

**PURCELL PUBLIC SCHOOLS
SPECIAL EDUCATION SERVICES**

**DISTRICT
IMPLEMENTATION OF
PROCEDURES MANUAL**

January, 2008

in compliance with

the INDIVIDUALS WITH DISABILITIES EDUCATION ACT
of 2004, and the POLICIES AND PROCEDURES FOR SPECIAL
EDUCATION IN OKLAHOMA of 2007

PURCELL PUBLIC SCHOOLS SPECIAL EDUCATION SERVICES DISTRICT IMPLEMENTATION OF PROCEDURES

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**PURCELL PUBLIC SCHOOLS
SPECIAL EDUCATION SERVICES
DISTRICT IMPLEMENTATION OF PROCEDURES**

SECTION A – INTRODUCTION

1. FORWARD AND APPROVAL

In dealing with our students with disabilities, we want to “Do the Right Thing”, and make educational opportunities available to them. But we must also always be prepared to “Do the Thing Right” according to the state and federal requirements. Because of the vast amount of laws, regulations, and policies and procedures, this manual is designed to provide a means for our district to have a consistent way to implement them on a day-to-day basis. If you have comments or questions concerning any local procedure or requirement, please contact the director of special services.

**PURCELL PUBLIC SCHOOLS DISTRICT I-015
McCLAIN COUNTY, OKLAHOMA**

Dennis L. Ringwald, MEd., Director of Special Services - Signature

Date

Tony Christian, PhD., Superintendent of Schools - Signature

Date

2. BASICS OF WHAT YOU NEED TO KNOW ABOUT...

1. ...FERPA Family Educational Rights and Privacy Act

This is the federal law that outlines privacy requirements. The school and its employees must maintain confidential information on students. No public gossip about kids!

2. ...IDEA Individuals with Disabilities Education Act and Amendments

Federal laws that outlines special education. All children with eligible disabilities must receive FAPE (free, appropriate public education). There are mountains of laws, regulations, policies and procedures for schools to follow.

3. ...IEP, etc. Individualized Education Program and other documents

These forms provide the guide for schools to implement services to eligible children with disabilities.

IDEA says the persons involved are:

- *Parents and Students – the most important IEP team members.
- *Regular educators – makes Child Find referrals, participate on the team as the curriculum expert, and implements modifications/accommodations as outlined on the IEP for eligible students.
- *Special educators – serves as the IEP casemanagers; serve as a consultant, collaborator, and/or co-teacher with the regular teachers for modifications and accommodations needed by eligible students.
- *Administrators – authorizes IEP services needed by eligible students.

4. CIVIL RIGHTS For Students, Employees, School Patrons

Purcell Public Schools does not discriminate on the basis of race, disability, sex, or age. A violation could result in the loss of federal funding, so all employees have a responsibility to be informed and comply with:

- A. Title VI of the Civil Rights Act of 1964 and amendments – prohibits discrimination on the basis of race, color, or national origin.
- B. Americans with Disabilities Act/Section 504 of the Rehabilitation Act of 1973 and amendments – prohibits discrimination on the basis of disabilities
- C. Title IX of the Education Amendments of 1972– prohibits discrimination on the basis of sex
- D. The Age Discrimination Act of 1975 and amendments – prohibits discrimination on the basis of age

3. DIRECTOR OF SPECIAL SERVICES RESPONSIBILITIES

The director of special services has responsibilities as the special education and related services coordinator, civil rights compliance coordinator, and SoonerCare Medicaid coordinator.

FEDERAL/STATE DUTIES:

- *Maintain Confidentiality of Child Information & Disseminate Information (FERPA)
- *Develop and Implement a District-Wide and Community Plan for Child Find
- *Develop a Plan and Maintain Records for Timely and Appropriate Evaluations
- *Train, Seek Trainers and/or Disseminate Information to Staff and Patrons
- *Receive and Act on Communications from the State Department Special Education Services
- *Receive Complaints/Provide Information to Patrons on Complaint Procedures & Due Process
- *Consult with State Department of Education Compliance Section & District Legal Services
- *Attend IDEA, Policy, Procedures, and Regulations Workshops
- *Coordinate the district’s alternative and modified state assessments for students
- *Collect and Organize District-Wide Information for Annual State Reports:
 - October 1 District Child Count
 - June 30 District Child Count Update and Special Education Data Report
 - July 1 Special Education Implementation Agreement
 - July 1 Application for Special Education Funds
- *Maintain all District Special Education Records for Compliance Monitoring
- *Organize and Maintain Inactive Special Education Student Records for Retrieval, and to Notify Students or Parents of Inactive Records and Plan for Disposal after Five Years

LOCAL DUTIES:

- *Serve as the District Administrator for SEAS, Special Education Automation System
- *Attend Oklahoma Directors of Special Services Conferences for Current Updates
- *Assist with Seeking Applicants for Special Education Positions
- *Seek & Implement Contracts with Special Education Related Service Providers
- *Oversee Work of Special Education Support Staff & Related Service Providers
- *Provide District-Wide Consultation on Child Placements and Record Keeping
- *Provide District-Wide Consultation on Related Services and Other Resources
- *Coordinate District-Wide Special Transportation Needs
- *Receive and Disseminate Student Referrals for Vocational Rehabilitation Services
- *Review Monthly District Special Education Services Invoices for Payment
- *Research and Submit Proposals for Future Needs in Special Education Services

SOONERCARE MEDICAID DUTIES:

- *Prepare Annual Agreement for the Oklahoma Health Care Authority
- *Fulfill Contract Requirements and Maintain Documentation of Requirements
- *Seek SoonerCare Eligibility Verification on all Special Education Students
- *Prepare Eligible Students’ Annual Statements to Obtain Parent Consent, to Authorize Service Providers, and to Communicate with Primary Care Providers
- *Collect Service Billing from Providers on each Medicaid Eligible Student
- *Supervise Clerk to Process and Submit OCHA Web-Based Claims for the District
- *Maintain Student Medicaid Records for Six Years for any Compliance Audits

CIVIL RIGHTS COMPLIANCE DUTIES:

- *Seek and Disseminate Information on Title VI, Title IX, and Section 504, ADA
- *Provide Annual Policy Notification and Non-Discrimination Statements
- *Consult with Section 504 Building Designees and Manage Evaluations when Necessary
- *Collect and Maintain Annual Building Site Caseload Reports
- *Investigate Complaints Alleging Non-Compliance in Civil Rights Issues
- *Conduct District Self-Evaluation of Civil Rights Requirements as Needed
- *Maintain Records for Monitoring by the USDE Office of Civil Rights

**PURCELL PUBLIC SCHOOLS
SPECIAL EDUCATION SERVICES
DISTRICT IMPLEMENTATION OF PROCEDURES**

SECTION B – CHILD FIND, REFERRALS, & EVALUATIONS

1. COMMUNITY CHILD FIND

Parents, individual or group home schools, public agencies, and child care facilities who serve children in our school district often are the first to notice that a particular child, other than those previously identified and served in special education, is having learning difficulties. Through observation of behavior, classroom/pre-school performance, and assessment results, or through parental request, it is felt that assistance is needed for a child.

