

Edu-Prize School – Special Education Staff Procedural Information Packet

March 2010

Staff Obligations Regarding:

1. Special Education Policies and Procedures
2. Special Education Procedural Safeguards
3. Confidentiality of Information (FERPA)
4. Child Find Procedures
5. Discipline Procedures and Special Education
6. Surrogate Parent Procedures

This guide describes your obligations regarding the topics listed.

You should read this document carefully and address any questions to the Director of Special Education at the school.

1. Special Education Policies and Procedures

The Special Education Policies and Procedures are located at the following places:

- i. the front desk of both buildings
 - ii. the Special Education Office, Bldg 2
 - iii. online at this address: <http://edu-prize.com/> (under the Online Documents sub-menu)
- Parents requesting these documents should be referred to one of these locations.
 - In addition, staff should familiarize themselves with these procedures.
 - Staff will annually sign a roster (disseminated by the Special Education Department) which confirms that they have reviewed these procedures.

2. Special Education Procedural Safeguards

The Special Education Procedural Safeguards are given to parents by the Special Education Department annually. In addition they are located at the following places:

- i. the Special Education Office, Bldg 2
- ii. online at this address:

<http://www.ade.state.az.us/ess/resources/forms/ProceduralSafeguardsNotice-English.pdf>

- Parents requesting these documents should be referred to one of these locations.
- In addition, staff should familiarize themselves with these safeguards.

3. Confidentiality of Information (FERPA)

Confidentiality of information is governed by the Family Educational Rights & Privacy Act (FERPA) and applies to all staff. **Information about students must be kept confidential.**

FERPA:

- defines education records as **all** records that schools or education agencies maintain about students
- protects paper, video and audio tape, computer media, film, microfilm, and microfiche
- includes:
 - Date and place of birth
 - Parent(s) and/or guardian addresses
 - Where parents can be contacted in emergencies
 - Grades
 - Test scores
 - Courses taken
 - Academic specializations and activities
 - Official letters regarding a student's status in school
 - Special education records
 - Disciplinary records

- Medical and health records created, collected or maintained by the school
 - Documentation of attendance
 - Schools attended
 - Courses taken
 - Awards conferred
 - Degrees earned
 - Personal information such as a:
 - Student's identification code
 - Social security number
 - Picture or other information that would make it easy to identify and locate a student
- does **not** include
- Personal notes made by teachers and other school officials that are not shared with others
 - Law enforcement records created and maintained by a school or district's law enforcement unit
- Says that parents may ask to remove all or part of the directory information on their child that they do not wish to be available to the public without their consent

- says that Directory Information may include:
 - o A student's name, address, and telephone number
 - o Information typically found in school yearbooks or athletic programs
 - o Names and pictures of participants in various extracurricular activities or recipients of awards
 - o Pictures of students
 - o Height and weight of athletes
- does not require schools to provide parents with copies of school records, unless providing copies would be the only way of giving parents access
- says that the school annual FERPA notice to parents must explain that parents may inspect and review records and that they must not be made to wait more than 45 days to review records, and inform parents that if they believe the records to be inaccurate, they may seek to amend them
- says that schools must give both parents, custodial and noncustodial, equal access to student information unless the school has evidence of a court order or state law revoking these rights
- does not require parental consent for disclosure of educational records from one educational institution to another

4. Child Find Procedures

These are located in the Special Education Policies and Procedures (see page 2). They state that:

CHILD FIND

Edu-Prize ensures that all children with disabilities who are in need of special education and related services will be identified, located and evaluated (§300.125). Edu-Prize assures that a practical method shall be developed and implemented to determine which children are currently receiving needed special education and related services. This policy shall apply to highly mobile children with disabilities and children that are suspected of being a child with a disability under §300.7 and in need of special education, even though they are advancing from grade to grade (§300.125).

