

**SPECIAL EDUCATION MANUAL
2023 - 2024**

Bullock County School System



**Mrs. Peggy Goodwin, Special Education Director
304 Blackmon Avenue E.
Union Springs, AL 36089**

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Section I

SPECIAL EDUCATION ADMINISTRATION POLICIES

- I. Bullock County Special Education Department ensures its commitment to provide special education services to all students who reside within the attendance zone of the Bullock County Board of Education, and meet the requirements set in the Alabama Administrative Code for the provision of said services.
- II. Bullock County Special Education Department ensures that all procedural requirements and forms as set in the Alabama Administrative Code for the identification, evaluation, and provision of services will be utilized for its students.
- III. Bullock County Special Education Department ensures that it will provide information necessary to enable the Alabama Department of Education to carry out its duties under Part B of the Act, including with respect to 34 CFR §300.157, information relating to the performance of children with disabilities participating in programs carried out under part B of the Act. 34 CFR §300.211.
- IV. Bullock County Special Education Department ensures that it will maintain records that verify the correctness of information submitted. 34 CFR 376.772, 730, 731.
- V. Bullock County Special Education Department ensures that it will afford the Alabama Department of Education access to records that verify correctness of information. 34 CFR §76.772; 730; 731; 740.
- VI. Bullock County Special Education Department ensures that it will implement the *Alabama State Plan for Special Education*, the AAC, and all state and federal laws and regulations applicable to children with disabilities.
- VII. Bullock County Special Education Department ensures it will provide instructional materials in accessible format to blind persons or other persons with print disabilities. 34 CFR §300.210 (2) (3).
- VIII. Bullock County Special Education Department ensures it will make available to parents of children with disabilities and to the general public all documents related to the eligibility of the Bullock County Special Education Department under Part B of the Act. 34 CFR §300.212.
- IX. Bullock County Special Education Department ensures it will implement Section 1308 of the ESEA to ensure linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the states, health and educational information regarding those children. 34 CFR §300.213.
- X. Bullock County Special Education Department ensures that children attending charter schools that are public schools of the public agency, will serve those children with

disabilities in the same manner as the public education serves children with disabilities in its other schools. 34 CFR §300.209.

II. Residency of Students Receiving Special Education Services

- A. All students receiving special education services will meet the criteria for residency within the Bullock County Special Education Department LEA.
- B. Students, and parents of students, residing outside of the Bullock County LEA, but who are admitted enrollment in Bullock County, will abide by the district policy for Non-resident Student Admittance/Enrollment as established in the Bullock County Board of Education Policy as indicated in the Alabama Administrative Code 290-8-9.10(1)(b).
 - a. The availability of instructional programs that meet the educational, physical, and emotional needs of the student.
 - b. The impact of the decision to enroll the student on a federal court desegregation order/consent decree on the student's resident school system or on the Bullock County System;
 - c. The ability to accommodate the applicant without placing undue financial burden on the Bullock County System; to continuously demonstrate the building and maintenance of positive relationships between parents and schools.

FULL EDUCATIONAL OPPORTUNITY GOAL

1. Bullock County Special Education Department provides appropriate educational opportunities to children with disabilities ages 3 to 21.
2. Bullock County Special Education Department ensures that a free appropriate public education, consistent with the standards established by this plan and by state and federal regulations, is being provided to all children with disabilities ages 3 to 21.
 - a. Bullock County Special Education Department provides full educational opportunities for children with disabilities ages 3 to 21. Bullock County Special Education Department ensures its commitment to implement 34 CFR §300.101; 34 CFR §300.109 and 34 CFR §300.201; AAC 290-8-9-.01(1).

Section 2

CHILD IDENTIFICATION

I. Child Find

Bullock County Special Education Department ensures that all children residing within the jurisdiction of the public education agency, ages birth to 21, regardless of the severity of their disability and who need special education and related services, are identified, located, and evaluated. Child Find applies to children who attend private schools, including children attending religious schools within the public education agency's jurisdiction, highly mobile children with disabilities (migrant and homeless children), and children who are suspected of having a disability and are in need of special education even though they are advancing from grade to grade. Child Find also includes a practical method of determining that eligible children with disabilities are receiving needed special education and related services. Child Find activities will be conducted on a continuous basis as described below:

A. Procedure used to identify and locate children

- a. Bullock County Special Education Department provide public notice of the services available to students with disabilities by:
 - Posting notices in the local newspapers
 - Flyers in local schools
 - Flyers in central office locations
 - LEA Website postings
 - Posters and brochures placed in public areas
 - Presentations by the LEA at local schools and PTA functions
 - Communications with agencies, physicians, day care centers, private schools, and parochial schools located in the LEA jurisdiction
- b. Bullock County Special Education Department maintain contact with individuals and agencies that provide services to children with disabilities, such as:
 - Daycare/preschool centers located in Bullock County Special Education Department's attendance jurisdiction
 - Private schools located within Bullock County Special Education Department's attendance jurisdiction
 - Pediatricians and medical clinics in Bullock County
 - East Central Mental Health
 - Bullock County Health Department
 - Bullock County DHR
 - Head Start

- Alabama Institute of the Deaf and Blind (AIDB)
- Private speech and learning providers/centers
- Department of Youth Services Children's Rehabilitation Services
- Vocational Rehabilitation Services
- Early Intervention Services
- Easter Seals of Central Alabama
- The Learning Tree (ABA Therapist)

The Bullock County School System implements procedures to ensure that students who may be in need of special education are referred. Intervention teachers, Title I programs, school nurses, and alternative education programs are available to help students who are at-risk of school failure and for possible special education services. Special Services personnel provide in-service training for local school personnel on the referral process for special education services.

Local school intervention teams are given resources to assist in developing strategies for students who are experiencing academic and/or behavioral difficulties. If difficulties continue after the implementation of appropriate interventions, the team considers referral for possible special education services. State test results and Response to Instruction (RTI) strategies are analyzed at the pre-referral stage as well as in the IEP Evaluation Team meeting to assist in determining the need for individual evaluations and possible special education and related services. Data meetings are held in local schools to review and analyze state testing and other available data to generate strategies for improvement. Each Bullock County school develops a Continuous Improvement Plan to target specific students for intensive instruction.

B. Procedure used to determine which children with disabilities, ages 3-21, within the public education agency's jurisdiction are currently receiving needed special education and related services:

- a. Each school's Response to Instruction/Problem Solving Team (RTI/PST) will assist in identifying students who may need special education services as opposed to those students who are at-risk or may not have had access to appropriate educational opportunities and interventions in the regular classroom.
- b. Bullock County Special Education Department use PowerSchools Special Programs for tracking to ensure compliance for timelines from initial referral to IEP development and to ensure: (1) 60-day compliance for initial referrals, (2) completion of triennial reevaluations, and (3) referrals from Early Intervention are completed with IEP by student's third birthday. This is monitored by the LEA Special Education Director

through the review of Special Programs reports.

- c. Bullock County Special Education Department uses Special Programs for tracking to ensure completion of the three-year reevaluations within the required timeline. This is monitored by the LEA Special Education Director through the review of Special Programs reports.
- d. The LEA Special Education Director utilizes Special Programs to collect data, generate, and analyze reports in order to monitor and ensure compliance with AAC requirements.
- e. Each special education teacher of students with disabilities is required to enter and complete all special education processes in Special Programs.
- f. Teachers are required to utilize Special Programs to determine the status of services (referral, evaluation, eligibility, reevaluation, etc.) for any student receiving special education services to ensure accurate data is regularly collected and timelines are met.
- g. The Special Education Director communicates frequently with the psychometrist to review compliance, and email is used to alert teachers of approaching deadlines. If personnel continue to be remiss, the Special Education Director will contact the building administrator and the special education teacher regarding compliance issues. The special education teacher is required to immediately correct compliance issues.

C. Procedure used to determine which children with disabilities housed in jails/detention centers/boot camps within your jurisdiction that were eligible to receive special education services from the public education agency:

- a. When an inmate aged 21 or under is admitted to the jail, the jail administrator asks them if they have received special education services in the past and if they would like to continue receiving special education services.
- b. If the inmate indicates that he/she would like to continue receiving special education services, the jail administrator contacts the Special Education Director who then begins the process of providing services or evaluation.
- c. Alabama DHR licensed Institution for neglected or delinquent children and youth, while located within the jurisdiction of Bullock County, provides, through their public funding, the necessary and required personnel for the provision of services for students eligible for special education.

D. Procedure for meeting yearly with representatives of private schools regarding special education services to be provided to eligible children with disabilities who have been placed by their parents in a private school.

- a. The LEA Special Education Director will schedule an annual meeting in the late summer/early fall each school year with all headmasters, directors, and principals of private schools within the jurisdiction of Bullock County.

