

## SECTION IX

### General Supervision and Program Administration

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#### A. POLICY: General Supervision

*Grant Parish School Board* has designated the Special Education Supervisor responsibilities for the general supervision of identification, location and evaluation activities/services for students who are suspected of being disabled and the provision of FAPE to students with disabilities within its jurisdiction. The job description for this position is included in this manual.

#### B. Designated Coordination Responsibilities

The following positions have been designated coordination responsibilities under the direct supervision of the Supervisor of Special Education.

**Coordinator of Pupil Appraisal Services:** Ensures that pupil appraisal services are appropriately conducted throughout the school system and that evaluations are properly conducted according to *Bulletin 1508 and Bulletin 1706*.

**IEP Facilitator:** The person in this position is the Officially Designated Representative (ODR) in developing initial IEPs for students with disabilities. The IEP Facilitator ensures that IEPs are reviewed and updated according to the required regulations. When a student requires a significant change in placement for any reason, the IEP Facilitator conducts the meeting to ensure regulations are followed.

The Supervisor of Special Education is responsible for ensuring that the above personnel effectively carry out their responsibilities by reviewing, monitoring, and approving all activities conducted.

The Supervisor of Special Education is also responsible for supervising and coordinating inservice training, LEA monitoring, and child search activities.

#### C. ASSURANCES: Program Administration

*The Grant Parish School System* assures that comprehensive monitoring of all special education services shall be conducted on a regular basis to determine compliance with all applicable federal, state, and local statutes, regulations, and applications and procedures. [34 CFR 76.301(C)(1)]

#### D. Standards for Operating

The *Grant Parish School Board* operates under the following bulletins and regulations issued by the Louisiana State Department of Education, the Board of Elementary and Secondary Education and the Federal Government:

-*IDEA Regulations of 1998*

-*P.L. 105-17 - Individuals with Disabilities Education Act Amendments of 1997*

-*Bulletin 741, Louisiana Handbook for School Administrators, Revised 1984.*

-*Bulletin 746 Louisiana Standards for State Certification of School Personnel*

-*Bulletin 1508, Pupil Appraisal Handbook, Revised 2000.*

-*Bulletin 1530 Louisiana IEP Handbook for Students with Disabilities, Revised 2000.*

- Bulletin 1532, The Early Childhood Special Education Handbook for Louisiana's Early Education Program, Revised 2000*
- Bulletin 1573 Complaint Management Procedures, 2000*
- Reference Handbook: Occupational Therapy and Physical Therapy in Louisiana Schools, 2000*
- Bulletin 1617 Resource Manual for Administrators and Teachers of Students Who Are Visually Impaired, 1998.*
- Bulletin 1641 Competency Testing for Adapted Physical Education, Revised 1995.*
- Bulletin 1706 Regulations for Implementation of the Children with Exceptionalities Act:*
  - Subpart A - *Regulations for Students with Disabilities, Revised 2004.*
  - Subpart B - *Regulations for Gifted/Talented Students, Revised 2000.*
- Bulletin 1830 GUMBO: Games Uniting Mind and Body*
- Bulletin 1885 Clean Intermittent Catheterization in the Educational Setting, Guidelines for Implementation of Act 1048, 1990.*
- Bulletin 1886 Special Education Transportation Guide*
- Bulletin 1891 Louisiana IEP Handbook for Gifted/Talented Students, Revised 2000.*
- Bulletin 1909 Noncomplex Health Procedures, 1993.*
- Bulletin 1922 Compliance Monitoring Procedures*

- Bulletin 1943: Policies and Procedures for Louisiana Teacher Assistance and Assessment, Revised 2001*
- Handbook for Personnel Serving Students Who Are Deaf or Hard of Hearing, 2001.*
- Louisiana Handbook for Serving Students with Traumatic Brain Injury (Draft), 1997.*
- Extended School Year Program Handbook, 2000.*
- General Education Access Guide, 2001.*
- Reference Handbook: Paraeducators in Louisiana Schools, 1997*
- Special Education Parent Handbook (Including Surrogate Parent Section), Revised 1999*
- Health Resource Guide for Educators, 2001.*

**E. ASSURANCE: Local Policies Consistent with Statutes**

The *Grant Parish School Board* assures that all policies and programs established and administered by the School Board are consistent with IDEA and its regulations, the State Amended Annual Program plan, Bulletin 1706 Regulations, and any other standards adopted by the Louisiana State Board of Elementary and Secondary Education.

