

Overview of Exceptional Child Education Placement

I. Child Find (707 KAR 1:300)

Exceptional Child Education (ECE) Child Find refers to the identification of students with potential disabilities. Child Find and ECE services are guided by the Individuals with Disabilities Education Act (IDEA), state laws, regulations and JCPS ECE Procedures.

ECE Child Find applies to the following children and youth:

- ages 3-21 years old
- resides in a home, facility or residence in Jefferson County
- attends a private school located in Jefferson County
- either in or out of school
- may need special education and related services

Components of Child Find

A. Response to Intervention (707 KAR 1:300)

- Provision of appropriate instruction, support services and interventions
- Provided in the regular education program
- Address each area of concern
 - Academic deficit (e.g., reading comprehension, math calculation, sentence and paragraph construction)
 - Behavioral deficit (e.g., making friends, following teacher directions, asking for help when frustrated)

B. Components of Referral for Evaluation (707 KAR 1:300)

- Personally identifiable information
- Current vision, hearing and communication screening
- Motor screening for student with potential Specific Learning Disability
- Written summary of appropriate interventions to address each area of concern including analyzed data for each intervention
- Educational history consisting of information regarding grades, attendance, retention, and support programs
- Current status including all areas of concern in relation to similar age peers

Who can complete a Referral for Evaluation?

- Parent
- Teacher
- Other professionals
- Any concerned individual

The Admission and Release Committee (ARC) Acts on the Referral - 707 KAR 1:320, Section 3(1)

ARC membership includes:

- ARC Chairperson
- Parent
- Regular Education Teacher of the child
- Special Education Teacher of the child
- Psychologist as appropriate
- Related Service Personnel as appropriate
- Other persons as needed

C. Eligibility Determination (707 KAR 1:310)

Two major questions:

Does the student have a disability under one of more of the categorical areas of disability as defined by IDEA, KY Administrative Regulation?

- Deaf Blindness
- Developmental Delay
- Emotional-Behavioral Disability
- Hearing Impairment
- Mild Mental Disabilities
- Functional Mental Disability
- Multiple Disabilities
- Other Health Impaired
- Orthopedic Impairment or Physically Disabled
- Specific Learning Disability
- Speech or Language Disability
- Traumatic Brain Injury
- Visual Impairment

Is the progress of student impeded to the extent that the educational performance is significantly and consistently below the level of similar age peers?

- Educational performance includes academic, social and functional performance
- The students displays unique differences that warrant specially designed instruction to ensure access to the general education curriculum

D. IEP Development (707 KAR 1:320)

The ARC develops the IEP consisting of the following components:

- Present Levels of Academic and Achievement and Functional Performance
- Measurable Annual Goals, Methods of Measurement, Benchmarks/Objectives
- Specially Designed Instruction
- Supplementary Aids and Services
- Assessment Accommodations
- Program Modifications and Supports for School Personnel

- Placement Description including Special Education and Related Services and Least Restrictive Environment
- Extended School Year Services
- Post-Secondary Transition Services
- Age of Majority

E. Placement (707 KAR 1:350)

To the maximum extent possible, students with disabilities are educated with students who are not disabled. The continuum of services includes:

- Full Time General Education with Co-Teaching
- Part Time General Education, Part Time Special Education
- Full Time Special Education Environment
- Special School
- Home instruction
- Hospital instruction

F. Implementation of IEP

The IEP is implemented and reviewed at least annually.

II. Service Delivery

JCPS offers each service model listed below. The grid indicates if a service model is offered in all schools in a given grade grouping.

Service Model offered in JCPS	All Elementary	All Middle	All High
Full Time General Education Co-Teaching	X	X	X
Part Time General Education, Part Time Special Education	X	X	X
Full Time Special Education – Learning and Behavior Disorders (DD, SLD, MMD, OHI, OI or PD)		X	X
Full Time Special Education – Emotional Behavioral Disabilities		X	X
Full Time Special Education – Moderate to Severe Disabilities (FMD, MD)			
Special School			
Special Class Programming <ul style="list-style-type: none"> • Autism • Hearing Impairment • Orthopedic Impairment/Physical Disabilities • Visual Impairment 			

Note: The location of all special class programs are listed on the JCPS Website

III. ECE Placement Specialist

Role of the ECE Placement Specialist

- Provide ECE procedural guidance by serving as Admission and Release Committee Chairperson or supporting school based ARC Chairpersons
- Assist ARC in special class placement consideration
- Assist ARC in transition to and from Alternative School programming
- Assist ARC in transition to and from State Agency School
- Assist ARC in application of Manifestation Determination
- Support school/parent by request

ECE Placement Specialist Services

- Total 13 ECE Placement Specialists
- Each school is assigned an ECE Placement Specialist

IV. Consideration of Location for Special Classes

- Review location current special classes, review disability census per school
- Note any principal concerns
- Identify incoming special class preschool students, identify rising 5th graders
- Calculate number of special class units needed per each elementary transportation cluster according to student needs (LD special class, EBD special class, FMD/MD special class, Social/Communication special class, Hearing Impaired special class, Visually Impaired special class)
- Given census, identify units to close, units needed to open
- Explore transportation capabilities to varied school sites with Rick Caple and transportation captains
- Given transportation availability to school sites, explore available classroom space via walkthroughs with Mike Rueff and Ralph Stephens (explore spaces currently not used as standard classroom)
- Discuss potential changes with Area Assistant Superintendents
- Contact principals

V. ECE Contacts

Director of Special Education:	Terry Ray (x8500)
Lead Psychologist:	Dr. Joe Bargione (x6052)
Coordinator of ECE Programs:	Dr. Naomi Brahim (x6270)
Coordinator of Placement:	Kathy Whitehead (x3215)
Ad. Specialist Early Childhood:	Mike Murphy (x6033)
Administrative Specialists:	Tricia Bronger, Todd Elder, Angelique Scherer (x3279)