- b. The annual meeting will address Child Find, referral, evaluation, and services for eligible children with disabilities who have been placed by their parents in a private school or umbrella organization.
- c. The following areas will be discussed:
 - i. Which students will receive services
 - ii. What services will be provided
 - iii. How, where, and by whom the services will be provided
- d. Each representative is requested to provide information regarding the needs and services of children with disabilities in each private school or umbrella organization.
- e. If a headmaster or home-school representative does not attend the meeting, a follow-up letter, including the Private School agreement, is either emailed, mailed via the U. S. Postal Service, or hand delivered to him/her. The headmaster/home-school representative is asked to sign and return the agreement and offer any input, suggestions or recommendations.

E. Procedure for ensuring participation in the transition conference for children with disabilities who participated in early intervention programs.

- a. Early intervention services for children ages 0-3 in the Bullock County Special Education Department jurisdiction and will be coordinated with Early Intervention.
- b. The Special Education Director or contact person receives written referrals from the Director of the Early Intervention Program. The Special Education Director then schedules a transition meeting in a timely manner to ensure that the child can be served on his/her third birthday.
- c. The Special Education Director is responsible for tracking the referral through the eligibility process and IEP development to ensure timelines are adhered to.
- d. The Special Education Director or designated contact person contacts the EI agency or parents to set up/confirm the date of the transition meeting. A designated person from the LEA attends the transition meeting. The Special Education Director monitors the transition timelines. The LEA Special Education Director encourages frequent communication between the EI agency and LEA personnel.

II. Responsibility for Child Find Activities

Person responsible for Child Find Activities:

Special Education Director

304 Blackmon Ave E

Union Springs, AL 36089

III. Child Find Compliance

Procedure to ensure that a tracking system is in place to ensure that identification, evaluation, eligibility, and Individualized Education Plan (IEP) development are completed

within the time frames allowed by state and federal regulations.

- A. Special Programs reports and Special Programs queries are used to track timelines.
- B. The case manager for each student is responsible for entering the data into Special Programs. At each school a teacher is designated as the contact person who coordinates special education support and monitors the completion of IEP's based on approved timelines.
- C. The Special Education Director or designee reviews the system monthly or more often to determine timeline compliance.
- D. The Special Education Director or designee contacts the appropriate case manager to resolve/correct discrepancies.

Bullock County Special Education Department ensures its commitment to implement the *Alabama Administrative Code (AAC)* 290-8-9-01 and 34 CFR §300.111; 34 CFR §300.124; 34 CFR§300.101-102; 34 CFR§300.130-131, and 34 CFR §300.201.

Bullock County Special Education Department ensures its commitment to implement the AAC 290-8-9-10(7) and 34 CFR §300. 130-144.

Section 3

EVALUATION

I. Procedure for Evaluation

A. Bullock County Special Education Department will provide evaluations for any referred or identified child, birth to twenty-one, who may need special education and related services, utilizing qualified personnel and appropriate assessment instruments as outlined by state standards.

- a. For an identified child between the ages 0-2, referred from Early Intervention, parent, or other agency, referrals meetings are held throughout the calendar year as needed. The child will be assigned a case manager, and the transition process will begin through the LEA. The IEP team will select the appropriate evaluations for the suspected areas of disability according to the AAC. The Special Education Director will monitor to ensure that all required evaluations according to the AAC have been administered within the appropriate time frame.
- b. To ensure required evaluations are completed on a child age 3-21 who has been referred for special education services, the child is assigned a case manager. The IEP team will select the appropriate evaluations for the suspected areas of disability according to the AAC. The Special Education Director will monitor to ensure that all required evaluations according to the AAC have been administered within the appropriate time frame.
- c. To ensure required evaluations have been completed for a child who requires a reevaluation, the IEP team will determine if additional data is needed, and if so, will select the appropriate evaluations for the suspected areas of disability according to the AAC. The Special Education Director will monitor to ensure that all required evaluations according to the AAC have been administered.

B. Bullock County Special Education Department will contact and/or arrange for evaluations, which are not available within the LEA, but are needed for a child with a suspected disability.

C. Bullock County Special Education Department will work with other agencies in the area that serve children with disabilities to share evaluation information (Children's Rehabilitation Services, Head Start, Mental Health, university project, etc.)

D. Bullock County Special Education Department will consider all evaluations including those done by other agencies or arranged by parents.

II. Independent Educational Evaluations

- A. Information regarding both public and private sources for independent educational evaluations can be received by calling the Office of the Special Education Director.

Bullock County Special Education Department ensures its commitment to implement the AAC 290-8-9-02 and 34 CFR §300.121-122; 34 CFR §300.131; 34 CFR §300.201; 34 CFR §300.300-301; and 34 CFR §300.303-305.

Bullock County Special Education Department ensures its commitment to implement the AAC 290-8-9-03 and 34 CFR §300.8; 34 CFR §300.15; 34 CFR §300.201; 34 CFR §300.301; and 34 CFR §300.303-305.

Section 4

ELIGIBILITY

I. Eligibility Procedure

All evaluations and other pertinent information are recorded on the eligibility report and each member signs their agreement or disagreement with the conclusions of the team. One copy of the report is given to the parents and the original signed copy stays in a confidential file at the local school.

- A. The IEP team will determine eligibility. During the school year, the IEP or Eligibility Team is composed of the parents and qualified professionals including: a local education agency representative, a general education teacher, a special education teacher and; someone trained to interpret the meaning and instructional implications of the evaluation results. The student may attend the meeting if the parent requests, or if the student is transition-age or 19 years old. A representative from a transition agency may also attend if appropriate. During the summer months, the Eligibility Team is composed of the persons with the same qualifications, but one person may represent more than one required area. *(For example, the principal may serve as the representative for the local education agency, but may also be familiar with the curriculum and the child and serve as the General Education Teacher.)*
- B. When the evaluation is complete the psychometrist will notify the case manager to schedule a meeting with the IEP team to consider the results of the evaluation and make an eligibility determination. A qualified test interpreter will be present. The eligibility meetings are held at the local schools in order to provide input from parents, regular educators, and administrators who have observed the child in the general education environment. The Notice of Proposed Meeting is completed and sent to the parent by the case manager. A minimum of two documented attempts (verbal or written) are utilized to ensure parent notification. Required participants from the school and other appropriate agency representatives are invited either verbally or in writing. Alternative methods of participation may be arranged for the parent such as telephone conferencing or prior written input. The IEP or Eligibility Team members discuss all of the information about the child and make an informed determination regarding eligibility for special education and related services. The committee decision is made in accordance with the standards of the AAC and recorded with signatures on the appropriate form, a copy of which is given to the parents. The Individualized Education Plan is either developed at the conclusion of the eligibility meeting if eligible or will be scheduled for a mutually convenient later date.
- C. Training to ensure special education teachers, general education teachers and administrators as well as testing personnel are familiar with the assessments required for each disability area is provided annually by the Bullock County Special Education

Department. Training provided by the Alabama State Department of Education is attended by appropriate personnel. Each case manager is provided a link to Mastering the Maze and the AAC that contain minimum evaluative components for each disability area.

Bullock County Special Education Department ensure its commitment to implement the AAC 290-8-9-03 - .04 and 34 CFR §300.8; 34 CFR §300.201 and 34 CFR §300.306-308

Section 5

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

I. Procedure for IEP Development

- A. Case managers and other contributing team members review pertinent information which may include but is not limited to, current assessments, work samples, curriculum-based assessments, student profile, student progress toward meeting state standards, progress toward meeting previous IEP goals, and other data related to develop an understanding of the student. Parent input is requested either verbally or through a written input document. The current IEP draft is then written by the case manager based on the input from the above group of professionals and parents.
- B. The draft IEP is then presented to the IEP team for review, suggestions, and open discussion. The IEP team reviews the data or other factors to determine significant regression of critical skills, critical point of development, or environmental concerns that will cause the child not to be able to recoup skills in a reasonable time unless extended school year services are provided. The team determines the extent of services necessary to maintain the present level of functioning.
- C. For the initial IEP for students placed in private programs where FAPE is an issue, Bullock County Special Education Department convenes the IEP team, including the parents, reviews the data and develops an IEP. The IEP team makes an LRE decision. The private program is provided with records from the LEA. The LEA ensures that a representative from the private school or facility attends or otherwise participates in the meeting. The Multi-needs team may be used as a resource for program options. Bullock County Special Education Department must be invited by the private program to any future IEP meetings that the private program or parent initiates.
- D. The Special Education Director ensures the provision of annual training on IEP development/writing. This training includes, but is not limited to, how to complete IEP team meeting notices, writing standards-based IEP goals, benchmarks (when appropriate), addressing transition needs, completing the Alabama Student Assessment forms, and writing defensible LRE justifications.
- E. For students with disabilities served in public school, the IEP team first considers providing special education and related services within the regular education environment, with the necessary supplementary aids, services and support. If FAPE for the student cannot be provided in this environment, then the team considers providing services outside of the regular education environment. The team will consider the full continuum of services in order to provide the least restrictive environment. For students with disabilities served by public institutions, the IEP team determines the student's least restrictive environment. For students with disabilities attending private schools, Bullock

County Special Education Department follows its Private School Agreement, and provides services accordingly.

