



ELEMENTARY SCHOOL
AT THE TONY HSIEH
EDUCATION CENTER

Special Education Policies and Procedures

SPECIAL EDUCATION POLICIES AND PROCEDURES IEP DOCUMENTATION

1. INTRODUCTION

This section has been developed by City of Las Vegas Strong Start Academy (CLV Strong Start) to provide each person who handles Individual Education Plans (IEPs) with well-defined guidelines/procedures regarding: (1) determining the student's goals for an IEP; (2) implementation of a student's IEP in accordance with State and Federal law; (3) properly documenting the implementation of a student's IEP; and, (4) how to use the form to show that an IEP is being documented and implemented.

The procedures in this section will: (1) ensure that all school personnel who are responsible for the implementation of an IEP are informed of their duties and the type of support they are to provide; (2) ensure that a student's IEP will be implemented starting on the first day of their attendance at school; and, (3) monitor the implementation of the required kind/type, amount and location of services in an IEP.

2. POLICIES

2.1 Training on Policies and Procedures

It is the policy at CLV STRONG START that all administrators, teachers, and other school personnel will be trained annually on these policies and procedures prior to the start of the school year. Any administrators, teachers, or other school personnel starting after the first day of school, will be trained on these policies and procedures prior to entering the classroom at CLV STRONG START. All administrators, teachers, and other school personnel will be required to sign this Manual each year after they receive training on the policies and procedures contained herein.

Information will be provided by the Executive Director of Special Education, Academica Nevada and Special Education Projects Facilitator, Academica Nevada to CLV STRONG START's Registrars and Special Education Instructional Facilitators.

2.2 Determining a Student's Goals for an IEP

It is the policy at CLV STRONG START that an IEP must aim to enable a student to make progress. An IEP must be "reasonably calculated to enable a student to make progress appropriate in light of the student's circumstances." (*See, Endrew v. Douglas County School Dist.*, 580 U.S. ____ 2017). The essential function of an IEP is to set out a plan for pursuing academic and functional advancement. CLV STRONG START believes that an IEP is not a form document and must be constructed after careful consideration of the student's present levels of achievement, disability, and potential for growth. Goals in a student's IEP will be made by the IEP team based on the progress the student has made and taking into consideration the student's circumstances.

2.3 Implementation of a Student's IEP in Accordance with State and Federal Law

All IEPs must be implemented in accordance with Nevada and Federal law, including the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.

2.4 Properly Documenting the Implementation of a Student's IEP

All teachers, special education personnel, and any other employee who is responsible for the implementation of any IEP, are required to document each action taken towards the implementation of any IEP. This includes daily documentation by teachers, special education personnel, and any other employee responsible for the implementation of an IEP of what was done to implement that IEP during any given day. All teachers, special education personnel, and any other employee responsible for the implementation of an IEP will be required to use an electronic form in Infinite Campus or other appropriate electronic form.

2.5 Using the Documentation Form

Every student's teacher will complete an electronic IC Service Log or other electronic form for each student with an IEP for whom they provide service. This Service Log is to be filled out

daily. The Special Education Facilitator will complete a compliance review on each student's electronic Service Log Folder monthly beginning in August.

3. PROCEDURES FOR COLLECTION OF NEWLY ENROLLED STUDENTS WITH DISABILITIES

These procedures will outline the procedures that administrators, teachers, special education facilitators, and all other personnel who are responsible for implementing IEPs must take regarding all aspects of implementing an IEP.

3.1 Obtaining IEPs Before the School Year

Each student's IEP must be obtained prior to the beginning of the school year, or the first day of enrollment. This will ensure that each student's IEP is implemented starting on the student's first day of school. Returning student's IEPs will already be in the possession of the school. During the registration process, parents of students that are enrolling in the school, have the option to inform the school whether their student has an IEP. If the parent selects Yes, the procedures outlined in 3.1.A must be followed. If the parent selects No, the procedures outlined in 3.1.B must be followed.

