

**Cincinnati CITY SCHOOL DISTRICT
ADMINISTRATIVE PROCEDURES**

Procedure Name: Special Education	
Procedure No. 2460-00-01	Eff. Date: <u>11/2009</u>
Implements Board Policy(ies) <u>2460: Special Education Model Policies and Procedures</u>	Last Reviewed: <u>04/2011</u>

1. Background

<p><i>Background to the implementation of the policy</i></p> <ul style="list-style-type: none"> <i>This document outlines procedures to ensure CPS meets State and Federal standards and the State Performance Plan indicators.</i>
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2. Responsibilities

Title: Building Principal, DSS staff, Teachers, Related Service Providers	
Address:	
Phone:	Cell phone:
<p><i>Describe responsibilities:</i></p> <ol style="list-style-type: none"> 1. Ensure the timely completion of all special education paperwork 2. Ensure documentation is in accordance with all federal and state policies, procedures and guidelines. 3. Development of individual and/or building wide plans as needed to ensure completed and compliant paperwork. 4. Support school staff to ensure all ETR/IEP's remain in compliance and do not expire. 5. Follow up with building level staff regarding any expired paperwork. 6. Administer disciplinary action at the school level when warranted 	

3. Action Steps

Describe the action steps relevant to the implementation of the policy.

Purpose: In order for CPS to meet and/or exceed our State Performance Plan targets for Indicators, it is important these steps are in place to ensure all stakeholders share the same information/expectations. Federal and State monies allocated per student have a direct connection to compliant paperwork. The district follows the Ohio Department of Education's Model Policies and Procedures to ensure compliant special education documentation and delivery of special education services.

- Compliance reports are available to building staff via the online computer software system or data based systems within the district. Reports are monitored monthly and communicated to the Principals, Case Coordinator, Related Staff Leads, Managers and DSS Clerical Staff.

Reports include:

- ETR's and IEP's coming due within the next 30 days
- Initial ETR's coming due within 60 days
- Any overdue ETR's and IEP's
- Missing IEP progress reports
- Missing post secondary transition plans

ETR's

The school psychologist or speech language pathologist, in accordance with ODE guidelines is responsible to ensure students ETR's are completed and in compliance with federal and state regulations. This includes scheduling and holding meeting well in advance of expiration dates with consideration given to "no shows", snow days, possible illness, scheduling conflicts, etc.

All appropriate teachers (both general and special education) and related service providers who are involved in the student case are responsible for completing their portions of the ETR prior to the meeting. All ETRs are to be proposed in the software system at the completion of the ETR meeting.

IEP's

The teacher of record is responsible to ensure the students IEPs are completed and in compliance with federal and state regulations. This includes scheduling and holding meeting well in advance of expiration dates with consideration given to "no shows", snow days, possible illness, scheduling conflicts, etc.

All involved IEP team members involved in the student case are responsible for collaborating and completing their portions of the IEP prior to the meeting. All IEPs are to be proposed in the software system at the completion of the IEP meeting.

PROGRESS REPORTS

All IEP team members involved in the student case are responsible for collaborating and completing their portions of the students IEP progress reports, including data toward goals, and finalizing them in the software system by the due dates as outline by the district calendar for each of the eight reporting periods. Preschool reporting periods are only 4 times a year.

SPECIAL EDUCATION PAPERWORK

All team members involved with a student will complete any additional special education paperwork which is outside of the ETR and IEP in accordance with federal and state guidelines. Including, functional behavioral assessments, behavior support plans, 504's manifestation determination reviews, WEPs, WAPs, LEP plans.

RELATED SERVICES STAFF:

Will complete all components of the ETR, IEP and progress reports for each student they are assigned to work with, keeping in compliance with federal, state and district timelines.

All staff will complete daily documentation of services delivered into the online software program by the 10th of the previous month and complete all documentation prior to the last day of school for the year.

Lead staff will monitor compliance with completion of special education paperwork for related service staff. They will communicate with the DSS manager and related service staff members regarding any items out of compliance. Leads will follow up with staff members to ensure timely completing of daily documentation of services and monitor compliance with Medicaid School Program documentation.

DSS CLERICAL

The DSS clerical staff is responsible to monitor paperwork submitted via the online software system and finalize all special education paperwork proposed by the school teams.

Clerical staff will notify school teams along with the building DSS manager of any missing documents or concerns related to paperwork submission.

On behalf of the DSS manager, clerical staff will request from the school psychologist or teacher of record a time line of completion and concerns for any overdue ETRs and/or IEPs.

DSS MANAGER

The DSS manager will monitor and report out to building principals monthly regarding any special education paperwork which is coming due and/or overdue in the building. They will work with the building principal and school staff to provide assistance and develop a plan as needed for any overdue paperwork.

They will inform Director and Assistant Director of any cases that are repeatedly overdue and/or are not brought into compliance in a timely manner.

PRINCIPAL

The principal will follow up with any staff who have special education paperwork which is out of compliance. They will develop a plan as needed to support school staff and ensure timely completion of special education paperwork. The principal will administer disciplinary action at the school level when warranted. They will inform the DSS manager, Director and Assistant Director of any cases that are repeatedly overdue and/or are not brought into compliance in a timely manner.

CASE COORDINATOR

In collaboration with the building principal and/or DSS manager, will assist in the development and implementation of a building wide systematic proactive plan to ensure timely completion of all special education paperwork.

They will forward to the school team any information from the principal of DSS relevant to special education paperwork, laws, policies and procedures. Case coordinators will notify the principal and/or DSS manager of any concerns related to special education.

4. Equity Considerations

Describe any equity considerations relevant to the implementation of this policy.

5. Related Documents / Forms

Document Title	Description	Last Reviewed

6. Additional Information

Describe any additional information relevant to the implementation of the policy.