**F. Components of the Local Monitoring System**

The Supervisor of Special Education and designees shall be responsible for determining monitoring dates, sites, personnel assignments, forms to be used, providing inservice, supervising monitoring activities, documenting monitoring and determining and documenting appropriate corrective actions based on monitoring results.

The following aspects of special education services shall be monitored:

**Child Identification:** Effectiveness of child search activities including ages three through five, non-public, 14-21 drop outs; effectiveness of school building level activities; adherence to timelines throughout identification and evaluation; adherence to *Bulletin 1508, Pupil Appraisal Handbook* procedural and eligibility requirements; and current evaluations in place on each student.

**Individual Evaluation:** Adherence to development requirements in *Bulletin 1508, Pupil Appraisal Handbook*.

**Individualized Education Plans (IEPs):** Adherence to development requirements in *Bulletin 1530, the Louisiana IEP Handbook*, including IEP committee membership and completeness and accuracy of information on the forms; adherence to timelines in IEP development and delivery of services; appropriateness of IEP goals, objectives, and provisions of related services based on evaluation report and other sources of information, including observation of students; and current IEPs in place on each student.

**Secondary Transition** : The effectiveness of a coordinated set of activities for a student with a disability that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living or community participation.

**Placement/Least Restrictive Environment** which includes justification of placement available on each student; and an observation of the student at his/her service site to determine if LRE is appropriate.

**Access to the General Curriculum:** Assurance that all students with disabilities are involved in and progressing in the general

curriculum, or for preschool, appropriate activities, to the maximum extent possible.

**Professional Development** which includes personnel participation in inservice needs assessment; evaluation of outcomes of inservice training; consideration of general as well as specific service needs.

**Program Requirements** to ensure age appropriate programs, appropriate length of school day, compliant pupil teacher ratios and comparable materials and supplies, as documented by class rosters , site determination forms, annual school report, etc.

**Facility Accessibility and Comparability:** Assurance that all students with disabilities have access to the facility, which is comparable to other students.

**Procedural Safeguards** to ensure parents are fully informed of their rights; adherence to full and effective requirements; adherence to requirements for surrogate parents; adherence to confidentiality requirements; adherence to consent and release requirements; adherence to due process hearing requirements.

**Duration of Educational Placement** to ensure that extended school year services are available as necessary to provide FAPE.

**Discipline:** Adherence to discipline requirements as set forth by the State Department of Education.

**Gifted and Talented Programs:** Curriculum and IEP development adheres to requirements set forth in the *Louisiana IEP Handbook for Gifted/Talented Students*, Bulletin 741 and Bulletin 1706.

**Participation in Assessment** Assurance that all students with disabilities grades 3-11 participate in regular or alternate district/statewide assessments, with the

appropriate accommodations.

All monitoring activities shall be documented. Corrective action plans and specific follow-up procedures shall be implemented and documented.

## **G. Monitoring Procedures**

The Supervisor of Special Education shall select a monitoring team and team leader prior to the beginning of each year. This team will meet to formulate the monitoring plan. One third of the school sites will be monitored annually. A minimum of five percent of the records of children with exceptionalities representing a cross section of all exceptionalities will be reviewed per selected site.

>Dates for monitoring will be assigned.

>Personnel will be assigned to coordinate and monitor each component.

Monitoring forms shall be reproduced and made ready for distribution.

A training session will be conducted by the Supervisor of Special Education with all monitoring personnel selected. This inservice shall include an overview of the monitoring process; an explanation of forms and documentation; assignment of individual responsibilities and dates; and a review of regulatory components which will be monitored.

### **Conducting Monitoring:**

Policies and procedures maintained and disseminated by the special education central office shall be reviewed for compliance. Student records maintained at the special education central office shall be reviewed for compliance from the point of screening to referral to identification of services.

