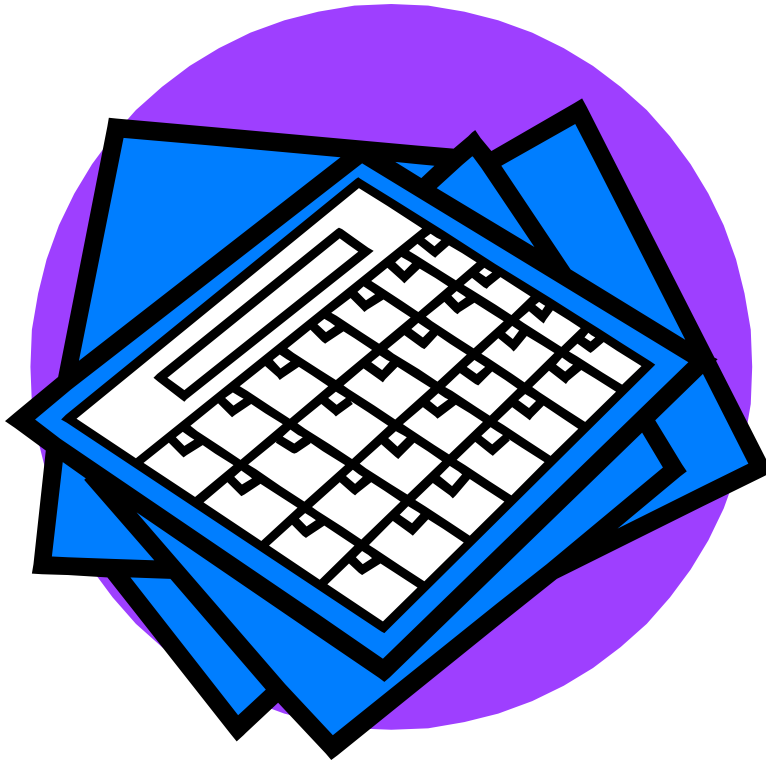


General Procedures



CHAPTER E
GENERAL PROCEDURES

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ROSTER PROCEDURES

At the beginning of each month, you will receive a roster for your class. Please take time to review this roster and verify that all of the information is correct. This includes, parent's names, addresses, phone numbers, annual review dates, re-eval dates, minutes and grade level. When making changes to the roster, please use a red ink pen and put one line through the old information. The rosters then need to be returned to me at the end of each month. (Don't forget to retain a copy for your records.)

The minutes that appear on your roster are the minutes for your class only. That student may have additional minutes in another class and/or a related service such as speech, social work, etc. A child's least restrictive environment (LRE) is based upon his total special education enrollment. Please keep that in mind when figuring a child's LRE. Also keep in mind that the total minutes for elementary, jr. high and high school are as follows:

Elementary – 2025, Jr. High – 2075, HS – 1925

If a child drops during the school year, whether they move or change classes, write the last day of the student's attendance, as well as the reason, in the End/Stop column. That child will then be deleted from your roster.

If at any time you have a question concerning your roster, please do not hesitate to e-mail or call me. I take great pride in making sure the rosters are as accurate as possible. If there is anything I can do to make this process easier, please let me know.

FUND CODE

- A Speech only, home/hospital bound, Public School Students, **(all former C fund code students)** Extraordinary Services (14-7.02a)
- B Private Day & Residential (14-7.02) – ICA, CCH, CCBD, ARC, Stookey, ETC
- E Foster/Orphanage – Individual Program (14-4.03)
- F Private Facilities/Orphanage Act
- L IDEA Child Count – Nonpublic – Not enrolled (Parochial – Service plan)

INSTRUCT. TIMES

ELEM. – 1650 MPW

CIS – 1650 MPW

CMS – 1759 MPW

CHS – 1780 MPW

1840 MPW

W/VOCATIONAL

EXCEPTIONAL CHARACTERISTICS (DISABILITY)

- | | | | |
|---|-----------------------|---|------------------------------------|
| A | Mental Retardation | I | S/L Impaired |
| C | Orthopedic Impairment | K | Emotional Disturbance |
| D | LD | L | Other Health Impaired |
| E | VI | M | Multiple Disabilities |
| F | Hearing Impaired | N | Developmentally Delayed (to age 6) |
| G | Deafness | O | Autistic |
| H | Deaf-Blind | P | Traumatic Brain Injury |