3.1.A School is Aware that an IEP Exists During Registration

If the parent makes the School aware of the existence of an IEP during the registration process by selecting Yes, they have the option of either emailing the IEP or providing the IEP to the School's registrar in person. CLV STRONG START will also request all special education records from the student's prior school. The following procedures will also apply to students with an IEP that transfer into the School after school has started.

3.1.A.i Uploaded IEP

1. Upon receipt of the student's IEP, the school registrar will print out each IEP that is emailed and place their initials and date in the upper right hand corner;
2. The school registrar will send the IEP to the Academics' Special Education Caseload Manager and Projects Facilitator.
3. The Academics' Special Education Caseload Manager and Projects Facilitator will review the IEP and place the student's information from the students' IEP onto the electronic caseload. If a student's IEP contains information that is non-routine, notes will be made on the caseload, dated, initialized, and emailed to appropriate staff (e. g. student's name with health condition will be sent to school nurse).
4. IEPs will be collected in a Document Folder for each campus. Access to the folder will be given to Special Education Staff.
5. If the Academics' Special Education Caseload Manager and Projects Facilitator has any questions they will contact the parent of the student;

6. The Special Education Teacher of Record (TOR) shall document that they have reviewed each student's IEP and status that the IEP was reviewed.
7. The Special Education Teacher shall create a six-tab Confidential Folder including the IEP and all special education documents following the correct placement of documents as specified on the Confidential Folder Tab document.
8. The TOR shall document that they have provided and reviewed each student's IEP with each of the student's teacher(s) prior to the first day of attendance at school.
9. Each teacher of each student with an IEP will sign a Receipt of the IEP document which states that they have received and been provided a review of the student's IEP. One "Receipt of the IEP" document per student is placed in the student's confidential folder and statused by TOR prior to the first day of attendance at school

3.1.A.ii IEP Dropped Off at the School During Registration Process prior to First Day of Attendance at School

1. If the IEP is dropped off at the school, the registrar shall, upon receipt of the IEP, place their initials and date in the upper right hand corner;
2. The school registrar will scan and email the IEP to the Academica Caseload Manager and Special Education Project Facilitator;
3. The Academica's Special Education Caseload Manager and Projects Facilitator will review the IEP and place the student's information from the student's IEP onto the electronic caseload. If a student's IEP contains information that is non-routine, notes will be made on the caseload, dated, initialized, and emailed to appropriate staff (e. g. student's name with health condition will be sent to school nurse).
4. If the Academica's Special Education Caseload Manager and Projects Facilitator has any questions they will contact the parent of the student;
5. IEPs will be collected in a Document Folder for each campus. Access to the folder will be given to Special Education Staff.
6. The Special Education Teacher shall create a six-tab Confidential Folder including the IEP and all special education documents following the correct placement of documents as specified on the Confidential Folder Tab document.
7. The TOR shall document that they have provided and reviewed each student's IEP with each of the student's teacher(s) prior to the first day of attendance at school.
8. Each teacher of each student with an IEP will sign a Receipt of the IEP document which states that they have received and been provided a review of the student's IEP. One "Receipt of the IEP" document per student is placed in the student's confidential folder and is statused by the TOR prior to the first day of attendance at school.

3.1.A.iii Yes was Selected but No IEP is Provided During Registration Prior to the First Day of School.

During the registration process, if the parent selects Yes that their student has an IEP and does not provide the IEP to the school, the following procedures must be followed:

1. The school registrar will electronically request a Records Transfer on Infinite Campus. Requests will be made for the following transfers:
 - a. IEP Import Wizard (Locked)
 - b. Special Education Evaluation Wizard (Locked)
 - c. Special Education Documents Wizard (PDFs)
2. If within five (5) days of requesting records from the school, and the registrar still has not received a records transfer, the registrar shall send a letter via certified mail, return receipt requested, to the student's previous school requesting the IEP be sent to the school within two (2) weeks;
3. If the school does not have the IEP within two (2) weeks of the student's first day of attendance at school, the school principal shall contact the student's previous school either by email or by phone and request the IEP. The principal is responsible for documenting this step.