Examples of suspected problem areas might include any of the following:

- low cognitive aptitude and/or learning levels;
- low achievement in basic academic skills or subject matter;
- speech, language, and/or communications difficulties;
- perceptual acuity and/or health impairments;
- social or emotional difficulties;
- delays in physical or adaptive skills.

Parents and/or agencies may request a referral for screening, intervention and evaluation under the following definite procedures as required by state and federal regulations.

STEP 1: SCREENING REFERRAL

An informal pre-referral collection of existing data for the preschool child or student will be done so interventions can be provided. It has been found that interventions can solve many problems that the student is having. But, when that is unsuccessful, further action can be taken.

STEP 2: FORMAL REFERRAL

Through a standard procedure, a public school team of professionals can determine if the student might benefit from a formal multidisciplinary evaluation. This is a much more extensive process, done only after interventions are unsuccessful. It will result in a determination of eligibility for a disability or for a developmental delay.

The parent or agency must complete a *Community Child Find* referral form #1 found in SECTION H and deliver it to the director of special services to implement this procedure.

2. IN-SCHOOL CHILD FIND

Regular educators in our schools often are the first to notice that a particular student, others than those identified and served in special education, is having learning difficulties. Through teacher observation of behavior and classroom performance/assessment results, or though parental request, the teacher feels that assistance is needed for a child.

Examples of suspected problem areas might include any of the following:

- low cognitive aptitude and/or learning levels;
- low achievement in basic academic skills or subject matter;
- speech, language, and/or communications difficulties;
- perceptual acuity and/or health impairments;
- social or emotional difficulties;
- delays in physical or adaptive skills.

Regular classroom teachers, and parents working with the teachers, may request screening, intervention and evaluation under the following definite procedures as required by state & federal regulations:

STEP 1: SCREENING REFERRAL

An informal pre-referral collection of existing data for the student will be done so interventions can be provided. It has been found that interventions can solve many problems that the student is having. But, when that is unsuccessful, further action can be taken.

STEP 2: FORMAL REFERRAL

Through a standard procedure, a public school team of professionals can determine if the student might benefit from a formal multidisciplinary evaluation. This is a much more extensive process, done only after interventions are unsuccessful. It will result in a determination of eligibility for a disability or for a developmental delay.

The regular classroom teacher must complete an *In-School Child Find* referral form #2 in SECTION H and deliver it to the guidance counselor to implement this procedure.

3. REFERRAL FOR INITIAL EVALUATION OR FOR REEVALUATION

In order to achieve district compliance of the state requirements, a standard procedure for evaluation will be followed in Purcell Public Schools. For a visual depiction, see the *Child Find and Evaluation Referral Flow Chart*, and the *Initial and Reevaluation Components* chart in SECTION H. The school group must collect and document the initial review of existing data on the grid pages to determine current student status and needs. Consultations may be made as necessary to obtain the required data.

All necessary state referral forms are available in a SEAS Forms Packet. The appropriate packet must be used for initial referrals and for reevaluations with a new suspected category. For internal monitoring, the director of special services must be asked to check these state forms, print them when completed, obtain staff signatures, and maintain an evaluation log for the district’s required state timelines. If a waiting list is necessary for the testing, the qualified examiner will establish a priority order. Students with three-year reevaluations coming due must always be tested first. Then initial referrals will be tested, first-come-first-serve based on the date the casemanager signed the consent form.

COMPLETING THE RED, Page 1

1. Attempt to answer all questions. Under SPECIFY PRESENTING CONCERN(S), do not label a child with a “possible disability category”. Do summarize what the regular teacher and/or parent stated on the *Child Find* referral form. For children under age 9, you may comment on any concerns in any of the five domains areas for developmental delays. For older children, you may comment on learning, communication, behavior, health, physical, and social or emotional concerns.

COMPLETING THE RED, Page 2

1. For screening data, summarize what is known from previous sources, not current screening results.
2. The school staff must make a decision for the recommended action, and check the appropriate box.
3. Signatures will be obtained only when the grid pages and all existing data is available to review.
4. In most cases, the “Agency Responsible” is Purcell Public Schools Special Services, which includes the district’s employed and contracted service providers. A person’s name is not appropriate since the school may not be able to carry through with that specific person.

COMPLETING THE Grid Pages

1. The confidential folder must include copies of reports dated within the past calendar year. On the grid pages, check all the required basic components listed below for existing data and summarize:
__PARENT INFORMATION/CONCERNS (from an interview by a school staff person)
__DEVELOPMENTAL—only for under age 9 (screening report, etc.)
__SOCIOCULTURAL (student information system, language survey, etc.)
__HEALTH/MEDICAL (screening report, or a school staff member must fill out a current health history by interviewing a parent)
__VISION and __HEARING (parent/professional reports, or see district referral form in SECTION H)
__OBSERVATION (direct observation report in classroom setting by certified staff)
__ACADEMIC (copy of educational history reports such as a transcript, report card, etc., or an academic skills checklist by a regular teacher)

2. If other existing data is appropriate to obtain at this point, such as VISION, HEARING, MOTOR, COMMUNICATION, FUNCTIONAL BEHAVIOR, DEVELOPMENTAL, or PSYCHOLOGICAL, a special education teacher must make a referral on either the *Acuity Screening* form or the *Related Service Provider's Encounter* referral form found in SECTION H. A qualified service provider must complete those screening/consultations, which must not use individual standardized measures.

If a disability is suspected for an initial referral, the appropriate special education teacher must now become the casemanager and set up a confidential folder. The special education casemanager will complete the parent consent form, collect evaluation component reports, and conduct the eligibility meeting. When scheduling the meeting with the parent, first consult with the psychologist for availability. Then, send a notification letter to all concerned, including the school psychologist and/or speech language pathologist as appropriate. The qualified examiner will assist in the meeting by completing the forms for the multidisciplinary evaluation and eligibility group summary and the grid pages with the new data.

At that meeting, the required group must determine eligibility for special education and related services. Document all information, obtain all required signatures and dates, and mark agreement/not agreement. If a categorical placement is made, proceed with an Individualized Education Program. If no categorical eligibility is determined, then the group must consider civil rights compliance and eligibility for a Section 504 Accommodation Plan, although the 504 eligibility requirements are different from special education eligibility. Further information can be found in SECTION G.

4. RE-EVALUATIONS: CONTINUATION OR RETEST?

Reevaluations must be conducted for all special education students at 3-year intervals. Because the state allows options for reevaluations, Purcell Public Schools will follow standard district procedures described below.

The question must arise whether it is necessary to retest or continue a previous placement without further formal assessments. In Purcell Public Schools, retesting is necessary prior to establishing a categorical disability when services at the age for developmental delays end. Three years later, it should be considered again to confirm that earlier determination. Also, secondary students often need formal assessments for continuing services. Finally, reevaluation may be necessary for move-in students so continued eligibility and IEP services can be determined.

