



***Special  
Education  
staff Handbook  
2022-2023***



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# Oroville School District

**Mission:** To empower ALL students to reach their full potential.

**Vision:** To ensure, in partnership with parents and the community, a rich learning environment where all students are inspired to achieve at high levels.

The Oroville Special Education Department intends to use this handbook to clearly and consistently communicate our expectations. It is a supplement to the general staff handbook. It is meant to:

- ★ Establish continuity of practice and procedures
- ★ Use PLC's (professional learning communities), CST (child study team) and MDT (multi-disciplinary team) processes to support successful inclusion, support each other in reviewing data, differentiating instruction, providing accommodations, modifications to support students
- ★ Ensure compliance and accountability
- ★ Promote high-quality programs and services
- ★ Provide training for new staff

It is the intent of the Oroville School Special Education Department to use our mission and vision as a basis to support our students in accordance with....

- ★ The Individuals with Disabilities Education Act of 2004 (IDEA)
- ★ Washington Administrative Code (WAC)
- ★ District [Policies 2161](#), and [Procedures 2161](#),
- ★ And the practices established and followed by the Oroville Special Education Department

The Oroville School District, using the outlined procedures above, provides specially designed instruction (SDI) and related services to benefit students with disabilities who meet the following criteria:

- ★ The student has a disability, and
- ★ The student's disability adversely affects their education (functional, academic, and/or behavioral performances) and
- ★ The student requires specially designed instruction

## Confidentiality and Records Management

All special services employees are responsible for maintaining the confidentiality of personally identifiable information pertaining to special education and all other students. Oroville School District requires staff to follow the protections afforded by families as outlined in WAC's [392- 172A-01580](#) through 05245 and state law and federal regulations implementing the Family Educational Rights and Privacy Act,



FERPA. Key components regarding these protections and other Oroville related actions include the following:

- ★ Written consent must be obtained before personally identifiable information is disclosed (verbally or written) to others.
- ★ Consent is not required before personally identifiable information is released to participating agencies for purposes of meeting a requirement of Part B of IDEA. A participating agency is defined as a public school or a contracted agency.
- ★ Consent is required before releasing information to participating agencies providing or paying for secondary transition services.
- ★ Parents are permitted to review and inspect any education records relating to their child during school business hours. Upon request, the parent(s)/guardian of a special education student or adult student will be afforded an opportunity to inspect, review, and challenge all educational records which will include, but not be limited to, the identification, evaluation, delivery of educational services and provisions of FAPE to the student. If the record contains information on more than one child, parents only have access to the information specifically about their child.
- ★ Districts must respond to parental requests for a review of their child's educational record without unnecessary delay and in no case more than 45 calendar days. However, when the request is made prior to any meeting about an IEP, a hearing or resolution session regarding the identification, evaluation, or placement of a child, district staff must provide parents with access to the records prior to the meeting.
- ★ The right to review the records does not always mean a right to a copy of the records. The district is not required to provide copies of test records if it would violate copyright or test security. However, a parent or guardian is allowed to review those test records and is entitled to a reasonable explanation of those records.

## ChildFind

Child Find is a component of the Individuals with Disabilities Education Act (IDEA) that requires states to locate, evaluate, and identify all students with suspected disabilities ages birth through 21 in need of special education and related services regardless of the severity. This includes homeless children, students who are struggling in school but passing from grade to grade, and children not enrolled in schools.





## Homeschooled Students:

Homeschooled students residing in the Oroville School District boundaries can be eligible for special education services and will follow the same evaluation process as full-time enrolled students. If students are deemed eligible the family is entitled to

**enroll** to take any courses, receive any ancillary services, or take or receive any combination of courses that is made available by Cashmere to the full-time students who are residents of the district.

When an eligible student is part-time enrolled, the IEP and PWN **MUST** have a description of the services the student would receive if they were full-time enrolled. The IEP and PWN **MUST** then address the special education services that the student will receive, including related and supplemental supports and accommodations, during his/her part-time attendance.

## Multi-Tiered Systems of Support (MTSS)/Response to Intervention (RtI):

### Prior to Special Education Referral:

[Tiered support document](#)

### Universal Screening:

Universal Tier I instructional screenings in the areas of reading, writing, math, SEL and/or behavior are conducted at least three times throughout the school year at fixed intervals to identify each student's level of proficiency. Universal screenings are administered three times per school year (fall, winter, spring).

Students below grade level will be identified for academic risk. After confirming that Tier I instruction was monitored and implemented with fidelity, students who score below the district's cut scores will receive Tier II & III interventions, inclusive of routine system-wide progress monitoring and data collection to support student growth or lack of growth.

### Tiered Interventions:

[Procedure 2163p](#)

The Oroville School board and administrators support structures to implement and maintain best practices, research-based Response to Intervention (RtI) tiered instructional model framework. All Tiers must contain supporting progress monitoring and data collection to support student growth or lack of student growth.



Tier I instruction and intervention will be focused on meeting the learning needs of 80% of the students at every grade level in reading, writing, math, SEL and behavior. Data collection will be implemented to support student's growth. High quality, effective and engaging Tier I

instruction is delivered in the general education setting, by a general education teacher and is designed to meet the needs of all students. If **21** percent or more of children in a classroom

score below benchmark on any instructional screening, the school-based team (Grade Level PLC, relevant intervention specialists & building administrator) will meet to consider the need for additional instructional strategies/supports and interventions at Tier I. Students needing more support may be referred for Tier II interventions.

## Essential questions to determine effective Tier I instruction

- ★ Did the student have access to rigorous, grade level instruction?
- ★ What evidence do we have that our school's initial instruction (Tier I) was effective for similar students? (Did tier 1 instruction meet the needs of 80% of the students?)
- ★ Was the student given additional time and differentiated instruction during Tier I intervention?

Tier II classroom-based interventions will be structured and implemented by basic education classroom teachers with more focused research and evidence-based instructional interventions, progress monitoring and accompanying data collection will serve 90-95% of student needs. Tier II interventions are scientifically, research or evidence-based, matched to student needs. Tier II interventions will be designed by the Grade Level PLC and delivered in the general education setting, by a general education teacher or may be delivered in an intervention setting with an interventionist as appropriate to the specific intervention in the areas of reading, writing, mathematics, behavior at K-12 grade levels. After six school weeks of Tier II intervention (Two three-week intervention cycles), the student has made no progress to limited progress, the grade/content level PLC will meet to review the student's program and progress, to ensure the student is receiving differentiated, needs-based instruction. Based on its review, the team will determine whether:

- ★ Additional diagnostic assessments are warranted, and if so, in what areas and by whom;
- ★ Additional changes to the instructional or behavioral interventions are required;
- ★ The Tier II intervention should continue because progress monitoring data indicate the intervention is working even though the student has not yet met benchmarks;
- ★ The student should return to Tier I core instruction with continued progress monitoring because the student has met benchmarks; or
- ★ The student requires Tier III intensive intervention in addition to Tier II
- ★ If, after an additional six weeks of Tier II intervention using the same, modified or different strategies (up to a total of 12 school weeks of Tier II intervention) the student has made no progress toward benchmarks, the student will begin receiving Tier III intensive interventions.



## Essential questions to determine effective Tier II instruction

- ★ Did we identify the student for supplemental time and support?
- ★ What goal is set for acceptable progress to determine effectiveness of tiered intervention?
- ★ What were the child's specific learning needs?
- ★ What was the cause of the student's struggle(s)?
  
- ★ What research-based interventions were used to address the student's specific learning needs?
- ★ What evidence do we have that these interventions were effective for similar students?

Tier III building-wide interventions will be employed to supplement and in support of Tier I and II efforts, with continued progress monitoring and data collection to serve 5% of the student population. Tier III intensive interventions are scientifically research or evidence-based, matched to student needs. Tier III intensive interventions will be designed by the Reading/Math Specialists or classroom teacher and delivered in the general education setting, by a general education teacher or may be delivered in an intervention setting with an interventionist as appropriate to the specific intervention in the areas of reading, writing, mathematics, behavior at K-12 grade. After six school weeks of Tier III interventions (or up to a total of 18 school weeks of combined Tier II and Tier III interventions), the student has made no progress, the Child Study team (CST) will meet to review the student's program and progress, to assure the student is receiving differentiated, needs-based instruction. Based on its review, the team will determine whether:

- ★ Additional diagnostic assessments are warranted, and if so, in what areas and by whom;
- ★ Additional changes to the instructional or behavioral interventions are required;
- ★ The Tier III intervention should continue because progress monitoring data indicate the intervention is working even though the student has not yet met benchmarks;
- ★ The student should return to Tier I or Tier II with continued progress monitoring, as prescribed above, because the student has met or is on trajectory to meet end-of-year benchmarks; or
- ★ A referral for an initial evaluation for special education is needed.

## Essential questions to determine effective Tier III instruction

- ★ When was the student referred for intensive intervention?
- ★ What goal is set for acceptable progress to determine effectiveness of tiered intervention?
- ★ What quality process was used to better identify the child's specific learning needs and causes of the student struggles?
- ★ What research-based interventions were used to address the student's specific learning needs?
- ★ What evidence do we have that these interventions were effective for students with similar needs?



- ★ Are there any other interventions/supports that can/should be tried before considering special education?
- ★ Is the decision for special education “defensible” ?

## Pre-referral for Special Education:

During the pre-referral process, strategies are discussed, interventions are implemented, and data is collected to assist students in being successful with the education process. Students must go through the tiered model described above and follow the district policy and procedure 2163 before there is a referral to special education. **Screening** by a specialist or teacher to determine appropriate instructional strategies for curriculum implementation may be performed without consent. This **screening** is not considered an evaluation according to WA 392-172A-03010.

## Count

### Informational Aspects of Special Education Funding In Washington State

On the first school day of each month the District is required to report students enrolled in our Special Education program as of that date to the state. It is imperative that this information is reported accurately and with fidelity. If students reported as being eligible for special education services are later found to be ineligible, and we do not adjust our reported enrollment, the District will have to reimburse the State for funding received in error. School Districts receive State and Federal funding based on the reporting categories below:

- **Age 3-5**
- Students ages 3 through 5 that are eligible for Special Education funding, not enrolled in a Kindergarten program.
- **Tier I K-12**
- Students Kindergarten through age 21 and eligible for Special Education funding, identified as LRE 1 (spending 80% or more of their time in a general education setting) on their IEP.
- **Tier II K-12**
- Students Kindergarten through age 21 and eligible for Special Education funding, identified as spending less than 80% of their time in general education setting on their IEP.

### Special Education Reporting Criteria:



There are 4 requirements that must be met for a student to be included in a District's State Count reported monthly. On Count Day, the student must:

- ★ Be enrolled in the District
- ★ Have a CURRENT IEP in place
- ★ Have a CURRENT Evaluation in place, that has been reevaluated every 3 years
- ★ Be receiving Special Education services as defined under WAC 392-172A-01175 and 01155

Case Manager Expectations:

- ★ On or before the first school day of each month, every IEP must be compliant with the above reporting criteria.
- ★ To adhere to this, please note your IEP meetings (meeting date) must be held **5-10** before the IEP start date. This ensures that the IEP will not expire on or shortly before the count day.
- ★ All IEPs must be turned into the special services office, completed with signatures, before the annual expiration of the "start date". For further guidance, please reference the IEP Meeting Chapter of this Handbook.

## Procedural Safeguards

Both state and federal special education laws give parents and schools certain rights. The law says that the school must tell parents about their procedural safeguards (rights). The school is required to provide parents a written explanation of these rights at least once a year, but also at certain times. The district will provide parents with a copy of the Procedural Safeguards at the following times:

- ★ At least once every school year (i.e. annual IEP meeting, re-evaluation meeting)
- ★ When the district is requesting a student be evaluated to determine eligibility for special education services.
- ★ The first time a parent files a citizen complaint or due process hearing in a school year.
- ★ When a decision is made to remove a student for more than ten school days in a year as part of disciplinary action, and that removal constitutes a change of placement
- ★ And upon request.

Included in the notice of procedural safeguards is information about parents' rights related to the following:

- ★ Independent educational evaluations
- ★ Prior written notice
- ★ Parental consent
- ★ Access to educational records
- ★ Information about mediation, citizen complaints, and due process hearings including timelines, and the differences between citizen complaints and due process hearings
- ★ The child's placement during due process proceedings
- ★ Civil actions (court appeal of a due process hearing), including when a civil action can be filed and information about attorney's fees.



