

ENROLLING SPECIAL EDUCATION STUDENTS

When families move into the MHUSD attendance area and approach their home school about student enrollment, the site staff provides them with an enrollment packet. The initial enrollment page asks parents to indicate if their child receives special education services. When parents indicate that their child receives special education services, the enrollment process needs to be set aside at that point so that further investigation about services needs can be conducted.

Either the school Principal or site special education staff (School Psychologist, Resource Specialist, etc.) can briefly interview the parent about the level of service and request that the parents provide a copy of the child's IEP. If the parent does not have a copy of the IEP, a request for special education records needs to be completed immediately. This process is different from the usual request for cumulative records normally done by school sites. Special education records are often kept in a different location (i.e. the special education office) so some additional work is needed to determine exactly where to make the request for records. A request can be faxed and records can be faxed back without the need for a parent signature.

Before the student is admitted to classes, some type of contact with the sending school district is needed to confirm the type and level of services called for in the IEP. Once the student arrives at school; a 30-day timeline begins. A special education placement (30-day Interim Placement) should be signed by the parent and an administrator, indicating the end of the 30-day timeline.

Students receiving limited services (RSP, DIS Speech) can be placed by site staff, who then notifies the special education office of the 30-Day Placement. It is then the sites responsibility to obtain copies of all relevant IEP and assessment documents and hold an IEP within the given timeline.

Students receiving a higher level of service (SDC) need to be reviewed by a special education administrator prior to making a placement decision. If, during the intake interview, the site personnel suspect the enrolling student will require a higher level of service, the family should be referred to the special education office to complete the process of reviewing files, ordering documents and making placement decisions.

When the final placement decision is made (by either the site personnel or the special education office) the student's special education status should be indicated in SASI and testing accommodation information shared with the site testing coordinator. After the 30-day timeline, a new IEP will be developed that may call for changes in the student's instructional setting (requires a SASI update) or in the testing accommodations (requires notification to site testing coordinator.) Special education staff is responsible for notifying the appropriate personnel to keep records updated.