

AWSSC HANDBOOK

2015-2016

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ADAMS WELLS SPECIAL SERVICES COOPERATIVE

BELIEFS AND MISSION

The following belief statements express our fundamental convictions, values, and character:

WE believe:

- Do the right thing.
- Do it for the right reasons.
- Do it with the right people.
- Do it at the right time.
- Do it in the right order.
- Do it with intensity.
- Do it for the right results.

The MISSION of the Adams Wells Special Services Cooperative is:

Bringing Dreams Within Reach

AUTISM SPECTRUM DISORDER

AWSSC services for students with Autism are highly structured and focus on the academic, social, emotional, and vocational areas. Programs for these children are very individualized. Students are placed with their general education peers to the greatest extent possible. A continuum of services is offered from consultation to full-time support.

LANGUAGE OR SPEECH IMPAIRMENT

The Adams Wells Special Services Cooperative provides services for individuals ages 3 through 21 with communication handicaps. These services include diagnostic evaluation and therapy for articulation, language, voice, fluency, and other severe communication deficits.

EARLY CHILDHOOD

Programs for three, four, and five year olds with disabilities are offered through Adams Wells Special Services Cooperative. The focus of the early childhood program is social/emotional development, as well as communication, cognitive, adaptive and physical development. A continuum of services is offered from consultation to full-time and self-contained classes.

EMOTIONALLY DISABLED

The program for students who are emotionally disabled is highly structured and focuses on social, emotional and behavioral needs of students as well as academics. Students are taught to evaluate the effectiveness of their behaviors, to develop skills to meet their psychological needs. By developing more responsible coping behaviors they can have more control over their lives. A continuum of services is offered from consultation to full-time and self-contained classes.

DEAF/HARD OF HEARING

AWSSC provides educational programs for students with hearing impairments ages 3-21. These programs focus on increasing student independence and communicative abilities in social/emotional development, physical development, and cognitive/academic learning. The programs are designed to implement teaching procedures that are individualized to the unique needs of each student while emphasizing academic, communication, and personal strengths. A continuum of services is offered from consultation to full-time and self-contained classes.

SPECIFIC LEARNING DISABILITY

Students with learning disabilities are provided with a continuum of services available in each of the six corporations. An emphasis is placed on meeting student needs in the least restrictive environment.

MILD COGNITIVE DISABILITY

Services for students with mild mental disabilities emphasize services in the least restrictive environment with the major focus on academics, social, behavioral, and vocational areas. A continuum of services is offered from consultation to full-time and self-contained classes.

MODERATE and SEVERE COGNITIVE DISABILITY

Classes for students with moderate, multiple, and severe mental disabilities are located through AWSSC in age appropriate public school settings. Emphasis at the elementary level is primarily on functional academics and self-help skills. The middle and high school level continues to emphasize functional academics with an additional component of community-based instruction. Vocational activities help to promote successful transition to the work environment. A continuum of services is offered from consultation to full-time and self-contained classes.

ADAMS WELLS SPECIAL SERVICES COOPERATIVE

POLICY OF NON-DISCRIMINATION ON THE BASIS OF DISABILITY Section 504 of the Rehabilitation Act of 1973 American's with Disabilities Act (ADA)

It is the policy Adams Wells Special Services Cooperative (AWSSC) to provide a free and appropriate public education to all disabled students ages 3-21, and to not discriminate against any otherwise qualified individual with a disability, in admission or access to, or treatment or employment in, any program or activity sponsored by the Cooperative.

It is the intent of the Cooperative to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services.

Inquiries regarding compliance with these policies may be directed to:

North Adams Community Schools

625 Stadium Drive
Decatur, IN 46733
Phone 260-724-7146
Fax 260-824-4777

Northern Wells Community Schools

312 N. Jefferson Street
Ossian, IN 46777
Phone 260-622-4125
Fax 260-622-7893

Adams Central Community Schools

222 W. Washington Street
Monroe, IN 46772
Phone 260-692-6151
Fax 260-692-6192

Bluffton-Harrison Metropolitan Schools

805 E. Harrison Street
Bluffton, IN 46714
Phone 260-824-2620
Fax 260-824-6011

South Adams Schools

1075 Starfire Way
Berne, IN 46711
Phone 260-589-3133
Fax 260-589-2065

Southern Wells Community Schools

9120 South 300 West
Poneto, IN 46781
Phone 765-728-5537
Fax 765-728-8124

ADAMS WELLS SPECIAL SERVICES COOPERATIVE

POLICY ON LEAST RESTRICTIVE ENVIRONMENT

The Adams Wells Special Education Cooperative (AWSSC) believes that all children can and should be educated in the least restrictive environment (LRE). The least restrictive environment is based on the concept of normalization which maintains that people with disabilities should be treated as any other individual regardless of their disability. The least restrictive environment is different for each student. To the maximum extent appropriate, students will be educated with their nondisabled peers in academic, nonacademic and extracurricular activities. Removal of students from the general education environment occurs only if the nature and severity of the disability is such that education in general education classes using supplementary aids and services cannot be satisfactorily achieved. The case conference determines the placement of the student. The student's placement is based on the student's needs as reflected by the IEP, is reviewed at least annually, and is in the school that the student would normally attend unless the IEP requires some other arrangement. Consideration is given to any potential harmful effect on the student and the quality of services.

A continuum of services from providing modifications, consultation, collaboration, team teaching and direct services is available to each student. For some students, a more restrictive placement such as increased direct services or a self-contained program may be necessary. Therefore, AWSSC believes that it is important to provide a continuum of services for children according to each student's individual needs.

ADAMS WELLS SPECIAL SERVICES COOPERATIVE

CHILDFIND RESPONSIBILITIES

Policy:

This public agency establishes, maintains, and implements written procedures that ensure the location, identification, and evaluation of all students three (3) years of age, but less than twenty-two (22) years of age, and who are in need of special education and related services, regardless of the severity of their disabilities, including students who:

- a. Reside within the boundaries of the Northern Wells, Bluffton-Harrison MSD, Southern Wells, North Adams, Adams Central, and South Adams Schools;
- b. Attend a non-public school, are served by an agency, or live in an institution located within the jurisdiction of the public agency;
- c. Are homeless as defined at 511 IAC 7-32-46;
- d. Are wards of the state;
- e. Are highly mobile students, including migrant students; and
- f. Are suspected of being students with disabilities in need of special education even though they are advancing from grade to grade.

Procedures:

Furthermore, the Adams Wells Special Services Cooperative, in meeting child find responsibilities:

1. Accepts referrals from all agencies;
2. Accepts referrals from parents;
3. Annually informs local physicians about AWSSC's responsibility to serve preschool children;
4. Annually informs all major child care providers about the referral process;
5. Annually informs all health departments about the referral process;
6. Annually screens the speech and language of children at Headstart sites and selected preschools;
7. Accepts referrals from private schools; and
8. Annually provides referral information to local elementary schools.