- ★ Procedures for children who are disciplined including placement in interim alternative educational settings
- ★ Requirements for the unilateral placement of parents of children in private schools at public expense

Procedural safeguard books are printed in both English and Spanish and can be obtained from the special education secretary, the special education director and are also available on the school website at [oroville.wednet.edu](http://oroville.wednet.edu).

## The Evaluation Process

### Timelines for Referral, Initial Evaluation and Initial Individualized Education Plan (IEP)

1. **Referral** for special education evaluation - **25** school days to **decide/determine/review data**, whether to evaluate, send written notice regarding decision
  2. Written parental consent for evaluation
  3. **35** school days to **complete evaluation** and **determine eligibility**
  4. If student determines **eligible**
  5. **30 calendar days** to develop **IEP** and obtain parent consent for **initial** placement
  6. Services for student begin
- ★ Initial Evaluation - Process Begins (Timeline - 35 School Days):
  - ★ Within ten ( 10) school days of receiving the signed Consent, the evaluation process is started.

### The school psychologist will:

- ★ Ensure all referral documentation is complete (hearing, vision, screenings, etc)
  - ★ Identify ALL specific areas for testing
  - ★ Contact parents to set up referral meeting
  - ★ Gain parent consent for testing at that meeting
  - ★ Begin testing in ALL recommended areas
  - ★ Evaluation completed within 25 days from receipt of signed Consent. Evaluation team members will e-mail School Psychologist their evaluations are completed and include a brief statement of results (Will qualify or Won't qualify in their area).
  - ★ Parents are contacted by the School Psychologist (or Speech Pathologist) requesting a date and time to review the evaluation results with the team.
- 
- ★ An Invitation (English/Spanish) is mailed home by School Psychologist (or speech only, by Speech Pathologist).
  - ★ If a translator is needed, the School Psychologist (or speech only students, the Speech Pathologist).
  - ★ All IEP team members are notified of upcoming evaluation meeting date and time by School Psychologist or Speech Pathologist.



- ★ At the evaluation meeting, the case manager **will establish** the date and time for the IEP meeting to be conducted
- ★ Evaluation is to be signed by all members attending the meeting
- ★ Medicaid paperwork is signed by the parent (if applicable)
- ★ A signed copy of the paperwork is made and given to the parents at the close of the meeting
- ★ Procedural Safeguards are offered and/or given to parents.
- ★ Prior Written Notice is completed after the meeting and mailed to parent(s)

## **(IEPs) Individualized Education Plans**

[OSPI's Technical Assistance Paper \(TAP1\) will provide supported guidance.](#)

The purpose of the Individualized Education Plan is to communicate to the parents, student, and service providers the type and amount of special education, related services, and supports that will be made available to the student. The school district is legally obligated to provide a specially designed program that is reasonably calculated to provide a meaningful educational benefit. The IEP is the center of IDEA's educational delivery system for disabled children and is responsible for outlining and implementing that benefit as defined by FAPE.

In 2017 the US Supreme Court articulated the standard for providing educational services under IDEA in **Andrew F. vs Douglas County School District** : The ruling states: "To meet its substantive obligation under IDEA, a school must offer an IEP reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances". They continue to further define:

- ★ Reasonably calculated: team members must consider what services have been provided to the child in the past including the effectiveness of specific instructional strategies and supports and services with the student, the student's previous rate of academic growth, whether the child is on track to achieve or exceed grade-level proficiency. They must use their own expertise and the student's potential for growth along with any additional information and input provided by the child's parents.
- ★ For a student who is fully integrated into a general education setting, an IEP typically should be "reasonably calculated to enable the child to achieve passing marks and advance from grade to grade"
- ★ For a student who is not fully integrated into the general education setting, "his/her education programs must be appropriately ambitious, the goals may differ, but every child should have the chance to meet challenging objectives".

## **IEP Team and Meeting Components**

Team members: The case manager **WILL** ensure that the IEP team for each student eligible for special education includes:





- ★ The parent or guardian of the student;
- ★ At least one general education teacher (or pre-school education provider) of the student if the student is, or maybe, in the general education environment;
- ★ One special education teacher and if appropriate, one special education provider of the student;
- ★ A representative of the public agency who is: (a) qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students eligible for special education; (b) knowledgeable about the general education curriculum, and (c) knowledgeable about the availability of resources of the school district;
- ★ An individual who can interpret the instructional implications of evaluation results, who may be one of the school district IEP team members identified above;
- ★ Other individuals who have the knowledge or special expertise regarding the student;
- ★ Whenever appropriate, the student, however, must be invited to the IEP team meeting when the purpose of the meeting is the consideration of the transition services. If the student does not attend an IEP team meeting where secondary transition is discussed, the school district must ensure (and document) the student's preferences and interests are considered;
- ★ To the extent appropriate, and with parental consent, the case manager must invite a representative of any agency that is likely to be responsible for providing or paying for any transition services;
- ★ In any case of a student who previously served under Part C, **at the request of the parent**, the school district must invite the Part C service coordinator or other representatives of Part C to the initial IEP team meeting to assist with the smooth transition of services.
- ★ The case manager will send out invitations to the IEP team 2 weeks prior to the meeting date.

### Team Attendance and Excusals:

There are only two instances in which staff may be excused from IEP meetings.

1. If a staff person's curriculum or related service is not being considered at the meeting and,
2. If a staff person's area is under discussion and they submit written information to all team members **in advance (to the best of your ability)** of the meeting, this is to include the parent.
  - For 2, above, the case manager **MUST, prior to starting the meeting**, inform the parent as to what team member(s) are not attending **and** explain the reason **and** obtain a signature from the parent on the team member excusal form.
  - **IF** the parent does not agree to the excusal the meeting will be rescheduled to allow for attendance of the requested member(s).





## Case Manager Expectations

The IEP meeting may be one of the most important moments in the process to determine FAPE for the student. As Case Manager, you represent Oroville School District and are the child's primary advocate. You must be prepared for the meeting as it reflects your professionalism and ability to carry out the services needed daily.

### Case Manager Expectations:

- ★ IEP's need to be completed 5 days prior to the meeting date for internal review.
- ★ A printed draft should be available for the parents at the meeting. In addition, it is highly recommended when you schedule the meeting with the family, you ask if they would like a draft copy before the meeting date. It may be emailed or sent USPS if requested.
- ★ Use the [IEP checklist](#) to ensure a comprehensive IEP is being presented and finalized.
- ★ Embrace has spell check. All IEPs must have correct grammar and spelling.
- ★ All forms must be completed. An IEP is a legally binding document and should not have blank sections. If information cannot be provided for a section of the IEP- you may note this such as Student X has no known hearing or visual impairments, NA is not recommended.
- ★ Ensure you have evidence (data) of each qualifying area of the student's performance
- ★ (work samples) that aligns with your data. This should be shared in a visual format (SAMPLE) that is easy for non-educators to understand.
- ★ Follow the meeting agenda outline ([Sample Agenda](#))
- ★ Parent(s) are key members of the IEP team and must have a chance to meaningfully participate in the IEP process. Meaningful parent/guardian input offers insight into how their child learns, the student's interests, and provides information as to the learning at home or what is needed at home for them to master a skill set. (There is a parent input form in our Embrace system). Ensure you are documenting strengths or concerns from the parents in the IEP and **include their participation in the PWN.**
  
- ★ Teacher's are key members of the IEP team. Teacher input offer insight into the daily learning of the student ([sample teacher input form](#))
- ★ Present the IEP with only the "type" of service on the service matrix (reading comprehension) and discuss with the parent how much "time" is needed for the student to reach the goal. Do not present times that are directed by your school's master schedule as this is not FAPE appropriate. This is also the pertinent time to discuss the environment the student learns best (LRE).
- ★ Team decision-making is imperative and building understanding and consensus is part of the IEP process. If you come to an IEP element and consensus cannot be reached:
  - o Acknowledge disagreement
  - o Summarize concerns for both sides
  - o Keep moving forward to finish IEP and summarize concerns in PWN



- o Set follow-up meeting date and time to review concerns, please invite building or district administrators.

**\*\* Please note, signatures are required of all IEP members who are present at the IEP meeting. This signature indicates participation, not consent or approval. If someone did not attend the IEP meeting, do not ask the absent team member to sign the IEP. \*\* If a parent refuses to sign, please remind them they are not signing they agree to the IEP, it is demonstrating they attended the meeting ONLY. If they still refuse to sign, please place a note on the signature page: “Parent was informed the signature does not represent consent or agreement, and refused to sign”.**

### Scheduling an IEP Meeting:

The IEP case manager is responsible for scheduling the meeting at a mutually agreed upon time, This includes: coordinating with the parents, all IEP members, and building administrators. Please ensure that all members of the IEP team have been contacted at least two weeks before the meeting. (This includes specialist and interpreters)

There are two ways to set up an IEP meeting:

- ★ Contact the parent(s) and/or student to arrange a date and time, then send the meeting invitation from Embrace in their native language. Document the original contact, the mailed notice, and make sure you make a reminder contact a few days before the meeting.
- ★ Send a meeting invitation in their native language with proposed dates and times. Allow several days for the parent and/or adult student to confirm the meeting.

If the parent(s) does not respond to a phone call or written notice, make another attempt using a different method which may include a phone call, e-mail, written notice, home visit, or registered

mail (contact the Special Education office to send it for you). If the parent(s) and/or student are unable to attend in-person offer participation virtually or by phone.

Every effort should be made to have parents participate in the meeting. At a minimum, three contacts via two different methods are required to hold a meeting without a parent. For annual IEPs, if the parent agrees to the IEP meeting but does not attend or requests another meeting that is past the IEP deadline, the team may hold the meeting without the parent to ensure meeting deadlines are met. The team may also hold the IEP meeting without the parent if three attempts, in two different ways, have been made to reach the parent, with no response.

**(\*\*note: attempts MUST be documented on the Meeting Summary and Signature page within Embrace\*\*)**



If the attempts to contact the parent(s) continue with no response nor do they attend the IEP meeting, mail a copy of the IEP. The PWN **must** include the attempts made with dates and if the meeting was held without parent(s) attending. **\*\* note: please include the following statement in the PWN if parents did not attend:** "We value your participation in the development of XXX's IEP and are available to discuss or review any components of this document. I can be reached at XXX or by email".

## Meeting Dates/Timelines:

Please note the following regarding dates and logistics.

- ★ Special education staff will be provided a google sheets spreadsheet outlining annual IEP review dates, re-eval dates and a date the IEP is due to the special education director.
- ★ An attempt must be made to hold the Evaluation meeting and IEP meeting separately but is only required on the initial.
- ★ An IEP can only start on a school day, make sure your start dates are valid by checking the district school calendar
- ★ The dates on the IEP must correspond with the evaluation, IEP meeting, and start date. (Pay attention to):
  - A- Ensure an evaluation is not needed before the IEP expires.
  - B-The meeting date stands alone, meaning it must also be completed prior to the one-year anniversary date (+1year, - 1 day).
  - C-The IEP start date **MUST** be set 7 to 10 days after the meeting date.
  - D-The parent notification is the date the written invitation ( or reminder) was mailed.

## Initial IEP:

The IEP team must complete the evaluation process **before** drafting or scheduling an Initial IEP. The parents will be allowed to hear and consider the evaluation result and PWN that will follow the meeting. At the conclusion of the evaluation process, the IEP team has **30 calendar days** to discuss, plan, and implement the IEP. At the evaluation meeting, parents **must sign** the initial placement consent on the evaluation paperwork to proceed with development of IEP.

## Amending/Revision Annual IEP:

After the annual IEP team meeting has been held, it may be necessary to revise a student's IEP with a modification or amendment. The reasons to amend an IEP are limited and may not include a change in placement, addition or deletion of services, or other major changes that affect the students' LRE.

- ★ A parent may agree to proceed without an IEP team meeting to amend the IEP. In that case, the following must apply to the modification/amendment.



- The case manager documents on the PWN that no meeting was held, parents agreed to waive the meeting.
- The PWN must contain the changes made to the IEP.

## Continuing/Annual Review:

Each IEP must be held periodically, but at least prior to the one-year anniversary date (+1 year, - 1 day). Additional IEP meetings are **necessary** when:

- ★ The program or placement may need changes,
- ★ A re-evaluation was completed and reflects a change in the needs of the student, and those changes affect the provision of FAPE.
- ★ Mastery of goals, lack of progress,
- ★ Parent(s) or other team members request an IEP meeting (or changes to the IEP services)
- ★ The student is displaying misconduct behavior resulting in a pattern of classroom removals
- ★ A student with an IEP transfers into the district. The IEP team will determine at that time if the current IEP will be accepted or if a new IEP will need to be developed and implemented.

