

# **IDAHO SCHOOL FOR THE DEAF AND THE BLIND**

## **REFERRAL AND ADMISSION PROCESS**

The Idaho Bureau of Educational Services for the Deaf and the Blind (IBESDB) is established under Section 33-3401 of Idaho Code with the purpose of providing supplemental educational services to local districts throughout the state of Idaho. This includes the ability to provide direct educational services through a residential campus program, hereafter identified as the Idaho School for the Deaf and the Blind (ISDB) for students with hearing and vision loss, as defined by Section 33-3401 et. seq. of Idaho Code, who have been referred by their local district (LEA) and placed by their IEP or 504 teams for free and appropriate educational services in residential or day programming at the ISDB campus.

### **Eligibility Criteria for ISDB Campus program**

Children between the ages of 3 to 21, who have an established hearing or vision loss that qualifies them for special education or a 504 Plan, live in the state of Idaho, and are not able to be provided an appropriate education in the local district settings, may be considered for enrollment in the ISDB campus program.

Out of state students may be considered on a space available basis if a letter of agreement between the out of state district of residence is agreed upon and signed by IBESDB that clarifies the responsibilities of ISDB and the district of residence, as well as the tuition cost the out of state district would be required to pay.

Reasons for referral may include, but are not limited to, a need for:

- Services unique to deaf or hard of hearing, or blind or visually impaired students which are not readily available in the local district;
- More intensive language and communication development than readily available in the local district;
- Assistive technology devices not available in the local district;
- Greater array of auditory or visual support services;
- Social skill development
- Transition planning to post-school outcomes

Reasons for denial of admission may include, but are not limited to:

- IEP team (originating at the LEA) decides student can be appropriately and adequately served within the LEA and determines the Least Restrictive Environment (LRE) lies within the district
- Behavioral issues that outweigh the hearing or vision loss needs, such as:
- Unpredictable assaultive behavior and/or pattern of predictably assaultive behavior directed toward authority figures or peers
- Dangerous to self (self-abusive behaviors) and/or peers
- Mental disorders or severity which require close medical/psychiatric interventions
- Documented history of severe behaviors in prior school, educational or institutional setting
- Documented use and abuse of Drugs and/or alcohol.
- Student requires ongoing, one-to-one, supervision to protect self and/or others from harm

## **Referral and Admission Process for students served in the LEA**

1. If ISDB campus services are being considered:
  - a. The local district (LEA) is the single point of entry for educational services within the ISDB campus programs. All students must be referred through their home districts. This applies to out-of-state referrals as well.
  - b. The LEA contacts the IESDB Outreach Consultant, IESDB Outreach Director, or ISDB Director of Education to address questions about services and programs available at ISDB. Upon request, the LEA will provide documentation for the student for ISDB review.
  - c. If ISDB is considered for placement, it is highly recommended that parents/guardians and prospective student schedule a campus visit with the ISDB Director of Education.
2. For referral to ISDB Campus services:
  - a. The LEA schedules the IEP/504 team meeting, including ISDB administrative personnel. (For children in age 3 yrs transition to school services, the Infant Toddler Program representative from the Department of Health and Welfare will be involved in initiating and participating in, the team meeting with the LEA.

- i. Prior to meeting, upon ISDB request, the LEA provides documentation of existing academic, psychological, discipline, medical and social evaluation reports, and current eligibility report and IEP/IFSP/504. The ISDB reviews the records to establish potential eligibility.
  - b. The /IFSP/IEP/504 team, including ISDB personnel, meets to develop an IEP and determine appropriate placement.
    - i. If the student is not currently served by an IEP or 504 Plan, the LEA will conduct proper assessments and meetings to establish special education or 504 plan eligibility and develop the IEP or 504 Plan before referral to ISDB can be considered. ISDB personnel and/or IESDB Outreach personnel can be included on the LEA team to develop the IEP or 504 Plan.
- C. If additional evaluations are required:
  - i. ISDB will assist the LEA with appropriate no-charge assessments, including the determination of needs for assistive technology devices, for a student who has hearing and/or visual impairment. If the assessment is offered at the ISDB Campus, and should the LEA choose for the assessment to be conducted at ISDB Campus, transportation, room and board will be provided to the student and parents/guardians by the LEA. Upon completion of an evaluation, a written report from ISDB will be furnished to the LEA and the parents/guardians.
- D. Within the IEP or IEP amendment meeting, if the LEA IEP team decision is to place a student in the campus program at ISDB, placement will commence within 15 calendar days unless alternative agreement is requested by the IEP Team.
- E. The LEA will provide a letter of referral to ISDB for the student, as well as any other student files/ records requested by ISDB.
- F. The LEA will amend student's IEP to reflect the change in placement, and any other service changes made in the meeting, as needed.
- G. ISDB provides parent/guardian with the ISDB Enrollment packet.
- H. Note: Commencement of placement at ISDB may have to be delayed if ISDB Enrollment packet is not returned to the Director of Education by the parent/

guardian with all necessary information and required documents (as listed in the Packet) in a timely manner, and to the satisfaction of all departments relevant to the student.