EDUCATIONAL ENVIRONMENT CODES (formerly LRE)

- 01 Monitor/Speech Only/Resource – 20% or less in special education outside the regular education classroom
- 02 Resource – 21% - 49%/Self Contained 50%-60% in special education outside the regular classroom
- 03 Self Contained – More than 60% in special education outside the regular education classroom
- 04 Full time special class in special day school that does not house programs for students without disabilities
- 05 Residential school operated by public school district
- 08 Private school or out of state public day school program
- 09 Private residential facility in-state
- 10 Private residential facility out of state
- 11 Homebound instructional program
- 12 Hospital instructional program

RELATED AND OTHER SERVICES

- | | | | |
|----|--------------------------------|----|--|
| 01 | Adapted Physical Education | 18 | Psychological Services |
| 02 | Aide-Class | 19 | Physical Therapy |
| 03 | Aide-Individual Student | 20 | Psychiatric Services |
| 04 | Art Therapy | 21 | Recreation |
| 05 | Audiology | 22 | School Health Services |
| 06 | Braillist/Reader | 23 | Speech/Language Services |
| 07 | Counseling Services | 24 | Social Work Services |
| 08 | Consultant Services | 25 | Transportation (Special) |
| 09 | Adapted Driver Ed (must be 15) | 26 | Career & Technical Education |
| 10 | Interpreter Services | 27 | Transition/STEP by Division of Rehabilitation Services |
| 11 | Assistive Device | 28 | Behavior Intervention Plan |
| 12 | Music Therapy | 29 | Competitive Employment |
| 13 | Occupational Therapy | 30 | Travel Training |
| 14 | Outdoor Education | 31 | Acquisition of Daily Living Skills |
| 15 | Orientation & Mobility | 32 | Supported Employment |
| 16 | Other Related Services | 33 | Supports for Transitions to Post-Secondary Education |
| 17 | Parent Counseling | 34 | Interagency Linkages |

14-7.03 Elig. – Type of Residence

- D Foster Home

14-7.03 Elig. – Placing Agent

- A DCFS

14-7.03 Elig. – Guardianship

- C DCFS

Facility Codes

- | | | | | | |
|------------|-----|----------------------|-----|--------------|-----|
| CCBD | 064 | CCH | 100 | Cood | 105 |
| ICA | 130 | MO. School/Blind | 959 | ETC-Coll. | 331 |
| Stookey | 161 | Swann Special Care | 352 | Edgewood | 917 |
| ARC | 160 | Pathways | 188 | Epworth City | 601 |
| Logos | 602 | ICA-Caseyville | 028 | Edgewood S. | 650 |
| Childhaven | 917 | Epworth Child & Fam. | 647 | ETC-Alton | 330 |

ED. ENVIRONMENT CODES

BELL-TO-BELL

Elem. – 2025 min/wk

- 01 – 415 min. or less
- 02 – 416 -1225 min.
- 03 – 1226 – 2025 min.

CIS – 2025 min/wk

- 01 – 415 min. or less
- 02 – 416 -1225 min.
- 03 – 1226 – 2025 min.

CMS – 2075 min/wk

- 01 – 425 min. or less
- 02 – 426 - 1255 min.
- 03 – 1256 - 2075 min.

CHS – 2100 min/wk

- 01 – 430 min. or less
- 02 – 431 – 1270 min.
- 03 – 1271 - 2100 min.

Beginning School Procedures

Beginning of the year procedures for special education teachers are generally the same as the procedures followed by all teachers in their building of assignment. These procedures will be outlined by the building principal. In addition to these requirements, additional instructions are distributed by the Special Education Office in memo form at the beginning of each school year. The procedures which are specific to special education teachers are relatively consistent from year to year and are outlined below. Please contact the special education office if you have any questions.