II. Procedure for Parental Involvement in IEP Development

- A. The Notice of Proposed Meeting is sent out by the case manager either by mail or by the student. A minimum of two written attempts are utilized to ensure parental involvement.
- B. If parents are unable to attend, alternative methods of participation may be arranged for the parents such as web-based video conferencing, phone conferences, prior written input, interview of parents by case manager or sending a copy of the draft IEP home for parental review and input.
- C. Minor changes to the IEP may be made to the IEP without holding an IEP meeting, as per guidelines in the AAC. The Special Education Director must be made aware of, and must approve, the proposed changes prior to the changes being made. The case manager is responsible for securing the parent's written agreement to the changes and informing the IEP team of the changes. The parents are sent a copy of the amended IEP and a Notice of Intent Regarding Special Education Services form, explaining the changes.

III. Procedure for Ensuring Parental Involvement in Meetings

- A. Special education case managers and teachers will provide clear information to parents to enable them to participate in the child's IEP meeting. Case managers frequently contact the parent, prior to sending out a Notice of Proposed Meeting, to allow the parent input on convenient meeting times and dates. Notice of Proposed Meetings must be sent out at least 10 days in advance of a proposed IEP meeting unless an earlier date is mutually agreed upon.
- B. When appropriate, teachers send drafts of student profiles and suggested goals prior to the IEP meetings. Parental input can be provided through phone conversations and/or parent input forms. Parents will be encouraged to give their input during the meeting.
- C. All parents/guardians reserve the right to invite a third party advocate to any meeting regarding a student with disabilities.
- D. Parents of students with disabilities are given the opportunity to participate in school district activities, workshops and programs designed for all students regarding educational issues. Parents are informed by the special education office of state meetings and other district and regional opportunities, designed to enhance their understanding of the IEP process.

IV. Procedure to ensure that hearing aids used by children with disabilities are functioning properly.

- A. The speech-language therapist completes a two-part inspection (visual and auditory) to ensure that hearing aids, auditory trainers and/or external components of the cochlear implants are functioning. The visual inspection includes checking for damage to the case, tubing, ear mold, or the external component. The auditory inspection is performed with a listening stethoscope. Problems such as static, distortion and internal feedback can be

detected at this time. This information is logged on a designated form and if there are problems, corrective action is taken (e.g, inserting new batteries, sending equipment for service, etc.) The case manager or speech/language therapist will periodically check the child's personal hearing aids and/or external components of the cochlear implant.

V. Transition Services for Secondary Students

- A. The case manager or special education teacher will complete a transition assessment on each secondary (or rising secondary) student and will gather information which may include previous work experience, volunteer experience, career goals, progress/participation in career-technical courses, acquisition of driver's license, transportation needs, money management skills, readiness for independent living, diploma options, program credits, etc. in order to develop needed transition services and to evaluate services previously provided. Bullock County Special Education Department will provide opportunities for students to practice and acquire needed transition skills, including transportation when necessary.
- B. This information, including the information from the transition assessment, will be reviewed by the IEP team and will be used to develop appropriate post-secondary goals in the areas of post-secondary education/employment and community living. The information may be gathered by interviewing the student and/or parent, written input from the student and/or parent, observation by the case manager and/or special education teacher/transition aide, or evaluations of student performance in schools-or community-based settings.
- C. During the IEP meeting prior to the student moving up to ninth grade, parents are given the diploma options brochure. The brochure is reviewed with the parent(s) and student. The form *Selecting the Highest Most Appropriate Diploma Option* is also reviewed with the parent and student, and is signed by the parent, if possible. Exit options are reviewed annually.
- D. An open discussion is held in the annual IEP meeting, and throughout the year when appropriate, to discuss transition goals and interests. Parents and students are involved in these discussions. Students are invited to any IEP meeting in which transition services/diploma options are being discussed.
- E. The Special Education Director provides annual training to special education teachers and staff (grades 7-12) regarding transition issues. Participation in state sponsored or recommended transition training is encouraged.
- F. Upon receiving parental consent, the Job coach and transition agencies, such as Vocational Rehabilitation Services, are invited to participate in the student's IEP. Case managers maintain on-going contact with the VR counselors and help to facilitate VR's involvement.

Bullock County Special Education Department ensures its commitment to implement the Alabama Administrative Code r. -8-9-05 - .07 and 34 CFR §300.5,6; 34 CFR §300.101-102; 34 CFR §300,104-108; CFR §300.110; 34 CFR §300.114-118; 34 CFR §300.201; 34 CFR §300.320-325, and 34 CFR §300.327 328.

Section 6

PROCEDURAL SAFEGUARDS

I. Confidentiality

Bullock County Special Education Department provides special education training annually through formal presentations at faculty meetings and administrative staff meetings.

A. Access to Records

Parents are given the opportunity to inspect and review all of their child's educational records relating to identification, evaluation and educational placement and the provision of FAPE that are collected, maintained or used by the Bullock County Special Education Department. Parents are given the opportunity to review their child's educational records *not more than 45 days after the request has been made* and before any meeting regarding an IEP or before a due process hearing, or resolution session is conducted. When requested, Bullock County Special Education Department provides parents with copies of their child's records, if failure to do so would effectively prevent the parents from exercising their right to inspect and review records. Upon a reasonable request from the parents, Bullock County Special Education Department provides an explanation and interpretation of the child's records to the parents. Parents may have a representative inspect and review their child's records. Bullock County Special Education Department presumes that parents have the authority to inspect and review the records of their child unless our LEA has been advised that authority has been removed under state laws governing such matters as guardianship, separation and divorce. Qualified school personnel or state and federal agency representatives who access information from any confidential folder are required to sign and date the Record of Access form on the left side of each confidential student folder. The Access to Records form is also accessible in the Special Programs student folder for each student with disabilities and automatically records entry into the student records. Individuals accessing these electronic records are instructed to electronically sign the Record of Access and list the reason that they are accessing the student record. Special Services teachers are provided with information and in-service training annually regarding confidentiality according to the Family Educational Rights and Privacy Act (FERPA).

B. Records on More Than One Student

Parents will have access only to their child's record. If any information contains references to another student, the parents may review only the data regarding their child. If the data on their child cannot be isolated for review, the principal or Special Education Director will inform the parent regarding the portion of the information that pertains to their child so that the confidentiality of all students is consistently maintained.

C. List of Types and Locations of Information

Upon request, Bullock County Special Education Department's staff will provide to parents a

list of the types and locations of educational records collected, maintained, or used by the Bullock County Special Education Department pertaining to their child.

D. Disclosure Procedures Pertaining to Special Education Records

Bullock County Special Education Department will maintain for public inspection a current listing of the names and positions of those employees within the school system who have access to personally identifiable information. Bullock County Special Education Department secures parental consent before personally identifiable information is disclosed to parties other than officials of participating agencies. Parental consent is not required before personally identifiable information is released to:

- a. Officials of participating agencies for the purposes of meeting a requirement of Part B of the IDEA. However, the child's parents or eligible child who has reached the age of majority (age 19) must be given prior notice of the transfer of records as required by the *Family Educational Rights and Privacy Act (FERPA)*.
- b. Authorized state or federal officials in conjunction with monitoring or
- c. Enforcement of legal requirements that relate to the special education program.
- d. Law enforcement and judicial authorities to the extent permitted by FERPA when the child with a disability has committed a crime.

Bullock County Special Education Department obtains parental consent, or the consent of an eligible child who has reached the age of majority (age 19), before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

If a child is enrolled, or is going to enroll in a private school that is not located in the LEA of the parent's residence, Bullock County Special Education Department obtains parental consent before any personally identifiable information about the child is released between officials in the LEA where the private school is located and officials in the LEA of the parent's residence.

F. Transfer of Records

To facilitate the transition for a child who has transferred to Bullock County Special Education Department from another public agency in Alabama or from another state, Bullock County Special Education Department will take reasonable steps to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the child, from the previous public agency in which the child was enrolled, pursuant to FERPA; and the previous public agency in which the child was enrolled must take reasonable steps to promptly respond to such request from the new public agency (i.e. Bullock County Special Education Department).

Parental consent is not required as a condition for a transfer of special education records from one public agency to another. However, FERPA requires notice to be provided to the child's parents or the student who has reached age 18.

Bullock County Special Education Department obtains parental consent, or the consent of an eligible child who has reached the age of majority (age 19), obtained before personally identifiable information is released to officials of the participating agencies providing or paying for transition services.

If a child is enrolled, or is going to enroll in a private school that is not located in the LEA of the parent's residence, parental consent will be obtained before any personally identifiable information about the child is released between officials in the LEA where the private school is located and officials in the LEA of the parent's residence.