Six months prior to a student's 3-year due date, and immediately for move-in students, the casemanager must request a testing recommendation from the school psychologist. Then, the casemanager must begin collecting update reports of all the basic components' for existing data to document on the grid pages. This is necessary since many changes may take place in a three-year period for students. Current academic data is necessary, and the other basic components cannot be ruled out just because it is believed that no further formal assessment may be necessary. For details, see "Completing the Grid Pages" in Item 3 above.

If it was recommended by the school psychologist that further assessments are not needed, all necessary state forms can be found in a SEAS Forms Packet for continuation. Under ITEM #2 on the Reevaluation Continuation state form, you may write "See Attached Grid Pages" to avoid duplicating data since there is not enough room on that form for the entire basic components' updates. For internal monitoring, the director of special services must be asked to check the forms packet in SEAS prior to the meeting, and so an evaluation log for the district's required state timelines can be maintained. When approved, the casemanager can print the forms for the meeting which should be scheduled a month before the due date. To the completed IEP Review form that has the "Reevaluation" box checked with the due date written in, the casemanager must staple the psychologist's recommendation, the RED grid pages, and the Reevaluation Continuation to complete the process with proper documentation.

If it is recommended by the school psychologist and team that further assessments are necessary, the casemanager must complete the referral packet described in Item 3 above, allowing no less than three months for retesting prior to the due date. The only exception to the forms packet contents would be when no change of category is suspected and a previous parent consent state form is on file—only in this case an IEP Review form for parent consent may be used and signed during a scheduled IEP meeting.

5. DEVELOPMENTAL DELAYS

For all referred children age three to age nine, Purcell Public Schools chooses to use the term “developmental delay” as permitted by the Oklahoma State Department of Education instead of establishing a disability category. Upon completion of the referral packet, these children will be placed in a “top priority” status by the qualified examiner. This plan’s purpose is to expedite the evaluation process so services can be implemented promptly for these younger students meeting the special eligibility criteria for developmental delays.

For children ages three and four who have been initially referred for evaluation, a full battery must be used to assess the child in all five domain areas: Adaptive, Cognitive, Communication, Physical, and Social/Emotional. A screening instrument must not be used to rule out any of the domains. This same procedure must be followed for all children in the Purcell Early Learning Center, even those who have recently turned age five.

For children who are in Kindergarten and above, certain domains may be ruled out as appropriate so only evaluation components for delay in the suspected domain(s) may be used. But, at no time should a child be labeled with a disability category on any referral form, placement statement, IEP, prior to age nine.

Within three months prior to a student’s ninth birthday, a reevaluation must be conducted in order to rule out or establish a disability category. If all required components for the suspected disability has been evaluated within the past year and documented on a MEEGS form and grid pages, then this reevaluation meeting can be conducted by use of only an IEP Review form with a Reevaluation Continuation form attached.

**PURCELL PUBLIC SCHOOLS
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DISTRICT IMPLEMENTATION OF PROCEDURES**

SECTION C – INDIVIDUALIZED EDUCATION PROGRAMS

1. PREPARATION FOR IEP, AND MEETING AGENDA

A standard procedure should be used in preparation of the IEP, and in conducting an IEP meeting. By following a checklist, the special education casemanager will not likely overlook state requirements. And, it will provide a means for each casemanager to conduct self-monitoring for each meeting. The two-page checklist to use for organizing the process in a professional manner, *Initial or Annual Review IEP Procedures and Meeting Agenda*, is available in SECTION H. The checklist should not be placed in the confidential folder. Following the meeting, the completed checklist should be sent to the director of special services for review and filing.

Immediately following each meeting, the special education casemanager must go back to SEAS and make any corrections in the “draft” forms that may have been printed, then revised and signed during the IEP team meeting. Finally, archive that meeting’s forms in SEAS.

2. IEP SERVICE TYPES

On the IEP service page, indicate the type of special education services provided to the child. This may include one or more of the following:

- *Consultation with monitoring
- *Co-teaching...(list subject area)
- *Collaborative
- *Direct Instruction in ... (list subject area)
- *Speech language pathology service
- *Other appropriate descriptions of service type

3. ACHIEVEMENT TESTING BY TEACHERS

As appropriate for students on an IEP, administer an individual achievement test annually, usually prior to the annual IEP Review meeting. For comparison purposed, you may use one form of the achievement test selected in the spring before May, and a different form of the same test in the fall before October. Document the results on the subsequent IEP.

4. SPECIAL TRANSPORTATION

The need for special transportation must be considered at each initial IEP meeting or annual IEP review. When necessary, document special transportation under related services on the IEP, and complete the *Special Transportation* form found in Section H. Send it to the director of special services, who will review the needs and communicate with the special bus driver. Bus routes will follow the regular class-time bells and schedules in each building, with the exception of an IEP team-authorized shortened school day for an individual student.

Examples of reasons that special education students may be assigned to the special bus are: Early Childhood, Physically Impaired, Behavioral/Social Problems, Building-to-Building Services During the Day, Health Impairments, Perceptual Limitations, etc.. In the event of bad weather or for field trips, special education teachers may request a change directly with the driver.

The bus driver will make a quarterly report for the director of special services, and maintain a notebook on the bus at all times. The notebook must contain the driver's daily schedule, the current monthly report, and each rider's *Special Transportation* form from the special education casemanager.

Without IEP authorization, students should ride the regular school busses. As space allows, principals may temporarily assign any student to the special bus at their discretion by informing the parent and bus driver. Examples of administrative assignment may be for children in early childhood programs or for students with behavior or truancy concerns.

5. EXTENDED SCHOOL YEAR

The need for ESY must be determined for all IEP students during the annual review meeting by use of the ESY Checklist. That checklist must be attached as part of each IEP packet. All final determinations must be made by the first of April to allow parents the time to appeal the decision if they so desire.

If ESY services are necessary, then document if the ongoing IEP goals are appropriate, or if new goals need to be written. If new goals are necessary, then a revised IEP must be written by the last day of school in May.

Inform the director of special services of all IEP team-authorized ESY services immediately following each IEP meeting. A log will be maintained for district approval and provision can be made for summer services if needed.

See the *Policies of the Purcell Public Schools Board of Education* for additional information.

6. READING PROFICIENCY FOR DRIVER LICENSE

Since state law require that students meet a certain reading proficiency level before applying for a driver license, then special considerations may need to be made for students on IEPs. This must be done at the review meeting before each student's 15th birthday if the student is considering applying for a license, or any time later if appropriate. Document the following on the review form: 1) the student's most recent individual or group standardized reading proficiency level, 2) any physical/mental/or health concerns from recent evaluations or reports, 3) a current attendance report, and 4) the team's consensus for recommending the student be permitted to apply.

If the team agrees that the student is proficient in reading based upon his/her IEP and review of current information, then the school will issue the mandatory form letter to the student, regardless of the results of the district-wide individual or group testing of students.