## Post IEP Meeting:

Directly following the IEP meeting, please follow the steps outlined below:

1. Scan and upload draft IEP (dirty copy - i.e. any changes to IEP during the meeting) to Embrace along with signature pages.
2. Clean up the Embrace version of the IEP, making changes noted on draft copy. You will also now craft the PWN (typing in notes that were taken during the meeting on blank PWN). Remember the PWN will be dated after the IEP meeting.
3. Print off updated IEP and copy of the signature page and mail it out to parents.
4. Send the signature page to the special education office for filing.
5. Lock IEP and shred draft (or keep for your records if you want).

## IEP Contents

Educational programs described by the IEP should be consistent with recognized researched based instructional practices, should be guided by data (as identified in the present levels of performance and progress notes), and should take place in the least restrictive environment (LRE). The LRE is the program in which the student can (1) participate meaningfully and relatively independently (with accommodations and modifications as appropriate) in the classroom's learning and social activities and (2) has the greatest contact with general education curricula and typically developing peers.



## ELL Considerations on the IEP:

School districts must provide EL students with disabilities with both the language assistance and disability-related services to which they are entitled under Federal law. Districts must also inform a parent of an EL student with an IEP how the language instruction education program meets the objectives of the student's IEP.

For ELL students Case Managers are expected to:

1. Make sure you know which of your students are eligible for ELL services
2. On the IEP you will note the following under language needs:
  - a. State that the student is an English language learner and what native language is spoken in the home.
  - b. List performance on language development assessments (or alternative assessments if applicable).
  - c. List if they receive direct ELL services or if there is a consulting model in place.
  - d. If they receive direct services from ELL, please seek input from ELL specialists and place it here.

## Team Considerations

### Adverse Educational Impact Statement:

An adverse educational impact statement documents how the student's disability substantially affects involvement and progress in the general education curriculum and functional performance. For students who require considerable services to meet their educational needs, ensure that the statement about the services being required through post-secondary, including job placement and training, be included. *(Example statement: Student exhibits an (academic, social, or behavioral) delay which is not a result of the lack of scientifically-based instruction, social, or cultural influences. Specially designed instruction is needed for Student in (designated) goal areas, as participating in the general education setting alone has not facilitated the development of skills expected for his/her grade level.)*

## Present Levels of Academic Achievement and Functional Performance ([PLAAFP](#)):

The Present Levels of academic achievement and functional performance (PLAAFP) details how a student is performing academically/functionally and is the foundation for the remainder of the IEP. IEPs must identify the PLAAFP's for each area that a student qualifies in. The PLAAFP's must include current information, baseline data that matches measurable annual goals, and must include a statement of Adverse Educational Impact for each area.

5 components of the PLAAFP:



1. Student strengths
2. Student needs
3. Impact statement
4. Assessment data related to goal area
5. Link what the student is able/not able to do to Common Core Standards/Grade Level Standards

#### PLAAFP Template:

- ★ According to Student's most recent evaluation (dated: {insert date here}), Student continues to qualify for Specially Designed Instruction in the area of {insert deficit area here}. Over the course of the previous IEP cycle, Student has made {insert progress descriptor here (excellent, minimal, etc)} toward his/her IEP goals. Currently, Student is able to {insert previous IEP goal data here}.
- ★ At this time, Student demonstrates the ability to {insert strengths here}. He/she is not yet {insert areas of weakness here}. It is recommended that IEP goals in this area target increasing students ability to {insert target for new IEP here}
- ★ BASELINE DATA: Insert baseline data here, specific to goals for this IEP}. \*Language should match goals and ADVERSE EDUCATIONAL IMPACT: Insert Adverse Educational Impact statement specific to PLAAFP area}.

#### Requests or Considerations for [1:1 support](#):

It is the belief of the Oroville School District that our students have the support they need to access their education, given the most current assessment data. We also want to ensure that they are able to work towards accessing their environment as independently as possible, so we have developed a process to ensure that we are not assigning a 1: 1 aid where one is not needed. It is the expectation that case managers work with the special education director, building administrator and if necessary the IEP team to determine the need for 1:1 support. ([additional 1:1 support rubric](#))

#### Secondary Transition

\*\*Transition section starts at age 16 (the year the student turns 16 years old) \*\*Use language that is strength-based when possible. All areas of the transition plan must be filled out.

#### Age Appropriate Transition Assessment:

- ★ Needs - This is what the student needs in order to do life better or needs to learn/work on in order to be successful at work, the next stage of education, home or after school



life (washing hands, self-advocating, listening to music to calm down, needs to work on multi-step directions, work on reading comprehension, dressing himself independently, improving self-confidence, etc.). **Also**, what the student needs the other person to know, how to help the student (need time to react to direction, need quiet work area, need no distractions, need to listen to music when working/studying, need to have strict routines, etc.).

- ★ Strengths - This can be anything from personality traits to accomplishments. This list should be as big or bigger than the list above. Listen to the team and add from the parent. Even if all the student does is play video games, you can write "Student has excellent hand-eye coordination, can pay attention to a screen for hours at a time, understands spatial awareness in a virtual world, etc.)
- ★ Preferences - This should be what the student prefers to do with their time, prefers to do for work, what they prefer to have the environment around them be like, what the parent prefers, what the student prefers to work for, what the student prefers on their breaks at school, work and home, etc. Also add how the student prefers to learn, subject student prefers, meals, morning or night person, etc.
- ★ Interests - What is the student interested in? Again, anything from Bob the Builder to athletics. Can have to do with home, school, people, work, free time, a career they have in mind, etc.

## Post Secondary Goals:

- ★ Some of this information will carry over to the following year, but it is required to be reviewed and adjusted based on the current interests, needs, strengths and preferences of the student.
- ★ Student interview should be performed to assess this information
- ★ These should be as specific as possible. It is okay if you are wrong, you are filling it out for right now. We expect this information to change every year as interests change and skills are mastered.
- ★ These goals should be written to be measurable in the form of can this goal be "met" or "unmet".

## Education/Training:

- You will write what the goal of the student or the parent is: (i.e. attend Wenatchee Valley College, to go trade school, work in the family business)
- Transition services/coordinated activities: • what the student will need in order to get to the above goal. YOU CAN ONLY PUT A SERVICE THE STUDENT CURRENTLY





HAS! Most of ours will be "On-the-job training, job-shadow, internship", "Academic instruction", "Work Skills in area of (desired job above)" and who will provide this service

## Employment:

- ★ You will write what the goal of the student or the parent is (i.e. work in orchard, work at mechanics shop, etc)
- ★ Transition services/coordinated activities: what the student will need in order to get to the above goal. **YOU CAN ONLY PUT A SERVICE THE STUDENT CURRENTLY HAS!** (i.e. you can list current classes that will help them in future employment, after school job or job shadow/internships the student is doing. If the student is working with DDA or DVR, this can be listed too).

## Independent Living Skills:

- ★ Goal - This is not limited to placement. It should consist of skills the student needs in order to be as independent as possible. Examples are health, safety, finance, social relationships, recreation, future planning, communication, self-advocacy, getting dressed independently, sharing, following routines, being organized, etc.
- ★ Service - **YOU CAN ONLY PUT A SERVICE THE STUDENT CURRENTLY HAS!** This could also be classes the student is taking now if it will help them in the above independent living goal.

## Course of Study:

- ★ Narrative - *\*\*This should carry over from year to year. You can either add to it or change it yearly reflecting on the new classes the student will take and has taken.* This is a description of classes and coursework that will impact the above postsecondary goals. This is not just limited to core classes, but can also include instruction in behavior, adaptive goals, self help, social/emotional, work skills, and elective classes aimed towards their goals. It can also include career and technical education courses, specially designed instruction, community experiences, job shadowing/work placement, etc.





## Interagency Linkages/Responsibilities:

- ★ Make sure you are including the Agency/agencies that are currently Providing Service or Available to Provide Services. You can fill in the information for the Agency if you have it (this will help in future years when you will want to invite them to the meeting).

## Post Secondary Survey Information:

- ★ This **MUST** be filled out the student's senior year. Explain to the student and parent that this is for a survey that will happen a year or so after you graduate to see how you are doing and any information on a job, school, etc. Fill in the blanks as the student or parent offers the information.

## Measurable Annual Goals:

- ★ The statements of measurable annual goals and objectives within the IEP must be written to describe what the student can reasonably expect to learn by the end of the IEP term. The IEP team must ensure that goals are crafted to meet the needs outlined in the most current Evaluation and Present Levels of Educational Performance.
- ★ Particular Curriculum or Instructional Methodology: Do not write specific curricula or instructional methodologies into IEPs. Teaching staff may use an appropriate methodology that is research based and reasonably calculated to provide a meaningful educational benefit. The IEP team should develop goals that address particular skills to be learned, which are independent of specific curricula or instructional methodology.

## Goals:

The following instructions outline the terminology and expectations of goal writing in the Embrace format:

- ★ SDI - auto fills from Evaluation
- ★ Goal type - use the drop down menu to select the qualifying area
- ★ Goal Area: - select the appropriate box
- ★ Be specific about the goal date: *By this date student X will.....*
- ★ Be specific about the **baseline to target**: This must align with the PLAAFP and must indicate how progress will be specifically assessed (*e.g. as measured by.....*)
  - Progress will be monitored by: -be clear how the goal will be progress monitored, consider matching how the baseline was measured.



- ★ Method of parent notification - we always do written progress report but you may schedule a parent meeting to review the progress report
- ★ Goal progress updates - these are done quarterly in the Goal/Objective/Benchmark document for each goal area the student has. Case managers are responsible for updating goals quarterly as part of the required documentation process. Case managers will inform the special education secretary and/or the special education director when their progress reports are completed. The special education office will print and send the reports to parents. In our district, we will use written progress reporting. If you choose to send home additional items such as data tracking sheets and student works samples, please send copies of those items to the Special Education Secretary so those items can be scanned and uploaded to the Embrace system.
- ★ Title of Goal Implementor - must be the person progress monitoring the goal
- ★ PLAAFP - Use data relevant to the students current level of performance and relationship to the goal as specified
- ★ Standards - The case manager is to make **every effort** to list the common core standard the goals are designed to work towards. As a department, there is an understanding that some goals, designed for individual students, will address items such as daily living. In these circumstances, not having a linked CCSS will be acceptable. Common Core Essential Elements for math and ELA may be used for student goals and at times might be more appropriate to the student's needs. ([CCEE Math](#) - [CCEE ELA](#) links)

## Measurable Annual Goals:

Should:

1. Address **individual student** student need
2. Describes **observable** behavior
  - a. Specific
  - b. Yield the same result regardless of who measures it
3. **Relates to** needs identified in student data
4. Describes circumstances or assistance **needed to perform** skill or behavior
  - a. Clarifies what the performance of the skill should look like
5. Set **mastery or proficiency level** for attainment of goal
6. Describes **progress** in a way that **can be measured**
7. Describe criterion to reflect grade level, rate, time, percentage or descriptive statement that is **understood by all** participants
8. **Relates** criterion to **current** student performance **data**
9. Describes **progress** expected **within a year**

## Educational Services and Placement:

The IEP must contain a statement of the special education, related services, and supplementary aids and services. Please take care to:

- ★ List each area of SDI separately.



- ★ If the student has a 1: 1 (para, interpreter,), this must be noted under related services and a 1: 1 with the total school day minutes and the need for the 1: 1 must be included in the present levels of educational performance for every area.
- ★ Include the projected start and end dates of the services.
- ★ Include the location of services.
- ★ Include the certificated case manager responsible for the services or the SLP, OT/PT, etc. (**\*\*note: if SLP, OT or PT required it is listed as a related service if the student qualifies for service in other areas**)

## SDI -

This section includes all specially designed instructional services that are provided or designed and supervised by certificated special education teachers, speech and language pathologist, occupational therapist, mobility specialist, vision specialist, and deaf and hard of hearing professionals. Specially designed instruction may be carried out by general education teachers, or trained paraeducators if the services are designed and supervised by a qualified special education staff member.

Specially designed instruction must be provided or services cannot be considered special education. Special education services must have accompanying goals and objectives. Accommodations alone cannot be a determining factor of receiving special education services.

