

***High Plains Educational
Cooperative***

***Policies, Practices,
and Procedures***

***Adopted by the Board of
Directors***

February 18, 2010

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Documentation of High Plains Practices Child Find/General Education Interventions and Evaluation/Eligibility

HPEC Mission Statement

“High Plains Educational Cooperative will assist and support the member districts in providing educational services which will maximize opportunities for all children to live, learn, and work in society.”

Background:

- The Cooperative supports 17 member districts in screening and identifying students with exceptionalities and in providing appropriate educational supports in the least restrictive environment.
- One hundred sixteen professionals are employed by HPEC including School Psychologists, Speech Clinicians, Gifted Facilitators, Early Childhood Teachers, Interrelated Teachers, Adapted PE Teachers, Occupational Therapists, Audiologist and Physical Therapists. Two hundred and twenty Para educators are also employed to help support children with educational needs.
- The Cooperative supports over 1200 students on IEPs.

Guiding Beliefs and Practices of High Plains

- ◆ All children can learn. Children with disabilities are entitled to a free appropriate public education.
- ◆ IDEA: High Plains follows and complies with the laws and regulations regarding the education of children with disabilities as outlined by the federal law and state regulation.
- ◆ NCLB: High Plains follows and complies with the regulations set forth in No Child Left Behind.
- ◆ High Plains believes in putting children first. Decisions are made based on what is in the best interests to the child.
- ◆ Consumer Based/Family Friendly Service: We believe that parent involvement is paramount to being successful in the classroom. We ask parents to speak at the beginning of the meeting so we may address their concerns.
- ◆ LRE: Students need to be educated in Least Restrictive Environment.
- ◆ Authentic Assessment: Evaluation and assessment is based on the curriculum used by general education. Use of standardized testing including IQ testing is not required or needed for placement. Authentic assessments help to make comparisons of the disabled student to their general education peers. We look at the strengths of the student and what the “next steps” would be given where they are currently functioning.

- ◆ Evidence Based Practices: Use of strategies, programs and skills that have been peer reviewed and recommended.
- ◆ Noncategorical Placement: Although each of our students is classified into a categorical group for eligibility and parents are informed of the category, we do not use the category for classroom placement of children. We have no self-contained classrooms for specific categories. Interrelated teachers' caseloads are based on identified children regardless of their disabilities. Therefore an interrelated teacher may have a number of children with a variety of disabilities.
- ◆ Inclusion: We believe that students learn best when educated with their peers to the extent possible. Children learn from each other. Highly qualified teachers in the general education classroom provide appropriate instruction in core content. Incidental learning is often an added bonus for children with disabilities when they are in the general education classroom.
- ◆ Multi-tiered System of Support (MTSS): High Plains supports its member districts in the use of MTSS. High Plains worked collaboratively with our superintendents and Netchemia to develop a web based system to assist schools in documenting MTSS. The Individual Learning Plan (ILP) is based on the three-tier model of MTSS. Ideas for adaptations and interventions are an integral part of the ILP. These adaptations and interventions are evidenced based practices.
- ◆ Early Intervention: By intervening early when a student begins to struggle in school it may be possible to provide an appropriate education setting that meets the needs of the student. We believe in early intervention through the use of a Multi-tiered System of Support (MTSS).
- ◆ Support schools in meeting Adequate Yearly Progress (AYP): We will assist schools with meeting AYP for all students including special education students. All special education students will take state assessments.
- ◆ Collaboration and Team Involvement: Collaboration and teaming are considered major components in developing and delivering the services of IEPed children.
- ◆ Problem Solving Model: Intervention and IEP teams use the problem-solving model.
- ◆ Data Driven Decision Making: Team decisions and service decisions for children with disabilities are based on data. Data collection, and progress monitoring provide the foundation from which decisions are made.
- ◆ Continuous Improvement Focus: It is the belief of High Plains that we can always improve. We focus on what needs to happen next and how to best provide services to our children. We believe in "thinking outside the box" and looking at new innovations and initiatives to improve the rate of success for our students.
- ◆ Opportunities for Staff Development: High Plains provides staff development on a regular basis. We believe that if we want our staff to improve in their teaching and practices, and to continue to be life long learners we need to provide high quality staff development aligned with our beliefs and practices.
- ◆ Support for New Teachers: High Plains provides New Teacher Academies for

all new staff. We also provide a mentor to each new teacher for their first year. Some teachers may be assigned a mentor for the second year on an as needed basis.