Edu-Prize procedures for child find include the following provisions:

1. Edu-Prize will maintain documentation of the public awareness efforts conducted to inform the general public and parents residing within their jurisdiction, of the availability of special education services (§300.125, AAC R702-401).
2. Screening activities will be implemented for all newly enrolled students and those transferring in without sufficient records.
3. The screening must be completed within 45 days of enrollment.
4. The screening will include consideration of academic or cognitive, vision, hearing, communication, emotional and psychomotor problems, AAC R7-2-401(c).
5. Edu-Prize will maintain documentation and annually report the number of children with disabilities within each disability category that have been identified, located and evaluated (§300.125). The collection and use of data to meet these requirements are subject to the confidentiality requirements of §§300.560 and §§300.577.
6. Edu-Prize will refer children suspected of having a disability age birth through two years to the Arizona Early Intervention Program for evaluation and appropriate services.
7. Edu-Prize will refer children suspected of having a disability age two years through five years to the child's school district of residence for evaluation and appropriate services.

- Teachers will be asked to complete the 45 day screening shown on the next page for each new student (RTI data will also be used):

STUDENT SCREENING REPORT

Name of Student		DOB	Student ID#
Date of Entry	Date of Screening	Teacher	Grade
<p style="text-align: center;">1. VISION</p> <p>YES NO</p> <input type="checkbox"/> <input type="checkbox"/> Holds book too close or too far <input type="checkbox"/> <input type="checkbox"/> Squints or has trouble seeing board <input type="checkbox"/> <input type="checkbox"/> Has trouble with eyes <input type="checkbox"/> <input type="checkbox"/> Has weak note taking skills <input type="checkbox"/> <input type="checkbox"/> Other		<p style="text-align: center;">6. COMMUNICATION</p> <p>YES NO</p> <input type="checkbox"/> <input type="checkbox"/> Has poor speech habits <input type="checkbox"/> <input type="checkbox"/> Articulates poorly <input type="checkbox"/> <input type="checkbox"/> Often stutters <input type="checkbox"/> <input type="checkbox"/> Has difficulty expressing ideas <input type="checkbox"/> <input type="checkbox"/> Other	
<p style="text-align: center;">2. SOCIAL or BEHAVIORAL</p> <p>YES NO</p> <input type="checkbox"/> <input type="checkbox"/> Displays externalizing behaviors (fighting, assaulting, vandalizing) <input type="checkbox"/> <input type="checkbox"/> Displays internalizing behaviors (fears, phobias, depression, withdrawn) <input type="checkbox"/> <input type="checkbox"/> Has difficulty with unstructured environments or transitions between activities <input type="checkbox"/> <input type="checkbox"/> Has difficulty developing or maintaining peer or adult relationships <input type="checkbox"/> <input type="checkbox"/> Inappropriate types of behavior or feelings under normal circumstances <input type="checkbox"/> <input type="checkbox"/> Other		<p style="text-align: center;">7. HEARING</p> <p>YES NO</p> <input type="checkbox"/> <input type="checkbox"/> Does not respond to name, directions, or questions in class <input type="checkbox"/> <input type="checkbox"/> Frequently asks for information to be repeated or asks "What?" <input type="checkbox"/> <input type="checkbox"/> Has significantly delayed language <input type="checkbox"/> <input type="checkbox"/> Has frequent earaches <input type="checkbox"/> <input type="checkbox"/> Seems not to pay attention <input type="checkbox"/> <input type="checkbox"/> Other	
<p style="text-align: center;">3. MOTOR</p> <p>YES NO</p> <input type="checkbox"/> <input type="checkbox"/> Has short attention span <input type="checkbox"/> <input type="checkbox"/> Problems with gross motor development (clumsy or awkward) <input type="checkbox"/> <input type="checkbox"/> Problems with fine motor skills (reaching, grasping, manipulation of objects) <input type="checkbox"/> <input type="checkbox"/> Other		<p>8. TRANSFER STUDENT RECORDS REVIEW</p> <p>Last grade attended: _____ Year attended: _____</p> <p>Last school attended: _____</p> <p>Date records requested: _____ Received: _____</p> <p>Date records reviewed: _____ Reviewer: _____</p> <p>History of early intervention or special education? Y N</p> <p>History of poor performance or progress in school? Y N</p>	
<p style="text-align: center;">4. COGNITIVE or ACADEMIC</p> <p>YES NO</p> <input type="checkbox"/> <input type="checkbox"/> Learns very slowly compared to peers <input type="checkbox"/> <input type="checkbox"/> Attention problems (short attention span, focused on less relevant stimuli) <input type="checkbox"/> <input type="checkbox"/> Below grade level in reading: _____ <input type="checkbox"/> <input type="checkbox"/> Below grade level in writing: _____ <input type="checkbox"/> <input type="checkbox"/> Below grade level in math: _____ <input type="checkbox"/> <input type="checkbox"/> Has difficulty acquiring, retaining, recalling or manipulating information <input type="checkbox"/> <input type="checkbox"/> Other		<p style="text-align: center;">9. PRIMARY LANGUAGE ASSESSMENT</p> <p>If any of the following is other than English, a primary language Assessment must be done (circle the answer):</p> <p>a) The language most spoken in the home is English/Spanish b) The language most spoken by the student is English/Spanish c) The child's first spoken language was English/Spanish</p> <p>Language proficiency review date _____ Form _____</p> <p>Primary language of instruction: English/Spanish</p>	
<p style="text-align: center;">5. ADAPTIVE DEVELOPMENT</p> <p>YES NO</p> <input type="checkbox"/> <input type="checkbox"/> Poor self care skills related to personal hygiene, dress, maintaining personal belongings <input type="checkbox"/> <input type="checkbox"/> Poor social skills related to working cooperatively with peers, social perceptions, response to social cues, or socially acceptable language <input type="checkbox"/> <input type="checkbox"/> Poor ability to understand directions, communicate needs, and express ideas <input type="checkbox"/> <input type="checkbox"/> Lack of school coping behaviors related to attention to learning tasks, organizational skills, questioning behavior, following directions, and monitoring time use <input type="checkbox"/> <input type="checkbox"/> Other		<p style="text-align: center;">10. ADMINISTRATIVE ACTION</p> <p><input type="checkbox"/> <input type="checkbox"/> NO PROBLEM AT THIS TIME <input type="checkbox"/> <input type="checkbox"/> PROBLEM NOTED: Action Taken Below</p> <p>YES NO</p> <input type="checkbox"/> <input type="checkbox"/> Parents notified in 10 school days if concerns were noted <input type="checkbox"/> <input type="checkbox"/> Current IEP/Special Education Records Received/Reviewed <input type="checkbox"/> <input type="checkbox"/> Referred for student study team: Date _____ <input type="checkbox"/> <input type="checkbox"/> Referred for 504 plan <input type="checkbox"/> <input type="checkbox"/> Other, <p><u>Administrator's Signature and Date</u></p>	

