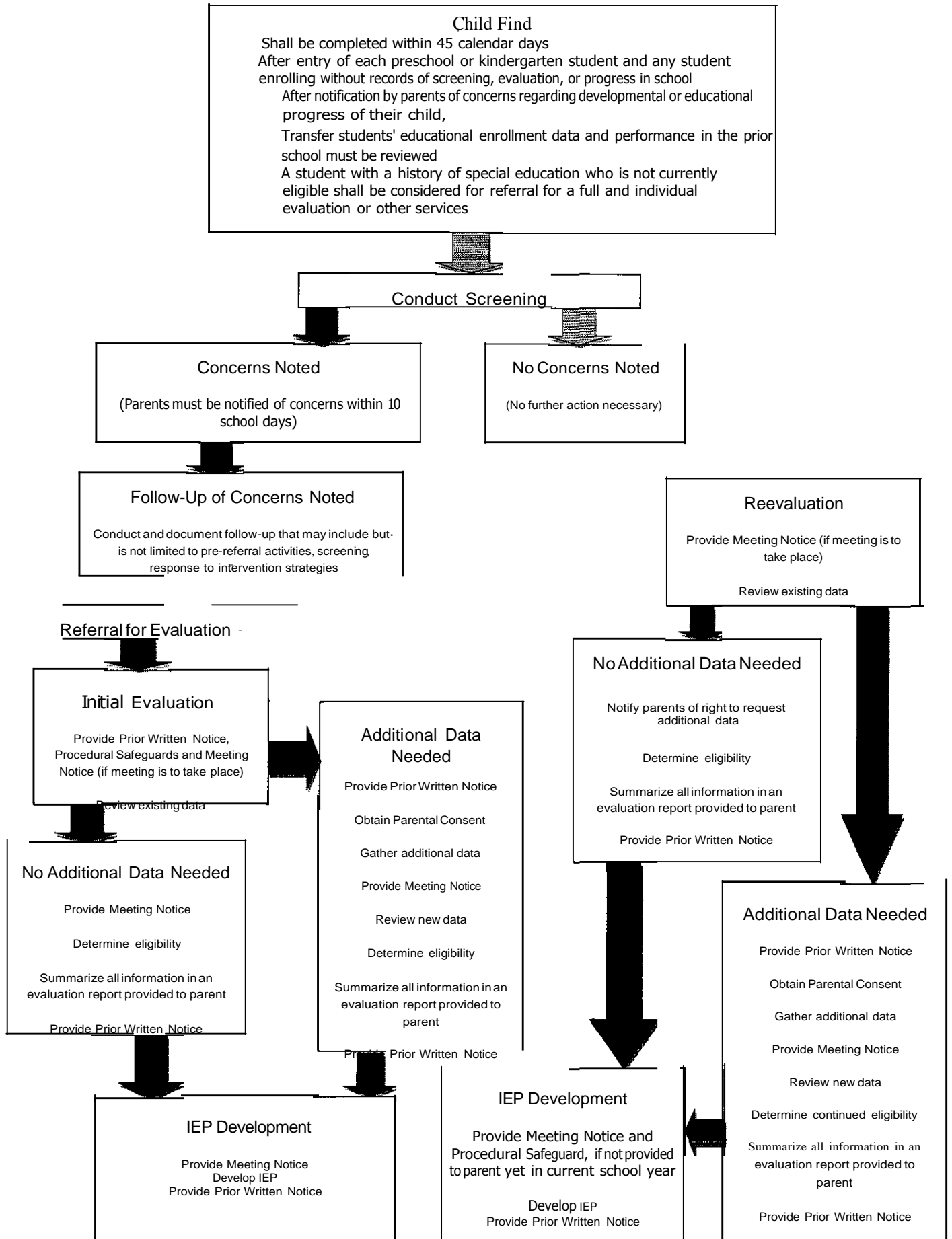


Special Education Process



Annual Notification to Parents Regarding Confidentiality of Student Education Records