G. Destruction of Information

The Bullock County Special Education Department will retain a copy of the education records containing personally identifiable information in a secure location for a period of five (5) years after the termination of the special education program for which they were used. The information must be destroyed at the request of the parents. However, a permanent education record that contains the child's name, address, telephone number, his/her grades, record of attendance for special education services, classes attended, grade level completed, and year completed will be maintained without time limitation.

- a. At the end of the five-year retention period, the Bullock County Special Education Department will inform the parents when personally identifiable information collected, maintained, or used is no longer needed, via generalized newspaper announcements which maintain confidentiality.
- b. Information must be destroyed in a manner whereby confidentiality of the information is maintained, generally through shredding.

H. Disciplinary Information

The Bullock County Special Education Department may include in the records of any child with a disability a statement of any current or previous disciplinary action that has been taken against the child and transmit the statement to the same extent that the disciplinary information is included in, and transmitted with the student records of non-disabled children. The statement may include a description of:

1. Any behavior engaged in by the child that required disciplinary action,
2. A description of the disciplinary action taken, and;
3. Any other information that is relevant to the safety of the child and other individuals involved with the child.

If the child transfers from one school to another, the transmission of any of the child's records must include both the child's current IEP and any statement of current or previous disciplinary action that has been taken against the child to the same extent that disciplinary information is transmitted with the records of non-disabled children.

I. Rights for Children

Bullock County Special Education Department afford the child rights or privacy similar to those afforded to parents regarding records taking into consideration the age of the child and type and severity of the disability. Although the rights of parents under the IDEA transfer to the student at the age of majority (age 19), the rights of parents regarding educational records under FERPA transfer to the student at age 18.

J. Parental Notice and Consent

Bullock County Special Education Department will provide notice to parents and obtain consent prior to specific actions:

a. Parental Consent

- i. Bullock County Special Education Department will obtain informed written consent prior to initial evaluation, prior to the initial provision of special education and related services, and prior to any reevaluation that requires additional data to be obtained. Consent for initial evaluation will not be construed as consent for the initial provision of services. If the parent of the child with a disability refuses or fails to respond to a request to provide consent for initial evaluation or a reevaluation that requires evaluation of the child, the Bullock County Special Education Department may, but are not required to pursue consent by using mediation and/or due process procedures. The Bullock County Special Education Department does not violate its obligation under the Child Find requirements if it declines to pursue an initial evaluation or reevaluation.
- ii. Bullock County Special Education Department will make reasonable efforts to obtain informed consent from the parent for the initial provision of special education and related services to the child. If the parent of the child refuses to consent to the initial provision of special education and related services or the parent fails to respond to a request to provide such consent, the Bullock County Special Education Department may not use mediation or due process procedures in order to obtain agreement or a ruling that services may be provided to the child. However, the Bullock County Special Education Department will not be in violation of the requirement to make available FAPE to the child for the failure to provide the child with the special education and related services for which the Bullock County Special Education Department requests consent, and Bullock County Special Education Department are not required to convene an IEP meeting or develop an IEP for the child for the special education and related services for the Bullock County Special Education Department requests of such consent.

- iii. Bullock County Special Education Department will not use a parent's refusal of informed written consent to deny the parent or child any other service, benefit, or activity of the Bullock County Special Education Department, except as described in paragraphs (i) and (ii) above.
- iv. Informed written consent is not required:
 1. For reevaluation, if Bullock County Special Education Department can demonstrate that it has made reasonable efforts, (at least two attempts) to obtain that consent and the child's parent has failed to respond.
 2. Before reviewing existing evaluation data as part of an evaluation or reevaluation or administering a test or other evaluation that is administered to all children, unless, before administration of that test or evaluation, consent is required of parents of all children.
 3. For the type of evaluations listed on the IEP to evaluate the mastery of annual goal(s).
 4. For initial evaluations only, if the child is a ward of the State and is not residing with the child's parent, the public agency is not required to obtain informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability if despite reasonable efforts to do so, the Bullock County Special Education Department cannot discover the whereabouts of the parent of the child; the rights of the parents of the child have been terminated in accordance with State law, or the rights of the parent to make educational decisions have been subrogated by a judge in accordance with State law and consent for an initial evaluation has been given by any individual appointed by the judge to represent the child.
- v. If a parent of a child who is home schooled or placed in a private school by the parents at their own expense does not provide consent for the initial evaluation or the reevaluation, or the parent fails to respond to request to provide consent, Bullock County Special Education Department will not use the consent override procedures of mediation or due process, and Bullock County Schools is not required to consider the child as eligible for services under these rules.
- vi. To meet the reasonable efforts requirement regarding consent for initial evaluation, reevaluation and initial provision of services, Bullock County Schools will document its attempts to obtain parental consent using the procedures under these rules.

b. Parental Notice

- i. Written notice will be given to parents a reasonable time before Bullock County Public Schools proposes or refuses to initiate or change the identification evaluation, education placement, or the provision of FAPE to a child. Written

notice will be given when a child graduates from high school with a regular diploma or exits because the child has exceeded the age of eligibility for FAPE.

- ii. Parental notice will include a description of the action proposed or refused by the agency, the reason for the proposed or refused action, a description of other options Bullock County Special Education Department considered and why those options were rejected, a description of each evaluation procedure, assessment, record, or report Bullock County Special Education Department used as a basis for the proposal or refusal and a description of any other factors that are relevant to the proposal or refusal. The notice will also include a statement that the parents of the child have protection under the Special Education Rights and if this notice is not an initial referral for evaluation, the means by which a copy of the rights can be obtained, and sources for parents to contact to obtain assistance in understanding the provisions of the notice. To ensure that parents understand the content of each notice, Bullock County Special Education Department will provide written notice in language understandable to the general public, provide notice in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible to do so, and take the necessary steps to ensure, that when the native language or other mode of communication of the parent is not a written language, that the notice is translated orally or by other means to the parent in his or her native language or other mode of communication. Bullock County Special Education Department will ensure that parents understand the content of the notice and maintain written evidence that the notice requirements have been met. Parents may request to receive notices by electronic mail if the public agency provides notices by electronic mail.

II. Person responsible for the confidentiality of all personally identifiable information

**Special Education Director
Bullock County Special Education Department
304 Blackmon Ave E
Union Springs, AL 36089**

III. Types and locations of educational records maintained and collected.

- A. A complete set of current and archived records for each eligible and ineligible student with disabilities, is maintained in the special education office of the Bullock County Special Education Department in locked filing cabinets.

B. A complete copy including current IEP and behavioral intervention plan, when appropriate, for each student located in the case manager's classroom in a locked filing cabinet. All records created since the implementation of Special Programs are maintained through the PowerSchools Special Programs platform.

IV. Procedure for Surrogate Parent

A. Identification of children in need of a surrogate parent.

Bullock County Special Education Department ensures that the rights of a child are protected when no parent can be identified.

A surrogate parent is needed when no parent can be identified; the Bullock County Special Education Department, after reasonable efforts, cannot locate a parent; or the child is a ward of the State. In the case of a child who is a ward of the State, a surrogate may alternatively be appointed by the judge overseeing the child's case, provided that the surrogate meets the criteria. In case of any unaccompanied homeless youth as defined in section 725(6) of the *McKinney-Vento Homeless Assistance Act* (42 U.S.C. 11434a(6)), appointment.

E. Tracking Requirements

- a. A tracking system of students who were considered for or who were appointed a surrogate parent will be maintained by the Special Education Director.
- b. Copies of letters and other data relative to the student's consideration for surrogate parent services will be maintained by the Special Education Director.
- c. Documentation of surrogate parent training will be maintained by the Special Education Director.

F. Procedure for maintaining records that demonstrate that complaint resolution, mediation agreements, and due process hearing decisions are implemented.

- a. The Bullock County Special Education Department will maintain records in the office of the Special Education Director that document the actions that ensure the implementation by the school system of complaint resolution, mediation agreements, and due process hearing decisions.
- b. The Special Education Director will inform those who have a need to know of the pertinent information. The Special Education Director will be aware of any and all complaint agreements, will be responsible for monitoring the situation to ensure that the aforementioned actions are properly implemented and will maintain documentation that the decision/agreement has been followed.
- c. The Special Education Director will ensure the confidentiality of all personally identifiable information. The documentation of implementation will be available for review by the State Department as part of the required verification procedures.

The Bullock County Special Education Department ensures its commitment to implement the AAC 290-8-9-.08 and 34 CFR §300.9, 34 CFR §300.32; 34 CFR §300.121; 34 CFR §300.123; 34 CFR §300.150-153; 34 CFR §300.201; 34 CFR §300.229; 34 CFR §300.300; 34 CFR §300.500-504; 34 CFR §300.530 536: 34 CFR §300.610-627; And 34 CFR Part 99 (*Family Educational Rights and Privacy Act*).

