

Arapahoe High School  
Faculty Meeting  
Wednesday, February 12, 2014  
2:30 p.m. - 3:15 p.m.

Outcomes

- Develop an understanding of the Family Educational Rights and Privacy Act (FERPA)
- Discuss processes for sharing information about discipline and mental health needs
- Develop awareness of the various processes in the building to assess and support student needs

Agenda

- Overview of FERPA, Melissa
- Process for sharing information about discipline and mental health, Natalie
  - Process components to determine "legitimate educational need to know"
    - Team decision making - EVERY CASE IS UNIQUE
    - Consider intent
    - Consider past behavior/discipline
    - Consider amount and type of information needed to share
    - Suspensions
      - In general guided by LPS CofC and AHS Student Handbook
      - Teachers, in-season coaches, sponsors (anyone we know who has contact with student) will be notified of suspension
      - Contact us with follow up questions or observations/behaviors that may relate
      - We don't want everything written down in IC or in email - still trying to protect the privacy of the child
    - Other avenues of information to us
      - Police reports
      - Safe 2 Tell
      - Reports from individual resources (teachers, students, parents)
  - Suicide Risk Assessments & Threat Assessments, Kirk & Nate/Melissa?

SIT teams???

Exhibit No.:	41
Deponent:	Song
Date/RPR:	10/9/15
Hunter + Geist, Inc. AM	

LPS 04216

# Overview of FERPA

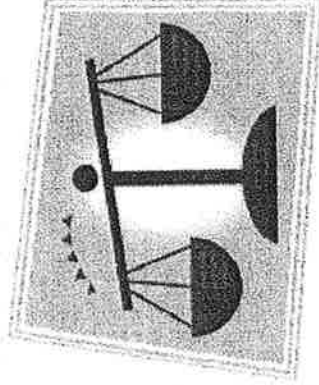
*AHS Staff February, 2014*

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# FERPA

- } Family Educational Rights and Privacy Act
- } Federal law designed to protect the privacy of a student's educational records



## 2 Main Elements of FERPA

Access of parents and adult students to the student's educational records

Obligation to maintain confidentiality of records



# Requirements of FERPA

- Parent consent prior to releasing/sharing student records
- Maintain confidentiality based on “legitimate educational interest”

# Exceptions to parent access

Parent's right to student record containing:

- \*Staff notes intended to be used as a

  - "memory aid"

- \*Test protocols

- \*Records that contain other student information

## Exceptions to needing parent consent...

- } School officials with legitimate educational interest;
- } Other schools to which a student is transferring;
- } Specified officials for audit or evaluation purposes;
- } Appropriate parties in connection with financial aid to a student;
- } Organizations conducting certain studies for or on behalf of the school;
- } Accrediting organizations;
- } To comply with a judicial order or lawfully issued subpoena;
- } Appropriate officials in cases of health and safety emergencies; and
- } State and local authorities, within a juvenile justice system, pursuant to specific State law.

# Maintaining confidentiality based on legitimate educational interest

A school district must exercise reasonable judgments concerning which of its employees and agents have authorized access to particular student records and limit disclosure accordingly

- “Need to know, need to act”
- Process for determining “legitimate educational interest”
- Consider staff with direct student contact



# Examples

- } IEP's
- } 504
- } HCAP
- } Discipline
- } Behavior Support Plans
- } Threat Assessments
- } Safety Plans

# Process for Sharing Information at AHS

Discipline & Mental Health

Suspensions - LPS Code of Conduct & AHS Student Handbook

Mental/Emotional Health Concerns

Avenues of information to us

Determine the “Legitimate Educational Need to Know”

# Suicide Assessment Process

**Student threatens or shows signs of harming oneself**

**What to look for before & after being alerted about a student**

**LPS Training Model:**

**ASIST (How to Intervene), SafeTALK (How to Respond/Connect)**

**Safety Plan**

# Threat Assessment Process

The Threat Assessment process is initiated when a student makes a threat OR poses a threat of serious violence.

A team process is used to: gather information, assess risk, & determine action  
“Team” includes: Administrator, Counselor, Psychologist, SRO, Teacher(s), & others who know the student

Involves interviews of student(s), parents, and a review of risk factors, protective factors, context, and capability.

Action steps and interventions are chosen based on the level of risk/concern and can include: counseling, monitoring check-ins, disciplinary action, weapons check, safety/supervision plan, legal charges, restraining order, mental health evaluation, hospitalization, arrest, etc.

Knowing and reporting Warning Signs immediately is critical.

# Questions?