3.1.A.iv After First Day of School, Yes was Selected but No IEP is Provided.

1. The school registrar will electronically request a Records Transfer on Infinite Campus. Requests will be made for the following transfers:
 - d. IEP Import Wizard (Locked)
 - e. Special Education Evaluation Wizard (Locked)
 - f. Special Education Documents Wizard (PDFs)
2. The Special Education Facilitator will call and email the parent and previous school with a request for special education documents so special education services can be provided, and status the call on Infinite Campus electronic Contact Log.
3. If within five (5) days of the phone call and email to the previous school's principal, the registrar still has not received the IEP, the registrar shall send a letter via certified mail, return receipt requested, to the student's previous school requesting the IEP be sent to the new school within two (2) weeks;
4. If the school does not have the IEP within two (2) weeks of the student's enrollment, the school principal shall call the parent to discuss whether or not the student received special education services and contact the

student's previous school either by email or by phone to request the IEP. The principal is responsible for documenting this step.

3.1.B The School is Not Aware of the Existence of an IEP

The school may not always be aware that a student has an IEP. The school will follow up with each newly registered student to ensure that an IEP does not exist.

1. Upon enrollment, School registrar will send an automatic push email to all parents upon enrollment welcoming the students to charter school. The email will specifically ask that if their student is on an IEP or 504 plan to turn that documentation into the school. The email will include the following instruction:
 - a. PLEASE DO NOT EMAIL YOUR CHILD'S IEP OR 504 PLAN. IEP AND 504 PLANS SHOULD ONLY BE SUBMITTED DIRECTLY TO THE SCHOOL.

3.1.C The School is Aware of an IEP But it Has Expired

If the school has received an IEP that has expired, the following procedures will be followed:

1. Academics's Special Education Caseload Manager and Projects Facilitator will contact the parent to find out whether a current IEP exists;
2. If a current IEP exists, the Special Education Caseload Manager and Projects Facilitator will attempt to obtain the current IEP;
3. The registrar will do a records request from the student's prior school at least two (2) weeks prior to the start of school;
4. The IEP Team will review the IEP for services;
5. If there is not a current IEP but there is current eligibility, the school will complete a current Annual IEP within the first two weeks of attendance at school.
6. If the eligibility and IEP have expired dates, the school will follow the SPCSA's guidelines for an Interim IEP found in section 7.5.4 of the Special Education Guidance Manual. The School Psychologist will also meet with parent and have a Consent for a Reevaluation signed to complete a Reevaluation for Eligibility.

3.2 School Personnel Are Informed of Their Duties and the Type of Support That is Needed

The following procedures will ensure that all school personnel who are responsible for the implementation of the IEP are informed of their duties. This procedure will also ensure that teachers and school personnel are implementing the IEP on the first day of attendance at school.