Section 7

SYSTEM OF PERSONNEL DEVELOPMENT

I. Qualified Personnel.

- A. Bullock County Special Education Department ensures that qualified personnel will be provided to implement special education services.
- B. Procedure to recruit and retain qualified personnel.
 - a. Bullock County Special Education Department actively advertises and recruits highly qualified Special Education teachers. Bullock County Special Education Department' representatives regularly attend interview days at the colleges and universities in the state and immediate area, use professionally developed recruiting brochures, and use the Teach-in-Alabama and LEA websites.
 - b. Bullock County Special Education Department believes that both physical and emotional support are essential if dedicated, highly qualified teachers are to be retained. Bullock County Special Education Department supports special education teachers with continuing staff development and with a strong mentoring program. In addition, we support teachers in the following ways: reasonable caseloads, adequate materials and supplies, help from paraprofessionals, assistance from lab students, interns, financial support and respect for the expertise that they provide in the total program.

II. Procedures to fully inform teachers and administrators of their responsibilities for implementing least restrictive environment requirements.

- A. Bullock County Special Education Department does not limit the continuum of placements as mandated by Least Restrictive Environment. Bullock County Special Education Department offers a full spectrum of placements as required and recommended by the IEP team. Training is provided on alternative placement availability and awareness of options is monitored by the Special Education Director.
- B. Bullock County Special Education Department utilizes a wide variety of training for general education teachers, special education teachers, and administrators on their responsibility to implement least restrictive environment requirements. This includes ongoing professional development and training activities such as trainer of trainers, annual teacher meetings, small-group focused presentations, policy and procedure manuals, postings to web-sites, handouts, as well as frequent reminders to teachers and administrators.

III. Procedures to fully inform general educators and administrators of the special education process.

- A. Bullock County Special Education Department utilizes a wide variety of activities to fully inform general education teachers, special education teachers, and administrators on the special education process. This includes ongoing professional development and training activities, annual teacher meetings, policy and procedure manuals, handouts, as well as frequent reminders to teachers and administrators. Teachers and administrators will be provided the opportunity to attend state training workshops and conferences.
- B. Training for general education teachers and administrators will include, but not be limited to, how to complete IEP team meetings notices, write standards-based IEP goals, benchmark, address transition needs, complete the "Alabama Student Assessment Forms" and write defensible LRE justification.

Bullock County Special Education Department ensures its commitment to implement the AAC 290-8-9-01-.07; and 34 CFR §300.119; 34 CFR §300.119.156, and 34 CFR §300.704(iv) (4).

Section 8

DISCIPLINARY PROCEDURES

I. Procedures for the suspension and expulsion of children with disabilities.

A. Suspension / Expulsion

- a. Suspension/expulsion of children with disabilities is monitored in the individual schools by the local administrators in coordination with the student's special education case manager. The Special Education Director is kept closely informed and involved. The Bullock County Special Education Department policy related to the suspension and expulsion of children with disabilities follows the mandates of the most current reauthorization of IDEA and the Alabama Administrative Code. Bullock County Special Education Department follows the procedures outlined in the following flow charts:
 - i. IDEA Student: Violates Code of Conduct (removal constitutes a change of placement; removal does not constitute a change of placement)
 - ii. IDEA Student: Possesses Weapons/Uses Illegal Drugs
 - iii. IDEA Student: Removal Due to Dangerous Behavior
 - iv. Protections for Students Not Yet Eligible for IDEA: Violates Code of Conduct.
- b. Suspension and expulsion may be appropriate disciplinary action for a student with disabilities. If suspension is considered, the IEP Team must decide whether the offense is related to the disability.
- c. A short-term suspension, up to ten scholastic days, may be used for any one disciplinary incident for a student with disabilities. Suspension, which results in more than ten consecutive scholastic days, or a series of suspensions that create a pattern of exclusion, are considered significant changes in placement and require due process through IEP Team action.
- d. After ten days of removal from the school setting, decisions regarding suspension or expulsion must be made during an Individualized Education Program (IEP) meeting that includes all appropriate IEP Team members. A disabled student may be suspended if it is determined that the offense is not related to the disability. A written statement regarding any suspension decision shall be maintained in the local school office and are filed electronically through Special Programs (computerized school database program).
- e. A student with disabilities may not be expelled (total removal from a student's current education service) from school for any behavior that has a direct and significant relationship to that student's disability. An IEP Team in a Manifestation Determination meeting makes this decision. If the IEP Team determines that the

behavior in question does not have a direct and significant relationship to the student's area of disability, the school system may expel the student. A complete cessation of education services is not permissible. Expulsion constitutes a change in placement that requires due process through IEP Team action.

- f. All expelled students in Bullock County are afforded an expulsion hearing. The Special Education Director is a member of the committee that conducts these hearings. It is the responsibility of the Special Education Director to ensure that special education services are considered for any student facing an expulsion from school.

B. Manifestation Determination

- a. Within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Bullock County Special Education Department, the parent, and relevant members of the child's IEP team (as determined by the parent and the Bullock County Special Education Department) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parent to determine if the conduct in question was:
 - i. caused by, or had a direct and substantial relationship to, the child's disability, or
 - ii. if the conduct in question was the direct result of the Bullock County Special Education Department failure to implement the IEP.
 - iii. Parents will be provided a copy of Special Education Rights if the disciplinary removal constitutes a change of placement.
- b. The conduct must be determined to be a manifestation of the child's disability if the Bullock County Special Education Department, the parent, and relevant members of the child's IEP Team determine that either condition in paragraph one is met. If the Bullock County Special Education Department, the parent, and relevant members of the child's IEP Team determine that there was a failure to implement the IEP, the Bullock County Special Education Department takes immediate steps to remedy those deficiencies.

C. Procedure

- a. Under the provisions of IDEA, as a proactive measure a student in any Bullock County whose behavior impairs or impedes his/her learning or that of others should have included in the Individualized Education Program (IEP) strategies, supports, and positive behavioral interventions to address the behavior before disciplinary removals become an issue. If the student already has a behavior plan but it is ineffective or needs modification, teachers or parents may request an IEP team meeting to express their concerns and to change the plan.
- b. Before implementing disciplinary proceedings, a Bullock County Principal or

assistant principal must notify the pupil of the misconduct with which he is charged. The student is entitled to:

- i. A written or oral statement of the charges against the student,
 - ii. If the student denies the charge, a summary of the evidence against the student
 - iii. An opportunity to explain the student's conduct.
- c. Bullock County school personnel should be aware of constitutional due process protections that apply to the removal of all students, including students with disabilities. Discipline provisions for students with disabilities are most important and parents must be included in the decision making process during every phase of the discipline process. Decisions regarding suspension or expulsion must be made during an (IEP) meeting that includes all appropriate IEP team members. Parents are included as members of the team and must be invited to all meetings. Suspensions and expulsions may be deemed an appropriate disciplinary action for students with disabilities. Suspension and expulsions of more than ten days is a change in placement and triggers the procedural protections of the law.

Bullock County Special Education Department ensures its commitment to implement the AAC 290-8-9-09 and 34 CFR

Section 9 Addressing Disporprotionality

I. B.Disporprotionality

A.

Alabama has worked diligently to address disproportionality in special education since 2000 through the initiatives of the Lee v. Macon Special Education Consent Decree. This Consent Decree required special education programs in this state to address the overrepresentation of African-American students identified as having mental retardation (MR) and emotional disturbance (ED) and the underrepresentation of African-American students identified as having a specific learning disability (SLD) and giftedness (GT). Alabama made significant progress in reducing the disparities and, in December 2006, was granted unitary status with the provision that the state would continue to provide training to teachers, administrators, and evaluators with regard to disproportionality. With the reauthorization of the Individuals with Disabilities Education Act 2004 (IDEA), the focus of disproportionality is taken to the next level. IDEA 2004 regulations extend the directives of the Consent Decree mandates to include an analysis of three additional disability areas: autism (AUT), other health impairment (OHI), and speech or language impairment (SLI) in addition to MR, ED, and SLD. It further requires that we also analyze state and local education agency (LEA) data with regard to disproportionate representation by race and ethnicity in least restrictive environment (LRE) and discipline. Congress commissioned the National Academy of Sciences to study disproportionality in 1982 and again in 2002.

As a result of those studies, “congress contends that: (1) greater efforts are needed to prevent the intensification of problems connected with mislabeling minority children with disabilities; (2) more minority children continue to be served in special education than would be expected from the percentage of minority students in the general school population; (3) African-American children are identified as having MR and ED at rates greater than their White counterparts; (4) in the 1998- 1999 school year, African-American children represented 14.8% of the population aged 6 through 21, yet comprised 20.2% of all children with disabilities served in our schools; and (5) studies have found that schools with predominantly white students and teachers have placed disproportionately high numbers of their minority students into special education.” (Williams, Perry. Building the Legacy: IDEA 2004 Training Curriculum).

