

Special Education Service Manual



Beaver Creek School District -Special Education Manual

4810 E. Beaver Creek Road,

Rimrock, AZ 86335

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Child Find

Preschool Child Find

Child Find is a Component of the Individuals with Disabilities Education Act (IDEA '04) that requires districts to locate, identify, and evaluate all children with disabilities, aged birth through 21, located within their geographical boundaries. At Beaver Creek School, parents or guardians of preschool-aged children may bring their child to one of our district preschool screenings once they have reached 2.9 years old. Screenings usually take place every 45 calendar days. Children will be screened by district preschool staff to determine if a more thorough evaluation is needed for identification of developmental disabilities. It can take up to approximately 60-90 minutes to complete the screening process depending on how many children attend. Screening during the school year does not require an appointment, summer screenings are assigned times. Children will receive a speech- language screening by a speech-language pathologist, vision/hearing screening by trained staff, and motor screening(s) by an occupational therapist, and/or physical therapist, as needed. Parents will complete paperwork, which includes a developmental history form, and a parent interview will be conducted with one of our special education teachers. Typically interpreters for Spanish speaking families are provided on site. If a Spanish interpreter is not available, or for families of a language other than Spanish, arrangements will be made to re-screen as soon as possible with an appropriate interpreter. To obtain information about screening dates, location, and times, parents may call the Early Childhood program Specialist at (928) 567-4631. This information is also located on the district website. To access go to <https://www.bcs.k12.az.us/>

Due to kindergarten transitions in the late spring, age criterion for screening may be modified for the March, April and/or summer screenings. If a referred child turns five years old after spring break (mid-March) or during the summer, the child may not be screened at the preschool. Instead, parents will be encouraged to make their concerns known to the elementary school staff at the beginning of the school year. This decision is made on a case- by-case basis.

For children younger than 3, the state provides screening and evaluations through the Arizona Early Intervention Program (AzEIP). AzEIP has its own state tracking form that is to be completed on all students referred to birth-to-three services. If you have a concern or a parent brings a concern to you regarding a child birth through 3 years old, please call the district's special education department for further assistance and information regarding AzEIP. The administrative Assistant to the special Education Director, Jessica Herrera, will complete and fax the AzEIP form to the proper agency. Jessica can be reached at (928) 567-4631.

School-Age Child Find

For school-age children, Child find consists of a 45-day screening that is part of every student's cumulative file (form in Schoolmaster). By completing the 45-day screener a teacher helps to quickly identify any child with significant difficulties shortly after entering school. The 45-day screener is completed for every child who is new to school whether he/she is beginning kindergarten or transferring into the district. In addition, on each campus there is a team of staff that provide intervention assistance to struggling students through the Teacher Assistance Team (TAT) Process. In conjunction with the TAT process is the Districts Response to Intervention (TRI) procedures for systematically providing k-6 interventions based on ongoing norm-referenced assessments such as DIBELS and STAR.

Teacher Assistance Team – TAT

A Teacher Assistance Team, or TAT is utilized when a student is having difficulties within the classroom setting. This could be difficult in academics, self-control/behavior, and/or attention. If the RTI interventions are not successful the referring teacher has the responsibility to collect and summarize the educational and environmental history of the student to the TAT team. The referring teacher must have documentation of collaboration with team members and current interventions being utilized for the student. If there are questions regarding the procedure, consult your site TAT coordinator or your site special education program specialist. (A quick overview of the steps and the narrative about the procedures can be found in the "How-To" section). (TAT packet and specific forms are posted the internet in the District Special Education section under the heading TAT)

Staff initiated Screening Procedure for Speech Language Screening

There are times when classroom teachers may suspect a student has a speech impairment. The teacher can request that the campus speech language pathologist conduct a screening to determine if an evaluation is needed. It is

required however, for a parent to be informed if the school would like to screen a child. Therefore, a notice must be sent to the parent before a screening can be conducted.

