

Mequon-Thiensville School District

NOTICE OF CHILD FIND ACTIVITY

The school district has a duty to locate, identify, and evaluate all resident children with exceptional education needs, regardless of the severity of their disability. The school district has a special education screening program to locate and screen all children with suspected disabilities who are residents of the district and who have not graduated from high school. The school district locates and screens children in the following groups: children below school-entry age; children entering school for the first time; children currently enrolled in public and private schools; all transfer pupils, school-age children who are eligible to attend school but who are not attending school and who are residents of the district. Upon request the school district will screen any child to determine whether a special education referral is appropriate. Such a request may be made by contacting Michelle Ferris, Director of Student Services at (262) 238-8501, or by writing her at 5000 W. Mequon Road, Mequon, WI 53092

Preschool child find is done through the early developmental project, a community based model, of child find. Preschool screenings are done on an district-wide and individual basis. When there is reasonable cause to believe a child has a disability, the child is referred for evaluation by the school district IEP team. Developmental screening will be part of the kindergarten screening. The Mequon-Thiensville Preschool Team offers screenings for three and four year old children whose parents or care providers have concerns about a child's speech/language, cognitive, social/emotional, and/or motor skill development. This screening is part of local efforts of Child Find, a component of the Individuals with Disabilities Education Act (IDEA), that requires local communicates to identify, locate, and evaluate young children with disabilities, who are in need of early intervention or special education services. The screening is a service for Mequon-Thiensville School District families and takes place at the Mequon-Thiensville School District, Egelhoff Conference Room, two or three times per year (Fall, Winter, Spring).

The screening team includes speech pathologists, occupational and physical therapists, as well as preschool psychologist and special education teachers. Information will also be collected to help the screening around the child's development, preschool experiences, and medical history.

In addition to our developmental screening, we offer monthly speech screenings at our district office as part of child find supports. The speech screening is for any community student where the parent, caregiver, and/or school staff has concerns around a child's speech development. Please contact our district office of Student Services and Special Education at 262-238-8514 for more information.

A parent or a physician, nurse, teacher at a state or county residential facility, psychologist, social worker, or administrator of a social agency who has reasonable cause to believe that a child brought to him or her for services is a child with a disability has a legal duty to report the child to the school district in which the child resides. Before referring the child, the person making the referral must inform the child's parent that the

referral will be made. The referral must be in writing and must include the reason why the person believes the child is a child with a disability. When the district receives the referral, after obtaining the parent's consent, it will appoint an IEP team to evaluate the child for eligibility for special education. A referral for special education evaluation of a child residing in the school district may be sent to Michelle Ferris at the school district address indicated above.

Many educational opportunities are available in the community for children with disabilities. The school district provides special education and related services for children ages 3 to 21 with cognitive disabilities, orthopedic impairments, other health impairments, autism, traumatic brain injuries, visual impairments, hearing impairments, speech and language impairments, learning impairments, and emotional disturbances. The county board provides special education and related services for children with disabilities ages birth to three. The school district offers special education and related services for children ages three through five with significant developmental delays.

The school district maintains pupil records containing personally identifiable information gathered during screening for each child referred for IEP evaluation. The school district maintains pupil records in the interest of students to assist in providing appropriate educational experiences. All records directly related to a student and maintained by the school district are pupil records. With limited exception, these records are confidential. Pupil records include records maintained in any way including, but not limited to, computer storage media, video and audio tape, film, microfilm, microfiche. Records maintained for personal use to a teacher and not available to others and records available only to persons involved in the psychological treatment of a child are not pupil records. The school district is to maintain, as part of the pupil records of a child with a disability, parental consents for special education evaluation; parental consents for placement in special education, any data used by IEPs to reach decisions, such as evaluation reports; the reports developed by IEP team members; individualized education programs (IEP's); placement offers; medical prescriptions required to substantiate any health treatment services provided by the district, medical evaluations, if used to substantiate determination of a disability; and any other records required under subchapter V of Chapter 115, Wisconsin Statutes.

The school district maintains several classes of records. "Progress records" include records of grades, the courses the child has taken, the child's attendance record, immunization records, and records of extra-curricular activities. Progress records must be maintained for at least five years after the child ceases to be enrolled. "Behavioral records" include such records as psychological tests, personality evaluations, records of conversations, any written statement relating specifically to the pupil's behavior, tests relating specifically to achievement or measurement of ability, physical health records, and other pupil records that are not "progress records." Behavioral records may be maintained for no longer than one year after the child graduates or otherwise ceases to be enrolled, unless the parent specifies in writing that the records may be maintained for a longer period of time.