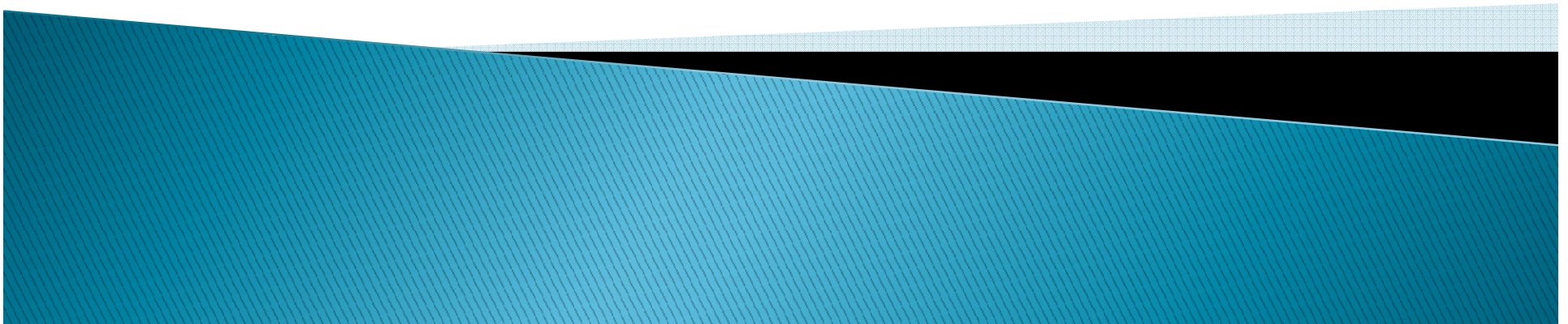


Phoenix Elementary School District

Special Education
Annual Training 2010

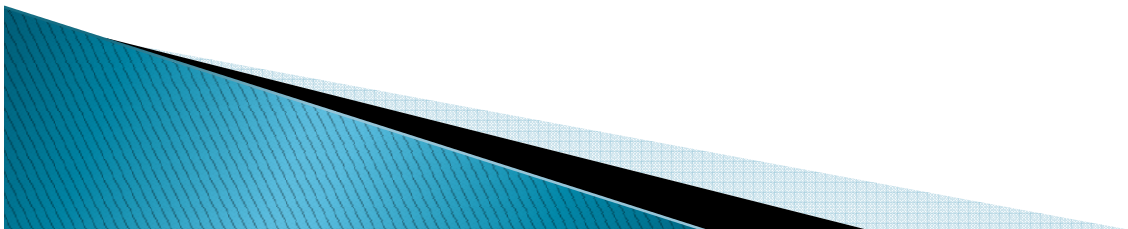


Topics to be Covered Today:

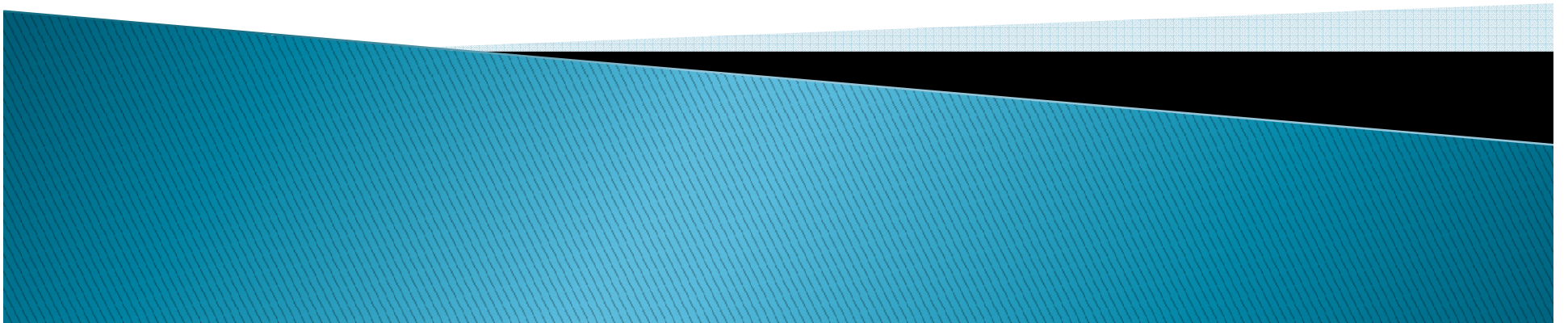
- ▶ Confidentiality
- ▶ FERPA
 - Family Educational Rights and Privacy Act
- ▶ Special Education Policies and Procedures