- ◆ Support for Reading Instruction: Approximately 85% of students with IEPs have a goal for reading. We support the local districts' reading programs; provide staff development, and support of local districts through matching Targeted Improvement Program (TIP) funds to improve reading at the district level.
- ◆ Transition Services: Transition services will be provided to students beginning at age 14. We support community based instruction and work-study for our students in order to help them become more employable and live independently.
- ◆ Web-Based IEPs: High Plains supports a web-based IEP system to assist staff with writing and maintaining IEPs for students.
- ◆ Standards Based Goals: High Plains supports districts in achieving AYP. IEP goals are written based on the state standards, in particular the low performance indicators as determined by the state assessment.
- ◆ Natural Settings: Preschool children are best served in the setting they would normally be in with their same age peers.
- ◆ Routines Based Implementation: Services need to be embedded within the normal daily routines for the child to the extent possible.

Child Find:

What is child find?

- ◆ Procedures ensuring the early identification of students enrolled in public school including screening and intervention for students ages 5-21.
- ◆ Child find in Kansas involves a screening process for children from birth to age 5, and a general education intervention process for children from kindergarten through age 21. School in conjunction with parents use these processes to locate, evaluate, and identify children who may need special education and related services. Children in need of special education services should be identified as young as possible. This includes children who are suspected of having a disability even though they are advancing from grade to grade. The earliest possible identification of educational or behavioral concerns will diminish the impact of the concerns on the child's education.

First step in child find is to provide information to the public regarding the availability of special education services for children with exceptionalities, including procedures for accessing these services. **K.A.R. 91-40-7(d) Each board, at least annually, shall provide information to the public concerning the availability of special education services for exceptional children, including child find activities conducted by the board.**

- ◆ Public notice is to be provided at the beginning of the school year and repeated annually.

- ◆ Public notice may be provided through a variety of methods, i.e. newspaper articles, radio, TV announcements, letters to patrons, flyers posted in childcare programs, health departments and/or doctors' offices.
- ◆ Best practices: Public notice of Child Find should be found in local school handbook, calendar, and/or websites.

Child find applies to children in private schools in your district as well as migrant and homeless children suspected of having a disability even though they continue to advance in the school system. **K.A.R. 91-40-7(a)** Each board shall adopt and implement policies and procedures to identify, locate, and evaluate all children with exceptionalities residing in its jurisdiction, including children with exceptionalities who meet any of the following criteria:

(1) Attend private schools; (2) are highly mobile, including migrant and homeless children; or (3) are suspected of being children with disabilities even though they are advancing from grade to grade.

High Plains Educational Cooperative supports a web based Individual Learning Plan (ILP) that may be accessed by member district administration through our web site at www.highplainsed.com. Information regarding recommended processes in implementing child find using a multi-tiered system of support is identified under the MTSS link on the above web site. Documentation of communication with private schools within our service area is on file with the Director of High Plains Educational Cooperative.

Screening for Child Find

Birth to Three:

Screenings for birth to three are handled through Russell Child Development and Arrowhead West for our catchment area. At age three children are transferred from Part C of IDEIA to Part B of IDEIA at which time services will be re-evaluated and team decision made whether or not to continue services. For further assistance or parent information and training contact Families Together.

Contacts:

Russell Child Development Center
714 Ballinger
Garden City, KS 67846
620-275-0291

Arrowhead West, Inc
P.O. Box 1417
1100 East Wyatt Earp
Dodge City, KS 67801
(620) 277-8803

Families Together Inc.
1518 Taylor Plaza
Garden City, KS 67846
620-276-6364

Three to Five:

The early childhood special education teacher and/or speech pathologist will follow up with a screening using an appropriate screening protocol when a child is referred. Referral for screenings are made to High Plains Educational Cooperative early childhood teachers by doctors, school nurses, teachers, and parents. If the screening warrants further investigation a referral will be made to the school psychologist to contact the parents and set up a comprehensive evaluation for the child. Specific instruments are listed in Appendix B of this document. Vision and hearing are generally tested by the school nurse.

Five to 21: For school age children, the policy and practice of High Plains is to follow the state's MTSS policy and procedures. This involves a three-tier model with appropriate interventions at each tier. HPEC will comply with the state recommendations regarding MTSS. **K.A.R. 91-40-7(b)** Each board's policies and procedures under this regulation shall include age appropriate screening procedures that meet the following requirements:

- (1) For children younger than five years of age, observations, instruments, measures, and techniques that disclose any potential disabilities or developmental delays that indicate a need for evaluation, including hearing and vision screening;
- (2) for children from ages five through 21, observations, instruments, measures, and techniques that disclose any potential exceptionality and indicate a need for evaluation, including hearing and vision screening as required by state law; and
- (3) implementation of procedures ensuring the early identification and assessment of disabilities in children.