Disporprotionality is a complex problem - a symptom - and not a cause.

B. Procedures

Click on the link to view the Alabama State Department of Education’s presentation regarding disproportionality, the implications of significant disproportionality, why

disproportionality is a priority, and IDEA 2004's provisions to address disproportionality. Links have also been provided to access ALSDE training materials on Positive Behavioral Interventions and Supports (PBIS) and Makes Sense Instructional Strategies.

[ALSDE Makes Sense Strategies Training](#)

[ALSDE Makes Sense Strategies Training](#)

[**ALSDE PBIS \(Positive Behavioral Interventions and Supports\) Training**](#)

[**ALSDE PBIS \(Positive Behavioral Interventions and Supports\) Training**](#)

[**Addressing Disproportionality in Schools**](#)

Section10

Forms

**IEP/504 MEETING
Bullock County Schools
Special Education Department**

Student Name:		
Date:		
IEP MEETING AGENDA		
Time:		Consensus

--	--	--	--

GROUND RULES

- REMAIN STUDENT FOCUSED
- FOLLOW THE AGENDA
- ACKNOWLEDGE ALL TEAM MEMBERS AS VALUABLE PARTICIPANTS BY LISTENING CAREFULLY AND SHOWING RESPECT FOR THEIR IDEAS AND QUESTIONS
- SILENCE COMMUNICATION DEVICES & REFRAIN FROM TEXTING
- MAINTAIN CONFIDENTIALITY
- WORK TOGETHER TO REACH CONSENSUS

IEP MEETING NORMS

- KEEP THE DISCUSSIONS OBJECTIVE, DATA-BASED, AND FOCUSED ON

- USE REPECTFUL LANGUAGE AND ACTIONS TOWARD ONE ANOTHER
WHEN ASKING FOR AND SHARING INFORMATION AND WORKING
TOGETHER TO REACH CONSENSUS
- LISTEN AND CONSIDER ALL POINTS OF VIEW
- GIVE ATTENTION TO THE PERSON WHO IS SPEAKING THUS, NO
SIDEBAR CONVERSATIONS DURING THE PRESENTATION AND
DISCUSSION OF INFORMATION
- STAY ON THE AGENDA TOPIC
- SILENCE COMMUNICATION DEVICES

End-of-IEP-Meeting Checklist for IEP Team Leaders

Summarize the discussion	Recap what the IEP Team discussed and the services, instruction, and placement the student will receive. Mention and make note of any areas of disagreement with the parent. Double check that you've documented the team's discussion of the parent's concerns.
Get Everyone's signature	Once you've reviewed the entire IEP, ask everyone including the parent, to sign the document (or an attached form) to confirm they attended and participated in the IEP Meeting.
Ask for the parent's consent	Ask the parent to acknowledge in writing that he/she has reviewed the IEP, understands it, and consents to it.
Confirm receipt of procedural safeguards	Have the parent acknowledge in writing that he/she received a copy of the IDEA procedural safeguards, such as the right to challenge the IEP through a due process complaint. Ask if he/she has any questions about them and be ready to explain them using laymen's terms.
Provide prior written notice	Notify the parent in writing of the proposed placement and services. The notice should include a discussion of other placements the team considered and why the IEP Team rejected them. It's best to provide the notice immediately after the meeting or soon enough that the parent has time to fully consider the change and respond before the IEP is implemented. Obtain proof the parent received the notice, such as a certified mail confirmation or the parent's written acknowledgement.
Review the distribution list	Review who needs to receive a copy of the IEP. Some staff members may only need part of the document. Include anyone

	responsible for implementing the student's services, instruction, and accommodations, such as general education teachers, bus drivers, coaches, and cafeteria workers.
Choose someone to monitor implementation	It's a good idea to assign a point person to make sure the student's services start when the IEP says they will. That person can also make sure the services continue to be implemented and alert the IEP Team if there are problems.
Schedule the next meeting	Decide when the IEP Team will meet again and make a note of any specific issues that will need to be addressed at the future meeting.
Provide a copy of the IEP to the parent	Give the parent a copy of the complete document.

Transition Checklist

	Yes	No
Transition Services Provided		
Career Development and Employability Skills		
Foundation Skills		
Ethics and Social Responsibility		
Leadership and Teamwork		
Applied Technology		
Technical Knowledge and Skills		
Economics and Finance		
Safety and Health		

Documentation of Student Accommodations

School: _____

Class: _____

Date: _____

Teacher's name _____

Student's name _____

Assignment/Test: _____

Accommodations made:

1. _____

2. _____

3. _____

Any other information:

ACCOMMODATIONS CHECKLIST FOR THE General Education CLASSROOM

PHYSICAL ARRANGEMENT OF ROOM: ___ seating student near the teacher ___ seating student near a positive role model ___ standing near the student when giving directions or presenting lessons ___ avoiding distracting stimuli (air conditioner, high traffic area, etc.) ___ increasing distance between desks ___ additional accommodations:

LESSON

PRESENTATION:

___ pairing students to check work ___ writing key points on board ___ providing peer tutoring ___ providing visual aids, large print, films ___ providing peer note taker

___ making sure directions are understood ___ including a variety of activities during each lesson

___ repeating directions to the student after they have been given to the class: then have him/her repeat an explain direction to teacher

___ providing written outline

___ allowing student to tape record lessons

___ having child review key points orally

___ teaching through multi-sensory modes, visual, auditory, kinesthetic, olfactory

___ using computer-assisted instruction

___ accompany oral directions with written directions for child to refer to blackboard or paper

___ provide a model to help students post the model and refer to it often ___ provide cross age peer tutoring

___ to assist the students in finding the main idea underlying, highlighting, cue cards, etc.

___ breaking longer presentations into shorter segments ___ additional accommodations:

ASSIGNMENTS/WORKSHEETS:

___ giving extra time to complete tasks

___ simplifying complex directions

___ handing worksheets out one at a time

___ reducing the reading level of the assignments

___ requiring fewer correct responses to achieve grade (quality vs. quantity)

___ allowing student to tape record assignments/homework

___ providing a structured routine in written form

___ providing study skills training/learning strategies

___ giving frequent short quizzes and avoiding long tests

___ shortening assignments; breaking work into smaller segments

___ allowing typewritten or computer printed assignments prepared by the student or dictated by the student and recorded by someone else if needed

___ using self-monitoring devices ___ reducing homework assignments ___ not grading handwriting ___ student should not be allowed to use cursive or manuscript writing

___ reversals and transpositions of letters and numbers should not be marked wrong, reversals or transpositions should be pointed out for correction

___ do not require lengthy outside reading assignments

___ teacher monitor students self-paced assignments (daily, weekly, bi-weekly)

___ arrangements for homework assignments to reach home with clear, concise directions

___ recognize and give credit for student's oral participation in class ___ additional recommendations:

_____ TEST TAKING:

___ allowing open book exams ___ giving exam orally ___ giving take home tests ___ using more objective items (fewer essay responses) ___ allowing

student to give test answers on tape recorder ___ giving frequent short quizzes, not long exams

___ allowing extra time for exam

___ reading test item to student

___ avoid placing student under pressure of time or competition

___ additional accommodations:

 ORGANIZATION:

- ___ providing peer assistance with organizational skills
- ___ assigning volunteer homework buddy
- ___ allowing student to have an extra set of books at home
- ___ sending daily/weekly progress reports home
- ___ developing a reward system for in-schoolwork and homework completion
- ___ providing student with a homework assignment notebook ___ additional accommodations:

BEHAVIORS:

- ___ use of timers to facilitate task completion
- ___ structure transitional and unstructured times (recess, hallways, lunchroom, locker room, library, assembly, field trips, etc.)
- ___ praising specific behaviors ___ using self-monitoring strategies ___ giving extra privileges and rewards ___ keeping classroom rules simple and clear ___ making "prudent use" of negative consequences ___ allowing for short breaks between assignments ___ cueing student to stay on task (nonverbal signal)
- ___ marking student's correct answers, not his mistakes
- ___ implementing a classroom behavior management system
- ___ allowing students time out of seat, to run errands, etc.
- ___ ignoring inappropriate behaviors not drastically outside classroom limits
- ___ allowing legitimate movement ___ contracting with the student ___ increasing the immediacy of rewards ___ implementing time-out procedures ___ additional accommodations:

**Example of an Instructional Accommodations
Format For General Education Classroom Teachers**

Form for Identifying Accommodations:

Name: _____

Grade: _____

Date: _____

Use the following checklist to guide decisions about what instructional accommodations are needed by this student.

