

BOONE CLINTON JOINT SERVICES

FREQUENTLY ASKED QUESTIONS

WHAT IS JOINT SERVICES?

Joint Services is the special education cooperative which provides support to the following corporations: Clinton Prairie, Clinton Central, Rossville, Lebanon, and Western Boone.

The main office staff includes [Madeline Sandberg](#), Director, [Rob Robinson](#), Assistant Director, [Todd Magnusen](#), Administrative Assistant, and [Taylor Yazzie](#), Office Manager.

There is an Educational Consultant and a School Psychologist assigned to each building in each corporation. Kathy McGee is the TOR for students eligible for Blind/Low Vision and Deaf/Hard of Hearing in all corporations.

CONTACT INFORMATION

1. Address: 125 Lakeshore Dr., Lebanon, IN 46052
2. Our main office number: 765-483-3090
3. Our fax number: 765-483-3087
4. Website: <https://www.booneclintonjs.org/>

WHO DO I ASK FOR HELP?

1. Contact your Educational Consultant and School Psychologist.
2. Indiana IEP support, ask your Educational Consultant or call Joint Services.
3. To have a student assigned to a caseload, ask the Educational Consultant assigned to your building or call Joint Services (765-483-3090).
4. To have an IIEP file transferred from a previous school, send a New Student Move-In form to Joint Services.
5. For [New Student Move-In](#) forms, [Change of Enrollment Status](#) forms, and other Joint Services forms, go to the Boone Clinton [Joint Services website](#).

WHAT GOES WHERE

1. SCAN/email or FAX to Joint Services:
 - a. [Notice of Request for an Educational Evaluation](#) after a school or parent request for an evaluation. SCAN/email or FAX any **parent consent** for evaluation the day it is received. These are time sensitive and must be received as soon as possible so staff involved are notified quickly.
 - b. [New Student Move-In](#) Forms can be emailed or faxed to Joint Services to check IIEP, request a file transfer, and assign TOR.
2. **ALL IEPs** (i.e., move in, ACR, revise, re-eval review, etc.), reports, Change of Enrollment Status forms, or any other information related to a student's file that is not time sensitive are sent to Joint Services. These documents can be sent with the Educational Consultant assigned to your

building, emailed, or faxed. These documents are used for caseload lists and data management and submission.

3. Easy FAX or Smart Scan to PCG/IIEP parent signatures provided on a final IEP. Do not upload/Easy Fax an unsigned form. The signature page will upload into the IIEP file for the student. Consent for evaluations will be entered after the request is processed at Joint Services.

MOVE-INS

1. What is the procedure for a student with a disability who moves into our school?
 - a. Scan, email, or Fax the [New Student Move-In](#) Form to Joint Services. It is located on the Joint Services website (<https://www.booneclintonjs.org/>).
 - b. Be sure the student is enrolled and entered into the student data management system (i.e. Harmony, Power School, Skyward).
 - c. A record transfer will occur in IIEP between the previous corporation and Joint Services (if the previous corporation uses IIEP and the student is transferring within Indiana).
 - d. You will be granted access as the TOR to the IEP in IIEP.
 - e. Schedule and hold a move-in conference within 10 instructional days to create an IEP for the current placement.
 - f. Send a copy of the move-in IEP, the previous IEP, and the current psych report to Joint Services.

CASE CONFERENCE PROCEDURES

1. What do I do if the parent calls and wants a case conference the same day?
 - a. Case conferences are to be scheduled at a mutually agreed upon date, time, and location. Inform parent of this provision. However, do make efforts to schedule a conference as soon as possible with the required members.
2. Where do I document attempts to arrange a conference?
 - a. In IIEP, there is a Parent Contact link where all communication is to be recorded regarding case conference arrangements. This link is located in the Schedule a CC tab (Add Parent Contact button) as well as on the Student Data>Communications tab.
3. What do I need to have prepared for a Case Conference?
 - a. A Draft of the proposed IEP should be created. The draft includes current quantitative present levels of academic achievement and functional performance to base the remainder of the IEP upon. Student strengths, present levels, parent concerns, needs, goals, and services should all be addressed and updated annually.
 - b. Annually, provide parent with a copy of Notice of Procedural Safeguards and obtain signature/initials on the Joint Services [Receipt of Procedural Safeguards](#) form.
4. Does the parent have to sign the IEP?
 - a. Initial IEPs, where special education eligibility and placement are first determined, must be signed by the parent. This provides consent to provide special education services. Subsequent IEPs do not have to be signed. However, the parent may challenge the action proposed by the school by meeting with someone in authority to facilitate the disagreement, request mediation, or request due process hearing. (These options are on the final page of the finalized IEP.)

- i. Do not select ACCEPT in the Response tab on an Initial IEP in IIEP if you do not have written parent consent.
 - b. EasyFax or SmartScan parent signatures to the IEP program after receipt. The barcode provides information and attaches the document in the student's electronic file.
5. How detailed should the Written Notes be in the IEP?
 - a. Conference notes are part of the agreed upon IEP and are expected for every IEP. They should clearly reflect the discussion and decision making that occurred during the case conference. This is particularly important when the discussion about the placement and services is out of the ordinary. Notes reflect discussion related to the services and supports the student needs. Keep all comments factual and professional.
6. Who receives copies of the final IEP?
 - a. Parent, the Teacher of Record, and all teachers who work with the student. A copy should be placed in the student's cumulative file in the school and a copy sent to Joint Services.

CONFERENCE PURPOSE (MEETING PURPOSE)

1. **Annual** (ACR, annual case review): This purpose is selected when the IEP is reviewed comprehensively. The ACR must be held at least once per year and by the date of last year's ACR conference date.
2. **Revise IEP**: This purpose is chosen when the CCC convenes to make an adjustment to the ACR IEP or meets to discuss a portion of the IEP (i.e., goal area, provision, parent concerns). The purpose would not be ACR if the IEP is not comprehensively reviewed.
3. **Revise IEP without a Meeting**: This purpose is chosen when a minor edit (i.e., clerical edit, edit to a particular accommodation) is made to the IEP after a discussion with the parent and agreement. The date of parent contact must be noted in the IEP.
4. **Post-secondary Transition**: This purpose is chosen when a student is 14 years old (or will turn 14 during the duration of the IEP). Required transition components will be available for completion. This purpose does not refer to transition from preschool to kindergarten, elementary to middle school, or middle school to high school.
5. **Initial Evaluation**: This purpose is chosen when an initial evaluation has been completed and the CCC is considering eligibility for special education.
6. **Re-Evaluation Review**: This purpose is chosen when the CCC is reviewing the results of a recent evaluation. This purpose does not apply to the conference to discuss the need for a re-evaluation.

MULTIDISCIPLINARY TEAMS (M-TEAM)

1. What is an m-team?
 - a. The m-team is composed of the school psychologist, the general education teacher(s), a special education teacher in the area of suspected disability, the public agency representative, and any other qualified individuals who can conduct a student's evaluation. Parent participation is highly encouraged, particularly when the request was made by the parent.
2. When must it be convened?
 - a. When a referral for a special education evaluation is made to licensed personnel, the m-team must review relevant information of student academic achievement and functional performance needs. Information provided by parent is considered. This review guides the decision on suspected disability areas to be assessed or not.

REFERRALS

1. A parent or teacher requests a special education evaluation. What do we do now?
 - a. The [Notification of Request for Educational Evaluation \(NOREE\)](#) form is faxed/scanned to Joint Services the same day a request is made. Notify the M-Team members the day of the request. Provide a copy of the Procedural Safeguards to parent. Convene an m-team meeting within 10 instructional days to review existing data and information on the student related to academic achievement and functional performance. The school psychologist or educational consultant will provide the [Multi-disciplinary Team Data Form](#) for completion. Based on the review of information, the m-team may accept or refuse the referral.
2. What is the procedure when the m-team accepts the referral?
 - a. Based on available data and information, the m-team determines the appropriate disability area that reflects the student's learning needs. Complete the consent form in IIEP under the Referral tab. Send the form home for signature with a copy of Notice of Procedural Safeguards and the [Social and Developmental History](#) form. The remainder of the referral process will be completed. The School Psychologist will work with building staff to collect relevant data based on the suspected disability area.
 - b. Upon receipt of parent consent, fax/scan the form to Joint Services. The referral will be processed and sent out to team members to begin the evaluation. Do not delay this step.
3. What is the procedure when the m-team refuses the referral?
 - a. Based on available data and information, the m-team may determine there is no suspected disability. Other options may be considered to support the student such as targeted interventions. Complete the refusal form in IIEP under Special Education>Pre-Conference Planning tab. Send the form home with a copy of [Notice of Procedural Safeguards](#). If the school denies a request, parents must be informed of their right to request a due process hearing to challenge the decision.
 - b. The refusal is sent to Joint Services.
4. What are the timelines for initial referrals evaluations?
 - a. From the initial date of request for an evaluation, the public agency has 10 instructional days to respond to the request in writing (consent or refusal).

- b. From the date parent consent is received by certified staff, the 50 instructional day timeline begins for the evaluation to be completed and the case conference held to determine eligibility.

RE-EVALUATIONS

1. When is an evaluation a re-evaluation?
 - a. Any evaluation subsequent to the initial evaluation is considered a re-evaluation. This includes adding or considering additional eligibility areas.
2. Is an m-team required for a re-evaluation?
 - a. If the case conference committee feels that an additional eligibility is appropriate, the m-team reviews existing data.
 - b. If the committee feels additional evaluations are required to make educational decisions, conduct a functional behavior assessment or assistive technology assessment, the team must discuss what additional data is needed.
3. What is the timeline for re-evaluations to be completed?
 - a. For a re-evaluation to re-establish eligibility, the evaluation and determination is made by the next ACR. Consent is required.
 - b. To consider another eligibility area or to add a related service, the evaluation and determination are on the 50-day timeline. Consent is required.
 - c. To consider assistive technology, a functional behavior assessment, etc, the evaluation and determination are on the 50-day timeline. Consent is required.

WITHDRAWAL FROM SCHOOL

1. What is the procedure for a student who withdraws from our school?
 - a. Complete the [Change of Enrollment Status](#) form and fax/send to Joint Services. This form is located on the Joint Services website (<https://www.booneclintonjs.org/>).

DISMISSAL FROM SPECIAL EDUCATION AND REVOCATIONS

1. What is the procedure for a parent request to remove special education eligibility and services?
 - a. Parents can request a re-evaluation to re-establish eligibility for special education. If the student does not meet the eligibility requirements for the disability area, they can be dismissed from services and special education. Follow the re-evaluation procedures. The determination will be made by the next ACR at the latest.
 - b. Parents can provide a written statement indicating their request to revoke special education services. Provide parents with a copy of the Notice of Procedural Safeguards and explain the implications of their request. Use IIEP to create a Revocation form for parent to sign. Caution: ensure that parents fully understand that revocation removes all services, eligibility areas, and procedural protections. If there is a request for services after a revocation, the initial evaluation procedure is initiated.
 - c. Once the child is no longer eligible (by re-eval or revocation), send a [Change of Enrollment Status](#) form to Joint Services. An IEP designating ineligibility or the signed revocation should be sent to Joint Services.