- In addition, **all** staff should follow the following instructions if they suspect a child has a disability:

Edu-Prize School

Instructions for Staff – Child Find

If you suspect that a child may have a disability (or if a parent refers a child to you), you should:

If the child is between birth and 2.9 years:

1. Complete Section 1 of the Arizona’s Child Find Tracking Form – immediately.
2. Pass form to Special Education Director.
3. Special Education Director will fax the form to the closest DES/AzEIP Interim Service Coordinator (ISC). This must reach them within 2 days of your initial alertness to the matter.
4. Special Education Director will follow through within 30 days to check that the evaluation is near completion if they have not already returned the form with part 2 completed.
5. If it is not near completion, Special Education Director will complete part 3 of the form within 2 days and fax it to the Child Find Unit at ADE.

If the child is between 2.9 years and 5 years:

1. Complete Section 1 of the Arizona’s Child Find Tracking Form – immediately.
2. Pass form to Special Education Director.
3. Special Education Director will fax the form to the child’s district of residence. This must reach them within 2 days of your initial alertness to the matter.
4. Special Education Director will follow through within 30 days to check that the evaluation is near completion if they have not already returned the form with part 2 completed.
5. If it is not near completion, Special Education Director will complete part 3 of the form within 2 days and fax it to the Child Find Unit at ADE.