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."¹¹

- Parents or eligible students have *the* right to inspect and review the student's education records maintained by the school within 45 days of a request made to the school administrator. Schools are not required to provide copies of records unless it is impossible for parents or eligible students to review the records without copies. Schools may charge a fee for copies.
- Parents or eligible students have the right to request in writing that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, *the* parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:
 - o School officials with legitimate educational interest
 - A school official is a person employed or contracted by the school to serve as an administrator, supervisor, teacher, or support staff member (including health staff: law enforcement personnel, attorney, auditor, or other similar roles) a person serving on the school board or a parent or student serving on an official committee or assisting another school official in performing his or her tasks;
 - A legitimate educational interest means the review of records is necessary to fulfill a professional responsibility for the school;
 - o Other schools to which a student is seeking to enroll;
 - o Specified officials for audit or evaluation purposes;
 - o Appropriate parties in connection with financial aid to a student;
 - o Organizations conducting certain studies for or on behalf of the school;
 - o Accrediting organizations:
 - o To comply with a judicial order or lawfully issued subpoena;
 - o Appropriate officials in cases of health and safety emergencies; and
 - o State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, sports participation (including height and weight of athletes) and dates of attendance unless notified by the parents or eligible student that the school is not to disclose the information without consent.

The Individuals with Disabilities Education Act (IDEA) is a federal law that protects the rights of students with disabilities. In addition to standard school records, for children with disabilities education records could include evaluation and testing materials, medical and health information, Individualized Education Programs and related notices and consents, progress reports, materials related to disciplinary actions, and mediation agreements. Such information is gathered from a number of sources, including the student's parents and staff of the school of attendance. Also, with parental permission, information may be gathered from additional pertinent sources, such as doctors and other health care providers. This information is collected to assure the child is identified, evaluated, and provided a Free Appropriate Public Education in accordance with state and federal special education laws.

Each agency participating under Part B of IDEA must assure that at all stages of gathering, storing, retaining and disclosing education records to third parties that it complies with the federal confidentiality laws. In addition, the destruction of any education records of a child with a disability must be in accordance with IDEA regulatory requirements.

For additional information or to file a complaint, you may call the federal government at (202) 260-3887 (voice) or 1-800-877-8339 (TDD) OR the Arizona Department of Education (ADE/ESS) at (602) 542-4013. Or you may contact:

Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-5901	Arizona Department of Education Exceptional Student Services 1535 W. Jefferson, BIN 24 Phoenix, AZ 85007
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This notice is available in English and Spanish on the ADE website at www.ade.az.gov/ess/resources under forms. For assistance in obtaining this notice in other languages, contact the ADE/ESS at the above phone/address,

SIT Process Flow Chart

(Refer to Extended Step by Step Outline for process detail)

Pre-SIT: General education teacher contacts parent notifying them of lack of student progress, discusses possible action: RtI Tier II & III placement; tutoring (structured by student need); involving social worker; involving counselor; enlisting the help of school improvement specialist **and/or the school math and reading specialists; enrolling student in pre/post school programs;** enrolling student in Saturday school. General education teacher documents initial skill-specific interventions, and collects baseline data, and completes SIT Packet• to be presented to the SIT team if referral is appropriate.



STEP 1: Referring teacher gives completed SIT Packet• to SIT coordinator, invites guardians to meeting, and provides them with Social and Developmental History to complete.

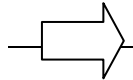


Guardians attend meeting

Guardians *don't* attend meeting - Referring teacher informs guardians of improvement plan.



STEP 2: SIT participants go through the problem-solving process to identify assets, concerns, potential causes and potential interventions. The team creates a student improvement plan & determines how progress will be monitored.



STEP 3: Responsible parties carry out interventions as outlined on the student improvement plan. Data is collected to determine student's progress/growth



STEP 4: After research-based interventions have been implemented 6- 8 weeks, with fidelity, the referring teacher and parents return to the SIT to discuss the data and determine the **effectiveness of interventions.**



Adequate progress toward goals *met*.
SIT Packet placed in student's CUM file.