7. REFERRALS FOR VOCATIONAL REHABILITATION SERVICES

The secondary special education casemanagers must refer students to the Rehabilitation Services Counselor. This must be documented on the IEP before the student's 16th birthday, and the proper referral form must be completed. The Department of Rehabilitative Services brochure, information sheet, and contact information must be provided to the student and parents at the IEP meeting. The referral form and release should then be sent to the director of special services for processing and logging. The RS counselor will be given a copy of the referral and the original will be returned to the teacher for the confidential folder. The RS counselor may provide additional information to the student or parent, or he may take a formal application to determine eligibility for Vocational Rehabilitation services.

Through Purcell School District's Co-operative Agreement with the Department of Rehabilitative Services, the student may receive direct work transition services while still in high school, as well as post-secondary services.

The high school guidance counselor may also refer non-IEP students. The DRS brochure, information sheet, and RS Counselor contact information should be provided to the student. Non-IEP students with known or reported physical or medical conditions should be made during the students' senior year when they are seeking post-

secondary services. The guidance counselor should refer directly to the RS counselor, and assist in the coordination of any application or meeting if requested.

8. COURSE TITLES, GRADING, AND GRADUATION

When a student is placed in a regular classroom, the regular course title must be used for all permanent records. In cases where the student cannot meet the regular course requirements, then the IEP team may consider a modified or alternate curriculum as approved by the state department of education. Use an alternate course title, such as “Essentials” or “Concepts” with the subject name.

The IEP team would seldom need to modify the district grading policy for a student. All factors should be taken into account, and each IEP team member must make written justification if a modified grading scale is placed on an IEP for an individual student. Under no circumstances should a modified grading scale be considered for a student just so the student can participate in extracurricular activities. The modified grading scale must meet administrative approval.

In the special class setting, the special course descriptions and curriculum may vary, depending upon individualized needs. The special education teacher will use the regular grading system. Specific individualized needs must be addressed on the IEP only, not in course titles. IEP academic goals might include listening and oral communication skills, reading skills, language arts skills, computation skills, regular curriculum, and graduation credit substitutions. So as to not specifically identify special education students in permanent records, course titles reflecting IEP services must not be used on student schedules, report cards, and transcripts, or other permanent records.

Students on IEPs are expected to earn graduation credits in all subjects as required by local and state regulations, and all accommodations must be made as authorized by the IEP team. An IEP student may be exempted from core curriculum mandates as determined by the IEP team. The district and the State Department of Education must then approve this individual team decision. The student would then receive a standard diploma upon completion.

9. COMMUNICATION OF IEP STUDENTS AND ACCOMMODATIONS

Promptly at the beginning of the school year, regular classroom teachers need to know information about the students assigned to them who are on an IEP. Also, student information is needed anytime a new IEP student enrolls in the Purcell School District or when a student is evaluated and initially placed on an IEP. Special education casemanagers are responsible for developing a workable and organized plan to individually communicate this student information in writing and in person. It is suggested that each regular teacher be asked to sign and date when they receive an individual student report (or the casemanager may collect an email receipt if the report is sent electronically). Casemanagers must outline their own procedures or format and present it to their principal at the beginning of each school year.

The report should include at minimum the level of the student’s disability with pertinent strengths and weaknesses, the current IEP-authorized accommodations necessary for daily class work and classroom testing, the IEP-authorized state assessment types for core subjects with approved accommodations, the due dates for the annual IEP review and for the 3-year reevaluation, and casemanager contact information. An updated report must be provided to regular teachers immediately following a subsequent annual IEP team meeting.

In the secondary setting when a student is failing, activities eligibility is a concern. It is always important for the casemanager to communicate with the regular teacher and principal concerning the IEP requirements and the reasons for failure. A suggested method of reporting can be found by use of the form *Report of Student Progress in Regular Settings* in SECTION H.

**PURCELL PUBLIC SCHOOLS
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DISTRICT IMPLEMENTATION OF PROCEDURES**

SECTION D - RELATED SERVICES & MEDICAID

1. LIST OF RELATED SERVICES

The Purcell School District provides related services in order to meet the special needs of students so they can fully access educational programs. Authorization of service on the IEP must be completed in the related services section of the IEP with 1) type of service, 2) time and frequency, 4) duration, and, if applicable, 5) scope (individual or group), and 6) measurable goals and objectives.

<u>TYPE OF SERVICE</u>	<u>PROVIDER</u>
Academic or Pre-Academic Instruction	Highly Qualified Teacher Assistant/ Registry Paraprofessional
Hearing Impaired Consultation & Services	Certified Hearing Impaired Teacher
Nursing Consultation & Health Services	Registered or Licensed Practical Nurse/School Nurse
Occupational Therapy & Services	Licensed Occupational Therapist or Assistant
Personal Care Services	Registry Paraprofessional
Psychological Consultation & Services	Licensed or Certified School Psychologist
Psychotherapy Counseling	Licensed Prof. Counselor, Certified or Licensed Psychologist
Physical Therapy & Services	Licensed Physical Therapist or Assistant
Speech Language Therapy & Services	Licensed Speech Language Pathologist
Visually Impaired Consultation & Services	Certified Visually Impaired Teacher

For students receiving speech language therapy on the speech pathologist’s primary caseload, the service must also be listed as a related service to satisfy Medicaid requirements.

If there is an individual student need for a different related service not listed, always contact the director of special services to seek out resources for that service.

2. IMPLEMENTING AN AUTHORIZED RELATED SERVICE

In order to coordinate, provide necessary documentation, and improve services to our students, special education casemanagers and related service providers must carry out services in the following TIME ORDER:

1. Any time that it is suspected that a child is in need of a new related service, the special education staff will write the referral for the *Related Service Provider’s Encounter* referral form #4 in SECTION H. The director of special services will maintain a log of referrals, then deliver the referral report form to the appropriate licensed or certified service provider.
2. The related service provider assigned should make contact promptly with the child and parent, and write a report. Return the report to the director of special services immediately so the child s can receive a needed evaluation or new related service.
3. Only after the team writes an IEP can individual or group treatment services be started. This is very important—a service cannot be provided to a student of the school without prior authorization on an IEP or IEP Review with goals included.
4. All contracted related service providers must prepare a schedule of service at each site after consulting with the site administration, and submit the schedule to the director of special services. Then, prepare a monthly log of contacts with each authorized student. This must reflect service dates and times during the month to corresponding to the billing cycle. The logs must be submitted with invoices, and they must match up perfectly with any invoiced charges to the school. Billing cycles will end on the 15th of each month, and invoices must be delivered to the

district's encumbrance clerk by the last business day of each month. This allows processing time before the next school board meeting on the 2nd Monday of the following month.

5. At least once each nine-weeks (or as directed by the IEP team), the provider will write a progress report on the appropriate IEP goal page for the casemanager to communicate with the parent. This required report is separate from any Medicaid billing notes, which is described separately in Item 3 below.

3. SCHOOL-BASED SOONERCARE SERVICES (MEDICAID)

Purcell Public Schools is contracted with the Oklahoma Health Care Authority for school-based SoonerCare services. For eligible children, this program provides reimbursement to the school for many of the related services. The director of special services serves as the SoonerCare Coordinator and is responsible for following through on all the contractual obligations each year. Therefore, teachers and providers are requested to provide a variety of paperwork concerning services, which will then enable billing and claims processing.