## Least Restrictive Environment (LRE):

Each student eligible for special education, including preschool students, shall be provided, to the maximum extent appropriate, in the general education environment with students who are nondisabled and special classes or other removal of students eligible for special education from the general education environment occurs only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

In other words, IEP teams should try to maximize exposure to the general education curriculum and nondisabled peers. The decision for the appropriate placement is made by the IEP team based on the unique needs and abilities, the comprehensive evaluation, present levels of educational performance, health and safety factors, and the impact the placement will have on other students.

IEP teams must consider the LRE providing the highest probability of the student attaining annual goals. Students eligible for special education must be educated in the assigned resident school, unless the IEP required a specialized placement/program not available.



**\*\*NOTE: Case managers are responsible for knowing the number of instructional minutes in their building: K-12 students are a total of 1740 minutes weekly. Preschool minutes are \*\***

## Related Services:

Related services means transportation, developmental, corrective, and other support services as are required to assist a student eligible for special education to benefit from special education. Related services can include but are not limited to:

- ★ Physical therapy
- ★ Occupational therapy
- ★ 1: 1 para educator (see the page regarding 1:1 determination support)
- ★ Shared para educator
- ★ Nursing services
- ★ Transportation
- ★ Counseling
- ★ Educational signing interpreter
- ★ Speech Therapy
- ★ Deaf/Hard of Hearing services
- ★ Vision Services

When adding speech therapy and fine and gross motor skills as a related service, it is the district's preference to include measurable annual goals. The primary role of a school-based OT and PT is to assist students in benefiting from their educational program. Students who qualify for services within the medical model may not necessarily qualify within the educational model. Motor therapy in schools differs from the medical model that tends to focus on discipline-specific goals that may not have a direct relationship to educational performance.

## Supplementary Aids and Services:

Supplementary Aids and Services means aids, services, and other supports that are provided in general education classes and/or education related settings to enable students eligible for special education to be educated with non-disabled students to the maximum extent appropriate in accordance with the LRE requirements in the WACs. These services may include supports for staff or consultations that will allow the student to advance appropriately toward attaining the annual goals and make progress in the general education curriculum.

## Accommodations and Modifications:

Accommodations and modifications include changes that allow a special education student the same opportunity as general education students to participate in and benefit from the educational program of the district.



Accommodations are strategies used to help students with learning needs experience the same curriculum as his or her peers. These include tools, materials, technology, visual aides and more designed to remove barriers and make educational opportunities more accessible.

Modifications are changes in the methodology and delivery of the curriculum, which include adaptations in educational expectations for the special education student. In other words, the curriculum and instruction are actually changed and often include the use of alternative or supplemental curriculum.

Case Manager Expectations: Accommodations and modifications should be individualized for each student. Strategies chosen by the IEP team should specifically address Evaluation and IEP content. ([examples of SDI](#))

The general education teacher, as a member of the IEP team, has input on proposed accommodations or modifications. However, if the IEP team determines particular accommodations and modifications are necessary, they must be provided in **all** general education classroom settings.

## Transportation:

Not all special education students should qualify for special transportation. In fact, many can, and should, ride a traditional bus alongside their general education peers. The IEP team should carefully weigh the students' needs before removing them from their general education peers in this setting.

The need for special transportation will be determined on a case by case basis and will include the special education director, the building principal and the case manager. **Case Managers should be prepared to address the following questions in the determination process:**

1. Does the student have a medical diagnosis or health needs consideration that would greatly impact safety during transportation given the anticipated environment including items such as duration, temperature control, and movement, etc?
2. Does the student have a sensory or neurological impairment that would place him/her at undue risk or in a stressful state while riding the general education bus?
3. Considerations should be given of students' capacity to arrive at school on time, to avoid getting lost, to avoid dangerous traffic situations, and to avoid other potentially dangerous or exploitative situations on the way to and from school.
4. Behavioral intervention plans specified by the student's IEP team to be implemented while the student is being transported.



## Extended School Year (ESY): WAC 392-172A-02020

1. Extended school year services are provided to a student eligible for special education:
  - a. Beyond the normal school year;
  - b. In accordance with the student's IEP; and
  - c. Are provided at no cost to the parents of the student.
  
2. School districts must ensure that ESY services are available when necessary to provide FAPE to a student eligible for special education services.
  
3. ESY services must be provided only if the student's IEP team determines on an individual basis that the services are necessary for the provision of FAPE to the student.
  
4. A school district may not limit ESY services to particular categories of disability or unilaterally limit the type, amount or duration of those services.
  
5. The purpose of ESY services is the maintenance of the student's learning skills or behavior, not the teaching of new skills or behaviors.
  
6. School districts must develop criteria for determining the need for ESY services that include regression and recoupment time based on documented evidence, or on the determination of the IEP team, based up on professional judgment of the team and consideration of factors including the:
  - Nature and severity of the student's disability
  - Emerging Skills
  - Rate of Progresswith evidence to support the need.
  
7. For the purposes of subsection (6) of this section:
  - a. Regression means significant loss of skills or behaviors if educational services are interrupted in any area specified on the IEP
  - b. Recoupment means the recovery of skills or behaviors to a level demonstrated before the interruption of services specified on the IEP.

## Oroville School District Procedures for considering ESY:

Criteria for considering ESY eligibility:

1. Regression and Recoupment (use Data Collection Summary forms)
  - Collect baseline performance data on IEP goals



- Collect performance data following Summer, Winter and Spring breaks
- Determine if the student has lost skills over the breaks (regression)
- If yes, collect data to determine how long it takes to regain skills (recoupment)
- The student is eligible for ESY if it takes up to 6 weeks after Summer break and 4 weeks after Winter and Spring breaks to regain skills.

### **AND/OR**

2. Professional Judgment (see Predictive Factors and Critical Questions)
  - Consider the following predictive factors to determine ESY eligibility
    - ✓ Nature and Severity of the Disability
    - ✓ Emerging Skills
    - ✓ Rate of Progress

ESY must be discussed at every annual IEP

- ★ Already existing data
  - If data already exists or the team chooses not to collect data, a determination can be made that the student is not eligible at the annual IEP meeting.
  - If the IEP team determines the student is eligible; create an ESY IEP
- ★ Data does NOT already exist
  - Review student's IEP goals and objective or previous ESY services
  - Establish baseline performance data on IEP goals
  - Collect performance data before and after Summer, Winter, and Spring breaks.
  - The IEP team reviews the data and determines eligibility
    - 1. If eligible, create an ESY IEP
    - 2. If not eligible, write and send Prior Written Notice (PWN)
    -

## **What ESY IS and IS NOT:**

### **ESY IS:**

- ★ An exception, not the rule
- ★ Based only on the individual student's specific critical skills that are critical to his/her overall educational progress as determined by the IEP team.
- ★ Designed to maintain student mastery of critical skills and objectives represented on the IEP and achieved during the regular school year.
- ★ Designed to maintain a reasonable readiness to begin the next year.



- ★ Focused on specific critical skills where regression, due to extended time off, may occur.
- ★ Based on multi-criterion and not solely on regression.
- ★ Considered as a strategy for minimizing the regression of a skill, in order to shorten the time required to gain the same level of skill proficiency that the student exited with at the end of the school year.

## ESY is NOT:

- ★ It is not a mandated 12-month service for all students with disabilities.
- ★ It is not required to function as a respite care service.
  
- ★ It is not required or intended to maximize educational opportunities for any student with disabilities.
- ★ It is not necessary to continue instruction on all the previous year's IEP goals during the ESY period.
- ★ It is not compulsory. Participation in the program is discretionary with the parent, who may choose to refuse the ESY service. There may be personal and family concerns that take precedence over ESY.
- ★ It is not required solely when a child fails to achieve IEP goals and objectives during the school year.
- ★ It should not be considered in order to help students with disabilities advance in relation to their peers.
- ★ It is not for those students who exhibit random regression solely related to transitional life situations or medical problems which result in degeneration.
- ★ It is not subject to the same LRE environment consideration as during the regular school year as the same LRE options are not available.
- ★ It is not a summer recreation program for students with disabilities.
- ★ It is not to provide a child with education beyond that which is prescribed by his/her IEP goals and objectives
- ★ It is not for making up for poor attendance during the school year.
- ★ It is not the primary means for credit recovery for classes failed during the regular school year.





## Difference between ESY and Summer School

<b>Summer School</b>	<b>Extended School Year</b>
<b>Definition:</b> An optional or permissive program provided beyond the regular school year. A school may elect whether to operate summer classes.	<b>Definition:</b> Services required by IDEA are to be provided beyond the traditional school year for any student with a disability who needs special education services in order to receive FAPE
<b>Purpose:</b> Teaching new content or enrichment and/or offering recreational or academic opportunities not present during the regular school year. Students with and without disabilities benefit from additional educational opportunities.	<b>Purpose:</b> Ensuring a student's meaningful progress during the regular school year (FAPE )by maintaining learned skills and preventing loss of critical skills. If services are not provided, student's skills are temporarily or permanently lost, jeopardizing progress. ESY services are not provided for the purpose of helping students with disabilities advance in relation to their peers.
<b>Cost:</b> Free or on a fee basis.	<b>Cost:</b> Free to parents.
<b>Duration:</b> Typically operated on a set schedule for a number of weeks during the summer for all those who participate.	<b>Duration:</b> Schedule, setting,, and extent of services designed to meet the individual needs of a student in order to ensure FAPE. The amount and duration of services cannot be determined arbitrarily by a school's summer school schedule.
<b>Transportation:</b> May be optional. The school district may determine that parents are responsible for transportation or they will provide school bus transportation	<b>Transportation:</b> Provided by the School District. The ESA and ESD 112 Specialized Transportation Co-op are not responsible for transportation costs.
<b>Location:</b> General education setting; based on needs and interests of all students.	<b>Location:</b> Varies depending on each student; the IEP has more flexibility regarding location of services.
<b>Eligibility:</b> A student's participation does not depend on a team determination of need.	<b>Eligibility:</b> IEP team determines need and extent of services to meet the unique needs



	of the student.
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## 1:1 Para Support

### Determining the need for 1:1 para support

Each decision to recommend a 1:1 aide must weigh the factors of both the students' individual needs and the available support in the setting where the students' IEP will be implemented. It is understood that when a student has a 1:1 aide that they are in the MOST restrictive environment. There are a number of important considerations that must be made by the MDT team in regard to each of these factors. This includes having documentation of all previous unsuccessful interventions and consideration of the each of the following (This list is not exhaustive.):

- ★ The student's individual needs require additional adult assistance.
- ★ What individual needs does the student have that require additional adult assistance?
  - Behavior
  - Instruction
  - Inclusion
  - Health/Personal Care
- ★ The skills and goals needed for the student is planned to achieve that will reduce or eliminate the need for 1:1 aid.



- ★ The specific role that the aide will provide for the student (e.g. instructional, assist with personal hygiene, transition support, behavior support).
- ★ Other natural supports, accommodations and/or services that could support the student to meet these needs (e.g. behavior intervention plan, environmental accommodations or modifications, changes in scheduling, instructional materials in alternate formats; assistive technology, devices)
- ★ The extent (portion of the day) or circumstances (transition from class to class)
- ★ to which the student would need the assistance of 1:1.
  - Is extra support needed for the entire day? Specific times?
  - What discipline referrals does the student have?
- ★ Special recommendations are made in the consideration of the students' management needs. There is clear documentation why other supports, (i.e. natural supports, behavior intervention plan, etc.) cannot meet these needs.
- ★ What supporting documentation and/or data is available that demonstrates what classroom interventions have been tried?
- ★ The potential benefits from assignment of the 1:1 aide and how these will be measured to determine continuation of the recommendation.
  - How will the student benefit from having a 1:1 aide? How will these benefits be measured/monitored?
  -
- ★ The potential negative impact of assignment of 1:1 for the student. (e.g. self-image, isolation and/or development of independence).
  - Is there a potential for a negative impact on the student if they are provided with 1:1 support?