Steps to follow: (Specific form(s) found on the internet in the Special Education section website under the TAT section SLP forms)

1. Teacher is to complete the Teacher Referral for the SLP for a concern about a student
2. SLP will contact the teacher within 5 working days to discuss concerns and determine, based on the teachers data and observations, if the screening is needed
3. If the SLP feels that the screening is needed, the SLP will send the request to the parent within 3 working days, request require a parent signature

After the child is screened, the SLP will give the parent and teacher a copy. At the bottom of the form there will be either recommendation for classroom strategies, recommendations for a re-screening, or recommendation for the parents to come in to discuss formal evaluation with the child's team.

If the SLP recommends that the parent comes in, a prior written notice for the meeting needs to be sent to the parent asking her/him to come in and review the screening findings.

Evaluation Process

Evaluations can be requested by school personnel as a result of the RTI or TAT processes, or may be requested by parents.

Parent request for Evaluation

Parents may request an evaluation at any time and that request can be in written form or simply stated verbally. After such a request, District procedure is that a meeting is held with the parent(s). **If a parent requests an evaluation the PEA must, within a reasonable amount of time not to exceed 15 school days from the date the PEA receives a parent's written request for an evaluation, either begin the evaluation by reviewing existing data, or provide prior written notice refusing to conduct the requested evaluation. The 60-day evaluation period shall commence upon the PEA's receipt of the parent's informed written consent. [A.A.C. R7-2-401 (E)(4)] (At that time because the parent made a request to evaluate, a Prior Written Notice must be given/sent to the parent stating that a meeting will be held to discuss their concerns and why they requested an evaluation. On the "other factors" section a statement should be made that says something like – *depending on the outcome of this initial meeting, the team may determine that a review of existing data meeting is needed and may proceed into the meeting at that time*)**

At the meeting to discuss the parent's concerns, the team will decide to either

1. Refuse to begin the evaluation process because they were able to come to a mutual agreement as to what to do next, or
2. Continue right into a review of Existing Data (RED) meeting (followed with PWN for the outcome of the RED)

Be sure to give the parent a copy of the Procedural Safeguards (i.e. Parent Rights), which can be found on the Special Education page of the District website)

Review of Existing Data

The review of existing data meetings (referred to most often as the RED meeting) is case managed and led by the campus school psychologist. The RED is the meeting that is held to determine if an evaluation is warranted.

Always begin with an introduction, starting with the parent and offering the procedural Safeguards document to the parent.

The meeting needs to address and document the following

- Demographics of the student
- Reason for referral
- Background info: Family and Medical History
- Parent input of concerns
- Educational information, including but not limited to
 - Grade
 - Previous school history
 - Interventions attempted and results
 - Group and individual standardized test results (this includes AIMS, DIBELS, STAR, Galileo, and classroom assessments
 - Access to and general performance in the general education curriculum
- Observations by team members (list and describe separately)
- Language proficiency
- Cultural considerations
- Current placement

After reviewing the above information and any other relevant information from either the parent or the school staff, the team makes a decision to move forward with evaluation , or not. If the team feels the information is sufficient to make an eligibility determination, they may do so, if the team feels that additional information is needed, then an evaluation plan is designed.

- If additional information is needed, an evaluation plan is discussed and agreed upon
- Parent signs permission to evaluate after plan is reviewed
- Evaluation must be completed and team re-meets to make an eligibility determination within 60 calendar days from the date the parent signs permission to evaluate

If the team determined to NOT move forward with testing

1. PWN is given to parents as a refusal to evaluate. Be very specific as to why the team is refusing and what evidence was used to make that determination
2. Parent rights (Procedure Safeguards) given
3. Eligibility page is signed by the team indicating that the student did not qualify and does not need specialized instruction in the area(s) of _____.

Following the RED meeting a Conference Summary must be written which includes:

- Why the parent is making the request
- What the parent wants to see happen , i.e. expected outcome
- A summary statement of present levels from each staff involved
- Decision made

The 60 day evaluation timeline starts when the parent signs the permission to evaluate (PTE).

The PTE form is found in eIEP-PRO in the evaluation section.