It is the responsibility of the special education casemanager to properly write the IEP service documentation for the IEP team to consider and authorize. Following the annual IEP meeting, the casemanager will assist in obtaining parent consent for the school to seek Medicaid reimbursements for the authorized services.

It is the responsibility of the service provider to document encounter and therapy sessions with students on the proper billing forms. All forms should be filled out completely by the provider, signed with credential, and dated. Deliver the completed reports at the end of each school quarter directly to the SoonerCare Coordinator. The school will not accept billing reports that are not on the school's color-coded forms with an individual child label that has the correct name, ID #, DOB, and diagnosis code. The SoonerCare Coordinator will provide forms and labels whenever the service providers need them. Due dates to submit billing reports are: Mid October, End of December, Mid March, and End of May (or June, if child receives ESY Services).

If you suspect that a child you are serving is SoonerCare eligible, but you have not been asked to provide billing reports, you may contact the SoonerCare Coordinator to verify eligibility at any time.

COLOR-CODED FORMS IDENTIFICATION

CHILD HEALTH ENCOUNTER..... Blue (half page attached to completed referral form)
EMPLOYED CERTIFIED SCHOOL PSYCHOLOGIST
LICENSED SPEECH LANGUAGE PATHOLOGIST
LICENSED OCCUPATIONAL THERAPIST
LICENSED PHYSICAL THERAPIST
LICENSED PROFESSIONAL COUNSELOR
LICENSED REGISTERED NURSE

HEARING SCREENING.....Canary (half page attached to completed referral form)
SPEECH LANGUAGE PATHOLOGIST

INDIVIDUAL/GROUP TREATMENT ENCOUNTER
SPEECH LANGUAGE THERAPY.....Canary
OCCUPATIONAL THERAPY.....Pink
PHYSICAL THERAPY.....Grey
PSYCHOTHERAPY COUNSELING SERVICES.....Goldenrod
NURSING SERVICES.....Blue

EVALUATION SERVICES.....Orange (half page attached to completed referral form)
SPEECH LANGUAGE PATHOLOGIST
OCCUPATIONAL THERAPIST
PHYSICAL THERAPIST
EMPLOYED CERTIFIED SCHOOL PSYCHOLOGIST

PERSONAL CARE SERVICES.....Green
REGISTERED PARAPROFESSIONAL

For more details, see the *Medicaid Services Procedures* charts in SECTION H.

4. RELATED SERVICE ANNUAL ASSESSMENT

In order for the special education casemanager to know the status of a student's related service needs prior to a subsequent IEP meeting, a referral must be made using referral form #5 *Related Service Provider's Annual Assessment* found in SECTION H. The referral should be sent at least one month prior to an upcoming IEP meeting date. The director of special services will receive and process those referrals in order to track contracted services.

When the completed report is received, all necessary IEP related service preparation for the meeting would be in place. As long as the service provider signs the report, it is not necessary for the related service provider to attend the IEP meeting to sign the IEP itself.

5. PERSONAL CARE SERVICE/ACADEMIC INSTRUCTION

In order for an IEP team to authorize a personal care service or academic instruction to be provided by a special education paraprofessional, there must be a written recommendation for the service. This could be documented in a formal evaluation report from a qualified examiner as a result of standardized instruments, or even an observation report from certified or licensed personnel other than the special or regular education teachers on the child's IEP team. The service must be written in the related service section of the IEP with time, frequency, and duration. Include appropriate goals and objectives in the IEP for each service authorized.

Personal care involves a direct service by a registry paraprofessional to attend to the child's personal needs, body positioning, behavior, or other need the child may have in order to safely attend school. The service can be provided in a regular or special classroom or other locations in the building, on field trips, or on the bus to and from school.

Academic instruction involves a direct service by a highly qualified registry paraprofessional or highly qualified teacher assistant. It is designed to attend to a child's individual academic needs when not being directly served by a certified special education teacher. This service is available only in regular classrooms under the direct supervision of regular teachers.

**PURCELL PUBLIC SCHOOLS
SPECIAL EDUCATION SERVICES
DISTRICT IMPLEMENTATION OF PROCEDURES**

SECTION E – PROFESSIONAL

1. CHILD COUNT REPORTING

All special education casemanagers must prepare for a preliminary caseload report by the first Tuesday in September, in preparation for the official Child Count on October 1. This report can be opened in SEAS for printing, and it allows time for proofreading and correcting any errors.

For the October 1 Child Count, complete accuracy is the expectation. The following steps will assure accuracy:

1. Make sure all eligible students with an Oklahoma MEEGS and a current Oklahoma IEP are listed on the preliminary report. If not, add their demographics in SEAS.
2. Inactivate in SEAS demographics any student listed on the preliminary report who does not have current eligibility and an IEP for services. For currently enrolled students who as a result of reevaluation are no longer eligible, enter a special education exit date. If a student has moved out of the district, enter the proper exit codes and exit date according to the school office. For any initially referred student not yet placed, enrolled students no longer eligible for special education, and students who have moved away, makes them inactive—we cannot count them.
3. Make sure all required data is entered in SEAS for all eligible students according to the SEAS highlighting in demographics. Omissions can cause our district report not to be accepted by the state department.
4. According to your site enrollment records, check for all students' correct spelling of names, ID#, DOB, Race Code (don't compare codes because they aren't the same as those we use in Child Count!), Grade and Site Code. Make any necessary corrections in SEAS demographics.
5. See your principal for those on the official LEP list. Don't guess on these, but compare the lists. Check the correct box in SEAS demographics only if they qualify according to LEP requirements.
6. Enter the correct state assessment type and code in SEAS demographics according to your prepared report, *IEP Students and State Assessments* found in SECTION H. Keep in mind that these assessment types and codes may change throughout the year at subsequent IEP meetings. So, update them as necessary after each subsequent IEP meeting throughout the year.
7. Maintain a handwritten log on the form *Caseload Register Adjustments* to turn in on October 1 (and again at the end of each 9-weeks). This log should be based upon your projected caseload given to you during in-service week. The projected list goes back to the previous year's final Child Count completed in May, and the summer transitions for the new school year.
8. At the end of the day on October 1, the director of special services will print individual Child Count reports for each special education casemanager. The casemanager must sign the printout, indicating complete accuracy for district records. When the district list is certified by the superintendent and submitted to the state department, it authorizes special education funding to our district.
9. Beginning October 2, **MAKE NO FURTHER CHANGES IN SEAS DEMOGRAPHICS UNTIL FURTHER NOTICE.** The director of special services will inform casemanagers when the Child Count upload has been completed to the Oklahoma State Department of Education. Only at that time should new updates be entered in SEAS demographics.

2. APPLYING FOR SPECIAL PERSONNEL DEVELOPMENT FUNDS

Certified special education staff may select a conference or workshop that is special education related to attend. It can deal with direct or indirect services for IEP students, or pre-referral intervention for students.