1. At least one (1) week prior to the start of school, the school facilitator will set up meetings with each IEP student's teachers and all other school personnel who will be implementing the IEP to review the IEP.
 - a. This will include going over the student's goals, what that looks like, the type of support they are to provide, and informing the teachers of how they can implement the IEP each day.
 - b. At the meeting each attendee will receive a hard copy of the IEP and/or have access to the IEP electronically.
2. Prior to the start of school all teachers and school personnel who will be implementing the IEP will sign "Receipt of IEP" stating that they have reviewed the IEP and understand their responsibilities and duties in implementing the IEP. The Receipt of IEP will be placed in student's Confidential Folder.
3. The first week of school, the Special Education Instructional Facilitator will ensure that each teacher is in compliance and aware of their responsibilities and duties in implementing the IEP. Special Education Instructional Facilitator will status in the Infinite Campus Contact Log.
4. The first week of each month, the school facilitator will ensure that each teacher is in compliance and aware of their responsibilities and duties in implementing the IEP. Special Education Instructional Facilitator will status in the Infinite Campus Contact Log.
5. If a teacher or other school personnel who are responsible for implementing an IEP is absent from school, the Special Education Instructional Facilitator will ensure that IEP services continue by meeting with the substitute to review services. Special Education Instructional Facilitator will status in the Infinite Campus Contact Log.
 - a. All special education teachers will maintain a substitute binder with information pertinent to providing services to students with IEPs, including but not limited to lesson plans, roster, accommodations/modifications needed for students with IEPs to access curriculum, frequency and duration of services.
 - b. The special education teachers will also be developing daily lesson plans specific to their student's goals and objectives.
6. Upon hiring of new Special Education Teachers and Related Service Personnel, the Special Education Instructional Facilitator will meet with new staff and review Policies and Procedures in Special Education at Charter Schools.
7. Upon completion of Initial, Reevaluation, and Annual IEPs, TOR will review IEP with school staff, have staff sign Receipt of IEP form, and place the form in the Confidential Folder.

3.3 Monitoring the Implementation of the IEP

In order to ensure that an IEP is being implemented in the correct manner, CLV STRONG START has adopted the following monitoring procedure. This procedure will require extensive documentation. The Special Education Instructional Facilitator

will be responsible for following the Special Education Instructional Facilitator Month-to-Month Guide.

1. Each teacher and school personnel that are implementing an IEP will be responsible for completing the Electronic Service Form daily for each IEP student;
2. Every student's teacher will complete the Service Log for each student with an IEP for whom they provide service. This Service Log is to be filled out daily.
3. Bimonthly on the 2nd and 4th Friday by the end of the school day, the Special Education Instructional Facilitator will complete a compliance review on each student's Service Log Folder monthly beginning in August.
4. If the Special Education Instructional Facilitator determines that a teacher or other school personnel are not properly implementing the IEP, the Special Education Instructional Facilitator shall within one (1) school day meet with the teacher or other school personnel and provide corrective training.
5. The teacher will sign a form stating that they received corrective training.
 - a. Within one (1) school day after reviewing each documentation form, the Special Education Instructional Facilitator will share access to each student's Service Logs with the school assistant principal;
6. The assistant principal will review Electronic Service Logs form and status on Infinite Campus contact log.

3.3 A Corrective Action Plan for Teachers Under Corrective Procedures

1. If a teacher or other school personnel refuse to attend corrective training, they will be subject to disciplinary action in accordance with Nevada law and the employee handbook.
2. Teachers who have received Corrective Procedure Trainings, will have their student's Service Logs reviewed weekly by the Special Education Instructional Facilitator instead of Bi-monthly for one month. After four weeks of correct implementation and documentation, the Special Education Instructional Facilitator will meet with the Special Education teacher and review the implementation improvement.
3. If the Special Education Teacher has improved their documentation, the Special Education Instructional Facilitator can return to Bi-monthly review of paperwork.
4. If a teacher or other school personnel fails to fill out and submit the Service Logs, they will be subject to disciplinary action in accordance with Nevada law and the employee handbook.

4.0 Multi-Disciplinary Team (MDT) and Individualized Educational Program meetings (IEP)

Required Team Members have to attend MDT and IEP meetings for the duration of the meeting. Administrators will provide supervision of teacher's classrooms if MDT/IEP meetings occur at the same time as teacher attendance at meetings. See the Special Education Manual for Young Women's Leadership Academy of Nevada.

BY SIGNING BELOW, I ACKNOWLEDGE THAT I HAVE RECEIVED TRAINING ON THE SPECIAL EDUCATION POLICIES AND PROCEDURES IEP DOCUMENTATION MANUAL, AND I AGREE TO ABIDE BY THE POLICIES AND PROCEDURES IN THIS MANUAL.

Print Full Name

Signature

Date

[RETAIN IN EMPLOYEE PERSONNEL FILE]