- ▶ Child Find
 - Birth through 2 years 8 months
 - 2 years 9 months through 8th grade

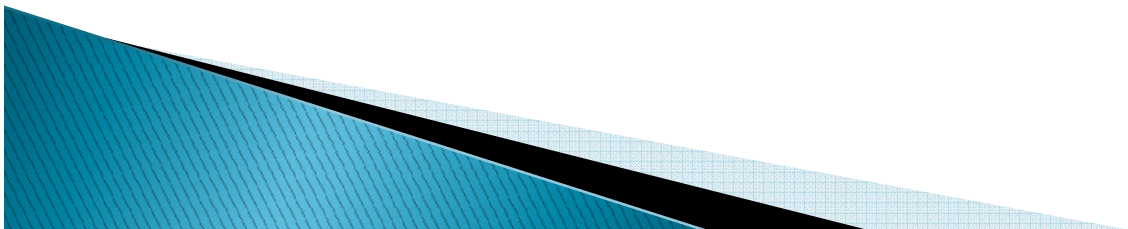
- ▶ Discipline and Special Education



Confidentiality

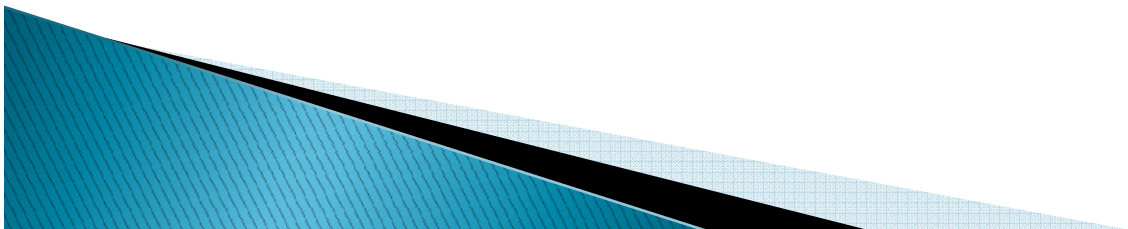


- ▶ ANY Educationally relevant information is confidential – not just special ed information
- ▶ Students may not be identified, including individual identifiers, e.g. a unique name, physical characteristic
- ▶ Information is not shared with coworkers or associates in or out of school
- ▶ It is not shared with family or friends
- ▶ Especially avoid discussion in public places

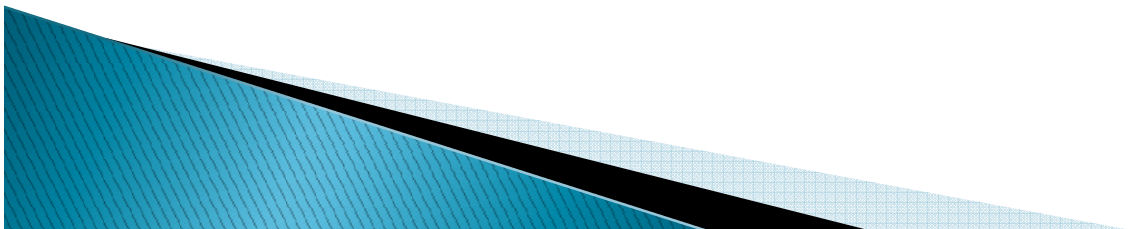


Confidentiality

- ▶ IEPs and other special education documents are to be locked in public areas, e.g. classrooms
 - IEPs may also be sent electronically. These PDF files will be password protected and must be maintained by the teacher.