If the child is school aged (K-12):

1. The school must complete a screening within 45 days of the child entering the school – this should be done by class teacher and special education team. Required areas of screening are vision, hearing, cognitive or academic, communication, motor, social or behavioral and adaptive or self-help.
2. The 45 day screening form should be completed by the class teacher and passed to the Director of Special Education for follow-up.
3. Interventions, referral to a child study team, requests for records – are all possible follow-ups.

ARIZONA'S CHILD FIND TRACKING FORM
For school Districts, Charter Schools and Arizona Early Intervention Program (AzEIP)

Section I Initial Referral Data

			1 Date of initial referral
2 Person making referral		3 Agency/title of referring individual	
		4 Sender's Fax number	
5 { } Referred to Part C AzEIP Interim Service Coordinator	6 { } Referred to Part B District of Residence	7 { } Parent selected both Part B and Part C	8 Sender's Phone number
9 Name of individual referral sent to	10 Receiving agency	11 Receiver's Phone number	12 Receiver's Fax number
13 Child's name	14 Parents'/guardians' names		15 Child's date of birth
16 Parents' Mailing address			
17 Parents' Home phone number		18 Parents' Work phone number	19 Parents' Alternative phone

Section II Documentation of Agency Follow up to Referral

Child Referred to AzEIP (Arizona Early Intervention Program)		
20 Date/name of AzEIP staff who received referral	21 Date AzEIP ISC notified referring agency on status of referral	22 Signature of AzEIP ISC notifying referring agency
23 Date/name of PEA staff verifying status of referral (if not notified by AzIEP)	24 Date AzEIP ISC provided final status on referral to PEA, DES/AzEIP and ADE/Child Find (if alert was filed)	25 Signature/Date of AzEIP ISC verifying alert issue has been remedied
Child Referred to District of Residence		
26 Date/name of district of residence staff who received referral	27 Date district of residence notified referring agency on status of referral	28 Signature of PEA staff notifying referring agency
29 Date/name of referring agency staff verifying status of referral (if not notified by district of residence)	30 Date district of residence provided final status on referral to referring agency, and ADE/Child Find Unit (if alert was filed)	31 Signature/Date of district of residence admin verifying alert issue has been remedied

Section III A L E R T to Arizona Department of Education ***

			32 Date Alert submitted
33 Signature of Individual Filing Alert	34 Agency filing Alert	35 Phone Number	36 Fax Number

*** Only fax ALERT immediately to the Arizona Department of Education/Child Find Unit at (602)542-5404 or call (800)352-4558

Section IV A L E R T Follow-up

37 Signature/date DES/AzEIP verified follow up on Alert process	38 Signature/date ADE/Child Find Unit verified follow up on Alert process
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Notes

5. Discipline Procedures and Special Education

These are located in the Special Education Policies and Procedures (see page 2) and they apply to all students suspected of having a disability – staff must be aware of and follow these procedures. They state that:

DISCIPLINE

Edu-Prize assures if a change in educational placement for disciplinary removal occurs for a child with a disability, the public agency shall provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's IEP §300.121(d). When a child with a disability is removed from his or her current educational placement, a change of placement occurs if the removal is for more than 10 consecutive school days; or the series of removals constitute a pattern because they cumulate to more than 10 school days in a school year, because of such factors as length of each removal, total amount of time, or proximity of the removal to one another (§300.519). When the removal of a child with a disability constitutes a change of placement, a review of the placement shall be conducted regarding the relationship between the student's disability and the behavior subject to the disciplinary action (manifestation determination §300.523). If an IEP team determines that the behavior of the student with a disability was not a manifestation of the disability, disciplinary action applicable to students without disabilities shall be applied (§§300.524-300.525) except as provided in §300.121 which requires the provision of FAPE to all students with disabilities who are suspended or expelled (§300.524). A child who has not been determined eligible for special education and who engages in behavior that violates any rules or code of conduct may assert any of the protections of a child with a disability pursuant to (§300.527).

6. Surrogate Parent Procedures

- A Surrogate Parent is required when:
 - ✓ A parent cannot be identified
 - ✓ A parent cannot be located after three attempts
 - ✓ The child is a ward of State

- Staff should contact their Special Education Director if they suspect that a surrogate parent is required.