- i. IF the student is currently a Home School or Private School student:
- ii. ISDB directs parent/ guardian and prospective student to:
  - a. Contact the Special Education Director in the student's district of residence (LEA) to begin the assessment and identification process for special education or a 504 Plan.
  - b. Make an appointment to visit the campus program, bringing along education and assessment records.
  - c. The LEA and parent/ guardian follow the Referral and Admission Process for Students from an LEA (above).(Note\* The placement decision remains under the IEP process and placement at ISDB is not guaranteed.)

3. Transportation arrangements for students placed at the ISDB campus program:
  - a. ISDB provides transportation from pick up points in regions of the state designated by ISDB to and from the ISDB campus (via bus, van, or commercial airlines, etc.)
    - i. Daily for day students who live in local areas served daily as determined by ISDB
    - ii. Weekly for residential students who stay in the cottages during the school week
  - b. The home district (LEA) provides for transportation to and from the student's home to the ISDB designated local pick up point (via bus, van, or in lieu of transportation mileage payments to parents/guardians, or relatives, etc.)

## **After Admission to ISDB**

1. ISDB is responsible for the costs of educational and related services for a student placed in the campus program as outlined on the student's IEP, with the exception of the LEA transportation responsibilities outlined in previous section.

2. For a campus student, including students served in the preschool program on the ISDB campus, ISDB will schedule and hold the future Eligibility and IEP or 504 meetings, inviting all required members of the team, including the LEA representative.
3. ISDB, the LEA, or parents of a student enrolled in ISDB services may at any time request to convene an IEP team to review the student's placement. All parties involved shall receive proper written notice.
4. If ISDB is considering ESY eligibility, an invitation to an IEP team meeting will be given to the LEA, prior to determination. If a student who is enrolled full-time on the ISDB campus is determined to be eligible for extended school year (ESY) services, the LEA will provide such services. ISDB will assist the LEA by providing materials, equipment, or assisting with the development of appropriate goals and benchmarks for ESY services.
5. If a campus student becomes a threat to self or others during school-related or residential-related activities, ISDB may initiate action to suspend or expel the student consistent with the IDEA and state rules and regulations. ISDB shall notify the LEA of every suspension or expulsion. The LEA in which the student resides will become responsible for services for the student who is expelled.
  - a. A student who is enrolled in ISDB's campus program may be eligible under federal law to be placed in an interim alternative educational setting imposed by ISDB's Administrator or a hearing officer. ISDB is responsible to provide FAPE
6. For any student discontinuing educational services from ISDB, either for placement back to the original LEA, another LEA, or graduation, procedures outlined in the Idaho Special Education Manual that meet state and federal requirements will be followed.

## **Admission to ISDB Cottage Life Program**

Students who meet the eligibility criteria for ISDB campus services and are placed for educational services at ISDB by their IEP team may be considered for admission to the Cottage Life Program. Admission is determined by the Cottage Life Admissions Committee, consisting of the IESDB Administrator, the Director of Student Life, and the Director of Education.

Admission is based on the following criteria:

1. Student possesses behavior compatible with Cottage Life programming and activities, based on data gathered from the LEA and IEP team, treatment providers, and parents/guardians.
  - a. Students ineligible due to behavior criteria include those who demonstrate:

- i. Unpredictable assaultive behavior and/or a pattern of predictable assaultive behavior directed towards staff and/or peers.
  - ii. Behaviors dangerous to self.
  - iii. Mental disorders of severity requiring close medical/psychiatric interventions.
  - iv. Behaviors requiring intensive 24-hour treatment programs.
  - v. Documented use and abuse of Drugs and/or alcohol.
2. Student's medical needs are such that they can be accommodated by health services routinely provided in a school setting.
3. Student possesses sufficient cognitive and self-help skills to independently perform age appropriate daily living tasks, which include, but are not limited to: bathing, grooming, dressing, feeding, toileting, and the ability to maintain an assigned room and living area.
  - a. If the student does not have these age appropriate skills presently, and the ISDB Cottage Life Admissions Committee judges that the student demonstrates the potential to develop the above functional skills, the student may be considered for an evaluative cottage life placement.
    - i. If, after the evaluative placement (up to 45 days), the student demonstrates the above minimum requirements, placement in the Cottage Life program will continue.
    - ii. If, after the evaluative placement (up to 45 days), the student does not show reasonable growth toward developing above listed functional skills, the ISDB Cottage Life committee may either terminate the cottage placement or continue the evaluative period.
4. Student lives outside the ISDB daily bus routes.
  - a. A current ISDB student living within the ISDB daily bus route service area in the Magic Valley may be considered for part time or full time Cottage Life admission, based on the following criteria:
    - i. Appropriate cottage space is available.
    - ii. The student will participate in an established, school-sponsored activity, and may only stay in the cottage during the timeframe of such activity/season (i.e. interscholastic sports with a middle school or high school ISDB team), and/or

- iii. The student's secondary transition needs are best met by part or full time participation in Cottage Life Programs, and/or
- iv. The student's needs require equitable access to an after-school program, and/or
- v. Cottage placement provides the best opportunity for a stable learning environment.
- vi. Students not meeting the above criteria, but presenting with special circumstances, may appeal to the Cottage Life Admissions Committee, and subsequently to the IESDB Board.