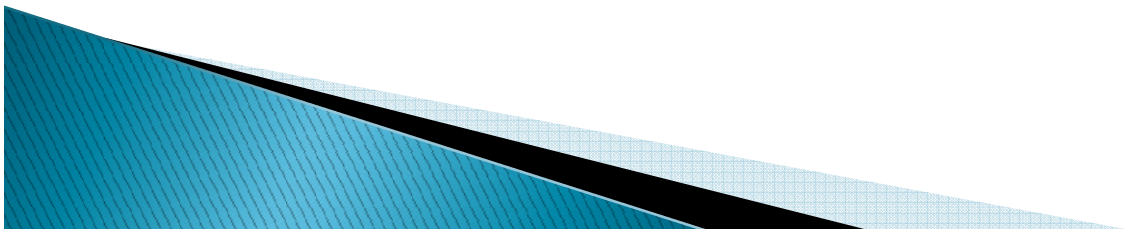


**Who has access to
information about a
student?**



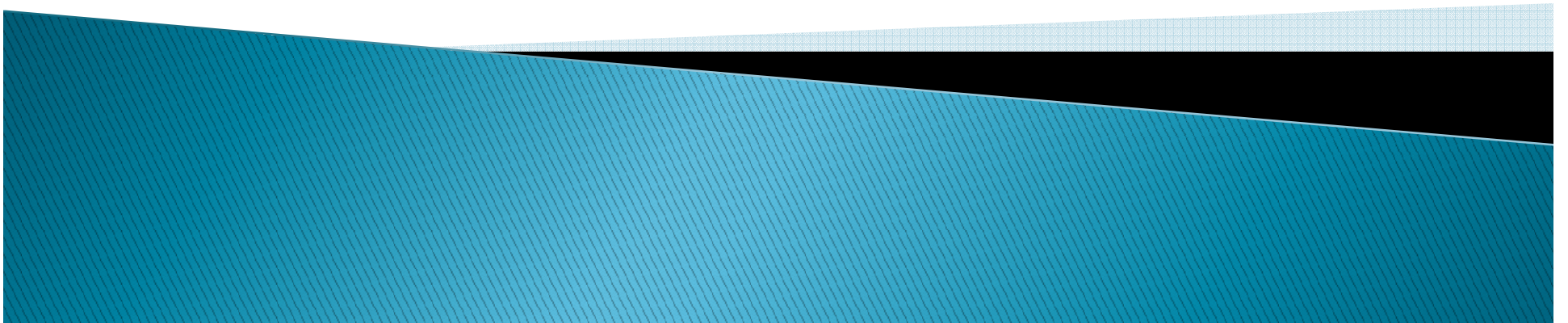
**School staff who interact
directly with the student and need
pertinent information.**

- ▶ Teachers – content, electives, clubs, athletics
- ▶ Nurses
- ▶ Administrators
- ▶ Supervising staff in duty areas
- ▶ Classified Staff – aides, bus drivers, cafeteria staff, etc.



FERPA

Family Educational Rights
And Privacy Act

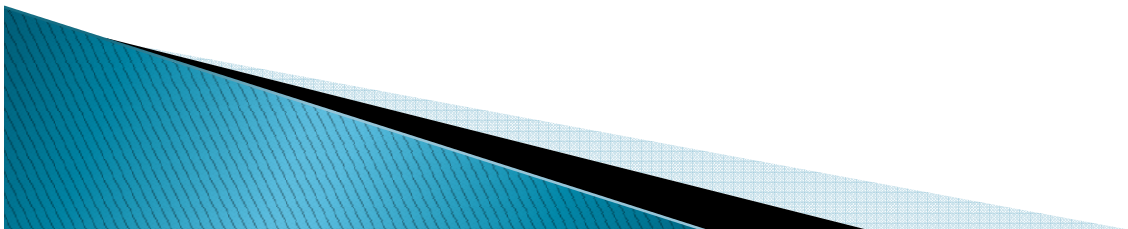


FERPA

Family Educational Rights and Privacy Act

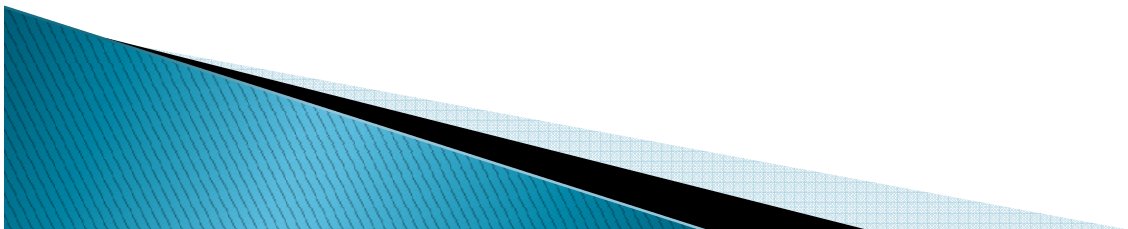
Parents have the right to access ALL educational information about their child including:

- ▶ Cumulative File
- ▶ Discipline File
- ▶ Special Education File
- ▶ Grades
- ▶ Any teacher file – **formal or informal**
 - **This also includes any emails pertaining to the student.**



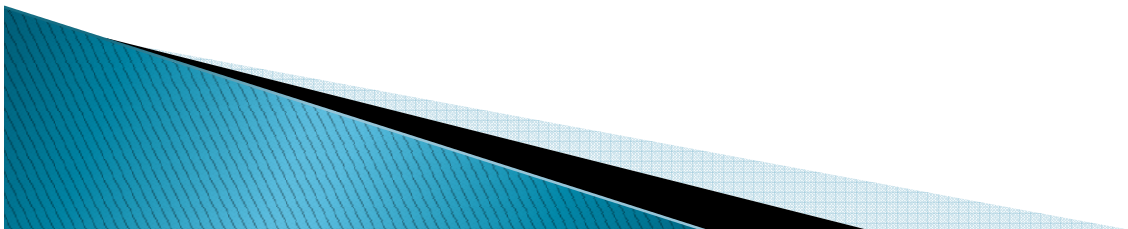
FERPA – Parents Rights

- ▶ to review or receive copies of records within 45 days of written request
- ▶ to make a written request to amend information in a student record believed to be inaccurate or misleading.
- ▶ to provide consent prior to release of information
 - EXCEPT for request from law enforcement agencies or CPS
- ▶ to file a complaint alleging school failure to comply with FERPA requirements



How do parents request information?

- ▶ Verbal request to Principal to review file or obtain copies – ask parent to put request in writing providing paper if needed
- ▶ Written request to Principal to review file or obtain copies
- ▶ **Special Education records:** Written request is sent to the Director

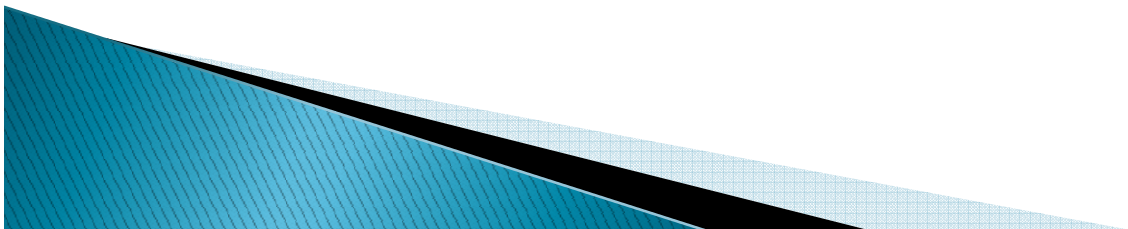


How does the school respond?

- ▶ Provide copies of requested records within 2 weeks (45 days per FERPA mandate)