A PWN is written to indicate what areas will be assessed

Moving forward with testing

1. Once the signed permission to test form is completed the team doing the evaluation may begin to assess the student.
2. Team meets again within the 60-day timeline and discuss results
3. There are occasions (few) where the team might request a 30 day extension of the evaluation timeline to gather more information – this is a signed form that is found in eIEP-PRO, and must be requested in a team meeting, parent MUST be written if time is extended
4. PWN must be written if time is extended

Eligibility Meeting – MET2

This meeting must take place within 60 calendar days of the date permission to evaluate was signed by the parent (which typically is at the RED meeting). The report is to be fully completed and typed when presented at this meeting. Changes or corrections to the actual report can be made after and/or during the meeting. If changes are made on the report the parent has the right to request a copy of those changes after the meeting, before the report is “cleaned up”

At the eligibility meeting (MET2) the following is discussed and documented in the report.

- Evaluations are explained by each person that assessed the student (i.e. SLP, teacher or program specialist for the academic achievement, psychologist, occupational or physical therapist, ect.) – be sure each section of the report is signed by the evaluator who conducted the assessment
- Each specialist explains how the student 's delays in that specific area affects his/her ability to be successful in the general education curriculum/classroom
- A summary is written and reviewed by the psychologist that encompasses all of the evaluated areas.
- A statement is made that the student does, or does not, meet eligibility in the area(s) of _____

Note: *even though at least one score must be from a standardized/normal test, the team has the responsibility and authority to make decisions regarding that also include observations, performance, and previous information and records – the standard score should not be the sole reason for eligibility. No one person nor one test determines eligibility for special education services.*

- General recommendations are made for goals in each area of eligibility by the evaluator of that are
- Eligibility pages are signed by each team member present- one area must be designated as the primary area of eligibility. For the purpose of MIPS billing the related services providers must sign. If that person was not available to attend they can write “Reviewed by _____ in _____.” That date needs to be as close as possible to the actual meeting date. Eligibility forms are signed – indicate whether a child meets eligibility for special education or does not meet.
 - The PWN will indicate any and all areas of eligibility that the students qualifies for
 - Or
 - IF the student does not qualify, then the PWN indicates any and all areas of eligibility that the student was tested in but did not qualify for.

Following an eligibility meeting the team must create an IEP within 30 calendar days. (see IEP Section for details on creating an appropriate IEP).

See “How to..” section for examples of PWNs

PRESCHOOL

There are three main preschool eligibility categories: Speech language impaired (SLI), developmentally delayed (DD), Preschool Severe Delay (PSD), additionally the sensory areas of hearing impaired (HI) and visually impaired (VI) are also used with preschool aged children.

Note: Even though at least one score must be from a standardized/ normal test, the team has the responsibility and authority to make decisions regarding eligibility that also include observations, performance, and previous information and records – the standard score should not be the sole reason for eligibility.

No one person nor one test determines eligibility for special education services

SLI- performance on a norm-referenced test that measures at least one and one-half standard deviations below the mean for children of the same chronological age or whose speech out of context, is unintelligible to a listener who is unfamiliar with the child. (Typically a standard score of 77 or less)

DD- performance on norm-referenced test(s) that measures at least one and one-half, but not more than three, standard deviations below the mean for children of the same chronological age in two or more of the following areas: (a) cognitive development (b) Physical development (c) communication development (d) social or emotional development.

PSD- performance on norm-referenced test(s) that measures at least three standard deviations below the mean for children of the same chronological age in one or more of the following areas: (a) cognitive development (b) physical development (c) communication development (d) social or emotional development (e) adaptive development. (Typically a standard score of 55 or less)

HI- the student has a loss of hearing acuity that adversely affects performance in the educational environment.

VI- the student has a loss of visual acuity (20/60 or worse) or loss of visual field (10% or less) that, even with correction, adversely affects performances in the educational environment. The term includes both partial slight (visual impairment) and blindness.

Beaver Creek School Preschool Program

Beaver Creek School Preschool is a developmental preschool program. Children can be served in a variety of settings and with a variety of services. IEP teams make the placement decisions based on the individual needs of the children. Related services, such as speech language, occupational therapy, physical therapy, and or vision/ hearing services are all available as appropriate.