Instructional Accommodation Checklist Setting

Distraction-free space within classroom (e.g., doorway, windows, other students, front of class, back of class)

One-to-one assistance to complete written tasks
On-task reminders
Several verbal prompts to initiate a task
Verbal encouragement, praise, or recognition to continue a task
Directions repeated and/or clarified

Small group or partner instruction, especially when learning or practicing new facts, concepts, and strategies

Adaptive furniture
Other
Timing
Periodic breaks during work sessions (specify) Other

_____ _____
Scheduling
Extended time to complete class/homework assignments

Length of assignments shortened to complete as overnight homework assignments

A daily assignment sheet

A weekly quick strategic assignment meeting

A weekly or monthly assignment calendar

A weekly or monthly assignment calendar with check-in and due dates posted

Presentation

Visual cues or printed material to facilitate understanding of orally given directions

Directions repeated, clarified, or simplified
 Directions read individually
 Visual magnification device
 Auditory amplifications device

Written directions read
 Key words or phrases in written directions highlighted

Visual prompts (e.g., stop signs, arrows) that show directions to start, stop, and continue working

Written directions presented in larger and/or bold print
 Written directions presented with one complete sentence per line of text
 Reader to read the text
 Pencil grip
 Access to a prerecorded reading
 Test presented in sign language

_____ _____
 Written information presented in Braille or large print

Increased spacing between items and/or limited items presented per page

Templates or masks to reduce visible print

Papers secured to desk (e.g., magnets, tape)

Calculator

Abacus

Arithmetic tables

Spell checker or spelling dictionary

Manipulative

Other

Response

Text-talker converter

Speech synthesizer

Pencil grip

Scribe (someone to record verbatim oral responses to questions)

Braille

Copying assistance between drafts of writing

Option to write an outline to a question and, using a tape recorder, dictate the body of the response, per the written outline

Option to dictate answer into a tape recorder Visual magnification device Touch Talker or other communication device Calculator

Abacus Arithmetic tables Spell checker or spelling dictionary

Other accommodations based on the purpose of the assignment and what and how the skill(s) will be assessed.

Strategic Planning for Instructional Accommodations

Student Characteristics	Instructional Task	Purpose/Goal	Accommodations

C. Kosnitsky - 2/18

Strategic Planning for Instructional Accommodations Example

Student Characteristics	Instructional Task	Purpose/Goal	Accommodations
<ul style="list-style-type: none"> · Limited decoding skills · Likes using technology 	Read grade-level text and answer questions	Preview content	Student has digitized textbook on laptop
<ul style="list-style-type: none"> · Limited motor control · Strong attention to detail 	Note-taking during lecture	Create a memory aid to study for test	Provide student with fill-in-the-blank study guide to lessen writing requirement
<ul style="list-style-type: none"> · Limited working memory · Adequate reading skills 	Follow multi-step, oral directions on assignment	Hold multiple pieces of information in mind long enough to complete task	Provide written directions to accompany oral directions
<ul style="list-style-type: none"> · Limited sustained attention · Likes physical movement 	Pay attention during teacher-led lecture	Obtain new information and be prepared for performance task	Seat in back row so student can stand up and get sensory input without disturbing others

C. Kosnitsky - 2/18

Skills checklist
Bullock County School District
Special Education Department

Name: _____

Month: _____

Date	Student name	Skills

Bullock County Board of Education
 Mrs. Peggy Goodwin, Special Education Director
 304 Blackmon Ave. E Union Springs, Al 36089
 Telephone 334- 312-7051
 peggy.goodwin@bullockco.org
Order of Folders

If the student has been reevaluated (if student has been reevaluated more than once, only include the forms from the most recent evaluation):

- Notice of Inv. for re-eval meeting (Discuss Need for Additional Data Collection)
- Notice of IEP Team’s Decision Regarding Reevaluation (signed copy)
- Notice and Consent for Reevaluation (if additional data was needed; signed copy)
- Eligibility Form (if additional data was needed)

For all students (not all assessments required for each exceptionality)-if you want to put these in the order that they appear on your eligibility form, that’s fine. Please start with v/h screenings. This list is not all inclusive. Please refer to AAC or other documents to determine required assessments.

- Vision Screening Form
- Hearing Screening Form
- IQ
- Achievement
- Behavior rating scale
- Adaptive behavior scale
- Observation
- ECE Checklist
- Work samples
- Documentation of Appropriate Instruction-Prong 1 (required for **all** eligibility reports, initial and reeval)
- Documentation for Appropriate Instruction-Prong 2/Progress Monitoring (all new referrals, except pre-school, TBI, voice, articulation, and fluency; and SLD reevals)
- State assessments
- Documentation of accommodations (could be from PST Referral paperwork, classroom observation, Teacher Input form, IEP goal pages/504 Plan)
- Statement of adverse affect (could be from Teacher Input form or from observation)
- Student/teacher/parent interviews
- Anything recorded on the eligibility report should have a corresponding document in the folder
- Notice of Inv. for eligibility meeting (Determine Initial or Continued Eligibility)

- Notice and Eligibility Decision Regarding Special Education Services
- Notice and Consent to Provide Special Education Services

IEP File

- Notice of Inv. for IEP meeting (Develop Initial IEP or Review/Revise IEP; for students grade 9 and above, also mark Discuss Transition/Postsecondary Services)
- Current year's IEP
- Assessments referred to in profile and/or used to develop present levels of performance (work samples, protocols, report cards, discipline reports, teacher input forms, etc.)
- Current progress reports (issued during implementation dates of IEP)
- Documentation of mastery of goals; the work sample/data sheet, etc., should be stapled to the corresponding goal page at the end of the year, before the IEP is filed in the history file.
- Copies of most current state assessment results
- Tracking Student Assessment form-updated annually
- Documentation of Appropriate Instruction form-updated annually
- High school students-transition planning assessments, transcripts, diploma options brochure, signed co-op requirements form (for Essentials pathway students), Selecting the Highest...

History File

- Staple, clip, or rubber band together all items removed for a particular school year

ALL FOLDERS SHOULD HAVE A RECORD OF ACCESS ATTACHED TO THE FRONT.

Student Name: _____ Disability Area: _____

Case manager name _____

School Name _____

Extended School Year Documentation Form

The provision of Extended School Year (ESY) is considered for each student who is eligible for services under IDEA in an effort to ensure Free Appropriate Public Education (FAPE) is provided. The IEP team may consider the following criteria in its determination:

- Whether or not **regression**, related to the IEP goals, has been evident.
- Whether or not the degree **of progress** on critical life skills has been made and whether or not receipt of benefits will be jeopardized without services.
- Whether or not the school break will jeopardize a **breakthrough** on a particular skill/goal.
- Whether or not **interfering behaviors**, such as ritualistic, aggressive, or self-injurious behavior, targeted by IEP goals have prevented the student from receiving benefit from his/her educational program
- Whether or not, without ESY services, **the nature and severity** of the disability are likely to significantly jeopardize receipt of benefit for the educational program.
- Whether or not there are **other special circumstances**, such as a parent's inability to provide educational structure, etc.

Data collected for determination

Historical data Review of current and previous IEPs
 Documented regression and recoupment time Documented clinical evidence
 Classroom observations Progress notes Standardized tests
 Samples of student's work Parent interviews Behavior logs
 Attendance information Expert opinions Other objective evidence

THE IEP TEAM found the student _____ **eligible** _____ **not eligible** for ESY.

Date of Meeting: _____

_____ ,

Parent Signature

_____ ,

LEA Representative

_____ ,

Teacher Signature

Parent Address: _____

Parent Cell Number: _____, Work _____, Home, _____

Additional Emergency Contact: _____
(Name and Number)

***Please attach a scanned copy with all other IEP related documents (testing info, etc.) to the documents portion of the student's SETS folder. Please also email a copy to the special education office.**

**Special Education Department
Documentation of specialized instruction**

Teacher _____
Date _____

Day	Student	Standards/activities	Subject:	Progress
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

(Restraint) BULLOCK COUNTY SCHOOLS

Parental Notification of Physical Restraint

Section I. Definition of Restraint

In accordance with the provision of Bullock County Schools' policies and procedures, the parents of a student shall be notified after any incident where physical restraint is used. For the purposes of this policy, physical restraint is defined as "direct physical contact from an adult that prevents or significantly restricts a students' movement." These measures are only utilized in circumstances where a student is deemed to be a threat to his/her safety or the safety of others.

Section II. Student Information

Student's Name_____

Grade_____

Homeroom Teacher_____

Section III. Report of Use of Physical Restraint

Date_____ Beginning Time_____

Duration_____

Location of
Restraint_____

Describe the restraint used and the student's behavior and physical status during the incident:

Were there any injuries to staff or the student during the incident?