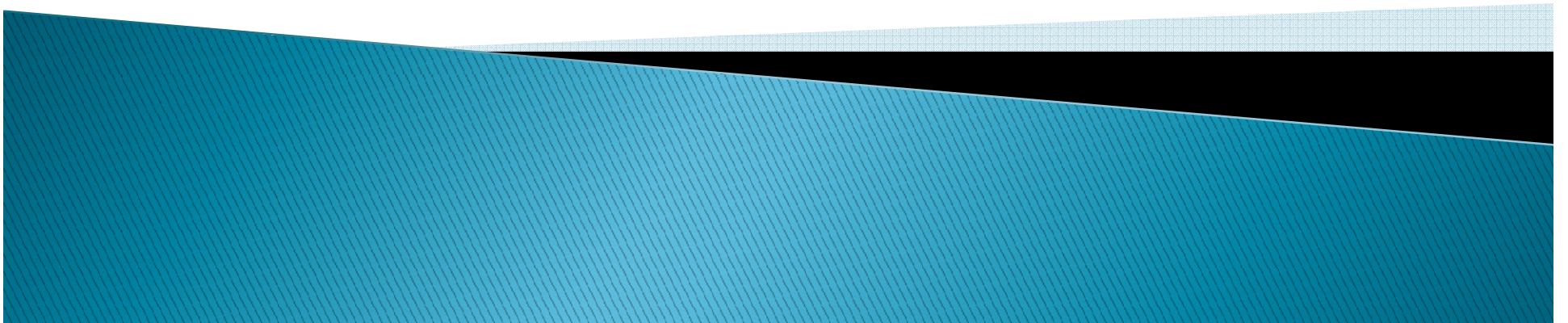
OR

- ▶ Administrative designee to review file with parent at a MUTUALLY convenient time



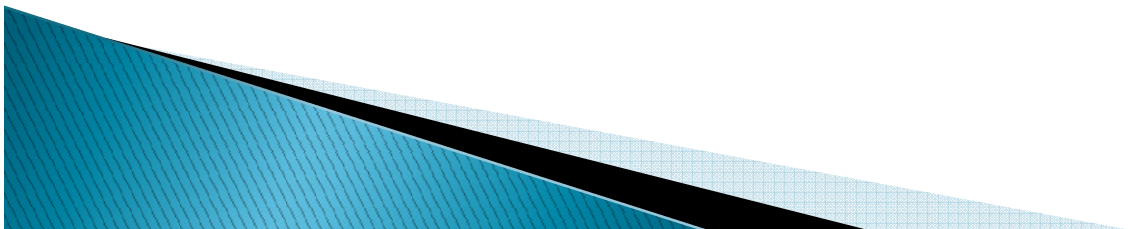
Special Education

Policy and Procedures



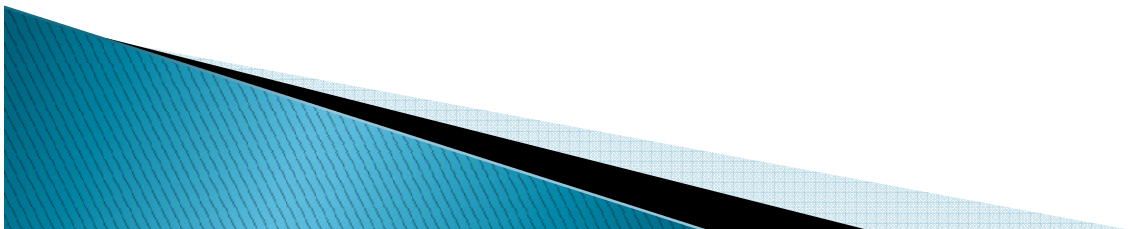
Special Education Policies and Procedures

- ▶ Copies available in Principals' or Director's Offices
- ▶ ALL certified and classified staff need to review them every year
- ▶ Documentation is maintained in the Director of Special Education's office



Who must initial a staff list that Special Education Policies & Procedures have been reviewed?

- ▶ Administrators
- ▶ Teachers
- ▶ Instructional Assistants
- ▶ Office Staff
- ▶ Cafeteria Staff
- ▶ Maintenance Staff
- ▶ Transportation Staff
- ▶ All other campus staff



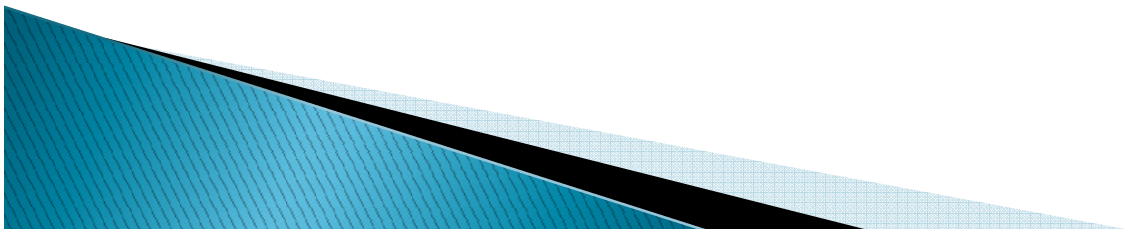
CHILD FIND – AZEIP

Arizona Early Intervention Program for
developmentally delayed children from Birth to
2 years 8 months