Key components

- Children must reside in the BCS District boundaries to be eligible
- Serves children having developmental delays who are between 3 and 5 years old (if not Kindergarten eligibility)
- Screenings are provided throughout the school year, at a minimum, within 45 days of a referral.
- If children are found to be in need of more in-depth testing, they will be scheduled for an evaluation. The evaluation will determine if the child demonstrates a developmental delay that requires special education and/or related services.
- Preschool children may be referred by parents or agencies.
- Children must demonstrate delays in one or more of the five major developmental areas. Developmental areas are: speech and/or language, fine and/or gross motor, cognitive/academic, adaptive (self-help) and/or social-emotional. Children who have a hearing and/or vision delay may also be served.
- Service delivery can occur in a variety of settings. The IEP team will make the decision regarding specific needs, times, services needed and locations of those services

- The specific needs preschool classes are offered at BCS Monday, Tuesday, and Thursday, there are no classes on Wednesday for preschool
- Typically developing peers are also enrolled in the developmental preschool classes to act as role models for both behavior and communication skills.

Other preschool options-

Head start- BCS annually joins in a memorandum of agreement (MOA) with the community child services head start. In the agreement BCS can place up to 4 preschool students in a heads start program. The students receive their services from BCS staff, however the head start staff is responsible for their ongoing progress monitoring and are part of the children's IEP team.

Transportation is offered for all preschool students receiving special education services in one of the district's programs. Transportation to head start is provided by parents. For students who's IEPs established transportation as a related service, the parents may choose to contract with the BCS transportation department. In doing so they commit to a minimum of a quarter of the school year to provide transportation up and back to their child's program. In return BCS reimburses them on a monthly basis at the state rate per mile. If parents choose this option they make the arrangements with transportation directly, not through the special education program.

Preschool Transitions

Transition from AzEIP

The Arizona Early intervention Program (AzEIP) is a home-based service offered to children with qualifying delays from birth to 3 years old. AzEIP is operated and funded by the state, and is federally mandated. Children served by AzEIP have an individual Family Service Plan (IFSP). The federal guidelines state that a child with a disability who has been receiving AzEIP services (directly, not just case management) is to be evaluated by the home school district and, if found eligible, have an IEP in place no later than the child's 3rd birthday. The AzEIP case manager will send the district a referral when a child in AzEIP, or referred to AzEIP, is 3 years old. A preschool representative, typically the Early Childhood Program Specialist or the preschool Psychologist, will attend a meeting with the parents and the AzEIP team to determine what course of action needs to be followed. This meeting is comparable to a RED meeting for school-aged children. [The IGA (intergovernmental agreement) for the transition of a child from AzEIP to school-based IEP services is provided <http://www.azed.gov/wpcontent/uploads/PDF/TransitionIGAJuly2010-June2015.pdf>

Transition from preschool to kindergarten

Transitioning from BCS preschool program to kindergarten is a process that begins early in the 2nd semester (see steps in the ("How to ..." section). For the most part the Early Childhood (ECH) program Specialist takes charge, however teachers and elementary principals need to know the process. The process should be seamless with collaboration between the ECH program Specialist, Elementary principal, BCS teacher, Elementary Program Specialist, home school general and special education teachers and related service staff as appropriate. The transition begins with a RED meeting to decide whether further evaluations are needed to determine eligibility for the school-age program. Children with an SLI category of eligibility would not need any further analysis, unless (1) the team felt that the current evaluation was no longer a good representation of the student's functioning, or (2) the current determination is approaching the 3-year timeline. Similarly, if the student's category of disability is Developmentally Disabled (DD), and the team does not feel that additional analysis will lead to a more specific diagnosis, the student can transition to kindergarten with the same DD eligibility with no further evaluation being completed. (The DD category of eligibility can be in place until the day before the child's 10th birthday), if however, the student has a PSD (Preschool Severe Delay) category of eligibility, the evaluation team will need to meet to determine a school-age eligibility, with or without additional evaluation. An important component of the transition to kindergarten is the collaboration between the preschool teachers and the elementary teachers. Preschool teachers need to visit programs in the elementary schools to help make informed decisions as to what would be best meet the student's individual needs; conversely, elementary general education and special education teachers need to observe the preschool students in his/her school environment to get an idea of the strengths and challenges each

student may possess. These visits need to take place prior to the transition IEP meeting. The transition process has three main components, the review of existing data meetings (RED), the eligibility meeting (MET2) and the IEP transition meeting. Sometimes these are held together, sometimes in 2 or 3 separate meetings – it all depends on the complexity of the student's needs. If there is concern about the need for a full-day kindergarten program as opposed to the ½ day, the IEP team is to use the kindergarten rubric.

