-year review date, every effort should be made to complete the review on time.

Meetings can be conducted without the parents in attendance if the school, despite repeated attempts, has been unable to make satisfactory arrangements with them. The school must keep a record of its attempts to involve the parents which should include, at a minimum, two attempts using at least two methods (written, telephone, or personal visits).

Meeting Notices

1. For initial notice, utilize Notice of Meeting form in WebKIDSS.
2. For second or third notices, **File** previous Notice on WebKIDSS and indicate 2nd or 3rd on the new Notice form.
3. All Notices should be submitted to Glenda/Kathleen. Other attempts (telephone, email, in person) to contact parents should be documented on the Parent Contact Log (101.3a).
4. *A school may conduct an IEP meeting without the parent(s) in attendance if the school, **despite repeated attempts**, has been unable to contact the parents to arrange for a mutually agreed upon time or to convince the parents that they should participate (K.A.R. 91-40-17(e)(1); 34 C.F.R. 300.322(d)).* The school must keep a record of its attempts to arrange a mutually agreed on time and place to secure the parents' participation. The record shall include at least two of the following:
 - Detailed records of telephone calls made or attempted, including the date, time, person making the calls, and the results of those calls;
 - Detailed records of visits made to the parents' home or place of employment, including the date, time, person making the visit, and the results of the visits;
 - Copies of correspondence sent to the parents and any responses received; and
 - Detailed records of any other method attempted to contact the parents and the results of that attempt. K.A.R. 91-40-17(e)(2)

Districts are encouraged to use their judgment about what constitutes a good-faith effort in making repeated attempts to involve each family in the IEP process. **At minimum, school districts must at least make two attempts, using at least two methods, to involve the parents in the IEP team meeting.**

Attendance at IEP Meetings

Each IEP Meeting must include the following participants:

- a. One or both of the child's parents/legal decision maker
- b. At least one regular education teacher of the child*
- c. **At least** one special education teacher of the child
- d. A LEA representative
- e. An individual who can interpret the instructional implications of evaluation results
(This may be the special education teacher. See 4 below.)

Other pertinent points:

1. The child, if they will reach age 14 or over during the 12 month IEP period, must be invited to the IEP meeting.
2. There must be a **written agreement and consent** to excuse a team member if parents and LEA agree that an IEP team member is not needed because their area of curriculum or related services is not being modified or discussed.
3. There must be a written agreement and consent **and written input into the development of the IEP prior to the meeting** to excuse a team member whose area of the curriculum or related services is being modified or discussed.
4. The law allows individuals to represent more than one of the membership roles on the IEP team, providing they meet the qualifications of the role (**if this is the case, it should be documented on the signature page of the IEP**).

*If the child is, or may be, participating in the general education environment

Changing an IEP

Responsibility: Primary Provider

I. Changing an IEP Without An IEP Meeting

- a. Amendment form must be completed and signed by parent and school representative. **No parental notice of meeting form is needed** and entire IEP team does not have to participate; however, the team should be informed of the changes that were made.
- b. Prior Written Notice form must be executed in a normal manner.
- c. Be sure the Prior Written Notice form information matches that of Amendment form.

II. Changing an IEP With An IEP Meeting

- a. Notice of meeting must be given and all members of the IEP team must meet and agree on the changes.
- b. Prior Written Notice form must be executed in a normal manner

III. WebKIDSS Procedures

- a. Click on “Add New/Amendment IEP Record” (from Demographics page)
- b. Choose “Add Amendment IEP”
This will bring up a copy of the IEP for you to make the amendments.
- c. SAVE
- d. Amended IEP will show up on the IEP Record Box with the same date as the original IEP with a lower case “a” beside it.
- e. Any further amendments are done in the same way and another IEP with an “a” beside it will show up on the IEP Record Box (the one on top is the latest one).

Transfer IEPS

Students that transfer in with an IEP may be handled in one of the following ways:

1.) **Transfers within same State:** If a child with a disability (who had an IEP that was in effect in a previous public agency in the **same State**), transfers to a new public agency in the same State, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents), must provide **FAPE** to the child (**including services comparable to those described in the child's IEP** from the previous public agency), **until** the new public agency either:

a.) Adopts **the child's IEP from the previous public agency; or**

b.) Develops, adopts, and implements a **new IEP** that meets the applicable requirements (*Sec. 300.320-300.324*)

2.) **Transfers from out of State:** If a child with a disability (who had an IEP that was in effect in a previous public agency in **another State**) transfers to a public agency in a new State, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) must provide the child with **FAPE** (including **services comparable to those described in the child's IEP** from the previous public agency) until the new public agency:

a.) Adopts **the child's IEP from the previous public agency; or**

b.) Develops, adopts, and implements a **new IEP** that meets the applicable requirements (*Sec. 300.320-300.324*), **or**

c.) Conducts an **evaluation** pursuant to *Sec. 300.304-300.306* (**if determined to be necessary** by the new public agency); **and** develops, adopts, and implements a **new IEP, if appropriate**, that meets the applicable requirements in *Sec. 300.320- 300.324*.

***Status Code: When a student enters from out of the catchment area, the status code remains E for the entire school year even if new IEP is written. Status Code does not change to C until the following school year.**

Transfer Within Catchment Area

What you do when a student comes to you from within the 13 districts in the Interlocal

- Status Code remains the same from previous school
- On Anticipated Services Page, duplicate each service line for the current school year. Put end date in for previous school building/provider lines. On duplicated service lines, put start date in (date student entered your district) and change provider and building for the new building/providers.
- Notify all service providers that they have access to student's IEP

OPTIONS:

1. Adopt As Is

- Is IEP compliant? **If NO, proceed to step 2 or step 3.**
- Can building provide the services listed?

Do the following forms:

- T-101 Adoption Transfer IEP form

Follow Checklist for Adopt as Is

(Can write "on Webkidss/ Filebound" when it asks for previous paperwork from sending school; New Medicaid forms need completed only if there are changes to therapeutic services or no form on file)

2. Amend Transfer IEP

- Is IEP compliant?
- Will the non-compliant sections be amended?

Create Amendment IEP record

Follow Checklist for Transfer w/Amendment

(Can write "on Webkidss/ Filebound" when it asks for previous paperwork from sending school; New Medicaid forms need completed only if there are changes to therapeutic services or no form on file)

3. Write New IEP:

- Create new IEP record

-Follow Checklist for Transfer with new IEP written.

(Can write "on Webkidss/ Filebound" when it asks for previous paperwork from sending school)

In State - Out of Catchment--Webkidss IEP

What to do when a student comes to you from outside of the Interlocal but from the state of KS with a Webkidss IEP.

- Request *ftp import from sending school
- Request signatures pages from sending school

-MIS secretaries create incoming IEP record with IEP date from previous school and E status code once sending school uploads Webkidss *ftp file. Notify MIS secretaries of *ftp upload.

-Initiation date is the date services began in current school (Example: Student enrolls at PHS on 11/2/2016 and PHS begins providing comparable services on 11/3/2016. Initiation date is 11/3/2016 and service lines begin 11/3/2016)

-On Anticipated Services Page, change providers and building to current building and providers. Unless amending IEP, keep services as written in transfer IEP.

--Notify all service providers that they have access to student's IEP

OPTIONS:

1. Adopt As Is

-Is IEP compliant? If NO, proceed to step 2 or step 3.

-Can building provide the services listed?

Do the following forms:

-Medicaid Forms: 401E.7, 401-b.7

-T-101 Adoption Transfer IEP form

Follow Checklist for remainder required paperwork for Adopt as Is

2. Amend Transfer IEP

-Is IEP compliant?

-Will the non-compliant sections be amended?

Create Amendment IEP record

-Will only have services lines for current services

Follow Checklist for Transfer w/Amendment paperwork requirements

3. Write New IEP:

-Create new IEP record

-Follow Checklist for Transfer with new IEP written.

In State - Out of Catchment—NON-Webkidss IEP

What to do when a student comes to you from outside of the Interlocal but from the state of KS with a non-webkidss IEP.

-Create Webkidss record with an IEP date of the active transfer IEP. Will have E status code.

-Initiation date is the date services began in current school (Example: Student enrolls at PHS on 11/2/2016 and PHS begins providing comparable services on 11/3/2016. Initiation date is 11/3/2016 and service lines begin on 11/3/2016)

-On Anticipated Services Page, enter service lines with services (current providers and buildings) as written in Transfer IEP. Start date will be the same as initiation date. Services should be same as transfer IEP until you amend or write a new IEP.

--Notify all service providers that they now have access to student's IEP

OPTIONS:

<p>1. Adopt As Is -Is IEP compliant? <u>If NO, proceed to step 2 or step 3.</u> -Can building provide the services listed?</p> <p>Do the following forms: -Medicaid Forms: 401E.7, 401-b.7 -T-101 Adoption Transfer IEP form</p> <p>Follow Checklist for remainder required paperwork for Adopt as Is</p>	<p>2. Amend Transfer IEP -Is IEP compliant? -Will the non-compliant sections be amended?</p> <p><u>Create Amendment IEP record</u></p> <p>Follow Checklist for Transfer w/Amendment paperwork requirements</p>	<p>3. Write New IEP:</p> <p>-Create new IEP record</p> <p>-Follow Checklist for Transfer with new IEP written.</p>
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***If you adopt IEP, you must enter in IEP goals from transfer IEP so progress reports can be completed. Necessary information to create an IEP at-a-glance should also be entered.**

Out-of-State IEP

What to do when a student comes to you from out of state.

Transfers from out of State: a.) **Adopts the child's IEP from the previous public agency; or** b.) Develops, adopts, and implements a **new IEP** that meets the applicable requirements (*Sec. 300.320-300.324*), **or** c.) Conducts an **evaluation** pursuant to *Sec. 300.304-300.306* (if **determined to be necessary** by the new public agency); **and** develops, adopts, and implements a **new IEP, if appropriate**, that meets the applicable requirements in *Sec. 300.320- 300.324*.

FOUR OPTIONS:

1. Adopt As Is

- Is IEP compliant? If NO, proceed to step 2, step 3, or step 4.
- Can building provide the services listed?

Do the following forms:

- Medicaid Forms: 401E.7, 401-b.7
- T-101 Adoption Transfer IEP form

Follow Checklist for remainder required paperwork for Adopt as Is

2. Amend Transfer IEP

- Is IEP compliant?
- Will the non-compliant sections be amended?

Create Amendment IEP record

Follow Checklist for Transfer w/Amendment paperwork requirements

3. Write New IEP:

- Create new IEP record

Follow Checklist for Transfer with new IEP written.

4. Conduct an Evaluation

Follow evaluation procedures and appropriate checklist

***If you adopt IEP, you must enter in IEP goals from transfer IEP so progress reports can be completed. Necessary information to create an IEP at-a-glance should also be entered.**

-Create Webkidss record with an IEP date of the active transfer IEP. Will have E status code.

-Initiation date is the date services began in current school (Example: Student enrolls at PHS on 11/2/2016 and PHS begins providing comparable services on 11/3/2016. Initiation date is 11/3/2016 and service lines begin on 11/3/2016) If the previous IEP team did not conduct an annual review of the incoming IEP and the annual IEP date is past due, set new IEP date the same as the initiation date.

-On Anticipated Services Page, enter service lines with services (current providers and buildings) as written in Transfer IEP. Start date will be the same as initiation date. Services should be same as transfer IEP until you amend or write a new IEP.

Exiting Students (report immediately and follow procedures checklist for paperwork requirements)

What to do when a student leaves your building

1. Student staying within the 637 catchment area (stays within the 13 districts located in the Interlocal)

Do not put in an exit date or change status...simply terminate your service line and enter a new line of service with begin and end dates and new providers name. Notify receiving service providers and school psychologist that student is now enrolled in their building.

- a. Follow the exit checklist for “Movement Between 637 Schools”
- b. Fill out and print a Student Exit form (found on WebKIDSS Forms)
- c. Print out a new TIP page that will reflect the movement
- d. Send/deliver a copy of the Exit form and the new TIP to Lisa/Kathleen

2. Student leaving the 637 catchment area (moves to district outside of the Interlocal districts)

- a. Follow the exit checklist for “Left Catchment Area”
- b. Fill out the TIP and Student Exit form and send to Lisa/Kathleen
- c. **Enter an exit date and exit status in the WebKIDSS system. Exit date is the last date student received services.**

3. Student leaving Special Education services (see “No Longer Eligible for Services”)

- a. Follow exit checklist and fill out the TIP and Student Exit form and send to Lisa/Kathleen
- b. **Enter exit date and exit status in the WebKIDSS system. Exit date is the last date student received services.**

No Longer Eligible for Services

1. If **all** Special Education and Related Services are proposed to be discontinued:

- a. Permission to reevaluate must be obtained (Prior Written Notice for Evaluation/Consent)
- b. A reevaluation must be conducted (Evaluation/Eligibility Report)
- c. IEP team meeting must be held and members (including parents) agree that services should be discontinued (Prior Written Notice/Consent)

2. If **only part** of the Special Education and Related Services are proposed to be discontinued:

- a. A formal reevaluation does not need to be conducted
- b. Permission to reevaluate is not required
- c. IEP team meeting must be held and members (including parents) must agree that based on a review of the available data, services should be discontinued (Prior Written Notice/Consent)
- d. Use of the 'IEP amendment without a meeting' process is an acceptable method of discontinuing a service. If this method is used to discontinue a service, it is imperative that the change is communicated to other IEP team members.

Three-Year Reevaluation

The responsible person to assure the Reevaluation is completed in a timely manner is the Evaluation Coordinator (School Psych or Related Service Provider). The IEP Primary Provider may be asked to provide information. If, in the opinion of the professional staff, a reevaluation is not necessary, parent can be asked to waive this requirement.

Steps:

1. Obtain parental consent for reevaluation or waiver of reevaluation requirement.

a. Notice for Evaluation or Reevaluation Form

OR

b. Reevaluation Not Needed Form

2. Complete the Evaluation/Eligibility Report (if reevaluation is done)

3. Provide information to the IEP Primary Provider to assist in writing the new IEP.

4. Proceed as in Annual Review.

OTHER:

Primary providers should give a list of reevaluations due during the year to the school psychologists at the beginning of the school year.

The Professional Development Plan (PDP) Toolbox

License renewal for most members of the Interlocal professional staff must be completed through the PDP Toolbox. Even those professionals who plan to renew based on college hours must submit transcripts of completed hours to the PDC Committee for approval and conversion to inservice points. A one-hour college credit course is equal to 20 inservice points and the number of inservice points required for relicensing is dependent on the educational degree held by the applicant

We use the PDP Toolbox to record goals, request permission and support for attending staff development activities **and** to request approval of in-service points used in the relicensing process

To access and use the PDP Toolbox, follow this procedure:

1. Go to www.greenbush.org
2. Click on “PDP Toolbox Consortium”
3. Then click on “PDP Toolbox Login Here Web Site”
4. Sign in. Our USD is 637. You have been assigned an individual user name and password. If you don’t know your username and password, contact Debbie Skahan at the Interlocal Office (phone 235-3180 or debbie@sekconnection.com)
5. Once you are into the Toolbox, there are three main choices.

“My Goals”

There are five main goals already listed and most all learning activities will properly fit under one of those goals. **It is not necessary to add any individual goals, but that is an option if desired.**

“Upcoming Learning Events”

This area is used to request permission and support to attend a professional development activity.

“Points Request”

This section is used to apply for inservice points after having completed a professional development activity. It is also used to request a point’s transcript when preparing to relicense.

The Website is somewhat self-explanatory and the “**Tutorial**” section is quite helpful. If assistance is needed, contacted Debbie Skahan.

Other Considerations

1. Schedule review IEPs and notify all other providers early enough so that if something unexpected comes up, the meeting can be rescheduled and still meet the 1 year statutory requirement for annual review. This also ensures that other providers have ample time to add their piece into the IEP.
2. As best practice, all providers should have their information entered into the IEP 24 hours in advance of the meeting. This allows time for the documents to be printed in advance of the meeting.
3. To the extent practical, avoid **review IEPs during the months of November and May**. This will assist in reducing problems associated with getting ‘everything’ submitted to the MIS office in a time frame to allow them to meet their December 1 and June 1 deadlines.
4. Primary providers are requested to give a **list of “Reevaluations” due during the year to the School Psychs** at the beginning of the year.
5. Progress Reports...be sure report is being written about the appropriate objective or benchmark.
6. Run Procedurals Dates Report monthly to ensure that requirements are completed in a timely manner.
7. The **Checklist** forms available in the Document Library in WebKIDDS can help guide what specific paperwork is required for any given action. If you are unsure of a process to follow, or paperwork required, please contact a member of the administrative team.

Guidelines and Procedures

Grants

Grant procurement is an excellent way to supplement opportunities for our students beyond available local, state and federal resources. SEK Interlocal #637 staff is encouraged to actively pursue grants when such efforts benefit students and align with the mission of the organization. To ensure staff efforts are appropriate, the following guidelines should be considered.

All grant proposals must be submitted to the SEK Interlocal Administration for preapproval prior to submission to the grant funder. This requirement applies to all Interlocal and school-based grants as well as grant partnerships with external organizations – regardless of whether or not the Interlocal is named as a formal recipient of funds.

The preapproval process will ensure: 1) the project is consistent with Interlocal goals, objectives and program efforts; 2) the Interlocal has the capacity to accomplish proposed activities; and 3) the grant conditions and stipulations can be met without conflicting with policies of the Board or with State and Federal law. Additionally, in

some cases, the Interlocal is allowed only one application under a particular grant competition and the review process will assist to prevent eligibility conflicts

Special Education Transportation

When special education transportation is provided as a related service, please consider the following guidance for listing the service on the IEP.

1. On the *Demographics* page of the IEP, click *Yes* for *Transportation Provided* in the *School Data Y/N Questions* section.

Click “Yes” if this student receives transportation that is provided to Special Education students that is not available to regular education students.

2. If yes, must include on anticipated services page and special ed/related services page. Code it as “T” Extracurricular.

3. On Form 103.1 *Notice for Id, Change and Request for Consent*, include a statement of the need for special transportation.

WHO CAN GIVE CONSENT FOR EDUCATIONAL DECISIONS?

1. Parents are available

A. **Natural (biological) parent(s)**: If parents are divorced, notify both parents unless a court order precludes this from happening. Consent from one parent is sufficient even if the other parent refuses to consent.

B. **Adoptive parent(s)**: If adoption is not final, an education advocate is needed; documentation is the 'Decree of Adoption'.

C. **Guardian**: Guardianship has been completed and is documented with "Letters of Guardianship" issued by a court.

2. Parent is unknown or unavailable (Person acting as a parent)

A. **Person Acting as a Parent**: A person, such as a grandparent, stepparent or other relative with whom a child lives, or a person other than a parent who is legally responsible for the welfare of a child.

B. **Education Advocate**: Appointment as an education advocate has been completed and is documented with a Letter of Appointment from Families Together.

C. **Foster parent**: Only if appointment as an education advocate has been completed and is documented with a Letter of Appointment from Families Together.

3. **The student at age 18**: At age 18 the student becomes his/her own educational decision-maker unless determined by a court to be incompetent.

Guidance on Determining Parent or Legal Guardian

School personnel must determine the appropriate person(s) to make educational decisions on behalf of the child. Those individuals have a right to receive notice, give or revoke consent, file formal complaints, request mediation, file for a due process hearing, give or deny permission for release of records, etc. (See KSDE Memo: "Definition of a Parent" at <http://www.ksde.org/Default.aspx?tabid=2833#memo>.)

Definition of a Parent

- In Kansas "parent" is defined as:
- A natural (biological) parent;
- An adoptive parent;
- A person acting as a parent;
- A legal guardian;
- An education advocate; or
- A foster parent, if the foster parent has been appointed the education advocate of an exceptional child. (K.S.A. 72-962(m); 34 C.F.R. 300.30)

"Person acting as a parent" means a person such as a grandparent, stepparent or other relative with whom a child lives, or a person other than a parent or relative who is legally responsible for the welfare of a child.

If there is more than one party qualified to act as a parent, and the biological or adoptive parents attempt to act as the parent, the biological or adoptive parents must be presumed to be the parents and legal decision makers, unless they do not have legal authority to make educational decisions for the child. A judge may decree or order a person acting as a parent or a legal guardian or persons to act as the "parent" to make educational decisions for the child. The school shall recognize this person(s) as the legal decision maker for the child (K.A.R. 91-40-27(c); 34 C.F.R. 300.30(b)(1)(2)).

If parents are divorced, regardless of which parent has primary custody, the school must provide Prior Written Notice of any special education action to both parents, even if only one parent has the right to consent, unless a court order precludes this from happening. This applies to all special education notice requirements including notice of an IEP meeting. If the school is only aware of one parent's address, the school must make reasonable efforts to locate the other parent in order to provide notice. However, consent from one parent is sufficient. In the event that the school receives consent forms from both parents, with one parent providing consent for the action and the other denying consent, the school is deemed to have received consent and must fulfill its obligation to provide FAPE to the student. The parent who denies consent has the right to request mediation or file for due process.

Vocational Rehabilitation

The Vocational Rehabilitation (VR) program was established to help restore and/or develop the working ability of disabled Kansans to the extent that they may become gainfully employed. Services include and are not limited to vocational guidance and counseling assistance in obtaining an appropriate job, diagnostic examinations purchasing prosthetic devices and training.

Eligibility is based upon an individual having a disability that constitutes a substantial handicap to employment. There must be a reasonable expectation that Vocational Rehabilitation services will benefit the individual in terms of employment.

Responsible Party(s): Primary Provider steps 1 and 2, Transition Coordinator step 3.

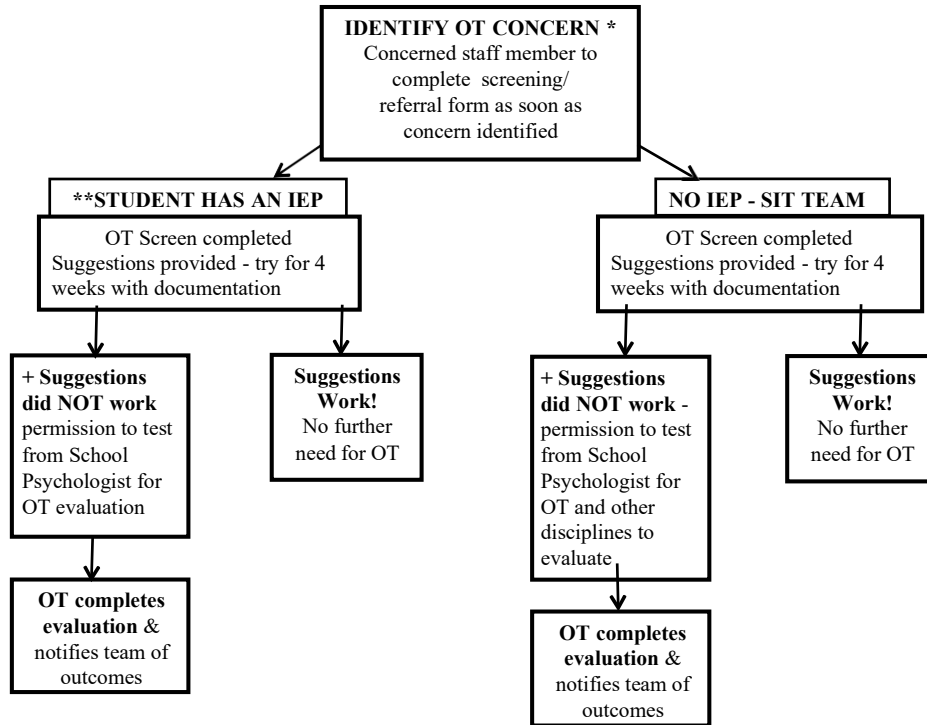
Steps for Making a VR Referral:

1. Parents (or student if 18 or older) must sign the “501-SEK #637 Voc.Rehab.Refer” which may be found on the IEP in Web KIDSS under “Enter IEP Forms Data.”
2. This form should be sent to the Interlocal with IEP meeting paperwork. Make sure to indicate that the form is included on the Procedures Checklist.
3. The form will then be delivered from the Interlocal to the Department of Children and Families.

Once VR has obtained the form they will send a letter to parents (students if they are 18 or older) inviting them to an orientation meeting. There are typically two meetings per month from which they may choose. It is up to the parents (or student if 18 or older) to attend the orientation meeting to review the eligibility for specific VR services.

*****Additional information regarding specific services offered by VR may be found on www.sekconnection.com under “Teacher Resources” then “Transition-High School”**

Occupational Therapy Referral Protocol



LEGEND

* Please note children 3 and under in Early Childhood Programs please allow time for development/exposure in program prior to OT referral

** Please make note of when student's IEP date is to assist with reduction of IEP amendments

+ School psychologist - Please specify OT on actual permission to test form and notify OT staff of date parent signature on form

5/20/2016

Narrative Guidance for OT referral

When a student has an IEP.....

1. Outline of specific duties in the completion of an OT evaluation when student already has an IEP and qualifies for OT:

- OT notifies team the evaluation is complete.
- Primary Provider sets up meeting to discuss results of evaluation and sends Notice of Meeting.
- Primary Provider creates new or amended IEP record on WebKIDSS
- OT adds evaluation results to health and physical, goals, and service time.
- The following forms must be completed and sent to Interlocal office. If this is a re-evaluation with an amended IEP see A1. If this is a re-evaluation with a new IEP written see B1.

A1. The following forms must be completed and sent to Interlocal office for a re-evaluation with an amended IEP. Forms will be sent to office by primary provider.

- Notice of Meeting. To be completed by Primary Provider.
- Amended IEP
- Notice for ID Change and Request for Consent (Placement Form)
Occupational therapy will note the addition of their services and other team members will note any other changes that occur at this same time.
- Notice for Evaluation or Re-Evaluation (Permission to Test). To be completed prior to evaluation by school psychologist.
- Evaluation / Eligibility Report. To be completed by OT.
- TIP (Teacher Information Page).

B1. The following forms must be completed and sent to the Interlocal office for a re-evaluation with a new IEP written. Forms will be sent to office by primary provider.

- TIP (Teacher Information Page)
- Medicaid reimbursement form. Parents sign at meeting.
- Doctor Rx form
- Updated student Medicaid Form.
- Notice for Evaluation or Re-Evaluation. To be completed prior to evaluation by school psychologist.
- Evaluation Eligibility Report. To be completed by OT.
- Notice of meeting. To be completed by Primary Provider.
- Annual IEP.
- Notice for ID Change and Request for consent (Placement Form).
Probably to be completed by school psych or Primary Provider.

2. Outline of specific duties in the completion of an OT evaluation when student already has an IEP and does not qualify for OT:

- OT notifies team the evaluation is complete.
- Primary Provider sets up meeting to discuss results of evaluation and sends Notice of Meeting.
- Primary Provider creates amended IEP record on WebKIDSS
- OT adds evaluation results to health and physical
- The following forms must be completed and sent to Interlocal office. The following forms will be sent in by the primary provider.
 - Notice of Meeting. To be completed by Primary Provider.
 - Amended IEP
 - Notice for ID Change and Request for Consent (Placement Form)
Occupational therapy will state on the placement form that the student does not meet eligibility criteria for occupational therapy services. Other team members will note any other changes that occur at this same time.
 - Notice for Evaluation or Re-Evaluation (Permission to Test). To be completed prior to evaluation by school psychologist.
 - Evaluation / Eligibility Report. To be completed by OT stating the student does not qualify for OT.
 - TIP (Teacher Information Page).

When a student does not have an IEP.....

Outline of specific duties in completion of OT evaluation process when student does not have an IEP, and the evaluation includes multiple disciplines (i.e. academic, speech, etc.). This also applies to evaluations in which speech is primary.

- OT and all other team members that are completing evaluations notify the team the evaluation is complete.
- Primary Provider sets up meeting to discuss results of evaluation and sends Notice of Meeting.
- Primary Provider creates new IEP record on WebKIDSS
- All team members that complete evaluations add their evaluation results to their IEP sections
- If student qualifies for a particular service, that provider will add goal(s), and service time to the IEP.
- Primary Provider or School Psych adds other information on IEP (i.e. demographics, dates, etc.)
- The School Psych or Primary Provider will complete and send in forms as per Initial Evaluation checklist.