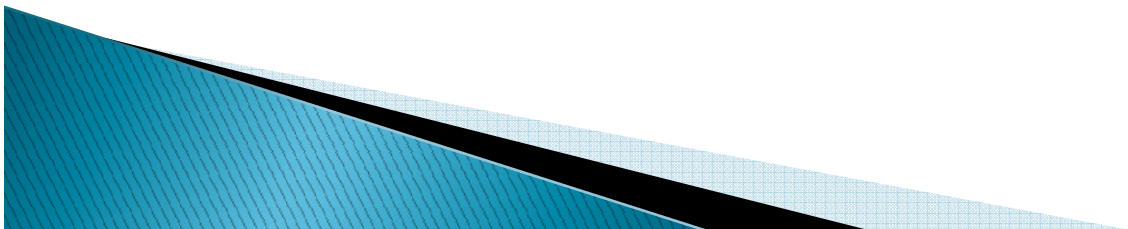
Child Find – Birth through 2 yrs. 9 mos.

- ▶ The State of Arizona provides early intervention services for developmentally delayed infants and toddlers as mandated by IDEA through AZEIP
- ▶ The District Special Education office has AZEIP contact referral information.
- ▶ The office must keep a record of and follow up all referrals using the AZEIP form.



Birth through 2 yrs. 9 mos.

- ▶ Refer the parent or inquirer to the campus Facilitator or District Special Education office
- ▶ District Special Education office will complete and FAX contact form to Maricopa County AZEIP Interim Service Coordinator
- ▶ The Special Education office contacts AZEIP Interim Service Coordinator to assure form received and parent contacted.



Child Find

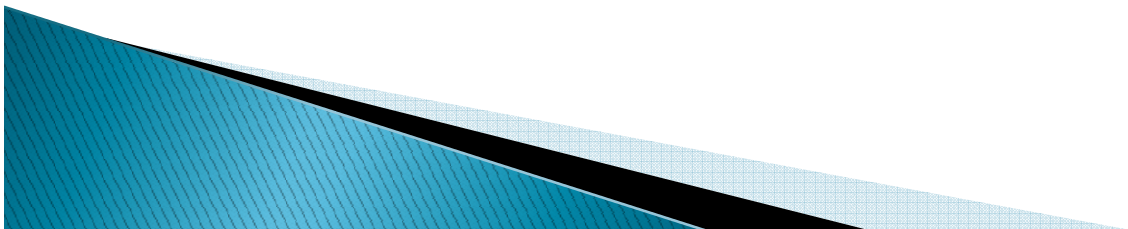
2 years 9 months through
8th grade



Child Find –

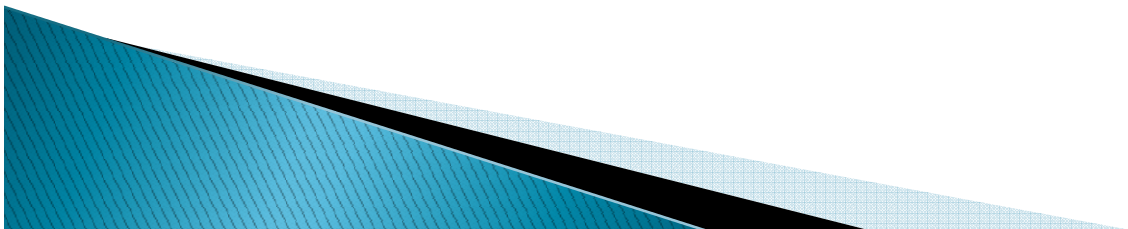
2 yrs. 9 mos. through 8th grade

Refer the parent or inquirer to their neighborhood elementary school or elementary district office. Contact the campus Facilitator or District Special Education office if assistance is needed in determining the neighborhood elementary school district.