See the “How To...” Section for the Kindergarten Placement Rubric

K-8 PLACEMENT OPTIONS & PROGRAM DESCRIPTIONS

Special Education is offered on a continuum of services. The least intrusive (i.e. the Least Restrictive Environment) is for a student with an IEP to remain in a general education classroom at all times with non-disabled peers while a representative (either a teacher or paraprofessional) from the special education team consults with the teacher and/or student. Consultation can be for adaptation or modifications in the environment or for issues related to curriculum and instruction. The most intrusive placement (i.e. the most Restrictive Environment) would be a residential setting where a student lives and receives all services 24/7. There are many other placement options that fall in-between these two extremes. Below are the options currently offered within Beaver Creek School District #26. Options may change as students' needs change.

General Education with Accommodations, Modifications, and Support (inclusion) for K-8th Grade Students with IEPs

This service model is a general education model, students who are able to achieve within the standard curriculum and behavior parameters are included into the classroom, with support from a special education teacher or paraprofessional. A majority of Beaver Creek Elementary School students receive special education services through this model.

Students receiving services through the inclusion model could be eligible in any of the 13 areas of special education categories.

This model can be found at every elementary school, the middle school, and the high school in our district. This model may accommodate students with a variety of special needs, for example: a learning disability, speech language delay, vision or hearing impairment, emotional issues, or a physical challenge.

Some of the benefits of this model are:

- Presents age-appropriate social interactions
- Promotes collaboration of general education and special education staff
- Promotes standards based grade level expectations
- Allows for modifications or adaptations of curricula to be adjusted for students' different learning styles

Supporting students through specialized instructional interventions – resource

The resource program is a cross categorical program providing functional level instruction for students with a special education eligibility that impacts their ability to learn through traditional classroom instruction. This eligibility could be a specific learning disability, emotional disability, mild mental retardation, other health impairment, or any other area of eligibility allowed by Arizona law. Student's eligible for special education qualify for this program if they are demonstrating a significant lack of progress in a regular classroom setting, even with modifications, additional adult support, and/or adaptations to the curriculum or environment. Collaboration and consultation between the general education teacher and the special education teacher facilities coordinator or programming. Students would receive

their core instruction in their grade level general education classes then receive specialized instruction in this pull-out intervention model.

Considerations for resource services:

- Student needs more modification and support with the grade level curriculum to achieve typical progress than can be provided in the general education classroom (determined through teacher documentation)
- Students need specialized functional level instruction in one or more of the following areas: language arts areas, math, written expression, and/or interpersonal skills.
- Student demonstrates behavioral concerns (associated with their disability, such as ADHD) that require more direct instruction and monitoring than provided in general education
- Student needs small group instruction, and/or fewer transitions, and/or more predictability and/or structure

Students would not be considered for this program simply because they are not turning in assignments, or are not putting forth the effort to get better grades. At the elementary level, core instruction must be provided by the general education teacher in specific content area(s), (as determined by the IEP team), and then reinforced by the special education teacher. The special education teacher will provide interventions at the student's functional level. These interventions are needed for the student to grasp the intent of the core curriculum. Students receiving resource services typically participate with peers in all other classes or electives. A qualified special education paraprofessional may assist the teacher to deliver instructional support. Specific services are dictated by each student's Individualized Education Program (IEP). At the elementary level, pull-out services may be provided in the resource classroom to support classroom curriculum.

Academic Life Skills (ALS)

The ALS program is a self-contained program designed for students qualifying for special education due to delays in academic, cognitive, life skills, and/or adaptive behaviors. Students being served in this program would be eligible under categories of cognitive delays, emotional disturbance, autism, specific learning disabilities (moderate to severe needs) and/or sensory impairments. Students with only a delay in speech or language would not be appropriate, nor would students with severe emotional disturbance or specific learning disabilities unless they had additional significant delays in obtaining and/or retaining new information. Qualified students would have delays that adversely affect the student's ability to be educated fully in a general education classroom setting. The ALS program is offered at the middle school levels. The purpose of the program is to provide appropriate academic instruction to enable students to function as independently as possible and as close to the Arizona State standards in language based format. Students will begin the program spending all, or most, of their time in the self contained classroom. As the students progress, based on curricular and behavioral intervention needs, he or she may begin receiving instruction within the general education classroom and/or electives, with additional support from the program staff. The decision as to the specifics of the student's participation in the general education environment is decided by the student's IEP team at Beaver Creek School.

In general, prior to entering the academic life skills program the student has been provided structured interventions, accommodations, and modifications in both the general education and resource environments. The progress in those environments demonstrated insufficient progress. In general, a student that requires instruction in the ALS program will, or may:

- Need significant adaptations or modifications in the general education curriculum
- Require additional structure and support for maintenance of appropriate behavior
- Have a modified or individual grading system different than the "typical" general education student
- Need support with self-care skills (toileting or eating)
- Does not have the intellectual capacity to grasp on age-level curriculum
- Be 2+ grade levels behind their same-aged peers in academic core subjects
- Need increased adult support

- Need support with adaptive behavior skills (i.e. communication, socialization)

Functional Life Skills (FLS)

The Functional Life Skills program is a cross-categorical, k-6 self-contained program designed for students who function significantly (moderate to profound range) below their peers in intellectual ability and adaptive behaviors. Often these students have additional delays such as vision or hearing loss, limited motor function and/or limited language abilities ranging from a moderate delay to being non-verbal. Even with accommodations, adaptations, and additional adult support, the severity of these delays adversely affects the child's ability to function and learn in a general education setting. The functional life skills program emphasizes developing a communication system that the child can utilize to assist in becoming as self-sufficient as possible. Students may also have medical or health-related issues that require services such as diapering, tube feedings, suctioning, and/or catheterization. The purpose of the program is to provide appropriate support to enable the students to function as independently as possible throughout their school years and transition to adult life.

Consideration for Functional Life Skills Services:

- Student requires a high level of adult support for daily living functions
- Student benefits from high level of sensory integration
- Students' needs require direct instruction in more than one major life activity
- Student requires intensive support with functional skills (i.e. reading signs, shopping, laundry, money skills, cooking)
- Student requires intensive support with adaptive behavior skills (i.e. communication, socialization)
- Student requires intensive support with self-care skills (eating, toileting)
- Behavior may interfere with his/her learning and/or the learning of others and requires a significantly modified curriculum.
- student tends to have a moderate to profound loss of intellectual functioning
- Student has a non-life threatening medical condition

Essential Life Skills

The Essential Life Skills program is for students functioning significantly below their peers in cognitive and self-care abilities that would impede their performance in a classroom setting. Health issues, ranging from alternative feeding needs to breathing difficulties are often a concern for these students as well. The students qualify for the categories of Moderate to Severe Cognitive impairment. Instruction is based on the needs identified in the student's IEP. The purpose of the program is to provide appropriate instruction to enable the students to function as independently as possible throughout their school years and transition to adult life. The ES program could include students preschool through 8th grade at Beaver Creek School.

Structured and Routine Program Level A-C

Students with expressive, receptive and pragmatic language delays, which would be combined with behavioral and/or social limitations, may receive their educational services in a structured and routine based self-contained program. Students' time in this program can range from a majority of the day in the self-contained setting to most of their time being spent in a general education classroom, with or without additional adult support. The IEP team makes that determination based on students' strengths and limitations. In general, the A level class is for those students who demonstrate severe self-regulatory delays, have limited to no verbal communication skills, and may also be aggressive or self-abusive. The classroom is designed for students in need of a highly organized and non-distracting environment. This type of classroom would use picture schedules and PECS (Picture Communication Exchange System) as a teaching tool for language development. These students would have limited, if any, participation in the general education classroom. Level A students are usually the youngest children, grade k-2. The C Level classroom, on the other hand, is for students who can benefit from approximately 40% or more of the day in the general education classroom with their non-disabled peers. These students could have pragmatic communication deficits; however their language and vocabulary are more "typical" of children their age. Most students are able to perform at, or approaching, grade level academics but require more program support than offered in the resource program. Although they may still have the characteristics listed below, it is typically to a milder degree. These students are usually 3-6th grade. The Level B classroom is for students that demonstrate the characteristics below to a moderate

degree that requires constant monitoring, however the student may be able to gain benefit from being with their non-disabled peers for short periods of time in the general education classroom. They are likely to be performing below their peers in academic subjects but may be able to participate in shortened academic periods or non-academics with their peers. In all of the levels, the instruction is language-based, and focuses on sequential memory, organization of own behavior, social skills, social relatedness and perception skills, usually these are students that fall in the 2nd-4th grade level.