Rubric to assist in determining need for additional para support

	<b>Health/Personal Care</b>	<b>Instruction</b>	<b>Behavior</b>
<b>0</b>	General good health. No specialized health care, procedure or medication taken. Independently able to maintain all age appropriate personal care	Participates fully in whole and small group instruction. Stays on task during typical instructional activities. Follows directions with few to no additional prompts.	Follows adult directions without frequent additional supervision. Handles changes and redirection. Usually gets along with peers and adults.
<b>1</b>	Allergies or other chronic health conditions. No specialized healthcare procedures. May have minimal medications. Needs reminders to complete age appropriate personal care.	Participates in groups at instructional level, but may require additional prompts, cues or reinforcement. Requires some reminders to stay on task, follow directions and stay engaged in learning.	Follows adult direction but sometimes requires additional encouragement and prompts. Occasional difficulties with peers or adults.
<b>2</b>	Chronic health issues, generic health care procedures. Takes	Not always able to participate in whole group instruction. Requires smaller	Has difficulty following directions and has some minimal challenging



	medication at school. Health care interventions for 20-15 minutes daily (diet, blood sugar, medication). Requires reminders/prompts for personal care. May Need toileting assistance	groups and frequent prompts, cues, or reinforcement to participate and stay on task. On task about 50% of the time.	behaviors. Can be managed adequately with a classroom behavior support plan or Tier 2 strategies. May struggle socially or with interactions with peers.
3	Specialized health care procedure and medications. Possible limited mobility and physical limitations that require assistance. Special food prep or feeding. Health interventions for 15-45 minutes daily. Requires assistance for personal health care.	Difficulty participating in large group instruction. Requires low student-staff ratio and close adult proximity to stay on task. Primarily complies only with 1:1 direction, instruction and/or augmentative communication for instruction.	Daily occurrences of challenging behaviors. Defiant and or prone to physical aggression which may be harmful to self and/or others. Requires a behavior support plan and interventions provided by behavior specialist. May have FBA conducted and BIP in place.
4	Very specialized health care procedure requiring care by specially trained employees (G tube, tracheotomy, catheterization). Health interventions for 45 minutes or more daily. Direct assistance with personal care.	Not able to participate in group instruction without constant 1:1 support. Requires constant verbal and physical prompts to stay on task and follow directions. Requires specific 1:1 instructional strategies to benefit from IEP, such as ABA and augmentative communication.	Multiple daily occurrences of serious challenging behaviors with potential for injury to self/others, including running away. FBA has been conducted and BIP developed and must be implemented by team to allow student to safely attend school. Staff trained in management of aggressive/Challenging behaviors.

## Prior Written Notice (PWN):

Prior Written Notice (PWN) must be sent every time the district proposes or refuses to initiate a change to the identification, educational placement of, or provision of FAPE to a student. School districts must provide parents with prior written notice **after** a district decision is made, but **before** the decision is carried out. The prior written notice must be written in language understandable to the general public. It must be provided in the parent's native language or other modes of communication unless it is not practical to do so.

WAC 392-172A-05010 states that prior written notice must be provided a reasonable time before the school district:

1. Proposes to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE to the student; or
2. Refuses to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE to the student.

Often, but not always, these decisions are made during the IEP meeting. Prior written notice is to be given **after**. Please print and bring a blank copy to the meeting so you can take notes on



what was discussed. Assigning a note taker is a strong recommendation. Prior written notice is given regardless of whether:

- ★ The parent attends the meeting;
- ★ The change requested was made by the parent or the school district; or
- ★ The school district is proposing, agreeing to, or denying a change.

### Content of the PWN:

- ★ A prior written notice will document that full consideration has been given to any input or information parent/guardian provided regarding the student's educational needs, and clarifies that a decision has been made.
- ★ Clearly explains why the district proposes or refuses to take action by (1) describing the options the district considered and (2) explaining its reasons for accepting or rejecting those options.
- ★ N/A or Not Applicable is **not allowed**. At every meeting there are items discussed and agreed upon or decided against.
- ★ The prior written notice should also document any disagreements with the parent/guardian and should clearly describe the reasons for this disagreement using neutral language void of emotion or judgment.

### Examples when to issue a PWN:

- ★ The district wants to evaluate or reevaluate the student;
- ★ The district is refusing to evaluate or reevaluate the student;
- ★ The student's IEP or placement is being changed;
- ★ The district makes an offer, in addition to the current services, regardless of the parents response (both accept and refuse); if a school district never provides PWN with regards to those proposed offers, it may be treated in a court of law as though it was never offered.
- ★ Parents have requested a change to the IEP and the district is refusing to make the change;
- ★ Parents or adult students have given notice that they are revoking consent for special education services.

The district must provide prior written notice to parents of the decisions made as a result of the IEP meeting but before the decision is put into action. We must draft and date the PWN for **after** the IEP meeting. If drafted on or before the IEP, the meeting content is seen as predetermined.

**\*\*\*Note: when in doubt, issue a Prior Written Notice!\*\*\***

### Prior Written Notice for Graduation [WAC 392-172A-05010](#)

Graduation from high school with a regular high school diploma constitutes a change in placement. A month before the student's expected graduation, the IEP case manager will write a PWN to the adult student and parent/guardian regarding the change in placement and



a summary of the student's academic achievement and functional performance, which must include recommendations on how to assist the student in meeting their post-secondary goals and must be submitted to special services before the last day of school. [WAC 392-172A-3030](#).

## Progress Monitoring and Reporting:

Progress Monitoring and Reporting is used to assess a student's academic, functional, and behavioral performance, to quantify a student's improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. IEP teams should be using this informative process to drive any changes necessary to a student's program.

**\*\*Note: All Special Education students will have a binder where progress monitoring and work samples will be kept. This binder will follow the student from year to and all progress monitoring and work samples will be kept.\*\***

**Case managers will bring the binders to the Special Education office to be stored for the summer on the last day of school and will be picked up by case managers during the back to school days prior to school starting.**

## Monitoring Expectations for Case Managers and Related Service Staff:

- ★ Data must be collected frequently and kept current, this is to inform instructional decisions throughout our educational process.
- ★ Data must be organized and represent the sequence of instructional events that have led the students IEP team in making informed instructional decisions.
- ★ Data should be made easily accessible to IEP team members and to building and district office administrators upon request. (You can expect a visit requesting to see Data)
- ★ Past progress reporting and current baseline data should be used to drive IEP team decisions when determining the upcoming IEP goals and objectives. This should be evident in the IEP process and meeting and noted on the dirty copy (draft) of the IEP.

## Progress Reporting for Case Managers and Related Service Staff:

- ★ All special education and related service staff must report progress on IEP goals each general education report card period (quarterly). This means all students will have 4 annual progress notes.
- ★ Progress notes must be supported by the data collected on student performance and



progress towards IEP goals and objectives.

- ★ If the IEP was completed within 2 weeks prior to the report card period, a progress report does still need to be completed for that period. Simply note that the IEP goal is new and that you do not have additional data points beyond the baseline data which you should restate. For example: Student's IEP was recently held. Baseline data of 86% accuracy in the goal area of \_\_\_\_\_ is still the most current and accurate data point.
- ★ All progress notes (itinerant and case managers) will be completed by the last day of each quarter.
- ★ All Progress Notes/Reports will be given to the building Special Education Administrator within 3 school days of the quarter end. Administrators will determine if they are to be mailed by office staff or by the case managers. Progress notes will no longer be sent home with the students, they are to be mailed or handed out at student conferences directly to parents. (note: a copy of the report may be given to parents at conferences, but a copy will still be mailed home.
- ★ All progress reports should be specific to each goal area and use the data collected to inform progress towards the goal.
  
- ★ All case managers will send a hard copy of Progress notes to the Special Education Admin at the end of the school year, which should include the reports for each quarter as entered into Embrace, quarterly.

## Students not making progress:

- ★ Analyze the problem:
  - Define the issue
  - Change or modify instructional strategies
  - Consult with team for ideas
  - Consider environment, structure, instructional groupings
  - Consider revising IEP goals and objectives
  - Determine whether the minutes on the IEP are reasonable. If a student is making little to no progress, before considering reevaluation or change of placement, the IEP team should adjust minutes of SDI provision in an IEP amendment.
- ★ Target a 6 to 8 week time frame for growth assessment, review collected data on the student's progress with the changes that were made.
- ★ If there is still no progress, repeat the steps above for 2 to 3 additional cycles. If at that time there is no significant change, assemble the complete IEP team to consider a change in service or placement.
  - If the team feels a **change of placement** should be examined, a reevaluation must be completed.
  -



## Attorneys, Advocates, ETC. at IEP meetings:

Most parents/guardians notify the IEP team in advance if they plan to bring anyone to the meetings. When informed that someone will be attending the IEP meeting with the family, notify your immediate administrator and the special education director immediately.

School staff members must not discuss students with advocates or provide them any documents regarding students (even when given verbal permission by a parent/guardian) unless the district has in possession a current "Authorization for Exchange of Confidential Information" form signed by the parent/guardian.

**\*\* Do not conduct IEP meetings with a family's attorney present unless the school district also has an attorney present. Stop the meeting and contact your building administrator and special education administration if a family's attorney is present. \*\***

## Audio or Video recording at IEP meetings:

Audio and video recording of IEP meetings are not allowed except in cases in which parents/guardians can make a reasonable request for accommodations due to difficulty with reading. This request must be made at the District Office, in advance of the IEP meeting to be recorded. The legal basis for our refusal to allow taping of meetings is federal civil rights laws that prohibit recording without the permission of all parties involved.

## Additional Services Information:

### Partial Acceptance of Special Education Services:

A parent/guardian, who consented to the initial provision of special education and related services, may disagree with a particular service or services in their child's IEP

### Revocation of Consent for Special Education Services:

A parent/guardian or adult student may revoke consent in writing for the continued provision of special education and related services (they are not required to use a specific form for their revocation). If a parent or guardian revokes consent in writing, the district must honor the revocation and provide the parents/guardians with a prior written notice identifying the date the





district will stop providing services. The district may not use due process or mediation procedures to challenge the parent's/guardian's revocation. The district is not required to amend the student's education records to remove references to the student's receipt of special education and related services. Once the revocation is effective, the student is no longer entitled to receive special education or related services and the district will not be considered in violation of the requirement to make FAPE available to the student. When the parents/guardians sign the revocation, they acknowledge that:

- ★ The district will stop providing special education and related services beginning in the date identified in the prior written notice given by the district;
- ★ The district cannot use dispute resolution options to challenge the right to terminate special education services for the student;
- ★ The district will no longer be required to conduct reevaluations, convene an IEP team meeting, or develop an IEP for the student;
- ★ The district will not be considered in violation of the requirement to make FAPE available to the student;
- ★ The district is not required to amend the student's educational records to remove references to receipt of special education and related services;
- ★ The student will be subject to all of the same requirements that apply to general education students, such as academics, statewide and

district-wide assessments, extracurricular activities, graduation requirements, discipline, and all other general education requirements;

- ★ Adult students may revoke consent initially provided by their parents/guardians; this revocation must also be in writing.

After receiving a written notification of revocation of consent, the IEP team should make every effort to invite the parent/guardian or adult student to discuss the request and inform the parent/guardian and student of the ramifications of revoking special education services. **A PWN and procedural safeguards must be provided to parent/guardian or adult students documenting the results of the decisions whether to revoke services or not and the date to which the services will be terminated.**

Students for whom IEP services have been revoked will be served as general education students. Students will return to their assigned resident school unless a choice request has been submitted and accepted by the district office representative.

If a parent/guardian has revoked services and later (more than one business week) wants to receive special education and related services again, the parent/guardian may make a referral for an initial special education evaluation. A full evaluation addressing all areas of suspected disability will be conducted within appropriate referral and evaluation timelines. Parents/guardians may not reject evaluation in any area that was previously an area of eligibility or is now an area of concern.



## Behavior: (functional behavior assessment {FBA}, behavior intervention plans {BIP} and emergency response protocol {ERP}):

When behaviors are a concern to the parent or the staff, the initial and/or subsequent evaluations of the student should include assessment information surrounding those behaviors. The evaluative information regarding the student's behavior may establish the need for including behavioral goals and/or accommodations on the IEP.

Anytime an IEP team meets, including the initial IEP meeting, the district and the parents should talk about behavior if it is one of the child's needs. New regulations in Washington State require that a Positive Behavior Intervention Plan be included on the IEP if it is needed to enable the student to receive a Free Appropriate Public Education. Best practice is, to begin with, a Functional Behavior Assessment (FBA) in order to develop a function-based behavior plan.

A Functional Behavior Assessment is **required** when a student has repeated behavior problems leading to removal from the student's program for 10 days. The district must take "immediate" steps following a manifestation determination meeting.

### Functional Behavior Assessment (FBA):

A functional behavior assessment (FBA) must be completed when a student's behavior is a significant ongoing concern and typical classroom management strategies are not sufficient. Prior to developing a behavior plan, an FBA must be completed. The general purpose of an FBA is to provide the IEP team with additional information and analysis for identifying the function of the behavior.