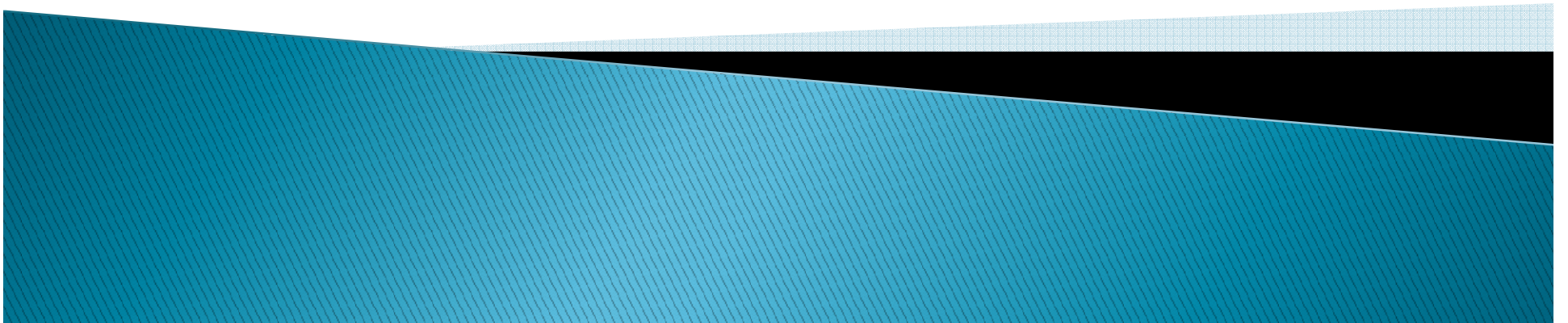


Child Find – K thru 8th grade

- ▶ Complete 45 day screening form for all students new to school (Social Workers provide training in completing the form)
 - Hearing and Vision screen
 - Teacher input
 - Special Education students DO NOT need to have this form
- ▶ If any deficits noted on the 45 day screening form, follow TAT Team procedures at your campus



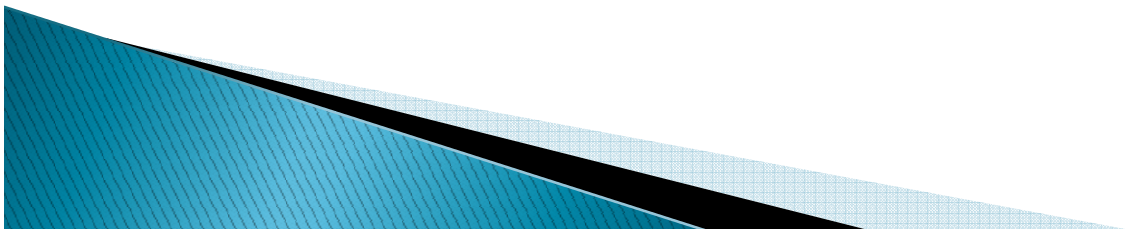
DISCIPLINE and Special Education



These rules apply to:

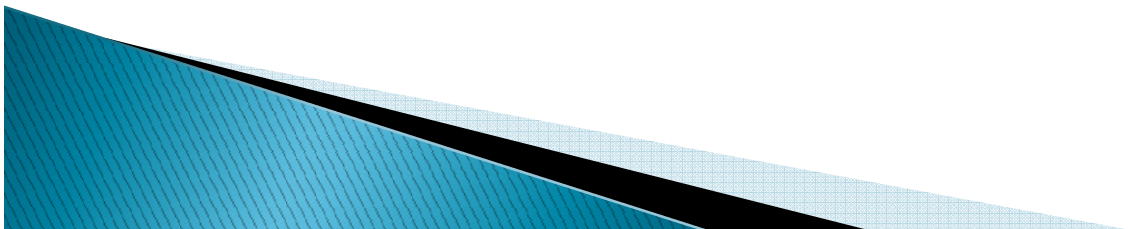
- ▶ Every student receiving special education
- ▶ Students undergoing an initial special education evaluation

* These rules also apply to students on a 504 plan



Suspensions

- ▶ Students can be suspended for NO MORE than 10 days TOTAL per school year without providing services.
 - Students assigned to ISS **MUST** be provided appropriate class work from all subject areas
- ▶ Conduct Manifestation Determination by the 9th day of cumulative suspension.
- ▶ Conduct Manifestation Determination as soon as possible for suspensions recommending 10 or more days.