High Plains procedures and practices for MTSS for Children K-Age 21

Kansas supports the use of school wide MTSS for providing general education intervention. The system is designed on a three-tier system of both academic and behavior support. (See illustration.). Using the MTSS model, students are provided support at varying levels depending on their needs. MTSS places an emphasis on providing the intensity of instructional support in proportion to the presenting needs of children through methods of analyzing child data, implementing scientifically research-based interventions and monitoring child progress.

At any time during MTSS, the team responsible for planning and implementing the interventions has three decisions that may be made:

- Continue the intervention and monitor child progress
- Change or modify the intervention and monitor child progress
- Change or modify the intervention, monitor child progress, and carry the child into initial evaluation

MTSS: Explanation and Illustration

Key points of MTSS:

- ◆ We can effectively teach all children
- ◆ Intervene early
- ◆ Multi-tiered model of support
- ◆ Use problem solving for decision making
- ◆ Use of evidenced based interventions
- ◆ Monitor student progress to guide instruction
- ◆ Use of data to make decisions
- ◆ Parents can request an evaluation, however, intervention under a multi-tiered system will still take place

Multi-tiered Model of Support

ACADEMIC SYSTEMS

TIER 3 Intensive, Individual Interventions

- Individual students
- Assessment-based
- High intensity
- Of longer duration

TIER 2 Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 Core Instructional Interventions

- All students
- Preventive, proactive

BEHAVIORAL SYSTEMS

TIER 3 Intensive, Individual Interventions

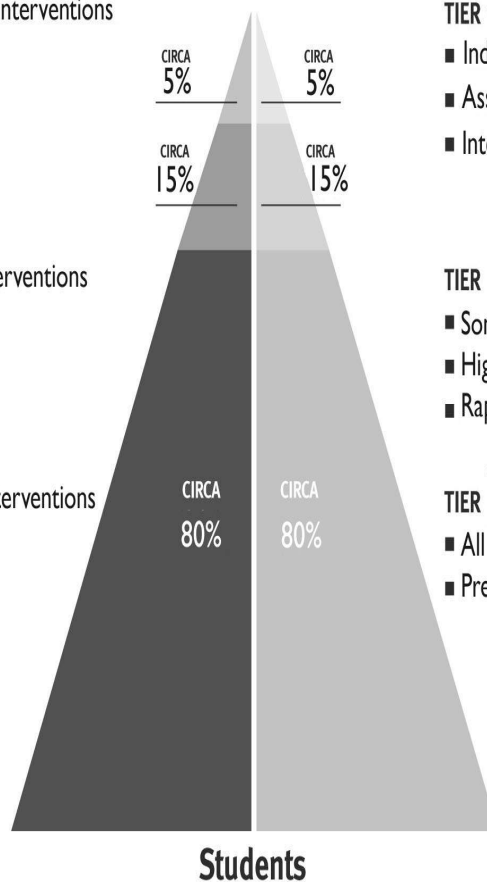
- Individual students
- Assessment-based
- Intense, durable procedures

TIER 2 Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 Core Instructional Interventions

- All settings, all students
- Preventive, proactive



What Does TIER I Look Like?

- ◆ Differentiated Instruction
- ◆ Accommodations
- ◆ Adaptations
- ◆ Extra Time
- ◆ Re-teach
- ◆ Multi-sensory presentations
- ◆ Tiered assignments
- ◆ Cooperative learning groups
- ◆ Differentiated Instruction
- ◆ Changes within the classroom environment

What Does Tier II Look Like?

- ◆ Evidence based interventions
- ◆ Small group
- ◆ Individual instruction
- ◆ One to one assistance
- ◆ Additional time and practice on specific skills
- ◆ Re-teach/corrective teaching direct instruction
- ◆ Cooperative learning groups
- ◆ Prescriptive teaching
- ◆ Problem solving by a team
- ◆ ICEL (instruction, curriculum, environment, learner)
- ◆ Action plan and data collection
- ◆ Data-driven decisions

What Does Tier III Look Like?