Monitors will make on-site visits to each

selected location, in order to:

- (a) Interview each service provider, including teachers and related service personnel.
- (b) Interview each principal and selected members of the school building level committee.
- (c) Observe the students in the service delivery site to determine the appropriateness of services provided.
- (d) Review the records of at least five (5) percent of students receiving services at the sites.
- (e) Interview in person, or by phone, the parents of at least five (5) percent of the students receiving services at the sites to determine their degree of satisfaction with the services provided.

### **Documenting Monitoring Activities**

Each monitor shall use the designated form to document records reviews, interviews, and site visits.

Within thirty (30) days of the completion of the monitoring activities, the Supervisor of Special Education will ensure that a written report be produced which outlines sites visited; number of records reviewed; type and number of interviews conducted; description of each deficiency noted; and specific commendations and description of positive feedback received from the monitors and parents.

Each principal and service provider shall receive a copy of that portion of the report which contains information of the specific school or individuals employed at that school. The Superintendent shall receive a copy of the entire report within thirty (30) calendar days of the completion of monitoring.

## H. Follow-up to Monitoring

In every instance where a deficiency is noted, a corrective action plan shall be developed within fifteen (15) calendar days of receipt of the monitoring report by the person responsible for implementation, in conjunction with appropriate supervisory staff. The corrective action plan shall include:

- (a) Description of the deficiency(ices);
- (b) Plan of action to correct the deficiency;
- (c) Timelines for corrective action(s) to take place; and
- (d) Dated signatures of the person(s) developing and implementing the plan and the Supervisor of Special Education.

The person(s) implementing the plan of corrective action shall document all activities undertaken which are related to the action and submit a written status report to the Supervisor of Special Education within thirty calendar days of the submission of the plan. Status reports shall continue to be submitted every thirty calendar days until the corrective action is completed.

The Supervisor of Special Education or appropriate designee shall ensure that corrective action has been implemented through review of submitted status reports, other contacts with the person(s) implementing the corrective action and site visits.

The Supervisor of Special Education shall submit a report to the Superintendent within 30 calendar days of verification of continued noncompliance. The Supervisor of Special Education in consultation with the Superintendent, will determine sanctions if the deficiencies are not corrected within the allotted time frame.

## I. Dissemination of Information

Copies of all information sent from the Special Education Supervisor will be dated and filed.

## J. POLICY: Medication

It shall be the policy of the *Grant Parish School Board* that all children's medication be administered by a parent or guardian. However, under exceptional circumstances, if a child is required to take oral medication during regular school hours and the parent cannot come to the school to administer the medication, the principal or his designee may administer the medication in strict compliance with the regulations as stated in the Grant Parish Policy Manual. It is the responsibility of the parent to contact the school principal to determine the circumstances under which the medication can be administered at school.

### Health Services Plan:

Teachers should contact the school nurse for a health assessment/plan at least one month prior to the annual IEP or as needed when the following condition(s) apply:

- .. The child is classified as Other Health Impaired,
- .. The child has a diagnosis of ADHD or some other medical diagnosis,
- .. If child may need a special health procedure.

**Assurance/Hearing Aids:** The *Grant Parish School Board* assures that hearing aids worn by students with hearing impairments are functioning properly. The hearing aids will be checked daily by the classroom teacher and periodically by speech pathologist and/or an audiologist to ensure proper functioning.

## K. Grievance Procedures

The *Grant Parish School Board* shall implement the following procedures in order to resolve grievances that may arise. The proper channeling of complaints is as follows:

- .. First, to the Teacher.
- .. Second, to the Principal.
- .. Third, to the Supervisor of Special Education.
- .. Fourth, to the Superintendent.
- .. Fifth, to the School Board.

Matters referred to the Board must be in writing and should be specific in terms of action desired.

The Board will not consider or act on complaints that have not been explored at the appropriate administrative level.

#### **L. Transportation**

Transportation must be provided in order to assure access of students to services. The *Grant Parish School Board* will provide whatever transportation is necessary to implement a child's IEP.

#### **M. Personnel Travel**

Designated special education personnel who receive reimbursement for travel expenses incurred as part of their official duties must submit a monthly travel report to the Supervisor of Special Education.

