



San Juan School District

Special Education Services

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Special Education Child Find/Referral Public Notice

San Juan School District is committed to provide special education and related services to eligible students with disabilities. In order to do so, we are actively engaged in Child Find activities to locate and identify eligible students with disabilities.

Special Education Referral Procedures

When a parent or staff member suspects a student may have a disability, the following referral procedure is implemented:

1. Teachers implement research-based and/or peer-reviewed interventions and provide documentation of the results on the Student Intervention Profile to be reviewed by a school team which includes a general education teacher, the building principal, and others as necessary.
2. Note: Interventions may not be used to substantially delay an evaluation for eligibility.
3. The referring person completes and signs a referral form. If school personnel are making the referral, attach documentation of contacts with the parents about the concerns regarding the student's educational performance.
4. The Student Intervention Profile, accompanying data, and the referral form are given to the principal, who reviews this existing data on the student and determines if the referral should go forward for a full evaluation to determine if the student has a disability and is eligible to receive special education services. This review of existing data and evaluation determination is conducted in collaboration with the Special Education Director. If it is decided that the evaluation should take place, the principal assigns a staff member to oversee/conduct the evaluation. If the referral is not going to result in a full evaluation, the principal and the assigned case manager send the parent a written prior notice of refusal to take the action of conducting an evaluation.

Special Education Response to Intervention (RTI) Public Notice

A Response to Intervention (RTI) approach is used for all students suspected of having a Specific Learning Disability in San Juan School District. This includes students who are not achieving adequately for the student's age or State-approved grade-level standards, or are not making adequate progress toward the grade level expectations in one or more of the areas of specific learning disability - oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving. Parents are informed of the right to request an evaluation for eligibility at any time if they suspect their student has a disability, and of the State's policies regarding the amount and

nature of student performance data that will be collected, the general education services that are provided, and strategies for increasing the student's rate of learning. Documentation that parent received this information is in the student's file.

Response to Intervention (RTI) is defined as "the practice of providing high-quality instruction and intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions." (NASDSE, 2006, p. 5) Response to Intervention (RTI) should be fully implemented as an instructional practice within the school prior to use of the data from a response to scientifically based intervention as part of eligibility determination of a Specific Learning Disability.

San Juan School District relies upon the following Response to Intervention (RTI) Core Principles:

1. We can effectively teach all children.
2. Intervene early (because it is more efficient than waiting until problems become severe).
3. Use a multi-tiered model of service delivery.
4. Use a problem-solving method to make decisions within a multi-tiered model.
5. Use research-based, scientifically validated interventions/instruction to the extent available.
6. Use data to make decisions.
7. Use assessment for three different purposes (screening, diagnostics, and progress monitoring).

(National Association of State Directors of Special Education, Inc., "Response to Intervention Policy Considerations and Implementation," 2006.)

Special Education Multi-Tier Process and Progress Monitoring Public Notice

All San Juan School District schools communicate regularly with families. Families are provided information that describes the multi-tiered process so they understand that students will receive instructional supports based on their instructional needs. Progress-monitoring data is shared with families on a regular basis so they are aware of their child's performance and progress in the general curriculum.

San Juan School District system supports include leadership, problem-solving teams, data management systems, coaching and collaboration, professional development, and measures of fidelity in place to ensure effective implementation. Schools implementing Response to Intervention (RTI) understand that effective instructional practices depend on the availability of a variety of system supports. System supports facilitate collaboration within grade levels, content areas, and across the school; the effective use of data for decision making; and ongoing professional learning. System supports also ensure that instructional programs and interventions are used with fidelity (i.e., implemented in the manner in which they were intended for the desired results to be achieved).

San Juan School District's ABCs of Education

This model has been developed with input from various stakeholders and is our model of education in San Juan School District. We firmly believe that this model incorporates the most research-based approaches in our relentless pursuit of the moral imperative...Student Learning!