- ◆ Team decisions based on data
- ◆ Specially designed instruction
- ◆ More intense
- ◆ One to one or small group
- ◆ Prescriptive programming
- ◆ Additional time to work on specific skills deficits
- ◆ Continuum of services provided

Responsibilities of General Education and Special Education

Tier I:

General education responsibilities at Tier I:

- ◆ Appropriate core instruction
- ◆ Scientifically validated curriculum
- ◆ Differentiated curriculum
- ◆ Accommodation/adaptation for all students
- ◆ School wide support programs
- ◆ Documented activities to help all students to ensure success

- ◆ Universal screenings, such as maps, dibels, etc.
- ◆ Assessment results are shared with parents
- ◆ Involvement of parents

Special Ed responsibilities at Tier I:

- ◆ Problem-solving activities
- ◆ Consult with general education

Tier II

General education responsibilities at tier II:

- ◆ Supplemental instruction using targeted evidence based interventions
- ◆ Problem solving through a team approach to assist targeted students
- ◆ Involvement of parents
- ◆ Documentation through the ILP, (Individual Learning Plan)
- ◆ Intervention plan put in place with progress monitoring
- ◆ There is no rule of thumb for a timeline
- ◆ The areas(s) of concern and the nature of the interventions attempted will be the determining factors
- ◆ The team will develop a plan that includes a timeline appropriate for each student

Special Ed responsibilities at Tier II:

- ◆ Collecting and analyzing data
- ◆ Modeling and coaching around instructional strategies
- ◆ Consultation with general education to develop intervention plans, and/or complete ILP (Individual Learning Plan)

Tier III

General Education responsibilities at Tier III:

- ◆ Intensive instruction using targeted evidence based interventions (layered services above and beyond supplemental)
- ◆ Continued problem solving with a team
- ◆ Involvement of parents
- ◆ Diagnostic assessment with sensitive time bound measurements
- ◆ If it appears that the interventions involve intense or sustained resources, or if the team suspects the child may have an exceptionality, the team must make a referral for an initial evaluation

Special Ed responsibilities at Tier III:

- ◆ Assist with diagnostic assessment with sensitive time bound measurements
- ◆ Modeling and coaching around instructional strategies
- ◆ Consulting and collaborating with general education to provide appropriate instruction
- ◆ Providing intensive instructional strategies for students for a limited time as described and documented in the ILP (Individual Learning Plan)

For further information regarding MTSS at the local district level, contact the building principal.

Referral

Kansas regulations provide additional information, which describes when a school may refer a child for an initial evaluation.

School has data based documentation that strategies would be inadequate to address the concerns for the child.

School has data based documentation that indicates that prior to, or as a part of the referral the following were met:

- The child was provided appropriate instruction that was delivered by qualified personnel
- The child's academic achievement was repeatedly assessed at reasonable intervals, which reflected formal assessment of the child's progress during instruction
- Assessment results were provide to the child's parents; and
- The assessment results indicate an evaluation is appropriate

Schools may refer a child for a Special Education evaluation if one of the following conditions are met **K.A.R. 91-40-7(c)** Any board may refer a child who is enrolled in public school for an evaluation if one of the following conditions is met:

(1) School personnel have data-based documentation indicating that general education interventions and strategies would be inadequate to address the areas of concern for the child.

(2) School personnel have data-based documentation indicating that before the referral or as a part of the referral, all of the following conditions were met: (A) The child was provided with appropriate instruction in regular education settings that was delivered by qualified personnel. (B) The child's academic achievement was repeatedly assessed at reasonable intervals that reflected formal assessment of the student's progress during instruction. (C) The assessment results were provided to the child's parent or parents. (D) The assessment results indicate that an evaluation is appropriate.

(3) The parent of the child requests and gives written consent for, an evaluation of the child, and the board agrees that an evaluation of the child is appropriate.

The following information needs to be submitted in a written document such as an Individual Learning Plan (ILP) or a Student Intervention form to the School Psychologist prior to referral for Special Education:

- _____ A description/documentation of parent involvement
- _____ The reason for referral which describes the concern in comparison to peers
- _____ Baseline data of concern area
- _____ Plan(s) for intervention
- _____ Progress monitoring of at least 3 data points over 6-9 weeks
- _____ Examples and descriptions of all interventions implemented and results
- _____ Review of records
- _____ Collection of existing data (i.e. Kelpa, Star, State Assessment, Maps)

Special Education Evaluation Procedures and Practices

An initial evaluation involves the use of a variety of assessment tools and strategies to gather relevant functional, developmental and academic information to assist in determining if the child is eligible for special education. There is a two-prong test for eligibility:

1. whether the child is a child with an exceptionality (disability or giftedness); and
2. by reason thereof, has a need for special education and related services

Referral for Initial Evaluation

Referrals for initial evaluations may come from an early childhood screening, a Part C Infant-Toddler Program, a General Education Intervention Team, parents or a self-referral from an adult student. School age children participate in general education intervention prior to referral. Schools must have data-based documentation of repeated assessments of achievement at reasonable intervals, that indicate the instruction and educational interventions and strategies presented to the child in the general education setting were not adequate and indicate a need for an evaluation for special education.