1. Submit a request for professional leave to your building principal for approval. When approved, complete the paperwork described below with the director of special services at least three weeks prior to the workshop or conference.
2. Fill out the form *Request for Personnel Development Funds* available in SECTION H.
3. With the director of special services, submit a purchase order request so the school can issue a PO number to pay the approved expenses from the proper fund.
4. The director will notify the applicant if the request is approved or not approved.
5. At that point you may complete your pre-registration form for the workshop or conference. Be sure to indicate Purcell Public Schools, 919 N. 9th ST, Purcell, OK 73080, and the PO number on the registration form.

3. CONFIDENTIAL FOLDER ORGANIZATION

Special education casemanagers must follow an efficient record-keeping method so anyone can pick up a confidential folder and find what they need in a few seconds. Accordion-type folders are suggested for use when the folder is over an inch thick. The recommended method for the order of paperwork is as follows:

FOLDER OPENING LIKE A BOOK, FROM FRONT TO BACK

1. All Access Forms (**stapled** to inside front of folder with staple point inside)
2. All Parent Contacts and letters to parents (all **stapled** together)
3. Current Parent Consent (form varies), RED, MEEGS, and all current evaluation components (all securely **clipped** together)
4. Current IEP with all goal pages and BIP, teacher accommodations checklist, ESY checklist, and comment forms (all **stapled** together).
5. Current IEP Review with all supporting assessment reports or progress notes since the most recent subsequent IEP (all **stapled** together).
6. Previous IEPs and IEP Reviews only since the last evaluation date.
7. Voc-Rehab Referral, Related Services Referral Encounters, etc.
8. Colored cover sheet *Previous Records* found in SECTION H placed over the initial and subsequent parent consent not a part of the current evaluation, and previous evaluation components, IEPs, etc., created before the current evaluation (all securely **clashed** together).

Sticky notes, unsigned draft forms, or other information not pertaining to the special education process should never be left in confidential folders. If you have pertinent information on the notes or draft forms, then document it onto the appropriate form, your notebook or your calendar, then dispose of the unnecessary paper. Also, do not write notes on the folder itself since reminders for the day or year are not confidential records. Do not place test protocols in the confidential folder, but only the report, unless in limited situations where the protocol is pertinent as the report. Test protocols should be filed in a separate teacher folder and disposed of after one year by shredding.

If all professionals would all do these things annually following the subsequent IEP meeting, then all folders would be accurate and easy to access. Also, the Purcell Public Schools would be in compliance in the event state auditors need to see the folder.

4. STUDENT RECORD MAINTENANCE

Each special education casemanager should plan for the transition of students and their confidential files at the end of each school year. The following points need to be considered, as they apply:

1. TRANSITIONING STUDENTS: Special students transitioning from building-to-building or teacher-to-teacher should be identified, and individual needs addressed on the IEP.
2. SHARE CASELOAD LIST: In May, a copy of your caseload of students moving to the next level/site should be provided to next year's special teacher so he/she can anticipate needs of students to begin the new school year.
3. SELF-MONITOR CHECK: All active folders to be transferred to another teacher should be reviewed by the sending teacher for all required forms and documentation.
4. DELIVER FOLDERS: Before teacher check-out in May, deliver all active folders that need to be transferred to other buildings or teachers. These should include "Active Students, Placed" and "Active Students, Non-Placed".
5. PROCESS INACTIVE FOLDERS: These should include former Purcell students or graduated students. All former student inactive folders must have an exit IEP Review form, and a Summary of Performance if graduated. Write on the IEP Review form exiting progress information, and parent's name with the last known address—the next school or person can find this useful. If the student moved and the parent is not available, the casemanager and administrator should make a note of this on the IEP Review and sign the form. Send all inactive student folders to the director of special services as soon as records have been copied for the new school or parent, or no later than the last day of school.
6. ACTIVE NON-SPECIAL EDUCATION FILES: All folders of active, but non-special education students, will be maintained in the appropriate building, since they are often needed for interventions, parent requests, or for reconsideration for evaluation.
7. CENTRAL DISTRICT ARCHIVE FILES: The director of special services will label the folders as to its proper date of disposal and place in the archive files. All former student folders will be maintained in the central location. If you know or suspect that a newly enrolling student was a former student of Purcell Schools, then contact the director of special services to recover the folder for you.
8. DISPOSAL OF 5 YEAR OLD STUDENT FOLDERS: During January of each year, all inactive confidential student folders labeled for disposal from the previous year will be pulled. The director of special services will notify the parent or student of the disposal plan.

5. SPECIAL EDUCATION PARAPROFESSIONALS

Newly hired special education teacher assistants must complete the state-approved initial training, and in addition, First Aid and CPR training, and district employee training. Following this process, the state will issue a certificate to the employee for the Special Education Paraprofessional Registry. In subsequent years, an additional six hours of training must be completed. The First Aid and CPR recertification, and other district employee training would not count toward the six hours. The annual training should be specific to the special education program and to identified skill areas to which the paraprofessional is assigned.

The paraprofessional is responsible for completing and maintaining his/her own requirements for the Registry. The employee will provide a copy of the Registry certificate to the director of special services and to the district administration office for placement in the personnel folder, and annually provide evidence of the additional required training to the director of special services.

In all cases the paraprofessional will work under the direction of a certified special education teacher at the assigned level. They will understand that students' disabilities and Individualized Education Program (IEP) records are confidential, and the teacher is the casemanager and authority to contact the parent concerning educational needs.

6. PARAPROFESSIONAL ADDENDUM TO JOB DESCRIPTION

Purcell Public Schools provides a job description for Teacher Assistants. For those assigned to special education services, additional duties may include:

1. Provide modifications of instructional materials for special students in the regular and special classrooms and assist with daily activities under direct supervision of certified teachers.
2. Provide physical guidance and communicative interpretations for perceptually impaired students in academic and non-academic areas under direct supervision of certified teachers.
3. Provide special needs transportation services as a bus driver, bus attendant or bus stop duty.
4. Assist with therapies for disabled students only when requested by the licensed professional under direct supervision of the special education teacher.
5. Supervise students in a variety of non-classroom school settings, including those who are placed in detention by the building principals as a disciplinary measure for behavior problems.
6. Provide personal care services, including toileting, hygiene, diapering, grooming and tube feeding, and monitor and assist with other needs of health-impaired students under direct supervision of special education teachers.
7. Provide job-coaching services for disabled student-employees in school and community settings.

**PURCELL PUBLIC SCHOOLS
SPECIAL EDUCATION SERVICES
DISTRICT IMPLEMENTATION OF PROCEDURES**

SECTION F - MISCELLANEOUS

1. DISCIPLINE OF STUDENTS WITH DISABILITIES

Protection under IDEA includes special discipline timelines and procedures for children with disabilities. These protections must also be extended to non-IEP children whenever school officials have a reason to believe a child may have a qualifying disability due to parent or teacher's expressed concern. These protections afford children equal opportunities to a free, appropriate, public education (FAPE), but they do not allow unreasonable privileges to children with disabilities. Protection is not extended if the parent has declined services/assessment or if an evaluation determined the child is not eligible.

Prevention of and preparation for behavior problems is recommended. If you believe a special education child may pose a behavior problem in the future, a Functional Behavioral Assessment (FBA) should be conducted. As a result of the FBA needs, the IEP team should include a Behavior Intervention Plan (BIP) as a part of the IEP that outlines a specific, individualized discipline plan for the child.

PRINCIPAL PROCEDURES

1. Before disciplining any child, determine the child's special education status. Consider all categories in special education or any initial referral by consulting with the guidance counselor and special education personnel. Your knowledge of to whom the IDEA discipline regulations apply may avoid problems. If there is an IEP with a BIP, then those procedures must be followed.
2. You may impose regular suspension removal of a special education child for up to 10 cumulative school days if such removals do not constitute a pattern of exclusion. Unique circumstances on a case-by-case basis must be considered in order to determine if it is a change of placement. If suspensions will result in more than 10 cumulative days during the school year, inform the special education teacher immediately so a Manifestation Determination (MD) can be held at an IEP meeting within 10 days.
3. Special situations apply if the following has occurred: use of firearms or other weapons (not fakes or knives with less than 2.5" blade); using, possessing or selling controlled substances (not including alcohol, cigarettes, or fake drugs); or having inflicted serious bodily injury upon another person. First call the police, and then have the special education teacher conduct a MD within 10 days of the incident. You may remove the child to an interim alternative educational placement for not more than 45 school days, without regard to the results of the MD, but the IEP team must meet to determine appropriate services. Home services are not recommended, but services in a neutral setting or at school after regular school hours may be appropriate.
4. If a MD determines that the behavior is a manifestation of the child's disability, then for any violation you may not impose suspension for more than 10 consecutive days, and suspensions longer than 10 cumulative days may not result in a pattern of exclusion (see exceptions under #3 above).
5. If a MD determines that the behavior is not a manifestation of the child's disability, then you may impose regular discipline to the disabled child. But, the child must still be provided access to the general education curriculum and special education services as deemed appropriate by the IEP team.
6. Document the discipline of the IEP student in SEAS as required by the state department of education data reporting. For assistance, contact the director of special services who serves as the district's SEAS administrator.

SPECIAL EDUCATION TEACHER PROCEDURES

1. During an evaluation or re-evaluation of a student whose referral or planning suggests behavior as a point of concern, include behavioral assessment as a component of the evaluation. With this FBA, a BIP can be included as part of the initial IEP or subsequent IEP.

2. If the principal informs you that there is an imposed suspension of a child with a disability constituting a change of placement of more than 10 days, contact the parents that same day. You must notify them of their rights, and schedule an IEP meeting for the MD within 10 days. Send a written notice to parents of the proposed change of placement.

3. Review the existing BIP, or if a FAB and BIP had not been done previously, one must now be completed. If a revised IEP with a BIP is needed as a result of the FBA, then that must be included in the IEP. Remember, if a special service was appropriate before the suspension situation, then it should still be appropriate during an interim alternative placement.

2. MOVE-IN STUDENTS

When a new student enrolls in Purcell Public Schools, and information is provided that the student receives special education services, the following steps must be followed:

1. Determine if services should be on-going through a telephone contact, written statement, or faxed IEP from the parent or previous school. If all required records have not yet been received, the assigned special education casemanager must prepare for an Interim IEP Review meeting during enrollment or as soon as conveniently possible. Indicate the known or suspected disability category and the type of service delivery from your contacts. Interim IEPs are for a maximum of 30 days and cannot be extended. The subsequent IEP must be written within those 30 days, following any necessary assessments completed during that interim period.

2. Send a written request to the previous school for all special education records or specific missing records, components, or forms. Upon receipt of records, a review of the IEP must be conducted within 10 days so necessary services are in place. If all required records are received, the subsequent IEP or IEP Review can be written.

3. Contact the director of special services to monitor the move-in procedures. If there is any possibility that the child previously attended Purcell Schools, a search will be made for the inactive confidential folder--creating a duplicate folder is never acceptable. In an on-site visit, the director will determine whether the required records have been received, or recommend that a Review of Existing Data be conducted to collect any missing basic components or to conduct a re-evaluation.

4. Upon receipt of evaluation documentation, contact the school psychologist to review those records for appropriateness of the evaluation documentation and categorical placement. A recommendation will be made for the IEP team to either continue the placement or seek a reevaluation with further assessments.

3. SURROGATE PARENT TRAINING

It is each school administrator's responsibility to determine the need for a surrogate parent for a child on an IEP, or a child referred for evaluation. This might be in a situation where the parent or relative cannot be located, or there is a court-appointed guardian. Department of Human Services or other state employees cannot serve as the surrogate. Upon assignment of a surrogate parent by the administrator, the director of special services must be contacted prior to the parental consent conference or IEP meeting in order to provide the required training for the surrogate, and document those efforts.

4. BILINGUAL SERVICES

For a Limited English Proficient student in our district, there is no required period of time to pass before a teacher or parent is permitted to make a Child Find referral. A referral for special services can be made at any point there is a concern, and the process described in Section B will be implemented. If the group determines there is a suspected disability, then a formal evaluation referral will be made.

For students from Spanish-speaking homes in our district, it is important to identify special individual evaluation and service needs. A bilingual teacher may administer the Bilingual Verbal Ability Test (BVAT). The individual

BVAT report will give the Cognitive-Academic Language Proficiency (CALP) in one of five levels. They are: 5-Advanced, 4-Fluent, 3-Limited, 2-Very Limited, and 1-Negligible.

5. INTERPRETERS/TRANSLATORS

Whenever it is necessary to include an interpreter or translator for a parent during the referral or evaluation process, or for IEP meetings, the school administrator will make the use of available school employees. It is always the best plan to schedule the parent conference during the regular working day, but occasionally the parent requests that the meeting be held after school hours. If this situation occurs, then seek out an employee to serve in this capacity. After the meeting or conference, the special education casemanager must inform the director of special services of the following: employee's name, date and time of service, the IEP child/parent's name, and the reason the service was needed. The director will document the district's efforts to provide this service, and request extra-duty pay for the interpreter or translator if the service extended beyond the regular working day.

6. DISAGREEMENTS AND WRITTEN NOTIFICATION TO PARENTS

During a meeting of the Multidisciplinary Evaluation and Eligibility Group Summary, if any member disagrees with the general consensus of the group, a written comment form must be attached to the form.

There might be a situation where the school has documentation that a service is necessary, and offers the service to the child on the IEP. If the parent declines the service, just document the parent's disagreement on the last page of the IEP under "Additional Comments" or have the parent write their concerns on a comment form to attach to the IEP. A written notice to parents is not necessary in this situation. Other situations might arise when school personnel disagree with a request from a parent for an IEP service. This could be the result of an evaluation showing particular skill levels, and the school does not feel it is necessary to maintain or implement a service. The casemanager must send a written notice to parents to refuse the service to the parent.

A written notice to parents should also be used whenever an IEP review is held without a parent present. This is especially important if there is a change of placement or discontinuation of a service. Changes cannot be implemented for 10 days to give the parents an opportunity to respond.