- ★ Procedures: (if teams need additional assistance completing the FBA, please contact the district BCBA)
  - An FBA is considered an evaluation; therefore, consent must be obtained from the student's parent or guardian.
  - Follow all prompts on the Embrace FBA form. Begin by identifying 1-2 Target Behaviors and describe objectively.
    - Under **Contributing Factors**, consider the possible impact of disability (i.e. inability to communicate effectively, impulsivity, hyperactivity, sensory processing difficulties, cognitive deficits, etc.)

### Behavior Intervention Plan (BIP):

BIP's should be completed within one week of a Functional Behavior Assessment.

- ★ Procedure for BIP



- Include a clear link between the functional behavior assessment data collected and the interventions selected.
- The intervention strategies are selected based on the nature of the defined problem, parent input, and professional judgments about the potential effectiveness of strategies
- Goals and objectives include strategies that will increase desired behaviors and decrease undesired behaviors.
- Strategies for generalizing and maintaining desired behaviors are included.
- The behavior intervention plan is implemented with integrity, i.e interventions are implemented in the manner in which they are designed, and are consistent with established professional standards and practices.
- Student performance data is collected and analyzed at least every two weeks
- Modification of the behavior intervention plan is made as frequently as necessary based on monitoring information
- Information regarding monitoring progress is used frequently and repeatedly to determine whether the anticipated outcomes for the individual are being met and whether the placement and services are appropriate to the individual.
- Communication with parents is critical throughout the development and implementation of the FBA and BIP. Teams always include parents.
- The BIP is part of the IEP and, as such, requires an amendment to add it if it is not part of the current annual IEP.

**\*\*\*\*Please note, if a BIP that is outlined in the IEP is not followed, this can be found as a denial of FAPE. It is the case manager's responsibility to ensure that all team members are following the BIP. If a team member is not following the BIP, then please contact your building administrator.\*\*\*\***

## Emergency Response Protocol (ERP):

If the parent and the school district determine that a student requires advanced educational planning, the parent and the district may develop an emergency response protocol to be used in the case of emergencies that pose an imminent likelihood of serious harm to the student or others. ERP's must be incorporated into a student's IEP and shall not be used as a substitute for the systematic use of a behavior intervention plan that is designed to change, replace, modify, or eliminate a target behavior.

★ Procedures:

- The student's parent provides consent in advance, to the emergency response protocol to be implemented.
- The ERP must specify:
  - The emergency conditions under which isolation, restraint, or restraint devices, if any, may be used;
  - The staff members or contracted position permitted to use isolation, restraint, or restraint devices with the student, updated annually, and identify any required training



- associated with the use of isolation, restraint or restraint devices for each staff member.
- Any other special precautions that must be taken.
  - Any use of isolation, restraint and/or device must be discontinued as soon as the likelihood of serious harm has dissipated.
  - Any staff member or other adults using isolation, restraint, or a restraint device must be trained and certified by a qualified provider in the use of isolation, restraint, or a restraint device.
- The school district must follow the documentation and reporting requirements for any use of isolation, restraint, or restraint device, regardless of whether the use of isolation, restraint, or restraint device is included in the student's ERP.

**\*\*NOTE:** Restraint or isolation of any student is permitted only when reasonably necessary to control spontaneous behavior that poses an imminent likelihood of serious harm, as defined in RCW 70.96B.010. Restraint or isolation must be closely monitored to prevent harm to the student and must be discontinued as soon as the likelihood of serious harm has dissipated. Please see Oroville School Districts [policy 3246](#) and [procedure 3246](#).

## Case Manager Expectations and Considerations:

- ★ Behavioral data must be collected frequently and kept current, this is to inform intervention decisions throughout our educational process.
- ★ Data must be organized and represent the sequence of interventions that have led the students IEP team in making informed decisions.
- ★ Data should be made easily accessible to IEP team members and to building and district office administrators upon request.
- ★ A student's BIP is part of the IEP and needs to be reviewed/revised at least annually
- ★ FBA's are only addressed in the special education rules in the context of a manifestation determination. Therefore, the team should consider whether new data and/or new behaviors warrant reviewing and potentially updating an existing FBA. They are not required to be completed as an evaluation is required on a triannual basis.
- ★ If there are significant changes made to the BIP, an amendment may be required and the team may need to reconsider whether or not to revisit the FBA at that time.
- ★ When a student's placement changes, it is best practice to review both the FBA and BIP in the context of the new placement. The data collected should inform the decision to continue a BIP or not.



- ★ Best practice is to conduct an FBA in order to develop a BIP and an ERP may be needed in order to implement the BIP. There are few circumstances where you may have an ERP without a FBA and BIP. An example would be a student who might need to be restrained for their safety during a violent seizure.

## Restraint and Isolation:

### Policy:

It is the policy of the Oroville Board of Directors that the district maintains a safe and learning environment while treating all students with dignity and respect. All students in the district, including those who have individualized education programs (IEP's) or plans developed under Section 504 of the Rehabilitation Act, will remain free from unreasonable restraint, restraint devices, isolation, and other uses of physical force. Under no circumstances will those techniques be used as a form of discipline or punishment. (see [policy 3246](#))

### Procedure:

The use of restraint, isolation, and other forms of reasonable force may be used on any student when reasonably necessary to control spontaneous behavior that poses an imminent likelihood of serious harm as defined by RCW 70.968.010 and in accordance with our district [procedure 3246](#)

### De-escalation Training:

Only staff trained by a Safety Care or Right Response qualified/certificated provider and authorized to use isolation, restraint, and restraint devices will administer it to students. ALL special education staff will be trained and additionally other staff members who are most likely to be called upon to use such tactics.

### Post Incident Notification Process:

- ★ Staff must notify the building administrator within 24 hours of the incident. If injured, employees must fill out an accident form.
- ★ Within 24 hours following the notification of incident, the principal or designee must make a reasonable effort to verbally inform the student's parent or guardian. A copy of the report made to parents must be sent to the special education office.



- ★ If possible within 48 hours, but no longer than 5 days, the principal or designee must also send written notification. The written report must be provided to the parent or guardian in the language the school district customarily uses when communicating with this family.
- ★ Please keep a copy of this report for your records **AND** send a copy to the Special Education Department.
- ★ Review the incident with the parent, and if applicable, with the student.
- ★ Finally, review and debrief with the relevant team members.

## Discipline and Special Education

*Suspension*- means a denial of attendance **in response to** a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions.

*In-school suspension* means a suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for up to ten consecutive school days. **THIS COUNTS AS SUSPENSION.**

*Short-term suspension* means a suspension in which a student is excluded from school for up to ten consecutive school days.

"Before administering a short-term or in-school suspension, a school district must first attempt one or more other forms of discipline to support the student in meeting behavioral expectations." (WAC 392-400-435(1))

Limitations for ALL students:

- ★ Grades K-4 maximum of 10 cumulative school days during any academic term, Grades 5-12 maximum of 15 cumulative school days during any semester or 10 cumulative days during any trimester.
- ★ Educational services during suspension must enable the student to continue to participate in the general education curriculum, meet the standards, and complete graduation requirements. For up to 5 days, they require access to coursework, school personnel, and the opportunity to make up work.
- ★ Link to Guidance: [Special Education & Discipline Guidance OSPi](#)
- ★ **IF** a student is suspended beyond 10 days, please communicate this to our special education director who will schedule a **manifestation determination meeting** and complete a **manifestation determination** record in Embrace.

Suspension from the School Bus: Occasionally students will require disciplinary action that could result in a suspension from the bus. A long-term suspension of a student receiving special transportation services can constitute a significant change of placement if the district 1) has been transporting the student, 2) suspends the student from transportation as a disciplinary measure, and 3) does not provide alternative transportation.



- A significant change of placement requires a meeting of the IEP team.

## Misc. Special Education Department Expectations:

### Upcoming School Year Transitions (Building to Building & Manager to Manager)

It is the responsibility of the case manager to initiate transition meetings by the 1<sup>st</sup> of May when transitioning students receiving services between case managers and buildings.

### Transfer/Transition Students in and out of District:

- ★ The Special Education Secretary will upload all received documents into Embrace and contact the school psychologist to start validation transfer.
- ★ Within five (5) school days of a student enrolling into the district, parents will be contacted by School Psychologist or (speech only students, Speech Pathologist) and a meeting scheduled to review the evaluation and IEP from the prior district.
- ★ Paperwork (IEP/Eval) received from the prior district must have copies of original signature pages included; otherwise, the paperwork is out of compliance.
- ★
- ★ Students will not go on count until all paperwork has been signed and accepted by the team.
- ★ All signed paperwork (Transfer Review and Medicaid paperwork) are submitted to the Special Education Office for processing and students placed on count.
- ★ If the paperwork is not accepted, the process for re-evaluation will begin by parent signing Consent (i.e., out-of-state evaluation/testing may not meet Washington's requirements).
- ★ Case manager will then write a new IEP and follow ALL the same procedures as if it were a new IEP, including scheduling meetings with parents.
- ★ A copy of all paperwork is made and given to parents at the close of the meeting.
- ★ Procedural Safeguards are offered and/or given to parents.
- ★ Prior Written Notice is completed after the meeting and mailed to parent(s).
- ★





## Birth to Three Transitions:

90 days prior to a child turning three years of age, a Transfer Meeting (initiated by the Birth to Three Program Coordinator) is to be held with the Special education Director and/or the school psychologist.

## Students Exiting Services:

If a student demonstrates mastery of goals, the student may be considered for exiting special education services. A re-evaluation **MUST BE COMPLETED!**

- ★ The case manager will meet with the school psychologist to determine a testing timeline. At this time the special education director will be notified.
- ★ Parents are to be notified by the case manager regarding the need for the re-evaluation.
- ★ Paperwork is mailed home: Consent and Medicaid Forms (Spanish/English).
- ★ Once Consent has been received and processed, testing may begin
- ★ At the completion of a reevaluation, and the student is determined no longer eligible for services, the following steps are taken:
  - The re-evaluation report is prepared and provided to the parent/guardian **10 days** prior to the meeting.
  - An Invitation is prepared and sent to **ALL IEP team members** and is mailed home (English/Spanish).
  - Translator is requested, if needed. This contact is done by the School Psychologist (or speech only students, the Speech Pathologist).
  - Meeting is held with all team players and paperwork is signed.
  - A copy of all paperwork is made and given to parents at the close of the meeting.
  - Prior Written Notice is completed after the meeting and mailed to parent(s).
  - Procedural Safeguards are offered and/or given to parents.
  - If parents are unable to attend re-evaluation/exit meeting, School Psychologist or Speech Pathologist will go over results with parents over the phone.
  - A copy of the exit paperwork is mailed home for parents along with Procedural Safeguards, Prior Written Notice outlining student's re-evaluation results and exit from program.
  - A copy of the Signature Page and Prior Written Notice is mailed home with a self-stamped envelope requesting parent signature.
  - Documentation is logged (evidence of three contact attempts must be indicated on the meeting summary and signature page within the Embrace system, along with the last attempt to parents being a certified mailing) and placed in the original student special education file in SpEd Office.
  -

*- If signed Consent is not received, after two mailings, a certified letter including Consent is mailed on the third attempt. Once the certified card is signed by the parent*





*and returned by the post office, the signed card is stapled to the Consent in the student file.*

## **Building a defensible IEP is Like building a burger!!!!**

# Child Study Team (CST)/Multidisciplinary Team (MDT)

## Child Study Team (CST)

CST is a team of staff members collectively working to problem-solve concerns and support students, through a tiered model process, who might need additional academic or behavior support. CST referrals are for students who have not qualified for special education. The CST is responsible for assisting in strategizing, planning and delivery of education programs for students who may need additional support in the tiered model. The team works to create a goal based plan and determines who will support these interventions, what progress will look like, who will collect data, what data will be collected. The team meets to discuss progress and determine if interventions are working, and what to do if there is a lack of progress. For the CST referral process please refer to the Staff Handbook.

The team considers but not limited to:

- ★ Intervention needs
- ★ Discipline data
- ★ Attendance
- ★ Targeted/tiered interventions
- ★ Sets timelines
- ★ Implementation of tiered interventions
- ★ Progress monitoring for interventions
- ★ What data will be collected
- ★ Assigns roles and responsibilities for tiered supports
- ★

## Multidisciplinary Team (MDT)

This team is for students already qualified for special education. The purpose of this team is to support students who have qualified for special education services but might be experiencing other academic or behavior challenges. This team will meet to review concerns for the student, what additional support might be needed for the student to have success and will facilitate that support in moving forward, through tiered interventions. If interventions are not working, the team will look to complete further evaluations.