Upon referral for an initial evaluation, the school psychologist or the speech pathologist will provide parents a list of rights available to parents of exceptional children. **K.A.R.**

91-40-26(d)(1) The agency shall be required to provide a parent with a copy of the procedural safeguards available to parents only one time during each school year, except that a copy shall also be provided to the parent in the following circumstances: (1) Upon initial referral of the child for an evaluation or upon parental request for an evaluation;

Special education personnel will also provide Prior Written Notice to the parents describing the evaluation and the procedures that will be used to gain information about the child. At this time a parent interview is conducted and permission is gained to evaluate the student. A list of assessment instruments can be located under Appendix B of this document.

K.S.A. 72-986(b) An agency shall provide notice to the parents of a child that describes any evaluation procedures such agency proposes to conduct. In conducting the evaluation, the agency shall:

(1) Use a variety of assessment tools and strategies to gather relevant functional, developmental and academic information, including information provided by the parent, that may assist in determining whether the child is an exceptional child and the content of the child's individualized education program, including information related to enabling the child to be involved, and progress, in the general education curriculum or, for preschool children, to participate in appropriate activities;

(2) not use any single measure or assessment as the sole criterion for determining whether a child is an exceptional child or determining an appropriate educational program for the child;

(3) use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors; and
(4) in determining whether a child has a specific learning disability, not be required to take into consideration whether the child has a severe discrepancy between achievement and intellectual ability, and may use a process that determines if the child responds to scientific, research-based intervention as part of the child's evaluation.

Schools consider each referral and general education intervention data to determine which assessments and other evaluation measures may be needed to produce the data needed to meet the requirements of eligibility determination (K.A.R. 91-40-8(e)(1); 34 C.F.R. 300.305(c)). The evaluation team is comprised of the parents of the child, not less than one regular education teacher of the child, not less than one special education teacher of the child, a representative of the local education agency, an individual who can interpret the instructional implications of evaluation results, at least one person qualified to conduct individual diagnostic examinations of the child and at the discretion of the parent or agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate. (K.S.A. 72-962(u); K.A.R. 91-40-11(a); 34 C.F.R. 300.321; 34 C.F.R. 300.308) **K.S.A. 72-986(c)(1) Assessments and other evaluation materials used to assess a child under this section:**

- (A) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
- (B) are provided and administered in the language and form most likely to yield accurate information on what the child knows and is able to do academically, developmentally and functionally, unless it is not feasible to so provide or administer;
- (C) are valid and reliable for the specific purpose for which they are used;
- (D) are administered by trained and knowledgeable personnel; and
- (E) are administered in accordance with instructions provided by the producer of such tests;

Conducting the Evaluation

Initial evaluations must include a variety of assessment tools and strategies to gather relevant functional, developmental and academic information to determine whether the child is an exceptional child. Data must be collected to determine:

- *if the child is a child with an exceptionality;
- *whether the child needs special education and related services;
- *the educational needs of the child;
- *the present levels of academic achievement and functional performance;
- *whether any additions or modifications to the special education services are needed to enable the child to meet the measurable goals set out in the IEP and to participate in the general education curriculum. This applies to re-evals only.

During the evaluation process, the child is assessed in all areas related to the suspected exceptionality. **K.A.R. 91-40-9 (b)(1) Each child shall be assessed in all areas related to a suspected exceptionality, including, if appropriate, health, vision, hearing, social/emotional status, general intelligence, academic performance, communicative status, and motor abilities.**

K.A.R. 91-40-9(c) If a child is suspected of having a specific learning disability, the agency also shall follow the procedures prescribed in K.A.R. 91-40-11 in conducting the evaluation of the child.

School teams review the child's response to scientific, evidence-based interventions through a MTSS process. Schools also engage in other assessments to identify the child's strengths and weaknesses. Data must be collected from the five sources referred

to in Kansas as GRIOT (General Education Intervention, Record Review, Interview, Observation and Test). **K.A.R. 91-40-10(d)** Each evaluation team, in determining whether a child is an exceptional child and what the educational needs of the child are, shall meet the following requirements:

(1) The evaluation team shall draw upon information from a variety of sources, including the following: (A) Aptitude and achievement tests; (B) parent input; (C) teacher recommendations; (D) physical condition; (E) social or cultural background; and (F) adaptive behavior.