Adequate progress toward goals *not met*.



STEP 5: SIT participants discuss available options, including: Continuing existing and/or modified interventions; RtI Tier II & III placement; tutoring (**structured by student need**); involving social worker; involving counselor; enlisting the help of school improvement specialist and/or the school math and reading specialists: enrolling student in pre/post school programs: enrolling student in Saturday school: consideration of a 504 Plan (requires documented disabilities such as ADHD/ADD, Tourette's Syndrome and school phobia); referral to special education for evaluation.

• **SIT Packet** from referring teacher includes: Student Intervention Team Referral, SIT Data Collection, Hearing/Information, and SIT Referral Background History and Cumulative File Review. Completed SIT packet also includes Social and Developmental History, conference summaries and interventions documentation.

THE (RE-EVAL) MET PROCESS

MET 1 (RED)

Team meets to review existing data. Team decides if further testing is required or data is sufficient. If data is sufficient the following pages of the MET 1 must be included:

E1, E2, E3, E4 (signatures), E6 (no revisions), E7 (signatures), PWN Determination, PWN Eligibility and Disability Eligibility Page (s)

Process is complete if no additional data is required.

If additional data is required

If team decides additional data is required, the following pages must be completed and decided upon by the team during the MET 1 meeting:

-Permission to Evaluate

-E4- Box marked additional data is required, types of testing checked

-E7- Do not receive signatures if testing

MET 2

Within 60 days from the date of the MET 1 all testing must be completed and the team **reconvenes to discuss results.** At MET 2 the following pages must be completed:

ES- All assessment types must be marked and data entered.

E6- Will be updated and revised to reflect current testing

E4 (date of determination) must **have signatures and;**

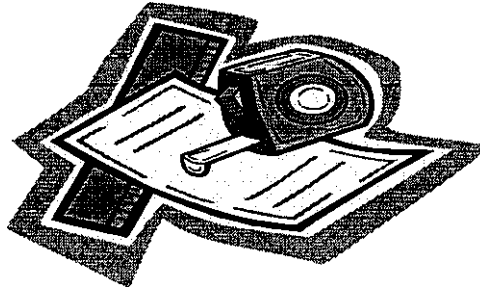
E7 (eligibility) must have signatures.

JL _____ **1**

MET2 paperwork will include Disability Eligibility Page (s), and PWNs for Determination and Eligibility.

What Circumstances Require a Prior Written Notice?

Events Requiring a Prior Written Notice	YES	NO
Identification		
Screening		X
Teacher Assistance Team (TAT)		X
Intervention strategies		X
Referral for initial evaluation	X	
Evaluation		
Collection of new data for initial evaluation and reevaluation	X	
Evaluation of progress on the annual goals		X
Administration of statewide or schoolwide assessments		X
Independent education evaluation		X
Determination of eligibility upon completion of an initial evaluation or reevaluation	X	
Eligibility issues	X	
Refusal to conduct an evaluation	X	
Educational Placement		
Initial educational placement into special education	X	
Relocation of the special education program		X
Any change in educational placement	X	
Termination of special education and related services	X	
Transfer of student to another school or district		X
Graduation with a regular diploma	X	
Disciplinary removal for more than 10 consecutive school days	X	
Disciplinary removal for not more than 10 school days		X
A series of disciplinary removals that constitute a pattern of removals	X	
Disciplinary removal to an AES for not more than 45 school days	X	
Provision of FAPE		
Deletion or addition of a related service	X	
Change in annual goals on an existing IEP	X	
Increase or decrease in special education services or related services	X	
Change in how a student will participate in statewide and districtwide assessments	X	
Review and revision of the IEP	X	
Increase or decrease to supplementary aids and services or supports to school personnel	X	
Refusal to increase or decrease a related service	X	
Consideration of ESY if done at a separate meeting	X	



HOW DOES THIS IEP MEASURE UP?