1. IEPs- Please review all of your IEPs, especially for students who are new in your program. Implement all IEPs exactly as written. Be sure general education teachers who will have special education students in their classes have access to the Instructional Modifications Plan that was included in the student's current IEP (these are available to them through the IEP program). Any change requires completion of the IEP Amendment Process (see item 8). Through out the year, as you write objectives, please remember to stairstep the objectives toward completion of the goal. NOTE: Only IEPs for new enrollments or transfer students are included in your packet. You should already have a copy of the IEP's for your existing students.
2. Transfer IEPs- When new special education students enroll in the district, the Special Education Office will post their IEPs to the Unit 10 web-based IEP program. Transfer IEPs can be accessed in the uploaded files section. Specialized evaluations including the psychological report are also available as an uploaded file in the Unit 10 IEP program.
3. Quarterly progress reports- When grades are sent to parents at the end of each quarter (trimester at CMS), the parent must also receive an update regarding progress made toward completion of IEP goals. Date and indicate the progress on the goals and send a copy home each grading period. **Be sure to keep a copy.** A copy documenting the report from **all four quarters** must be submitted to the special education office at the end of the school year.
4. Materials- The Special Education office provides each teacher with copies of the purchase orders they submitted the previous Spring. All approved materials have been ordered. Please contact the special education office if there are still items on back order or not received by October 15.
5. Rosters and Exit Reports- Computer generated rosters are sent at the beginning of each month. Please make any necessary corrections and return them to the special education office by the date indicated on the special education calendar. **The first roster will be due August 30.** An iePoint code sheet is provided for convenience.

6. Annual review Schedules- All annual reviews will be scheduled by the Case Managers. Annual reviews are conducted during the school day and substitutes will be provided. Special Education teachers will be notified of the schedules as they are developed. If you have specific questions regarding your schedule, please speak to the Case Manager in your building.
7. Field Trips- Follow building procedures as specified by your school principal. There are no separate procedures for special education field trips.
8. IEP Amendment Process- The Amendment procedure requires changes be made directly on the IEP. Please refer to your Procedure Manual for specific instructions. These instructions must be followed exactly as outlined. All IEPs must be implemented exactly as written unless they are amended through this process. REMEMBER TO INVITE THE GENERAL EDUCATION TEACHER INVOLVED WITH THE STUDENT TO PARTICIPATE IN ANY IEP CONFERENCE. THEY MUST BE PART OF THE IEP PROCESS.
9. Monitor/Consultation Students- If you have a student on your roster that is a monitor student, make certain you document your monitoring efforts. The amount of time you document should coincide with the number of minutes listed on their IEP.
10. Professional Travel- Request forms for special education professional travel can be found by accessing the Unit 10 web site. Remember to complete a separate ***Professional Travel Request*** form for each person. Please do not write on the lines designated for account codes. Submit the form to your building principal along with a ***Request for Payment*** form for any registration fees. This form can also be found on the district web site. Any ***registration form*** which is required for attendance at the conference must also be completed and submitted.
11. Conference Schedule- Routine conferences will be held during the school day. Notification of conferences will continue to be submitted to invited staff via E-mail.
12. Extended School Year- Please remember to document regression (the loss as a result of a scheduled break in instruction of one or more learned skills specified in the short term objectives of the student's IEP) and recoupment (following a scheduled break in instruction, the inability to regain a previously learned skill through review and reteaching) for your students. Further information concerning procedures for recommending extended school year is available in your Procedure Manual.

End of the Year Procedures

End of the year procedures for special education teachers are generally the same as the procedures followed by all teachers in their building of assignment. These procedures will be outlined by the building principal. In addition to these requirements, additional instructions are distributed by the Special Education Office in memo form at the end of each school year. The procedures which are specific to special education teachers are relatively consistent from year to year and are outlined below. Please contact the special education office if you have any questions.

1. Follow the building close-out procedures as outlined by your principal.
2. Send a copy of each student's completed report card to the special education office (elementary only). As you know, all student goals and objectives were to be monitored each grading period this past school year. **Please include a copy of the student's evaluated goals and objectives with each student's report card. These should be clearly marked with the quarterly (or trimester at CMS) evaluation dates as well as quarterly progress notations on the students most recent IEP.** *At the middle school and high school levels, please forward the copy of the evaluated objectives even though you do not send copies of grade cards to the special education office.*
3. Keep the teacher file for each student who will be returning to your building in the fall. If a student is moving to another program within your building, you may transfer the teacher folder to the new teacher.
4. Send the teacher folders to the Special Education Office for students who are leaving your building. This includes those students who will be transferring to the Intermediate Center next year. Each folder should be clearly marked with the following information.

Student's Name/Teacher's Name
From: Grade/Program/Building
To: Grade/Program/Building

At the middle school you may forward your exiting 8th grade files directly to the IEP Case Manager at CHS. At the intermediate school you may forward your exiting 6th grade files directly to the IEP Case Manager at CMS.

Please remember: No cumulative records are to be sent to the special education office. Cumulative records remain in your building.