



Reaching All Minds Academy Student Intervention Program (SIP)/ IEP Process

The Student Intervention Program at Reaching All Minds Academy is administered by the Department of Student Services. The focus of the Student Intervention Program (SIP) is to respond systematically and professionally to student problems as they are observed and documented in school. Through the SIP, the school is to assist in the resolution of student problems, thereby allowing students to participate more effectively in daily learning activities

When the SIP Team determines that a referral to special education personnel is appropriate for a student, the team forwards a request for review to the school's assigned EC Coordinator who will review the case to determine whether a disability should be suspected. If so, the EC Coordinator requests that the referring teacher, parent or other party complete the appropriate sections of the EC referral form.

Whenever possible, a joint meeting of SIP and the IEP Team should be held so that the Coordinator may review the file and, if appropriate, complete the referral and obtain permission to evaluate at the same time.

The evaluation process must be completed, eligibility determined, and, if student is eligible, an IEP developed and implemented NO LATER THAN 90 DAYS from the date the referral is signed by the referring party.

Timeline for Referrals

Day 1: Referral on DEC-1 signed by referring party

ASAP: Psychological Services should be notified of the referral via ECP-F2 as soon as parent permission is received and vision/hearing screening completed.

By Day 30: School-based assessments completed.

By Day 40: Evaluation packet delivered to psychologist.

By Day 60: Report from psychologist delivered to facilitator.

Arrange for IEP meeting to be held by day 60.

By Day 80: First attempt for IEP meeting.

By Day 90: IEP meeting held: eligibility, IEP, permission to place completed, and IEP implemented

SIP Team/IEP Team

Ms. Cheek: SIP Chairperson

Ms. Maynard: EC Teacher

Mr. Mckoy: Counselor/ LEA

Ms. Neal: Translator

Ms. Beltramo: Psychologist

Regular Education Teacher: Depending on grade level of student, the appropriate teacher will be a participant

Required Documents and Data

REQUEST FOR TESTING BY SCHOOL PSYCHOLOGIST FOR INITIAL EVALUATION

To ensure adherence to the 90 day timeline, the evaluation process must proceed as soon as possible. Psychological testing will begin as soon as pertinent information and consent for evaluation is provided to Psychological Services; however, the psychological report cannot be written until all assessment data is provided to the psychologist. Therefore, information is sent to Psychological Services in two steps:

Preliminary Data:

The following information should be transmitted to Psychological Services *as soon as possible* after receipt of a referral for evaluation:

1. Vision screening results
2. Hearing screening results
3. Referral packet, including:
 - Student Success Plan
 - Student Success Plan Data Sheet
 - Interventions
 - Observation
 - Social Developmental History
4. Referral to Exceptional Children
5. Consent for Evaluation

Evaluation/Assessment Results

The following information should be transmitted to psychological services as soon as it is complete, *but not later than day 40* on the timeline:

6. Educational testing
7. Speech-language testing
8. Adaptive behavior assessment
9. Any other assessment information determined by the IEP Team to be necessary for the evaluation.