(2) The evaluation team shall ensure that the information obtained from all of the sources specified in paragraph (1) of this subsection is documented and considered.

Eligibility Determination and Documentation

At the time the evaluation is completed and the information is compiled in an Education Team Report, the team convenes to review data, determine eligibility and make an educational plan for the child. Teams must compare the data about the child to see if there is a match to one of the exceptionality categories defined in the regulations. The student must not be determined to be a child with an exceptionality if the determinant factor is lack of appropriate instruction in reading or math or limited English proficiency. To determine eligibility, High Plains uses the Eligibility Indicators, Fall 2007. **K.S.A. 72-986(e)** Upon completion of the administration of assessments and other evaluation materials:

(1) The determination of whether the child is an exceptional child shall be made by a team of qualified professionals and the parent of the child in accordance with this section; and

K.S.A. 72-986(f) In making a determination of eligibility under this section, a child shall not be determined to be an exceptional child if the determinant factor for such determination is lack of instruction in reading, including instruction using the essential components of reading instruction, math or limited English proficiency.

The evaluation must be complete within a 60 school-day timeline consistent with federal regulations **K.A.R. 91-40-8(f)**; Also consider evaluation 60 day timeline requirements at **(KAR 91-40-8(f))** and the evaluation report content requirement regulations **KAR 91-40-10(a), (e), (f)**.

If the child does meet criteria as a child with an exceptionality, the team must then consider whether or not the child needs special education and related services. Special education means specially designed instruction which requires adapting the content, methodology or delivery of instruction to address the unique needs of a child. This implies that in order to have a need for special education, the child has specific needs which are so unique as to require specially designed instruction in order to access the general education curriculum.

Teams document all assessment and eligibility determinations in an Educational Team Report (ETR). If the student is found to be an exceptional child, an Individual Education Plan is written within the body of the ETR. If the student is not found to be an exceptional child, the team develops a general education plan and the child continues in general education. ***K.S.A. 72-986(e) (2)** a copy of the evaluation report and the

documentation of determination of eligibility shall be given to the parent.

Re-evaluations:

In the case of re-evaluations the team may conduct a comprehensive evaluation or upon review of existing data determine that no additional data is needed. At High Plains this means that the team may decided to do a complete evaluation and write a new IEP or if no new data is needed they may meet, conduct an annual review, rewrite the IEP and start a new 3 year cycle. Prior written notice and permission to test or not test will be signed by the parents and parents will receive a copy of parent's rights.

K.A.R. 91-40-8(c) As a part of an initial evaluation, if appropriate, and as a part of any reevaluation, each agency shall ensure that members of an appropriate IEP team for the child and other qualified professionals, as appropriate, comply with the following requirements: (1) The evaluation team shall review existing evaluation data on the child, including the following information: (A) Evaluations and information provided by the parent or parents of the child; (B) current classroom-based, local, and state assessments and classroom-based observations; and (C) observations by teachers and related service providers.

(2) On the basis of that review and input from the child's parent or parents, the evaluation team shall identify what additional data, if any, is needed to determine the following matters: (A) Whether the child has a particular category of exceptionality or, in the case of a reevaluation of a child, whether the child continues to have such an exceptionality; (B) what the present levels of academic achievement and educational and related developmental needs of the child are; (C) whether the child needs special education and related services, or in the case of a reevaluation of a child, whether the child continues to need special education and related services; and (D) whether, in the case of a reevaluation of the child, any additions or modifications to the special education and related services currently being provided to the child are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum.

(d) The team described in subsection (c) may conduct its review without a meeting.

(e) (1) If the team described in subsection (c) determines that additional data is required to make any of the determinations specified in paragraph (2) of subsection (c), the agency, after giving proper written notice to the parent and obtaining parental consent, shall administer those tests and evaluations that are appropriate to produce the needed data.

(2) If the team described in subsection (c) determines that no additional data is needed to make any of the determinations specified in paragraph (2) of subsection (c), the agency shall give written notice to the child's parent of the following information: (A) The determination that no additional data is needed and the reasons for this determination; and (B) The right of the parent to request an assessment. (3) The agency shall not be required to conduct any additional assessments unless requested to do so by a parent.