12 STEPS TO DEVELOPING IEP'S THAT SUPPORT IDEA COMPLIANCE AND MEDICAID REIMBURSEMENTS

1. Is the IEP initiation and duration date, student demographic data correct, and are any corrections properly made, initialed and dated?
 2. Does the IEP meeting include the required participants? consulted? excusals?
3. Did providers contributing and participating in the development sign and date the IEP?
4. Did at least one "Qualified Provider" sign the IEP for Health Aide ADL services?
5. Does the PLAAFP state assessment info and current levels of performance?
6. Does the PLAAFP state strengths and areas in need of improvement?
7. Does the PLAAFP address functional AND academic needs and services?
8. Does the IEP pass the "stranger" test?
9. Does the PLAAFP prioritize, verify and substantiate student needs?
10. Is there a clear and direct correlation between needs, Related Services and goals?
11. Are the goals measurable?
12. Is the IEP finalized, finished, and ready to go with NO changes?

Medicaid Compliance = needs, scope, frequency and duration:

HEALTH AIDES, with AOL area(s) and minutes clearly stated ___

SPECIALIZED TRANSPORTATION, reasons in terms of "behavior" and how often ___

THERAPY(S), needs and measurable goals _____

NURSING, needs and services clearly stated ___

COUNSELING, needs and measurable goals ___

At least one Qualified Provider must sign the IEP for Health
Aide AOL services and Transportation!

Creating Measurable IEP Goals

In creating IEP goals, ask yourself the question, "What does it look like, and how will I count it?"

Note: Baselines can be contained in the PLAAFP and/or the Goal Statement.

Do (What is the specific skill/behavior to be achieved in this goal?)	To what extent or criteria (How will the student show that he/she has mastered the goal?)	As evaluated (Identify the specific measurement tool or assessment strategy.)	Baseline (What is the present level of the student related to this skill?)	Does this goal make sense? Is the goal measurable?
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STANDARD ACCOMMODATIONS FOR STUDENTS WITH EPS OR 504 PLANS

Students with IEPs and students with 504 plans may use, as appropriate, any of the universal test administration conditions listed on page 4 and any of the following standard accommodations:

#	Standard Accommodations – EP/504	Content Areas
9	Place marker use.	W, R, M, S
10	More breaks and/or several shorter sessions.	W, R, M, S
11	Test at different time of day.	W, R, M, S
12	Simplify language for the scripted directions or the directions that students read on their own.	W, R, M, S "
13	Read aloud or sign the directions that students read on their own.	W, R, M, S
14	Read aloud or sign the writing prompt, writing test items (HS only), mathematics test items, or science test items. (This accommodation is to be administered in a one-on-one or very small group setting not in a whole classroom setting.)	W, M, S
15	Large print edition of test.	W, R, M, S
16	For a student who is blind, use of an abacus for mathematics test items.	M
17	For a student who is blind, use of an electronic dictionary and thesaurus for the writing prompt response. Grammar check, spell check, encyclopedia, translation, and internet access must be turned off.	W
18	For a student who is blind, Braille writers. •	W, R, M, S
19	Have multiple choice responses transferred from a test book into an answer document.*	W (HS only), R, M, S
20	Record or dictate multiple choice responses to a scribe. •	W (HS only), R, M, S
21	Use assistive technology for the writing prompt response with spell check, grammar check, and predict ahead functions turned off. •	W
22	For mathematics test, use of a personal whiteboard which can be seen by only the student and is erased after every problem.	M
--	Braille edition of test.	W, R, M, S

+ A test item includes both the question and the corresponding answer choices. Any stimulus preceding the item may also be read aloud.

* For these accommodations, the student's responses must be transferred to the student's answer document as directed in the corresponding *Test Administration Directions* manual.

During testing, all universal test administration conditions and standard accommodations identified in a student's IEP or 504 plan must be made available.