The team will consist of the case manager, the building administrator and/or special education director, teacher(s) in the area of concern, school psychologist (if applicable), any staff member working with the student (if applicable).

The case manager should:

1. Schedule a time for the team to meet regarding student concerns
2. Bring all pertinent documentation needed to discuss the student areas of concern

At that meeting the team will develop a plan of action to address the student's needs and the case manager is responsible for implementing any actions for following up on actions required or needed.



# ***Appendices***



# Special Education Evaluation Overview

## Purpose:

This form is intended to support ensuring all documentation needed has been completed. **It is not a required form.** It might be useful to talk to teachers to get their input, something for parents to provide input.

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_

Grade: \_\_\_\_\_ Age: \_\_\_\_\_ Teacher: \_\_\_\_\_

Guardian: \_\_\_\_\_ Phone: \_\_\_\_\_

Email: \_\_\_\_\_

<b>My concerns for the student are: (check all that apply)</b>	
<b>Academic</b>	<b>Physical/Behavior</b>
<input type="checkbox"/> Reading or understanding what is read	<input type="checkbox"/> Attention and concentration
<input type="checkbox"/> Writing (putting thoughts/ideas into written words and sentences)	<input type="checkbox"/> Complying with adult directives
<input type="checkbox"/> Math (calculating or problem solving)	<input type="checkbox"/> Easily frustrated
<input type="checkbox"/> Following Directions	<input type="checkbox"/> Extreme mood swings
<input type="checkbox"/> Putting thoughts into spoken words (expressive communication)	<input type="checkbox"/> Social/Peer interaction skills
<input type="checkbox"/> Understanding spoken words (receptive communication)	<input type="checkbox"/> Motivational issues
<input type="checkbox"/> Pronouncing words and sounds	<input type="checkbox"/> Physical/motor concerns: (e.g. holding a



(articulation)	pencil, walking upstairs, bouncing a ball, etc)
<input type="checkbox"/> Other:	<input type="checkbox"/> Adaptive ;skills (e.g. toileting, hygiene, personal safety skills, managing money etc)
<input type="checkbox"/> Other:	<input type="checkbox"/> School attendance issues
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:
<p><b>Tell us more about your concerns for the student: Where do you see the student struggling:</b></p>	
<p><b>What has already been tried to help the student:</b> Examples could include interventions implemented as part of MTSS, learning assistance, ELL support:</p>	
<b>Support</b>	<b>How did this support help the student:</b>
<input type="checkbox"/> Tutoring	
<input type="checkbox"/> Small group Instruction	
<input type="checkbox"/> Behavior Plan	
<input type="checkbox"/> Other:	
<p><b>Is there medical or health information about the student that the district should know? Does the student take any medications?</b></p>	
<p><b>Is there any other information you would like to share? Is there any paperwork or other records you can share?</b></p>	



## Special Education Evaluation Review Form

Purpose: The evaluation review form is designed to assist in reviewing evaluation reports for compliance with WAC 92-172A 03000 through -03080. If the evaluation contains evidence of that item, you should mark “Y” for yes. Please check the appropriate box for re-evaluation or initial.

### Evaluation Review Form

<b>Prior Written Notice and Parent Consent</b> <b>§300.300, §300.304, §300.503, &amp; WAC 392-172A-03000; 03020, 05010</b>	
<input type="checkbox"/> Y <input type="checkbox"/> N	Does the file contain evidence of prior written notice provided to the parents within a reasonable amount of time prior to conducting the evaluation (including description of any evaluation procedure the district proposed to conduct?)
<input type="checkbox"/> Y <input type="checkbox"/> N	If <b>initial</b> evaluation, does the file contain evidence of written parent consent?
<input type="checkbox"/> Y <input type="checkbox"/> N	If <b>re-evaluation</b> , does the file contain evidence of written parent consent or



<input type="checkbox"/> NA	reasonable efforts to obtain parent consent (if the evaluation will include additional assessments)?
<b>Evaluation Timelines</b> <b>§300.01, 300.303 &amp; WAC 392-172A-03005; 03015</b>	
<input type="checkbox"/> Y <input type="checkbox"/> N	Was the evaluation conducted and eligibility established within 35 school days of the district's receipt of parent consent (or other time period as agreed to by the parent and documented by the district, including the reason(s) for extending the timeline)?
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	Was the re-evaluation conducted within three years of the previous evaluation (unless the parent and the district agreed that a re-evaluation was unnecessary and documented that agreement in the student's file)?
<b>Eligibility for Special Education</b> <b>§300.08 &amp; WAC 392-172A-01035(1)(a)</b>	
<input type="checkbox"/> Y <input type="checkbox"/> N	Does the evaluation establish (for initial evaluations) or reconfirm (for re-evaluations) the presence of a disability that meets the criteria for one of the identified disability categories?
<input type="checkbox"/> Y <input type="checkbox"/> N	Does the evaluation document the adverse educational impact of the disability?
<input type="checkbox"/> Y <input type="checkbox"/> N	Does the evaluation document the student's need for special education and related services?
<b>Scope and Content of Evaluation</b> <b>§300.304, §300.305, §300.306 and WAC 392-172A-30320;03025;03040</b>	
<input type="checkbox"/> Y <input type="checkbox"/> N	Does the initial evaluation rule out the lack of appropriate instruction in reading and math, as well as limited English proficiency, as determinant factors?
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	Does the evaluation utilize information/data from a variety of sources (rather than relying on a single measure as the sole determinant factor), including aptitude and achievement tests; parent input; current classroom-based, local or state assessments; classroom-based observations, and/or observations by teachers and related service providers?
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	For re-evaluations, does the report document whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals and to participate, as appropriate, in the general education curriculum?
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	Were the assessments and any other evaluation and materials used to assess the student selected and administered so as not to be discriminatory on a racial or cultural basis?
<input type="checkbox"/> Y <input type="checkbox"/> N	Was the student assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social/emotional status, general intelligence, academic performance, communication and motor abilities?
<b>Evaluation Report</b> <b>§300.305 &amp; WAC 392-172A-03035</b>	



<input type="checkbox"/> Y <input type="checkbox"/> N	Does the evaluation contain a discussion of the assessments and a review of the data that supports the conclusion regarding eligibility? <i>(NOTE: the use of existing data may be used to continue to qualify a student for special education when re-evaluating students - re-instrumentation of standardized tests is not required).</i>
<input type="checkbox"/> Y <input type="checkbox"/> N	Does the evaluation include a description of how the student's disability affects the student's involvement and progress in the general education curriculum (or for preschool children, in appropriate activities)?
<input type="checkbox"/> Y <input type="checkbox"/> N	Does the evaluation document the results of individual assessments and/or observations conducted by members of the professional evaluation group?
<input type="checkbox"/> Y <input type="checkbox"/> N	Does the evaluation contain the date and signature of each professional member of the evaluation group certifying that the evaluation report represents his/her conclusion (or a separate statement if the report does not represent his/her conclusion)?
<b>Additional procedures for Specific Learning disabilities (SLD)          §300.309(a)(2)(i), §300.311 &amp; WAC 392-172A-03050; 03055; 03080</b>	
<input type="checkbox"/> Y <input type="checkbox"/> N	Does the evaluation document the determination of the evaluation group concerning the effects of a visual, hearing or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the student's achievement level?
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	Does the initial evaluation provide evidence that the student received appropriate instruction in reading and math by considering the following: (a) Data that demonstrate that prior to or as a part of the referral process, the student was provided appropriate instruction in general education settings, delivered by qualified personnel; and (b) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction?
<input type="checkbox"/> Y <input type="checkbox"/> N	Does the initial evaluation (or the first evaluation in which the team is considering eligibility as SLD) contain information from an observation of the student's academic performance in the general education classroom, or contain information from an observation in routine classroom instruction and monitoring of the student's performance that was done before the student was determined eligible as SLD?
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	Does the evaluation include a discussion of the student's pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state grade level standards or intellectual development, if applicable? <i>(Note: the pattern of strengths and weaknesses may be considered under either SLD methodology (severe discrepancy or response to scientific, research-based intervention) but is not itself a separate methodology)</i>
<input type="checkbox"/> Y <input type="checkbox"/> N	Was the determination of eligibility made by the student's parent and group of qualified professionals including: (1) the student's general education teacher, (2) at least one individual qualified to conduct individual diagnostic examinations of students? (i.e. school psychologist, OT/PT or SLP).
<b>Additional Procedures for SLD when using the Severe Discrepancy Methodology          §300.307 &amp; WAC 392-172A-03065; 03070  <i>Only necessary to complete if students qualifies under this category</i></b>	





<input type="checkbox"/> Y <input type="checkbox"/> N	Does the evaluation establish a severe discrepancy between the student's intellectual ability and academic achievement in one or more of the eight areas (oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, math calculation, math problem solving); or if there is no discrepancy does the evaluation document the use of professional judgment, including a written narrative,, to justify the presence of a specific learning disability? <i>(Note: the use of existing data may be used to continue to qualify a student for SLD when re-evaluating students - re-instrument of an IQ test and standardized achievement test is not required.)</i>
<b>Additional Procedures for SLD when using Response to Scientific, Research-based Intervention</b> <b>§300.309(a)(2)(i), §300.311 &amp; WAC 392-172A-03060;03080</b>	
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	Does the initial evaluation provide evidence that the student did not make sufficient progress to meet age or state grade level standards?
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	Does the initial evaluation provide evidence that the student's general education core curriculum instruction provided the student with the opportunity to increase his/her rate of learning?
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	Does the initial evaluation document whether two or more intensive, scientifically, research-based interventions were implemented with fidelity and for sufficient duration to establish that the student's rate of learning did not increase or allow the student to reach the identified targets?
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	Does the initial evaluation describe the instructional strategies used and the student-centered data collected in accordance with the districts response to scientific, research-based intervention procedures
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	Does the initial evaluation provide evidence that the student's parents were notified about: State and school district policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided; strategies for increasing the student's rate of learning; and the parent's right to request an evaluation?

## IEP Compliance File Checklist

### [IEP Review Form](#)

-----School District

**SSID#:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_

**IEP Date:** \_\_\_\_\_

**Evaluation Date:** \_\_\_\_\_

<b>1. Present Levels of Academic Achievement &amp; Functional Performance    WAC 392-172A-03090; 03110</b>	
<input type="checkbox"/> Y <input type="checkbox"/> N	Does the IEP include a written statement of the student's present levels of academic achievement and functional performance, including how the student's disability affects the student's involvement and progress in the general education curriculum (the same curriculum as for nondisabled students)?



<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	For a preschool child, does the IEP include a written statement of the student's present levels of academic achievement and functional performance, including as appropriate, how the disability affects the child's participation in appropriate activities?
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**2. Measurable Annual Goals WAC 392-172A-03090; 03110**

<input type="checkbox"/> Y <input type="checkbox"/> N	Does the IEP include a statement of <i>measurable annual goals*</i> , including academic and functional goals designed to: <ol style="list-style-type: none"> <li>a. meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum; and</li> <li>b. meet each of the student's other educational needs that result from the student's disability; and</li> <li>c. for students taking alternate assessments aligned to alternate achievement standards (i.e., WA-AIM), does the IEP include a description of benchmarks or short-term objectives?</li> </ol>
---	---

Area of Service	MAG	Comments
Reading	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	
Written Language	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	
Math	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	
Behavior/Social	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	
Study Skills	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	
Life skills/adaptive	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	
**SLP	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	
**OT	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	
**PT	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	
**Vision	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	
Other:	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	

\*Although the term "measurable" is not defined in WAC or IDEA, the safety net committee has adopted the following professional judgment standard for the term "*measurable annual goal*": In order to be considered measurable, each annual goal should have a *baseline*, target, and a *common* unit of measure.  
 \*\*MAG needed only if service is provided as specially designed instruction.

**3. Progress toward Meeting Goals WAC 392-172A-03090; 03110**

<input type="checkbox"/> Y <input type="checkbox"/> N	Does the IEP include a description of: <ol style="list-style-type: none"> <li>i. how the district will measure the student's progress toward meeting the annual goals; and</li> <li>ii. when the district will provide periodic reports on the progress the student is making toward meeting the annual goals?</li> </ol>
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**4. Least Restrictive Environment WAC 392-172A-02050; 03090**

<input type="checkbox"/> Y <input type="checkbox"/> N	Does the IEP contain an explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education classroom and extracurricular and nonacademic activities?
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**5. Assessment WAC 392-172A-03090**

<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	a. If the IEP team determines that an alternate assessment instead of a regular state or district wide assessment of student achievement is appropriate, does the IEP indicate the assessment selected and statement of why: (i) the student cannot participate in the regular assessment; and (ii) the particular alternate assessment selected is appropriate for the student?
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	b. If the IEP team determines that any individual accommodations are necessary to measure the academic achievement and functional performance of the student on state and districtwide assessments, are those accommodations stated in the IEP?

