*ExED Protocol, Policies and Procedures*

1. **Federal Educational Rights and Privacy Act (FERPA)**
2. **Protects the privacy of student education records.**
	1. Parents have to give written consent to disclose student records and can request to review their child’s records as needed. They can also request that the records be corrected.
* These records include SPED documents such as evaluations, IEP’s and related notices and consent, materials related to disciplinary actions, mediation agreements, health information, etc.
* FERPA applies to all agencies and institutions that reveive federal funding including elementary schools, colleges and universities.
* FERPA allows schools to disclose those records- without consent- to certain parties listen on the FERPA handout.
1. **What does this mean for staff at Southside Community School?**
	1. SPED students have a right to privacy. The only people who need top know that a student is in SPED are the staff who work directly with the child- it is on a ‘need to know’ basis.
* Teachers can view the IEP’s of students’ assigned to their class.
* Lunch monitors would need to know if a student has a disability that could cause the student to be violent or destructive, but they do not need to know if a child has a learning disorder.

	1. Do not discuss children in SPED or disclose that a child is in SPED with people who do not work directly with them or does not have a need to know about the child’s disability.
	2. IEP’s or any information/documents related to a child’s placement in SPED must be locked up where only the people who have a need to see them have access to view them. *If you do not have a place to lock away your IEP’s then you can sign out the records and view them in the SPED Director’s office.*
	3. Teachers should review IEP’s for students’ in their class. Then the teacher may discuss the needs for the student, as determined by viewing the IEP or other documents, with their classroom IA’s.

**…**

1. **Special Education Process – *Child Find***

  **(From ADE Website)** Child find applies to children who are:

* Suspected of having a disability even though they are advancing from grade to grade
* Highly mobile, such as migrant and homeless
* Wards of the state
* Private school students
* Homeschool students
1. **CHILD FIND=** Identifying students of concern= Shall be completed within 45 calendar days
• After entry of each preschool or kindergarten student and any student enrolling without records of screening, evaluation, or progress in school
• After notification by parents of concerns regarding developmental or educational progress of their child
• Transfer students’ educational enrollment data and performance in the prior school must be reviewed
• A student with a history of special education who is not currently eligible shall be
* If parents in our community express concern that their young child (infant to 3 years old) does not seem to be meeting their developmental milestones, then they should contact the foundation. This early intervention program is called *AZEIP.*
* Contact information is available in the office or from the SPED department.
* For children ages 3 and older, parents can contact their home school or home district where they live for more information.

**…**

1. **Identifying and Reviewing Students in the SPED Department**
**1.** Teacher identifies a struggling student- the student is not making progress or not making growth.

**2.** Teacher completes a **45-day screener**, submit to our Interventionist, Steven.

**3.** A **Child Study Team\* meeting** is held. A 6-week intervention plan is created.
 **\***Team = parents, teachers, specialists, the principal if needed, etc.

***Part 1: Identifying (Child Find) and referring new students who may be eligible for SPED services and creating IEP plan.***

**4.** Interventions are carried out both by the teacher in the classroom and by interventionists. Interventions must be tracked and documented. After 6 weeks, a **MET 1 meeting** is held to determine between the following two steps.

**5.**  ***MET 1 MEETING***

Student does respond to Student does not
 teacher interventions and respond to interventions
 begins to make progress.
 No referral for SPED testing is
 needed.

**6.** If the interventions did not improve student performance, during this meeting the team can decide to request formal evaluation from the school psychologist (part of the MET team) **with written consent from parents.** The school has 60 days to complete this evaluation with the psychologist.

**7.** Members of the Multidisciplinary Evaluation Team (**MET**) evaluates the student. Evaluation will be non-discriminatory and include information about the student from their parents and classroom teachers.

**8.** The school psychologist reviews the data and a **MET 2 meeting** is scheduled to decide next steps.

At the meeting, the team decides if the student is eligible for SPED services based on results from the school psychologist’s further evaluation. The team interprets the results and decide whether the student is eligible for SPED services.

***MET 2 MEETING***

Student meets Student does not meet
 eligibility requirements eligibility requirements.
 for a particular SPED services will not be
 disability. It is provided. In some cases,
 determined that SPED a 504 Plan can be written
 services are needed to instead.
 ensure progress.

**9.** If the student is determined to be eligible for services, parents must be notified and an **IEP**\* is written within 30 days.

\*An **Individualized Education Program (IEP)** is created by a team includes parents, general education teachers, SPED teacher, psychologist and other related service providers or specialists. The IEP will include documentation of the students’ present performance levels, annual goals, least restrictive environment, eligibility and amount of time spent in SPED is discussed (*AKA at this point, the services that will be provided are planned and scheduled).* ***IEP’s are legal documents. Teachers are required to provide the accommodations written into the IEP.***

**10.** Determined services are initiated both by the SPED team and classroom teachers for the remainder of the school year.

*IEP goals may stay the same or be changed, and student is re-evaluated for continual need of SPED services every three years.*

***Part 2: Review and evaluation of students’ progress who are already receiving SPED services.***

**An Annual Review occurs yearly for each student receiving services through SPED.** This involves a team meeting to review student progress on IEP goals the previous year.

Prior to the meeting, parents must be notified that their child’s IEP is under review. Depending on the degree of student progress reached after working on IEP goals from the previous school year, the IEP process (see step **9** above) begins again to determine if students’ goals should stay the same or be changed.

**Every 3 years** the MET team (SPED teacher, classroom teachers, school psychologist and appropriate specialists) discusses the possibility of a SPED student being ‘**re-evaluated**’ with parent consent. If the team determines re-evaluation is in the best interest of the student, the school psychologist evaluates the student for disabilities again and the team meets and holds basically **another MET 2 meeting.**