Accommodations that do not produce valid results are not permitted for AIMS or Stanford 10 tests. Accommodations not permitted include the use of a scribe for writing, read aloud for reading, and use of a calculator or other manipulatives for mathematics.

Service Codes Effective FY 2008

GRADE	SERVICE CODE	DESCRIPTION	STATE	FEDERAL	Self Contained or Resourced
all but PS	A	Inside Regular Class 80% or more of the day. (These are children who received special education and related services outside the regular class for less than 21% of the school day.) This may include children placed in: regular class with special education/related services provided within regular classes; regular class with special education/related services provided outside the regular classes; or regular class with special education services provided in resource rooms.	yes	yes	R
all but PS	B	Inside Regular Class for no more than 79% of day and no less than 40% of the day. (These are children who received special education and related services outside the regular classroom for at least 21% but no more than 60% of the school day.) This may include children placed in: resource rooms with special education/related services provided within the resource room; or resource rooms with part-time instruction in a regular class.	yes	yes	R
all but PS	C	Inside Regular Class less than 40% of the day. (These are children who received special education and related services outside the regular classroom for more than 60% of the school day.) This may include children placed in: self-contained special classrooms with part-time instruction in a regular class; or self-contained special classrooms with full-time special education instruction on a regular school campus.	yes	yes	SC
all but PS	D	Public or Private Separate Day School for greater than 50% of the school day. This may include children placed in: public and private day schools for students with disabilities; public and private day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day; or public and private residential facilities if the student does NOT LIVE at the facility.	yes	yes	SC
all but PS	E	Public or Private Residential Facility for greater than 50% of the school day. Receives education programs and lives in the public or private residential facilities during the school week. This may include children placed in: public and private residential schools for students with disabilities; or public and private residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day.	yes ¹	yes	SC
all but PS	EA	Public or Private Residential Facility for greater than 50% of the school day - placed by another state agency (not an IEP team decision) with code A. Placed in public or private residential facility receiving services inside regular class 80% or more of the day. Receives education programs and lives in the public or private residential facilities during the school week. This may include children placed in: public and private residential schools for students with disabilities; or public and private residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day.	yes ¹	yes	R
all but PS	EB	Public or Private Residential Facility for greater than 50% of the school day - placed by another state agency (not an EP team decision) with code B. Placed in public or private residential facility receiving services inside regular class 40-79% of the day. Receives education programs and lives in the public or private residential facilities during the school week. This may include children placed in: public and private residential schools for students with disabilities; or public and private residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day.	yes ¹	yes	R

¹ State funding for students with disabilities is provided through voucher funds to the private or public facility serving the students.

Service Codes Effective FY 2008

GRADE	SERVICE CODE	DESCRIPTION	STATE	FEDERAL	Self Contained or Resourced
all but PS	EC	Public or Private Residential Facility for greater than 50% of the school day - placed by another state agency (not an IEP team decision) with code c. Placed in public or private residential facility receiving services inside regular class less than 40% of the day. Receives education programs and lives in the public or private residential facilities during the school week. This may include children placed in: public and private residential schools for students with disabilities; or public and private residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day.	yes ²	yes	SC
all but PS	FA	Correctional Facilities with code A. Receives special education inside regular class 80% or more of the day in: short-term detention facilities (community-based or residential); or correctional facilities.	yes	yes	R
all but PS	FB	Correctional Facilities with code B. Receives special education inside regular class 40-79% of the day in: short-term detention facilities (community-based or residential); or correctional facilities.	yes	yes	R
all but PS	FC	Correctional Facilities with code c. Receives special education inside regular class less than 40% of the day in: short-term detention facilities (community-based or residential); or correctional facilities.	yes	yes	SC
all but PS	H	Homebased/homebound/hospital program. Receives education programs in homebased/homebound/hospital environment that includes children with disabilities placed in and receiving special education and related services in: hospital programs; homebound or homebased programs.	yes	yes	R
all but PS	I	Services provided in a regular classroom. The only disability categories that can be reported here are MD, A, SMR, and 01.	yes	yes	SC
all but PS	J	Private School placement, enrolled by parent(s). Students enrolled by parents or guardians in regular parochial or other private schools who receive special education and related services under a service plan. There is no entitlement to special education and related services. However, PEA must expend proportionate amount of federal funding on students in this type of private placement. This also includes children that are homeschooled.	no	yes	R

² State funding for students with disabilities is provided through voucher funds to the private or public facility serving the students.