7. PARENT COMPLAINTS

If any organization or individual has a complaint with the Purcell Schools for an alleged violation under IDEA, then they should be referred to the director of special services. The director will correspond with the complainant, and provide them with the forms for both the local and the state level complaint procedures. If the person desires to file a signed, written complaint, they must use the proper form in order for the school or state to attempt to resolve the issues. Mediation is another approach that is recommended to resolve the issues.

8. CO-TEACHING

Collaborative teaching is a service delivery option that an IEP team may select for a student. Rationale for its use can include better access to the general curriculum, better coverage of content areas so as to improve adequate yearly progress, and providing highly qualified teachers.

Certified teachers must voluntarily choose to work together. It should be viewed as a shared, equal responsibility—not a teacher/teacher-assistant relationship. Their choices must be built on parity, communication, respect, and trust. The co-teachers must make a commitment to building and maintaining their professional relationship. Appropriate professional development is a must to enhance co-teaching.

Approaches to co-teaching include: One Teach, One Observe; Station Teaching; Parallel Teaching; Alternative Teaching; Teaming; and One Teach, One Assist. Flexible scheduling and common preparation is necessary for the teachers to manage the approach they will be using on a daily basis. Details of these approaches can be learned through professional development.

Administrative support is equally important for co-teaching to be successful. The principal must become knowledgeable of the co-teaching philosophy so it can be communicated in the community. Also, the principal must be aware of the approaches being used by the co-teachers, which could be gained through their own professional development activities.

In order to evaluate the teachers, the principal should be informed of each classroom's co-teaching dynamics early in the school year. For the classroom where the co-teachers request to be formally evaluated, the co-teachers should outline for their principal the unique dynamics of their arrangement:

1. Clearly defined instructional responsibilities as they relate to techniques appropriate for the particular subject area,
2. Instructional interactions reflecting their professional relationship,
3. Maintaining the instructional flow of the whole class by providing support to individual students,
4. Curriculum in co-taught classes explicitly addresses academic, developmental, compensatory, and life skills and reflecting the needs of students in the class, and
5. Monitoring their efforts.

**PURCELL PUBLIC SCHOOLS
SPECIAL EDUCATION SERVICES
DISTRICT IMPLEMENTATION OF PROCEDURES**

SECTION G – CIVIL RIGHTS

1. ANNUAL NOTIFICATION

Purcell Public Schools District I-015 complies with civil rights laws by providing the following Annual Civil Rights Policy Notification to all patrons of the district:

It is the policy of Purcell Schools to provide equal opportunities without regard to race, color, national origin, gender, age, disability in its educational programs and activities. This includes, but is not limited to admissions, educational services, financial aid, and employment.

Inquires concerning application of this policy may be referred to the director of special services who duties include Civil Rights District Compliance Coordinator.

2. SECTION 504/ADA OVERVIEW

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act are civil rights laws dealing with students with disabilities.

Many students with disabilities are eligible for special education. As long as parents are provided with their rights, an appropriate evaluation has been conducted, and an Individualized Education Program has been written, civil rights requirements have been met. No further documentation is necessary for Section 504/ADA.

If a child does not meet the requirements for special education placement resulting in an IEP, he or she may be eligible for services under Section 504. The case then becomes a separate civil rights issue, not a special education responsibility. A 504 Accommodation Plan for a student at school may be appropriate for medical/health concerns, behavior problems, or other conditions.

See the *Policies of the Purcell Public Schools Board of Education* for additional information.

3. SECTION 504 CASEMANAGEMENT

The director of special services serves as the Section 504/ADA District Coordinator. Each building site's principal or guidance counselor serves as the Section 504 Site Designee.

For non-IEP students being considered for Section 504 services, all necessary forms (504 parents rights, 504 eligibility determination, and 504 accommodation plan) are available on the district's SEAS website. All students referred, evaluated, and being served with accommodations should be processed into the SEAS system with the Site Designee entered as the teacher of record. In order to not incorrectly count these students on the Special Education Child Count, these students must remain **inactivated** the SEAS system. Site and district 504 caseload reports can be generated from the SEAS website.

Maintain an individual confidential folder for each non-IEP student considered for Section 504. It must contain a minimum of a copy of the parent's rights, evaluation documentation, eligibility report, and accommodation plans. If at any time the child will be served on an IEP, the folder must be passed along to the appropriate special education casemanager. Do not maintain a duplicate folder.

See the chart *504/ADA Services* in SECTION H for step-by-step procedures.

4. SECTION 504 ELIGIBILITY

To determine eligibility, the school's 504 team must determine if the disability limits one or more major life activities (caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, working, and learning), and in all areas of school life. The Section 504 Team must focus on the limitation of the major life activity as a whole, not in a particular class (e.g., math) or for a particular sub-area (e.g. socialization). Discount from the analysis sub-par performance due to other factors such as normal moods, lack of motivation, and the immediate situation or environment. Similarly, make an educated estimate with the mitigation of medication. Using the average student in the general population as the frame of reference for purposes of comparison, determine the degree that the mental or physical impairment limits the major life activity.

The following rating scale must be considered and **documented** on the eligibility report:

EXTREME – SUBSTANTIAL – MODERATE – MILD – NEGLIGIBLE

To be eligible for a Section 504 Accommodation Plan, the limitation of the major life activity must be in the substantial to extreme range.

**PURCELL PUBLIC SCHOOLS
SPECIAL EDUCATION SERVICES
DISTRICT IMPLEMENTATION OF PROCEDURES**

SECTION H – CHARTS & FORMS

CHILD FIND AND EVALUATION REFERRAL FLOWCHART

INITIAL AND RE-EVALUATION COMPONENTS CHART

504/ADA SERVICES FLOWCHART

SOONERCARE MEDICAID SERVICES PROCEDURES CHART (2 pages)

COMMUNITY CHILD FIND (referral form for parent use only)

IN-SCHOOL CHILD FIND (referral form for regular teacher use only)

ACUITY SCREENING (referral form for special education teacher use only)

RELATED SERVICE PROVIDER’S ENCOUNTER (referral form for sp ed teacher use only)

RELATED SERVICE PROVIDER’S ANNUAL ASSESSMENT (referral form for
special education teacher use only)

INITIAL OR ANNUAL REVIEW OF IEP PROCEDURES AND
MEETING AGENDA (2 pages, for special education teacher only)

SPECIAL TRANSPORTATION (driver communication form for special education
teacher use only)

IEP STUDENTS AND STATE ASSESSMENT PLANNING (for sp ed teacher use only)

CONSENT FORM (for non-school employee attendance at IEP meetings)

CASELAOD REPORT ADJUSTMENT (for special education teacher only)

SEAS ADMINISTRATIVE REPORT FOR SITE-TRANSITIONING STUDENTS
(for special education teacher use only)

SUPPLEMENT TO EVALUATION REPORT (for qualified examiners only)

REPORT OF STUDENT PROGRESS IN REGULAR SETTINGS (for regular teacher use only)

SPECIAL EDUCATION SERVICES (for access to 18 year old students’ records)

REQUEST FOR PERSONNEL DEVELOPMENT FUNDS (for sp ed teacher use only)