MISSISSIPPI DEPARTMENT OF HUMAN SERVICES DIVISION OF YOUTH SERVICES JUVENILE INSTITUTIONS	
Subject: **Special Education: Request for Educational Records**	Policy Number: **2**
Number of Pages: **5**	Section: **XII**
Attachments **Request for Educational Records** **Notice of Release of Confidential Student Information** **MSIS Release Form**	Related Standards & References **Individuals with Disabilities Education Act (IDEA '97) and Regulations** **Individuals with Disabilities Education Improvement Act (IDEIA '04)** **Mississippi Nonpublic School Accountability Standards, 2004** **Mississippi Department of Education, Office of Special Education Policies and Procedures (2003)**
Effective Date: **06/09/2006** Revised: 10/06/2008 Reviewed: 12/15/2009	Approved: Kathy Pittman, Director

I. POLICY

It is the policy of the Mississippi Department of Human Services, Division of Youth Services (MDHS/DYS), that the school programs request students' educational records from the previous school(s) within a reasonable time to ensure appropriate placement of students in the educational programs.

II. DEFINITIONS

As used in this policy, the following definitions apply:

Mississippi Student Information System (MSIS): MSIS provides for the electronic collection and storage of comprehensive detailed data about teachers, administrators, students (Pre-K to 12), and school board members. MSIS also allows for the electronic transfer of student records from one school district to another, thus offering a unique student tracking system.

Assessment Team Report or Multi-Disciplinary Team Report: is a compilation of all assessment data that documents whether or not the student meets state criteria for eligibility for special education services. State rules require specific information for each area of disability that must be included in the Assessment Team Report to support a decision of eligibility or ineligibility for special education services. Data from the five following areas must be included: physical, including hearing and vision; general physical condition, orofacial examination and gross fine motor; language/ speech; social/behavioral, including interpersonal relationships and adaptive behaviors; emotional and education, including visual and auditory perception, achievement and cognitive abilities.

Individualized Education Program (IEP): An individualized education program is a written statement for a student with a disability that is developed, implemented, reviewed, and revised in accordance with Mississippi Special Education Rules and required procedures of the Mississippi Department of Education. The IEP evidences that the student is receiving a free and appropriate public education (FAPE) in the student's least restrictive environment (LRE) and it provides for the students to receive education services- regular and special education – that may be reasonably predicted to benefit the student.

Psychological Evaluation: The portion of a child's overall evaluation/assessment for special education that tests his/her aptitudes and abilities, eye-hand coordination, social skills, emotional development, and thinking skills.

III. PROCEDURE

A. If a student arrives at the facility without educational records, an educational staff must:

a. Complete a Request for Release in the Mississippi Student Information System (MSIS); this form is usually faxed to the previous school district.

b. Fax a Records Request form to the student's previous school within 24 hours (1 school day) of admission to the facility. Educational staff should document these requests on the Request for Educational Records Form. Education staff must document the date of inquiry, school contacted, person contacted, details of the conversation and anticipated receipt date of educational records. Education staff shall request copy of special education records including but not limited to the following: current IEP and minutes of the meeting, current assessment team/ multi-disciplinary team reports, eligibility report, psychological evaluation and/ or any other supporting documents.

If records are not received within five school days from the date of first request, an educational staff must:

a. Telephone the school to verify receipt of records request and anticipated date for the receipt of records.

b. Document second inquiry on the Student Record Request form. Include the date, the name of the school contacted, person contacted, details of the conversation, and anticipated receipt date of records.

If records are not received within 10 school days from the date of the first request, an educational staff must:

a. Make a second telephone inquiry to the sending school. Document inquiry on "Request for Educational Records Form"

b. Document third inquiry on the Student Record Request form.

If records are not received within 15 school days from the date of the first request, an educational staff must:

a. Forward request and any supporting documentation to the DYS Special Education Coordinator to assist in acquiring the educational records. The Special Education Coordinator may contact the MS Department of Education, Office of Special Education for assistance in acquiring these records if other methods prove unsuccessful.

b. Document referral on the Student Record Request Form