**6. Services Provided by IEP WAC 392-172A-01185; 02020; 03090; 03110; 03135**

<input type="checkbox"/> Y <input type="checkbox"/> N	a. Does the IEP contain a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of program modifications or supports for school personnel that will be provided to enable the student: (i) To advance appropriately toward attaining the goals; (ii) To be involved in and make progress in the general education curriculum, and to participate in extracurricular and other nonacademic activities; and (iii) To be educated and participate with other students including nondisabled students in the services described?
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<input type="checkbox"/> Y <input type="checkbox"/> N	b. Does the IEP state a projected date for the beginning of special education and related services, supplementary aids and services, and program modifications or supports for school personnel and the anticipated frequency, location, and duration of those services and modifications?
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	c. Does the IEP contain a statement of extended school year (ESY) services per WAC 392-172A-02020 if determined necessary by the IEP team for the student to receive FAPE?
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	d. If a Behavioral Intervention Plan is determined necessary by the IEP team in order to provide FAPE to the student, does the plan contain the required information per WAC 392-172A-01031?
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	e. If an Emergency Response Protocol is determined necessary by the IEP team in order to provide FAPE to the student, does the IEP include the required information per WAC 392-172A-02105?
<b>7. Transition Activities WAC 392-172A-03090; 03095; 03110</b> <b>Transition activities and services beginning not later than the first IEP to be in effect when the student turns sixteen, or younger if determined appropriate by the IEP team, and updated annually, thereafter.</b>	
<input type="checkbox"/> Y <input type="checkbox"/> N	a. Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessments related to training education, employment, and, if appropriate, independent living skills?
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	b. Does the IEP contain appropriate measurable postsecondary goal(s) that address: <ul style="list-style-type: none"> <li>● education/training (required for all students),</li> <li>● employment (required for all students), and,</li> <li>● independent living (if appropriate for the student)?</li> </ul>
<input type="checkbox"/> Y <input type="checkbox"/> N	c. Does the IEP contain transition services per WAC 392-172A-01190 including courses of study that are needed to assist the student in reaching the postsecondary goals?
<b>High School and Beyond Plan (HSBP) RCW 28A.230.090</b> <b>For students with an IEP, the high school and beyond plan must be developed in alignment with their IEP. The high school and beyond plan must be developed in a similar manner and with similar school personnel as for all other students.</b>	
<input type="checkbox"/> Y <input type="checkbox"/> N	a. If the student is in 9th grade or above, was a HSBP provided? <i>If no, move to section 8.</i>
<input type="checkbox"/> Y <input type="checkbox"/> N	b. Does the HSBP include at least: <ul style="list-style-type: none"> <li>● career goals (aided by a skill and interest assessment),</li> <li>● educational goals, and,</li> <li>● a course of study?</li> </ul>
<input type="checkbox"/> Y <input type="checkbox"/> N	c. Are the career goals, educational goals and course of study in the HSBP aligned with the IEP Transition Plan?
<input type="checkbox"/> Y <input type="checkbox"/> N	d. Does the HSBP outline how the student will satisfy state and local graduation requirements?



<b>8. IEP Team WAC 392-172A-03095; 03110</b>	
<input type="checkbox"/> Y <input type="checkbox"/> N	a. Did the IEP Team include the required IEP team membership [i.e., parent, general education teacher, special education provider, student (whenever appropriate), district representative, etc.]?
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	b. If required personnel did not attend, is there written evidence of the parent's and district's: (i) agreement (if area of curriculum is not being discussed) the attendance of the member is not necessary, or (ii) consent (if the member's area of curriculum will be discussed) to excuse the member(s)?
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	c. Is there evidence that the student was invited to participate in the IEP meeting when the purpose of the meeting will be the consideration of the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals?
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	d. If transition services described in the IEP are likely to be provided or paid for by other agencies, is there evidence that, with parent/adult student consent, representatives of the agency(ies) were invited to participate in the IEP meeting?
<b>9. Transfer of Rights WAC 392-172A-03090</b>	
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	Beginning not later than one year before the student reaches the age of eighteen, does the IEP include a statement that the student has been informed of the student's rights, if any, that will transfer to the student on reaching the age of majority?

## Teacher Comment Form

**Purpose:**

The purpose of this form is to provide an example for teacher input. This form can be adapted to a Google doc. Or used as it is.



## Teacher Input

<b>Student's Name:</b>	<b>DOB:</b>	<b>Age:</b>	<b>Grade:</b>
<b>Case Manager:</b>	<b>Teacher:</b>		

**Reason for Request: Student has annual IEP coming up**

Please describe this student's strengths. What does the student do really well?

Please describe this student's academic challenges. What does this student really struggle with? (Name specific skills, strategies and concepts)

In what area(s) does the student show typical progress compared to peers? (Academic, behaviorally, socially, extra-curricular, routines etc)

Student's classroom behavior - add any comments/observations that stand out

Relationships with adults -

Relationships with peers -

Motivation level (compared to peers)



Attendance (circle one)

Great

Some Absences

Concerning



# WA-AIM Alternate Assessment

## Guidelines for student participation in the WA-AIM Alternate Assessment

Criteria	Descriptors
<p>The student has IEP in effect at the time of the assessment participation decision. Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.</p>	<p>The student <b>must have</b> a documented <b>cognitive</b> disability that affects intellectual potential. For the purpose of statewide assessments, the term students with “significant cognitive disabilities” refers to the population eligible to participate in the alternate assessment: it is not a new or separate category of disability.</p>
<p>The student required extensive, direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum.</p>	<ul style="list-style-type: none"> <li>(a) The student requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature.</li> <li>(b) The student uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings, including school, workplace and community and home.</li> </ul>
<p>The student demonstrates complex cognitive disabilities and poor adaptive skill levels determined to be significantly (at least two standard deviations) below chronological age expectations by the student’s most recent individualized eligibility determination.</p>	<p>The student scores at least two (2) standard deviations below the mean on standardized, norm-referenced assessments for adaptive behavior and intellectual functioning.</p>
<p>The determination for how a student participates in accountability and graduation assessment is <b>NOT</b> based on (a) poor attendance, excessive or extended absence, (b) lack of access to quality instruction, (c) social, cultural linguistic or economic difference, (d) below average reading or achievement levels, (e) expectations of poor performance, (f) the anticipated impact of the student’s performance on the school/district performance scores, and (g) the student’s disability category, educational placement, type of instructions and/or amount of time receiving special education services.</p>	



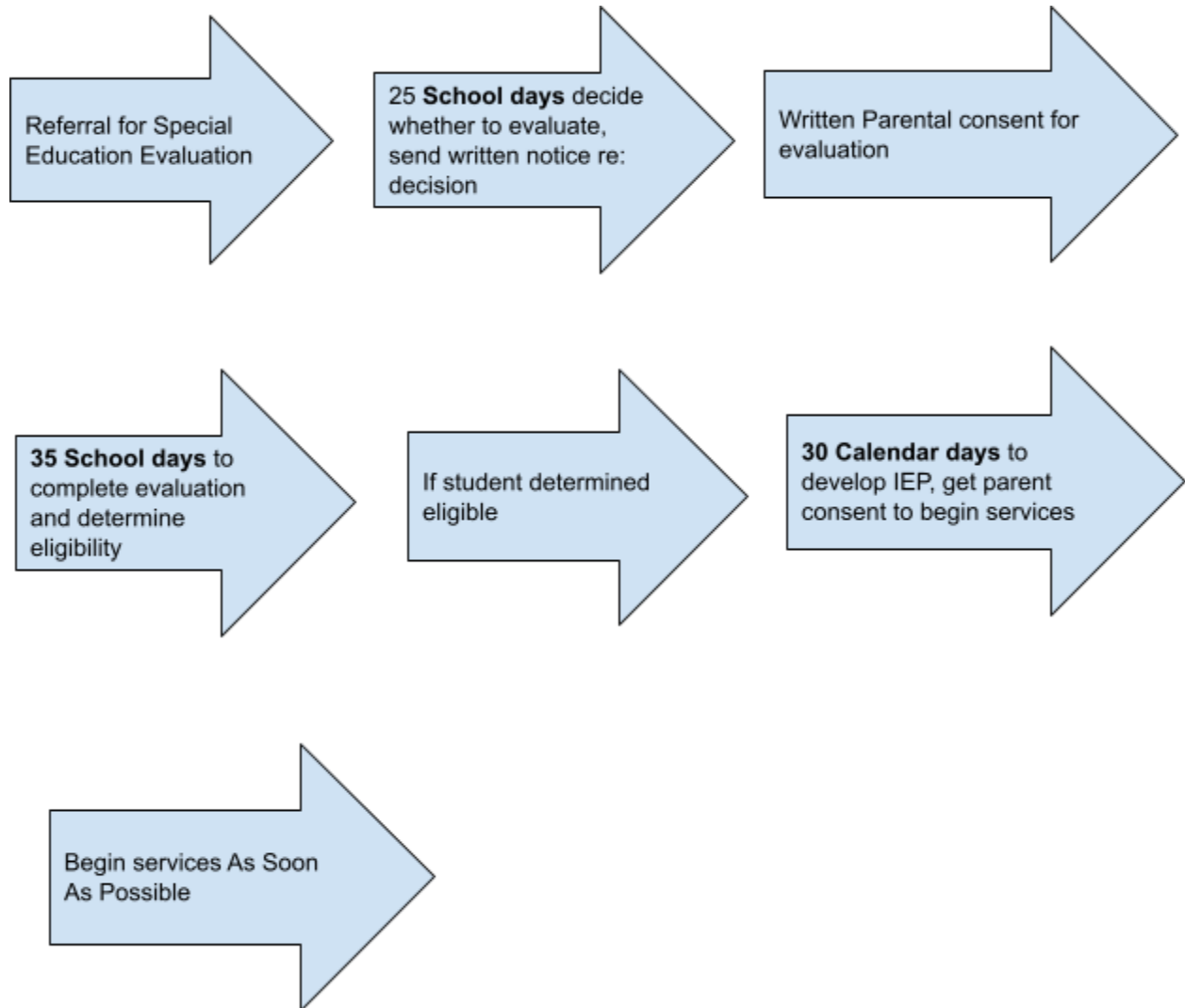
## Alternate Assessment Decision Flowchart

1. Do the student's records indicate a disability or multiple disabilities resulting in scores of at least two (2) or more standard deviations below the mean on standardized, norm-referenced tests of intellectual functioning and adaptive behavior? <b>IF YES ↓</b>	<b>IF NO ↓</b>
2. Will the students be appropriately challenged by goals and instruction linked to (derived from) the enrolled grade level standards? <b>IF YES ↓</b>	<b>IF NO ↓</b>
3a. Does the student require extensive, repeated individualized instruction and support that is not of temporary or transient nature? <b>IF YES ↓</b>	<b>IF NO ↓</b>
3b. Does the student use substantial adapted materials with individualized methods of accessing information in alternate ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings (e.g. school, workplace, community, home). <b>IF YES ↓</b>	<b>IF NO ↓</b>
<b>If answers to all questions are YES, the student may participate in the alternate assessment.</b> <b>IF any question is answered NO, the student must take the regular state assessment.</b>	Student must participate in the regular state assessment. Student may be eligible to use accommodations.





## Referral Timeline





# Special Education Confidentiality Agreement

## Oroville School District Student Support Services

### Confidentiality Agreement

It is the job of the Oroville School District to provide our employees or students with a level of privacy and confidentiality with any information concerning any of our employees or students. In the course of your work, you may have access to confidential information (oral, written or computer generated not otherwise available to the public at large) about employees or students, their families and/or personal business.

**THEREFORE, I AGREE,** that:

My right to enter to make use of confidential information is restricted to my need to know the data or information to perform my job responsibilities. I will not discuss any confidential information in any public areas, hallways, gathering spaces, etc. I will hold all confidential information of which I have knowledge in the strictest confidences, as required by law. I agree to utilize confidential information obtained by me only for the benefit of the employee or student or in performance of my job responsibilities.

**I HAVE READ THIS CONFIDENTIALITY AGREEMENT AND AGREE TO ITS TERMS.**

Employee signature: \_\_\_\_\_

Date: \_\_\_\_\_