Service Codes Effective FY 2008

GRADE	SERVICE CODE	DESCRIPTION	STATE	FEDERAL	Self Contained or Resourced
PS	PA	inside Regular Early Childhood Program at least 80% of the time. A program that includes at least 50% nondisabled children. This may include, but is not limited to special education and related services provided in: Head Start; kindergarten; reverse mainstream classrooms; private preschools; preschool classes offered to an eligible pre-kindergarten population by the public school system; or group child care.	yes	yes	R
PS	PB	Inside Regular Early Childhood Program 40-79% of the time. A program that includes at least 50% nondisabled children. This may include, but are not limited to special education and related services provided in: Head Start; kindergarten; reverse mainstream classrooms; private preschools; preschool classes offered to an eligible pre-kindergarten population by the public school system; or group child care.	yes	yes	R
PS	PC	Inside Regular Early Childhood Program less than 40% of the time. A program that includes at least 50% nondisabled children. This may include, but is not limited to special education and related services provided in: Head Start; kindergarten; reverse mainstream classrooms; private preschools; preschool classes offered to an eligible pre-kindergarten population by the public school system; or group child care.	yes	yes	SC
PS	PD	Separate Class. Attends a special education program in a class that includes 49% or more children with disabilities. This may include, but are not limited to, special education and related services provided in: special education classrooms in regular school buildings; special education classrooms in child care facilities; hospital facilities on an outpatient basis; or other community-based settings.	yes	yes	SC
PS	PE	Public or Private Separate Day School at public expense for greater than 50% of the school day. Receives all special education and related services in education programs in private day schools designed specifically for children with disabilities.	yes	yes	SC
PS	PG	Public or Private Residential Facility at public expense for greater than 50% of the school day. Receives all special education and related services in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.	yes ³	yes	SC
PS	PH	Home at least 360 minutes per week. Receives all special education and related services in the principal residence of the child's family or caregivers and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. Include children who receive special education both at home and in a service provider location.	yes	yes	R
PS	PJ	Private School placement, enrolled by parent(s). Students enrolled by parents or guardians in regular parochial or other private schools who receive special education and related services under a service plan. There is no entitlement to special education and related services. However, PEA must expend proportionate amount of federal funding on students in this type of private placement. This also includes children that are homeschooled.	no	yes	R
PS	PS	Service Provider Location for less than 360 minutes per week. Receives all special education and related services from a service provider and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. Services received at private clinicians' office; clinicians' offices located in school buildings; hospital facilities on an outpatient basis; or libraries and other public locations.	no	yes	R

³ State funding for students with disabilities is provided through voucher funds to the private or public facility serving the students.

Service Codes Effective FY 2008

Service code should be determined by location (not by amount of SPED services received).

To calculate the percentage of time inside regular classroom for school age children: divide the number of hours the youth spends inside the regular classroom by the *total number of hours in the school day* (including lunch, recess and study periods). The result is multiplied by 100. Time spent outside the regular classroom receiving services unrelated to the youth's disability (e.g.; time receiving ELL services) should be considered time inside the regular classroom. Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent *inside the regular classroom*.

To calculate percentage of time inside early childhood programs for preschoolers: divide the amount of time per week the child spends in a regular early childhood program by the *total number of hours (up to B hours per day/40 hours per week) the child spends in a regular early childhood program PLUS any time the child spent receiving special education and related services outside of the regular early childhood program*. The result is multiplied by 100.