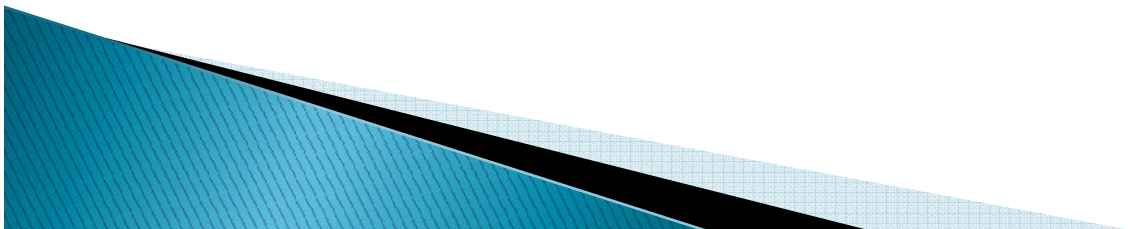
Manifestation Determination

- ▶ Administrator contacts the campus Facilitator
- ▶ The student's MET convenes to determine connection between behavior and disability.
- ▶ The MET can recommend:
 - IEP changes, e.g. modifying behavior plan
 - Change in placement
 - If no connection, school may proceed with discipline proceedings but services must be provided after the 10th day



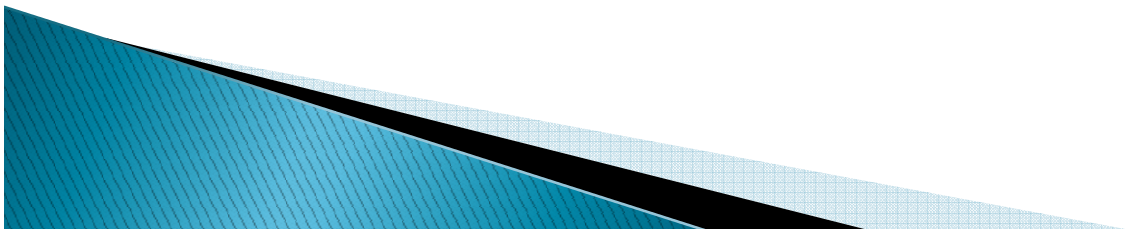
Manifestation Determination

- ▶ Failure to follow the IEP will cause the team to determine that the violation of the code of conduct relates to the disability and the student may not be long term suspended
 - * STAY PUT will apply



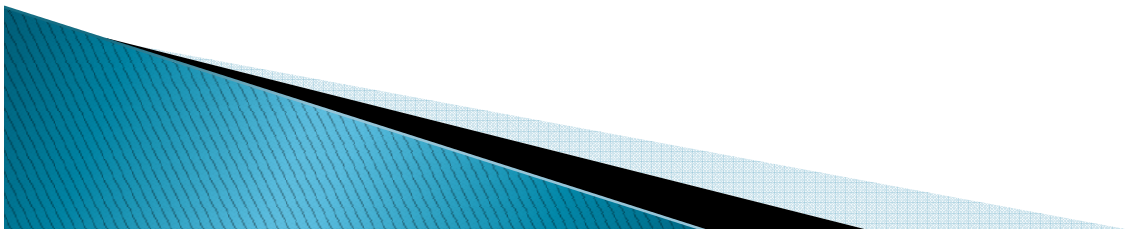
Tips to remember

- ▶ Proactively address behavior concerns/problems
- ▶ Develop positive behavior plan to address replacement behaviors
- ▶ Conduct Functional Behavioral Assessment and write Behavior Intervention Plan. Consult campus Behavior Intervention Specialist.



Questions?

- ▶ Consult:
 - School psychologist
 - School Social Worker
- ▶ Consult District:
 - Diane Wray- Director
 - Gail Harris-IEP Compliance Coordinator
 - Sharon Carpenter-Lead Psychologist



**Thank you for your time
and have a terrific year!**

Special Education Department
Phoenix Elementary District