Section IV. Documentation

Signature of Principal_____

Date sent to Parent_____

Receipt of Signed Parent Copy Yes (Date Received)_____ No_____

If "No" is checked above, document attempts at parental contact:

Date(s) attempted _____
Result _____

BULLOCK COUNTY SCHOOLS
Documentation of Physical Restraint

Section I. Student Information

Student's Name _____ Grade _____
Gender _____

Ethnicity _____ Does the student have an IEP or 504 Plan? _____

Homeroom Teacher _____

Section II. Overview of Incident

List all individuals involved in administration of restraint or as witnesses:

Date _____ Beginning Time _____
Duration _____

Location of
Restraint _____

- Describe the events and student's behavior that led into the emergency situation:
- Describe what you did to de-escalate/mediate the situation:
- Describe restraint used and student's behavior and physical status during the restraint:
- Describe what you explained to the student that led to your decision to end the restraint:

- Describe the behavior demonstrated by the student that led to your decision to end the restraint:
- Were there any injuries to staff or the student during the incident:

The tables below should **ONLY** be used to describe student behavior **DURING** the intervention.

Time:	Physical Status:				
0-15 min	Normal breathing	Rapid breathing	Normal appearance	Flushed face	Sweating
15-30 min	Normal breathing	Rapid breathing	Normal appearance	Flushed face	Sweating
30-45 min	Normal breathing	Rapid breathing	Normal appearance	Flushed face	Sweating
45-60 min	Normal breathing	Rapid breathing	Normal appearance	Flushed face	Sweating

Time:	Mental/emotional status:					
0-15 min	Screaming	Crying	Threatening	Combative	Calming down	Cooperative
15-30 min	Screaming	Crying	Threatening	Combative	Calming down	Cooperative
30-45 min	Screaming	Crying	Threatening	Combative	Calming down	Cooperative
45-60 min	Screaming	Crying	Threatening	Combative	Calming down	Cooperative

Section III Documentation

- Date of Debriefing Session _____
- Did all personnel listed above (section II) attend? _____
- Did parents attend? _____

Suggestions for future behavior incidents:

Signature of Debriefing Participants:

BULLOCK COUNTY SCHOOLS

Report of Physical Restraint

The purpose of this form is to document all incidents of the use of physical restraint. These forms will be submitted to the superintendent, or his/her designee, twice a year for review. Each principal shall maintain this monthly form in his/her files for documentation.

Monthly summary for _____

Total incidents using restraint during the month: _____

Number of different students restrained during the month _____

Date	Name	Grade	Gender	Ethnicity	IEP or 504 (Y or N)	Description

Principal's Signature _____ Date _____

EXCUSAL OF IEP TEAM MEMBER/AREA BEING DISCUSSED

I, _____, parent/guardian of _____
(Parent) (Student)

Agree and consent that it is not necessary for _____ to participate
(Team member)

In the IEP meeting scheduled for _____ even though his/her area of the
(Date)

Curriculum/related services are being modified or discussed in the meeting. The excused

Member will submit written input to the parent and education agency regarding the

development of the IEP prior to the meeting.

Parent Signature/Date

LEA Representative/Date

**SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE
(SAAFP) COVER PAGE**

Student's Name: _____ Meeting Date:

School: _____ Case

Manager: _____

Date Paperwork Sent to Central Office: _____ Date Completed/Closed in
SETS: _____

OPTION 1

- Notice and Invitation to a Meeting/ Consent for Agency Participation
 - Conduct an Annual review of the current IEP
 - Other – Complete the SAAFP
- SAAFP (*Must include students, parent and LEA staff member signatures on last page*)
- Amended current IEP Signature Page
- Final Annual Goals Progress Report
- Notice of Proposal or Refusal to Take Action
 - Document the review of the IEP and provide notice that the student is expected to graduate
- Conference Record *Uploaded in SETS Documents*
- All forms closed in SETS
- Manually enter the date of the meeting in the field “Annual Review Date” on the SETS Student Folder.

OPTION 2

- Notice and Invitation to a Meeting/ Consent for Agency Participation
 - Develop an Annual IEP or Revise the Current IEP
 - Other – Complete the SAAFP
- SAAFP (*Must include student, parent and LEA staff member signatures on last page*)
- Amended Student Profile Page (“The IEP team met on _____ to review the IEP. _____ will graduate as scheduled in May with a _____ diploma.” Or “student has reached the age of 21”).
- Update goals that may have been mastered.
- Amended current IEP Signature Page
- Final Annual Goals Progress Report
- Notice of Proposal or Refusal to Take Action
 - Document the review of the IEP and provide notice that the student is expected to graduate

- Conference Record *Uploaded in SETS Documents*
- All forms closed is PowerSchool
- Manually enter the date of the meeting in the field “Annual Review Date” on the PowerSchool Student Folder.

_____ _____
Case Manager’s Signature Date

_____ _____
Peer Reviewer’s Signature Date

Private School Consultation

Affirmation of Consultation

I, _____, hereby affirm that I have met with representatives from the Bullock County School System to discuss process and procedures related to child find and services for students who are placed in Conecuh Springs Christian School voluntarily by their parents.

ALABAMA STATE DEPARTMENT OF
EDUCATION SPECIAL EDUCATION
SERVICES ALABAMA AUTISM
INITIATIVE

REQUEST FOR SERVICES
Glenwood, Inc.

LEA: _____ Date: _____

Person Requesting: _____ Position: _____

Contact Phone Number: _____ E-mail: _____

Please e-mail this form along with the required information to Ms. Tina Sanders at tsanders1@alsde.edu or call 334-242-8114 for more information.

All requested documents that contain Personally Identifiable Information (PII) must be sent through the ALSDE Secure File Sharing Server. Upon receipt of this request, you will be emailed the secure file sharing server to upload the documents. **Do not send this request directly to**

ALABAMA STATE DEPARTMENT OF EDUCATION SPECIAL



EDUCATION

**REQUEST FOR
SERVICES***The Learning
Tree*

LEA	Date:
:	:
_____	_____
Person	Position:
Requesting:	
_____	_____
Contact Phone	E-mail
Number:	:
_____	_____

Please e-mail this form along with the additional required information to Ms. Tina Sanders at tsanders1@alsde.edu or call 334-242-8114 for more information. All requested documents that contain Personally Identifiable Information (PII) must be sent through the ALSDE Secure File Sharing Server. Upon receipt of this request, you will be e-mailed the secure file sharing server to upload the documents. **Do not send this request directly to The Learning Tree. Special Education Services will not be responsible for payment for requests sent directly to The Learning Tree.**

After all information is received this request will be reviewed for accuracy and required documentation and sent to The Learning Tree by the ALSDE. The Learning Tree will contact you for additional information and to schedule the requested service(s).

_____ Consultation for Individual Students - Board Certified Behavior Analysis- The need for this service should be determined by the IEP team for students with critical behavioral needs only after all other local efforts have been tried and documented to be ineffective by the IEP team. Individual student consultation services may be requested for behavior reduction or skill acquisition issues that are outside of the area of expertise of the LEA. Services may include a specific functional behavioral assessment and behavioral intervention program for a student based on his or her individual needs. Services will be provided by a Board Certified Behavior Analyst from The Learning Tree.

STUDENT INFORMATION

Child's Complete Legal Name:

Sex: _____ Age: _____ Race: _____ Date of Birth:

Parent Name(s): _____

Address: _____ Primary Phone:

Phone Contact Name:

Other Phone:

Primary Language in the Home: _____ Phone Contact Name:

Child's Teacher: _____

Reason for Referral (List specific concerns):

The referral is based on concerns checked below and/or continuing concerns following interventions:

INSTRUCTIONAL CONCERNS

BEHAVIORAL

CONCERNS

- Poor progress acquiring pre-literacy skills concentration
- Poor progress acquiring numeracy skills directives
- Poor progress acquiring fine motor skills level
- Few appropriate cognitive learning strategies
- Poor progress acquiring communication skills
- Difficulty producing speech sounds
- Poor Progress acquiring gross motor skills

skills

interaction skills

- Poor attention and
- Noncompliance with teacher directives
- Excessively high/low activity
- Difficulty following directions
- Easily frustrated
- Extreme mood swings
- Difficulty working with peers
- Difficulty staying on task
- Limited adaptive behavioral
- Inappropriate social

MEDICAL INFORMATION

1. Does the student exhibit any signs of health, orthopedic, or medical problems? If yes, what? _____

2. Does this student exhibit any behaviors in the classroom which might indicate vision or hearing problems? If yes, what? _____

3. Does student currently wear glasses? Yes No

4. Does student currently wear hearing aid? Yes No

5. Is the student receiving any medication at school and/or at home? If yes, what? _____

6. Does this student currently use an assistive technology device? If yes, what? _____

I give permission for my child to be referred to the LEA

I do not give permission for my child to be referred to the LEA

Parent Signature _____ Date of Signature _____

SURROGATE PARENT TRAINING
DISTRIBUTION OF TRAINING MATERIALS
EXPECTATIONS
Q&A

NAME	DATE

**Cost Analysis Report
Bullock County Schools
Special Education/504 and Related Services**

School: _____ Date: _____

Student
Name: _____

Service/resource(s) to be
provided: _____

Estimated monthly cost: _____ Estimated
Duration: _____

Team Members

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Reason for decision:

