



# Boone Clinton Joint Services

School Administrator Training

2023-2024

[BooneClintonJS.org](https://BooneClintonJS.org)



# Website

<https://www.booneclintonjs.org/>

Teachers and Staff tab

- For School Staff Use Only
  - Commonly Used Forms

# Today's Agenda

- Joint Services Overview
- Article 7
- Compliance Indicators
- Referral and Evaluation Procedures
- Teacher of Record Responsibilities
- Case Conference Committees
- IEP Requirements
- Certificate of Completion
- Alternate Assessments and Diplomas
- Discipline

# What is Joint Services?

- The Boone Clinton Joint Services was organized to assist the member school districts in their important role of identification of and providing services to children with special needs in compliance with [Title 511, Article 7, Rules 32-49, May 2019](#).
- The districts served by Joint Services:
  - Clinton Central School Corporation
  - Clinton Prairie School Corporation
  - Lebanon Community School Corporation
  - Rossville Consolidated School District
  - Western Boone County Community School Corporation

# Joint Services Staff

- Director – Madeline Sandberg
- Assistant Director – Rob Robinson
- Educational Consultants
  - Jamie Ladd, Amanda Huffer, Missy Bourdon
- TOR for BLV and DHH – Kathy McGee
- IA for Low Incidence Needs – Nikki Wilson
- School Psychologists
  - Eitan Gordon, Kristin Blessing, Erica Turano
- Office Manager – Joni Gordon
- Administrative Assistant/Data Collection, Medicaid Coordinator – Mara Williams

# Services and Supports

- Psycho-educational Evaluations
- Article 7 and IDEA Compliance
- IEP Program Support
- Writing Effective IEPs
- Transition to Postsecondary Settings
- Assistive Technology Evaluations
- Autism Team Training and Assistance
- Functional Behavior Assessments
- Assistance with data collection and progress monitoring
- DHH and BLV Services
- Preschool Coordination
- Alternative Services/Residential Placement
- Due Process/Complaints/Mediation processes
- Section 504 Compliance

# Article 7

- Definitions
- General Provisions
- Nonpublic Schools or Facilities
- Program Planning and Evaluation
- General Administration of Programs
- Procedural Safeguards
- Confidentiality of Information
- Educational Surrogate Parents
- Identification and Evaluation

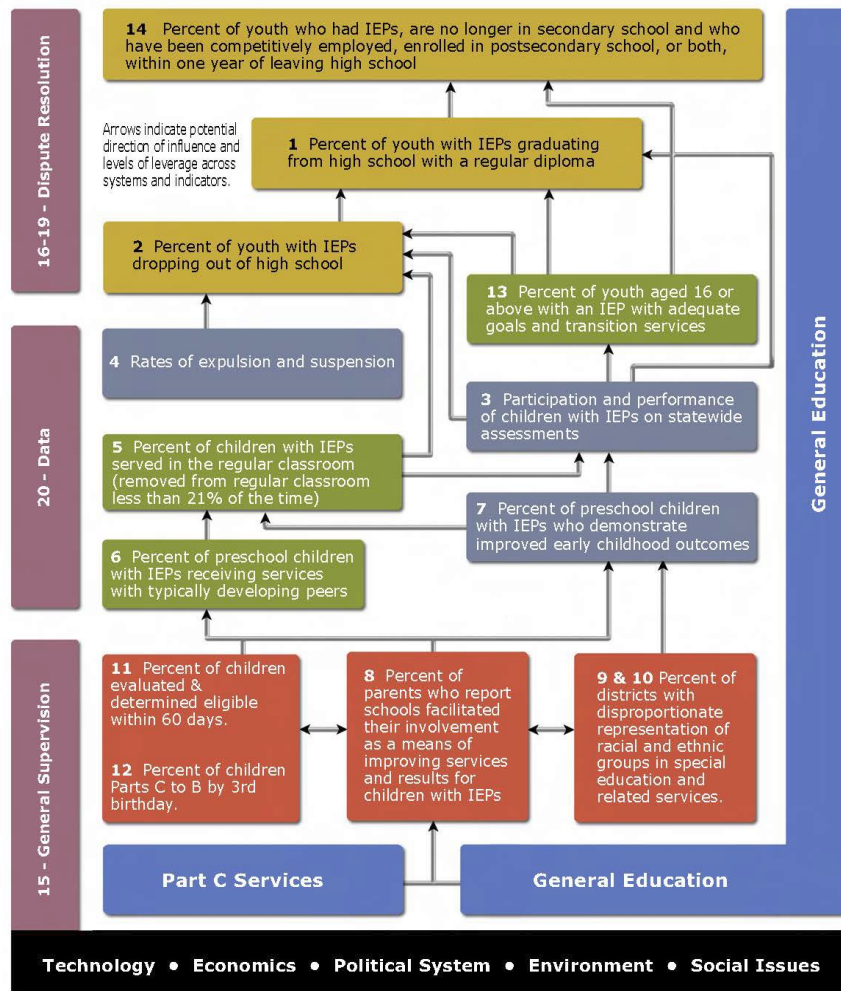
## Article 7

- Eligibility Criteria
- Determination of Special Education Services
- Related Services; Transitions; Transfer of Rights
- Discipline Procedures
- Complaints Mediation and Due Process Procedures
- Child Count and Data Collection
- State Funding of Excess Costs
- Minimum Expenditure Requirements
- Provision of Special Education and Related Services by Choice Schools



## Part B Tree of Influence

Using the System of SPP Indicators as a Blueprint for State Improvement



# Referral and Evaluation Process

1. Evaluation Request
2. M-team meeting and decision
3. Consent or Refusal for evaluation
4. Parental consent
5. Evaluation process
6. Reports
7. Case Conference

Who  
coordinates  
the referral  
and  
conference  
process?

- Determine a point of contact to ensure the process flows smoothly
  - Principal, Assistant Principal, Guidance Counselor, Department Chair, Teacher of Record
- Communicate with all team members
- Coordinate meetings with team members and parents

## BOONE CLINTON JOINT SERVICES

### Education Evaluation Checklist

Task	Task Assigned To	Date
Fax <b>Notification of Request for Educational Evaluation (NOREE)</b> to Joint Services the day a parent or school requests a special education evaluation (This includes upcoming ACR's when it is anticipated that a re-evaluation will be requested). Upon receipt, Joint Services will enter the referral information in the IIEP program. Give <b>Notice of Procedural Safeguards</b> to parents.		
Schedule a multidisciplinary meeting (M-team) within 10 days of request. Invite the parent and team members involved in the evaluation process to the meeting.		
Circulate the <b>Multi-disciplinary Team Data Form</b> to gather data to be reviewed at the meeting. The data likely will come from multiple sources and people.		
Data on the <b>Multi-disciplinary Team Data Form</b> is used to complete the pre-conference planning tabs in IIEP prior to/at the M-team meeting.		
The IIEP pre-conference planning tabs are updated during the meeting. Either the <b>Notice for Evaluation</b> (consent) or <b>Refusal for Evaluation</b> is printed for parent. Send signed <b>Consent</b> or <b>Refusal</b> to Joint Services for processing.		
If the M-team is proceeding with a special education evaluation, the IIEP program will calculate the due date. During the M-team meeting, members can schedule the case conference to discuss evaluation results. <b>Create Notice of Case Conference and give or send to parents as soon as the meeting date is set.</b>		
If the M-team is proceeding with a special education evaluation, the family is provided with the <b>Social and Developmental History Form</b> and any relevant evaluation questionnaires or rating scales.		
Observations and testing are conducted. <b>Vision and Hearing Screening Form</b> is completed by nurse and/or SLP. <b>Classroom Observation</b> completed by school staff. Systematic observations are completed by Educational Consultant or School Psychologist.		
<b>Notice of Initial Findings and Proposed Actions</b> is entered into IIEP for the initial case conference by the School Psychologist. This is to be completed and provided to parents 5 days prior to an Initial case conference if parent requests, indicating an overall description of the evaluations and findings by the school psychologist.		
Reports of evaluation results are created, uploaded into IIEP, and team members are notified. For initial evaluations, the report is uploaded into IIEP prior to the conference.		
Teacher of Record generates a draft IEP for discussion at the case conference based on evaluation data and academic and functional present levels from teachers and school data. The IEP draft is revised during the case conference.		
IEP is finalized at the conference. If not, it is received by parent by the 10 <sup>th</sup> business day following the conference. Send a final IEP to Joint Services for the student's permanent special education file.		

# Components of the Evaluation

## School Information

- Student academic and functional data
  - M-Team data form
  - Intervention data
  - Other relevant information
- Vision and hearing screenings
- Classroom observations
- Rating scales by classroom teachers

# Components of the Evaluation

## **Parent Information**

- Social and developmental history
- Relevant outside information
  - Medical information, diagnoses, private services
  - For BLV, vision report from doctor
  - For DHH, audiogram from doctor
  - Rating scales sent by the psychologist/team

## Principal Support for TORs

- Attend and participate in case conferences
- Support professional development
  - Aligning content to standards, crisis management, positive behavior intervention supports, transition, RTI/MTSS, universal design for learning, direct instruction, co-teaching, assistive technology, inclusive practices
- Allow time to collaborate with general education teachers
- Support with interactions with parents
- Allow time to complete additional responsibilities
  - IEP prep, progress monitoring, providing services, differentiating lessons, paperwork

# Teacher of record defined

"Teacher of record" refers to the single special education teacher to whom a student with a disability is assigned. Each student with a disability must have a teacher of record identified.

The teacher of record must be appropriately licensed to work with the student or, where appropriate state licensure is not available, appropriately trained.

[IDOE Assignment Codes](#)



## TOR responsibilities

- Provide direct or indirect services to the student according to the student's IEP.
- Participate in the CCC meeting as the student's teacher to assist in developing measurable goals, benchmarks, and objectives to meet the student's needs.
- Regularly monitor the implementation of the student's IEP and provide progress reports to the student's parent.
- Ensure the student's IEP is accessible to each of the:
  - student's teachers;
  - related services providers; and
  - other services providers;who are responsible for implementation of the IEP.

**The IEP must be implemented as written.**

# Case Conference Committee Meeting

- When to hold a CCC Meeting
  - Annually, disciplinary changes of placement, when requested
- Case Conference Notices
  - Mutually agreeable date and time
- Agenda
- Draft IEP to guide the discussion
- Written Notes of the Discussion
- Final IEP to parent within 10 days

# Current Ruling

Endrew F. v. Douglas County School District (March 22, 2017)

“To meet its obligation under IDEA, a school must offer an IEP **reasonably** calculated to enable the child to make **progress appropriate** in light of the child's circumstances”.

# Case Conference Committee Meetings

The CCC has responsibility for:

- Determining a student's eligibility for special education services;
- Identifying the unique educational needs of the student;
- Developing appropriate specialized services and supports;
- Maintaining the student's special education services to the maximum extent possible with his/her non-disabled peers; and
- Using the student's progress monitoring data as the basis for all CCC decisions and actions.

# Timelines

- Move-in to the corporation
  - Within 10 instructional days
  - Cannot delay enrollment or attendance
- Final IEP to parent
  - Within 10 Business days
- Request for evaluation
  - Notice to parent by 10th instructional day
- Annual Case Conference
  - Within one calendar year
- Every 60 instructional days when the placement is out-of-school (change of placement, homebound).

# CCC Required Participants

- The Public Agency Representative (PAR)
- Teacher of Record
- General Educator (not fewer than one of the student's teachers)
- Parent
- Instructional Strategist/Multi-Disciplinary Team Member
- Student (age 14+ or beginning their ninth-grade year)

511 IAC 7-42-3

## Public Agency Representative PAR

- Knows about the school's resources and has the authority to commit or expend them,
- Knows about the general education curriculum, and
- Can provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities.
- The PAR is ultimately responsible for making sure the parent understands legal rights and responsibilities.
- The PAR represents not only the school, but also the district and the resources of the district.
- Ultimately, the IEP document is an agreement between this representative of the school district and the parent.

# Principal's Role in the IEP

- Know the parts of the IEP
- Ensure the TOR has the necessary information
- Ensure the TOR has time to develop a quality IEP
- Ensure parents are notified, attend, and participate
- Ensure the IEP is implemented as written
- Ensure the services and supports are provided
- Ensure the IEP is updated annually



# IEP Required Components

- Student Strengths
- Present Levels of performance
  - Data and progress on goals
- Accommodations
  - Instructional and State Assessment use
- Annual Goals
  - Observable, Measurable, Skill based
- Progress Monitoring
  - Data on progress toward goals
- Provisions/Services
  - Direct, indirect, or related
- Least Restrictive Environment
  - With same-aged, typical peers to the extent appropriate
- Progress Reporting
  - Same schedule as typical peers (report cards)
- Other Considerations
- Written Notes
  - Document discussions and agreements

# Eligibility Decision at Case Conference

Initial Conference: Review the results of the evaluation and make an eligibility determination.

CCC may decide:

- There is no disability. The teacher uses report to implement accommodations.
- There is no disability. The school will continue with interventions, adjusting as necessary.
- There is no disability. The school will consider a Section 504 plan.
- There is a disability. IEP is developed and implemented with parent consent.

## Principal's Support for Special Education Eligibility Decisions

- Not all students who need accommodations or supports are eligible for special education services
- School staff should document pre-referral interventions and outcomes.
- Follow timelines to respond to referrals and make decisions promptly.
- Include parents at every stage.
- Ineligibility for special education may lead to eligibility for Section 504
- Know the instructional strategies and approaches that make special education different than Tier 2 or 3 interventions.

# FAPE

F=FREE

Students with disabilities are educated at public expense.

A=APPROPRIATE

The student with a disability is entitled to an education that is appropriate for the student's individual needs.

P=PUBLIC

A student with a disability is educated in a public school system. Parents may unilaterally choose to have their child educated in a private school setting or to homeschool their child and are still eligible for special education.

E=EDUCATION

Education must be provided to an eligible student with a disability.

# Least Restrictive Environment: LRE

- The CCC must determine the appropriate LRE placement after eligibility has been established, present levels of performance are determined, and goals have been written.
- General education with supplementary aides and services should always be the first option of discussion at the CC.
- LRE based on the student need, not school convenience.
- Some students will need more support in school and may need a resource room, self-contained class, or other placements based on need and CC decisions.

# Principal's Role in Placement Decision

- Students with disabilities are educated with typical peers as much as possible.
- Decisions are based on student needs, not available services.
- General education teachers may need support for students with disabilities.
- All placement decisions are individualized.
- Ensure a continuum of services and placements.
- Support and ensure a climate and culture of acceptance for all students.

# Certificate Of Completion

- Functional skills and academic skills
  - Significant delays evident from evaluation and progress
- Unique Learning System
  - Provided by JS to Life Skills TORs
- [Course of Study](#) and DOE defined credits or units of study.
- [Transition Portfolio](#) required
- Project Success
- Not all students on CoC are eligible for [alternate assessment](#)

## Criteria for Determining Participation in the Alternate Assessment in Lieu of the General Education Assessment (Participation Guidelines)

*The SEA must establish and ensure implementation of clear and appropriate guidelines for Case Conference Committees to apply in determining when a child's significant cognitive disability justifies assessment based on alternate achievement standards 34 CFR 200.6 (a)(2)(iii)(A)(1)*

The Case Conference Committee (CCC) determines, based on the criteria provided and the student's individual and unique needs, whether a student with disabilities will participate in general education assessments with or without testing accommodations, or in the alternate assessment with or without accommodations. The alternate assessment is based on alternate achievement standards/content connectors. The CCC must be informed that the decision to participate in an alternate assessment means the student will have limited or modified exposure to the grade level standards that may have a significant impact on the student's academic outcomes and post-secondary opportunities.

When the CCC concurs that all four of the criteria below accurately characterize a student's current educational situation, the CCC is indicating that the student has a significant cognitive disability, therefore, the student is ELIGIBLE to participate in the Alternate Assessment in lieu of the General Education Assessment.

Participation Criteria
1. Review of student record indicates a disability that significantly impacts intellectual functioning and adaptive behavior. Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.
2. The student requires extensive, repeated, individualized instruction and support that is not of a temporary nature.
3. The student uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.
4. Goals listed in the Individual Education Plan (IEP) for this student are linked to the enrolled grade level Alternate Achievement Standards (Indiana Content Connectors).

Decisions for determining participation in the alternate assessment **must not** be based solely on any of the following:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education
8. English Language Learner (ELL) status
9. Low reading level/achievement level
10. Anticipated student's disruptive behavior
11. Impact of student scores on accountability system
12. Administrator decision
13. Anticipated emotional distress
14. Need for accommodations (e.g., assistive technology/Augmentative and Alternative Communication) to participate in assessment process

In a given year, a student must participate in either all general education assessments or all alternate assessments, not parts of both.



# Extended School Year (ESY)

Services are provided to a child with a disability

- Beyond the normal school year,
- In accordance with the child's IEP; and
- At no cost to the parent of the child.

Documented factors to determine need

- Critical learning needs
- Degree of progress on IEP goals
- Emerging needs and/or break-through learning opportunity
- Regression and recoupment
- Interfering behavior
- Severity of disability

[DOE Guidance Document](#)

# Disciplinary Removals

- The school is not required to provide special education services to a student with a disability during the first 10 cumulative days of removal during a school year.
- Removal for any part of the instructional day constitutes one day of removal.
- In-school suspension is not considered a removal if special education support and services are provided. Document they were provided.
- If bus transportation is part of the student's IEP, removal from the bus would be a removal unless the school provided alternative transportation.

# Disciplinary Change of Placement

- A removal or series of removals from a student's current educational placement occurs when:
  - The removal is for more than 10 cumulative days in a school year.
  - The student is subjected to a series of removals that constitute a pattern because:
    - The series of removals accumulate to more than ten school days per year.
    - The student's behavior is similar to behavior resulting in prior removals.
    - Length, cumulative amount of time, and proximity of the removals to one another.

## Manifestation Determination Conference

- Must be held within 10 days of any decision to change placement for a violation of behavior policy.
- Need to determine if the behavior was a manifestation of the student's disability.
  - Does the behavior have a direct and substantial relationship to the disability?
  - Was the conduct a result of the failure to implement the IEP as written?
- If a manifestation, the student returns to current placement and the CCC determines revisions to the IEP to meet the student's needs.
- If not a manifestation, CCC determines services to allow the student to make progress toward goals.

# Day and Residential Placement

- Joint Services supports the application process and procedures.
- The school corporation of legal settlement is responsible for the cost of placement in a day treatment/school or residential setting when the case conference determines it cannot provide services/FAPE.
- If the corporation has exhausted resources to provide FAPE including use of a paraprofessional, behavior specialist, continuum of services, outside resources, a placement in a private facility may be appropriate.
- Updated information: LEA will pay 3 times the average per pupil tuition support.

# Seclusion or Physical Restraint

- Procedures approved by the BCNWH Governing Board 02/06/08
- July 1, 2014: All corporations must have a plan available to students and parents for all students not just special education
- Parents must be informed.
- Must be written in the IEP when seclusion time-out or physical restraints might be used.
- Documentation of seclusion time-out and physical restraint are maintained.
- Training for staff: Crisis Prevention Intervention Training (CPI).
- Should not be engaging in seclusion or restraint without the CPI training through Jt. Services.

## Nonpublic Schools or Homeschooled

- All students who are determined eligible for special education and related services have the right to be offered a free appropriate public education from the school corporation of legal settlement.
- If the nonpublic school is outside the school corporation of legal settlement, the local school (where the nonpublic school is located) will provide special education services.
  - Parent rejects FAPE
  - Service plan developed (SP)
- TORs with homeschooled students on their caseload must contact parent annually to revise the SP or ensure parent is aware of options.
- Contact Joint Services for support with the service plan process and determination of services.

## Paraeducator Training

- Special Education Program Personnel: Public agencies may allow paraprofessionals and assistants who are appropriately trained to work under the direction and supervision of: (1) licensed teachers; or (2) related services personnel; to assist students in areas that relate to personal, social, and educational needs.
- Paraprofessionals and assistants may NOT provide primary instruction to student
- Annual requirement for training
- New Hires prior to first day
- Training video on website
- Roles in the classroom
  - Classroom management
  - Assessment
  - Behavior management
  - Relationship with parents
  - Other
- Confidentiality
- Signature page



# Medicaid

- Speech, OT, PT, Nursing, Transportation services.
- Consent to bill Medicaid
- The document must be signed and DATED to be eligible for reimbursement.
- A parent may still refuse
- Annual referral for service
  - School Psychologist sign off
- Monthly service entry by therapists
- Parent Flyer

# Parent Recourse

Complaint: a claim that a school has not implemented federal or state special education rules or has failed to comply with an order issued by an independent hearing officer.

Mediation: a voluntary process in which the parent and school attempt, with the assistance of trained impartial mediator, to resolve a dispute.

Due process hearing: a claim concerning the identification or eligibility of a student for special education services; the appropriateness of the educational evaluation or the student's proposed or current level of special education services or placement; or any other dispute involving the provision of a free appropriate public education.

<https://ichamp.doe.in.gov/>

# Board Approved Policies

- Seclusion Timeout and Physical Restraint Guidelines and reporting forms
- Students Placed by Parents in Private Schools
- Nonpublic Schools or Facilities
- Independent Evaluations at Public Expense
- Do Not Resuscitate
- Responding to Parent Request for a CCC meeting
- Audio and Video Taping of Case Conferences

Questions?  
Requests?  
Help?

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