

The School District of Washington, in accordance with the Individuals with Disabilities Education Act (IDEA), provides services to parentally-placed private school students including, home schooled students with disabilities. Services and funding is apportioned through nonpublic school consultation in accordance with federal, state and local guidelines. Program components and length of services available are directly tied to the funding apportioned.

Program Goal and Guiding Purpose

It is the purpose of this program to provide effective intervention to students with disabilities as identified under the IDEA in order to reduce the achievement gap between students with disabilities and their non-disabled peers.

Student Child Find and Eligibility

The School District of Washington will continue to utilize appropriate child find activities in order to identify students within our district boundaries who have disabilities. Evaluation procedures will be applied to students identified as disabled under IDEA and continued eligibility will be reviewed in accordance with federal, state, and local procedures on a triennial basis unless otherwise needed or requested by the district, private school, and/or parent.

Individual Service Plans (ISPs)

Under the *Equitable Services Provided (34 CFR 300.138)* provision only specific services to be provided by the Local Education Agency (LEA) are required. Individual Service Plans (ISPs) therefore, will be developed and reviewed at least annually for those students accessing and attending special education and related services offered through the School District of Washington. ISPs will be developed based upon the services being accessed and are reflected in the Present Level of Academic and Functional Performance (PLAFP), ISP goals, and ISP services.

District services will be offered in accordance with the ISP team and the professional recommendations relating to time and frequency in order to achieve set goals. Mention of other services provided may be appropriate and documented in the Present Level of Academic and Functional Performance (For example, private school services, private service providers outside of school, etc).

Case management services will be available for all eligible students grades K-12. These services will include mention of nonpublic services provided in the Present Level of Academic and Functional Performance (PLAFP) and listing of the recommended goals and services by the public school.

Attendance

In order to appropriately and effectively develop service plans, provide services, and measure progress related to Individual Service Plans (ISPs) the student must regularly attend those services in which their parent has agreed to access and the student is eligible to receive. Regular attendance is defined as

weekly in conjunction with the services outlined on the ISP, with the exception of illness and/or special circumstances. Chronic attendance issues can result in discontinued services and the public school attendance procedures will apply to after school programming.

Special and Related Services

Parentally – placed private school and home schooled students have choices in accessing services through The School District of Washington. Students and their parents may determine that accessing services during the day better accommodates the need of the individual. Services available during the day include speech and/or language services, Occupational Therapy, Physical Therapy as well as academic or specially designed Instruction. Services accessed during the school day are subject to district schedule and the student will attend services at the school in which he/she would attend if enrolled in the public school. Changes in this guideline are considered on an individual basis and determinations are made with respect to the caseloads of the building service providers. ***The schedule of services must also correspond to the dates in which after school services are provided in accordance with proportionate share expenditure guidelines.*** Students accessing services during the day in one or more of these categories cannot also access these services after school.

On-site services at a neutral location on the student’s private school campus will be available, although the number of available spots will be limited. On-site services will include speech and/or language services and literacy intervention services. Students selected to receive ISP services on-site will be determined based upon requests made by the student’s parent(s) or private school. A needs-based scoring guide has been developed to aid the designated coordinator for SDOW in determining students with the highest need. The needs based assessment will be reviewed semesterly. Provision of ISP services on-site will require parent permission.

All services options are available to individuals choosing after school services.

Model of Intervention

The School District of Washington plans the services model for participating families under the advisement of multiple stakeholder groups. Stakeholder data collection not only includes nonpublic agency consultation but tutor and patron consultation data as well. Please consider participation in future informational sessions, surveys, and engagement groups. Questions and/or thoughts regarding programming can be directed to Paula Kopmann and Adam Fischer, Special Services Program Coordinators for Parentally Placed Private School and Homeschooled Students by email or phone. The Special Services Office phone number is 636-239-5162 or email Paula.Kopmann@sdowmo.org or Adam.Fischer@sdowmo.org.

Consistent with our goal, it is the intention of the School District of Washington to provide a high quality of service options that research shows has the highest effect in closing the achievement gap between students with disabilities and their non-disabled peers. Services should reflect the following instructional practices:

- Highly targeted instruction at a level to challenge the student
- Explicit and systemic skill-based instruction
- Small group instruction
- Immediate and corrective feedback
- Instruction in foundational and/or underlying skills related to reading, math, or language

Research-based intervention is commonly broken into a tiered approach. Our after school model is based on the same model utilized in the School District of Washington. The basis is that intervention instruction is supplemental in nature and is not designed nor should it replace core curriculum instruction delivered in general education (Tier 1).

- Tier 1 General Education: An effective model of intervention begins with high quality, effective core instruction that addresses the needs of most students. This instruction includes whole group and small group instruction that is differentiated for the individual learners. This takes place in the general education classroom at the student's private or home school. Typically the majority of the students are able to achieve at this level scoring between the 35th and 50th percentile [or higher] on district and/or school assessments.
- Tier 2 Supplemental Education: Some students require additional instructional support to master core curricular goals. This population of students typically receives small group instruction ranging from 15 to 45 minutes, two to five days per week. This level of intervention is implemented at the private or home school and is not the same as special education for students identified under IDEA. If a student identified under IDEA can be served in this model, they may no longer be eligible for special education or related services.
- Tier 3 Individualized Education: Typically only 5% or less of the population requires this level of intervention. This level is characterized by the intensity of the intervention not necessarily the group size, amount of time, or frequency of time spent in the intervention. The "how" of intervention delivery is determined based on the individual needs and the intervention should meet the requirements of "quality intervention" by research standards.

Determination of Service Location

Washington Senior High School or Washington West is the location for students in grades 9 through 12. Washington West Elementary will be used to serve students K through 8 congruent with the private school model. Specific building locations for delivery of services will be reviewed annually and

determinations will be made based on the overall operations of the district. The location of services for students attending during the school day will be based upon the following:

- Type of services the student needs
- Caseload of service providers
- Location of service providers participating in nonpublic services
- Resident public school of attendance
- Proximity of parentally-placed private school

Contact Information

These staff members can be contacted for assistance with student referral, process, and service questions.

Paula Kopmann, Special Services Program Coordinator for Early Childhood and Elementary, Board of Education Building (636) 239-5162 or paula.kopmann@sdownmo.org

Adam Fischer, Special Services Program Coordinator for Secondary, Board of Education Building (636) 239-5162 or adam.fischer@sdownmo.org

Teana Leslie, Administrative Assistant to the Psychological Examiners, Board of Education Building (636) 231-2830 or teana.leslie@washington.sdownmo.org