#### **N. Materials and Supplies**

In order to provide materials and supplies to implement student IEPs' in the school system, the Supervisor of Special Education will receive all requests from teachers and will make purchases on a funds available basis.

#### **O. Equipment**

All special education equipment will be tagged or marked clearly as being special education equipment and will be inventoried annually by each teacher to which it is assigned. Inventory forms will be kept on file by each teacher showing their equipment. A parish inventory will be kept by the Supervisor of Special Education of all equipment purchased with special education funds.

When repairs are needed on a piece of special education equipment, the teacher will complete a computer repair form (included in form section) and send to the Technology Supervisor and a copy to the Special Education Supervisor.

#### **P. Textbook Allotment**

Each special education teacher will be allotted textbook funds annually at the rate per student set by State Department of Education. The teachers will place their textbook orders with their respective principals.

#### **Q. Paraprofessionals**

Special Education paraprofessionals or aides may be used only to provide services to special education students. Special Education paraprofessionals are under the direct supervision of the special education teacher(s) to which they are assigned. The special education teacher is responsible for providing daily plans for the paraprofessional showing time blocks and activities. The paraprofessional's schedule should be posted where it is clearly visible and a copy given to the principal. Paraprofessionals cannot be legally responsible for total child supervision.

Within the first two weeks of school, the teacher will review with the paraprofessional all components of the paraprofessional evaluation form. During the school year, the paraprofessional is observed and evaluated by the teacher. At the end of the year, the form is reviewed with the paraprofessional and principal. The signed form is due to the Special Education Supervisor in May, as reflected on the special education calendar.

Special Education Paraprofessionals will follow the duties and responsibilities set forth on pages 9.8, 9.9, 9.10

#### **R. Assurance: Reports**

Special education teachers are responsible for prompt and efficient reporting as required by the principal and Special Education Office. The preferred mode of submitting special education records is through electronic submission (e-mail). Otherwise, these permanent official records should be completed in ink. **Never use whiteout on**

**reports or forms.** All forms must be submitted to the special education office **on** or **before** the designated due date. See the special education calendar for specific reports due and designated due dates.

The *Grant Parish School System* assures that the school system shall make accurate and timely reports to the SDE, BESE and to the Secretary of The U.S. DOE as may be reasonably be necessary to enable the SDE, BESE and the Secretary of the U.S. DOE to perform their duties. [34 CFR 76.301(c)(4)(i)]

**S. Assurance: Records**

The *Grant Parish School System* assures that it will maintain accurate records, including those required under Section 437 of GEPA and provide access to those records as the SDE, BESE, and the Secretary of the United State Department of Education decides are necessary to perform their duties. [34 CFR 76.301(c)(4)(ii)]

**T. Reporting Procedure**

Program information is reported by each teacher and school to the Supervisor of Special Education and, in turn, the total parish results are reported to the State Department of Education.

(See *Bulletin 1578: Special Education Administration in Louisiana*)

There are numerous reports required of special education personnel, however, most are on an "as needed" basis. The following reports are required on a recurring basis:

<u>Report</u>	<u>Period</u>	<u>Responsible</u>
Child Search	Annually	Supervisor
Annual School Report	Annually	Principals
Child Count	Annually	Supervisor
Program Evaluation	Annually	Supervisor

**U. Child Count Procedures**

The total number of currently served exceptional children in the parish will be reported annually to the State Department of Education by the Supervisor of Special Education. The data is gathered from class tracking forms, central office tracking system (referral and placement), evaluations, the Annual School Reports, and LANSER.

(see *Bulletin 1578: Special Education Administration in Louisiana*)

**V. Maintenance of Special Education Enrollment**

The *Grant Parish School Board* shall maintain in the Office of the Supervisor of Special Education a listing of the current enrollment of the special education population by school building and by student name, race, sex, exceptionality, type of federal funds for which to be counted, and a bona fide multiple enrollment.

**W. Itinerant Preschool, H/H, G/T, S.T., V.I., H.I., APE Teachers:**

Itinerant Preschool teachers, Hospital/Homebound teacher, Gifted/Talented teachers, Speech Therapists, Visually Impaired teacher, Hearing Impaired teacher and Adapted P.E. teachers will all follow the duties and responsibilities subscribed on pages 9.11-9.12.