Methodology within the structured program would be driven by each student's individualized needs and could include utilizing visual cueing and supports, sensory integration techniques, individual workstations and work jobs, as well as other techniques which have proven effective for children with communication, sensory integration, and interpersonal delays. Speech and language therapy, occupational therapy for fine motor and/or sensory needs, and behavioral interventions are incorporated into the classrooms' daily routine. To be considered for this program the student would have a developmental disability that significantly affects verbal and nonverbal communication as well as social interaction and that adversely affects educational performances. NOTE: Although each of the three levels of this program have descriptions of the characteristics of a child who would most benefit in a specific level there is no "perfect" fit and the IPE team makes decisions on an individual basis for each child. It is possible that a child could spend part of his/her day in one level of the program and move to a different level for a specific content area or therapy. Currently all three levels of this program are located on Beaver Creek School's campus.

Students may also have irregularities such as:

- engaging in repetitive activities and stereotyped movement demonstrating resistance to environmental changes or change in daily routine
- having unusual responses to typical sensory experiences (clothes, food, lighting, noise, etc.)
- high distractibility
- delays in social awareness and/or relatedness

To be considered for this program a student would **not** have eligibility of an emotional disability.

Private Placement

Students are placed in a program outside of the district that is specifically designed to work with students having severe issues of behavior and/or social interactions that cannot be addressed within the District's programs regardless of the levels of interventions and support provided. When a student is being considered for an outside private placement the Director of Special Education must be part of the discussion. Although the Director is not likely a part of the student's IEP team, it is necessary that she/he is aware of the team's concerns. To be considered as possible placement, the private day program must be on the approved list by the state department of education. Private Placement Services are only considered when all district placements options have been considered and/or attempted. In these placements there must have been intensive interventions, accommodations/modifications, and possibly a 1:1 assistant for support attempted for an extended period of time, yet still the student's needs were not being met.

The following should be considered:

- Student presents constant danger to self and others despite intensive interventions in district LRE
- Student may be placed for disciplinary reasons in a 45 day placement for weapons, drugs, serious bodily harm
- Data gathered indicates increased levels of support/modification of programming are not able to meet student needs

Has the program been modified to meet the student needs?

- Students are unable to gain educational benefit from the public school setting.

Beaver Creek School representatives attend all IEP and/ MET meetings for students placed in a private day program. Note: There may be rare instances when a student, due to the severity of their needs, will not go through the typical Least Restrictive Environment - the LRE hierarchy - before being placed in a self-

contained setting.

Behavior / Discipline including Manifestation Determinations

Discipline for Students with Disabilities

Students with disabilities can be disciplined for the same amount of time and with the same disciplinary methods as students without disabilities so long as a change of placement does not occur (no more than ten days have passed without special education services) and the behavior is not a manifestation of their disability (is not direct and/or was caused by the student's disability). A student may be removed for up to **10 school days** without a change of placement occurring without the need for any services during that time.

A student can also be placed in an alternative educational setting for up to 45 days for possession of a weapon, possession or use of illegal drugs, or causing serious bodily harm, regardless of the manifestation determination decision serious bodily harm is defined as:

- Substantial risk of death;
 - Extreme physical pain;
 - Protracted and obvious disfigurement;
 - or
 - Protracted loss or impairment of the function of a bodily member, organ, or mental faculty (this includes rape)
 - The alternative educational setting should be selected so that the student can receive services and modifications required to meet goals stated in the student's IEP as well as to address the behavior that resulted in the disciplinary action.
- A student's educational placement is considered changed for disciplinary reasons when the student is removed for more than 10 school days for a violation of school rules.
 - A change in placement also occurs when the student is removed for several incidents that constitute a pattern based on the total number of days - more than 10 school days in a year - and the length of each removal, the amount of time the student has been removed, or the proximity of the removals.
For example, a student suspended and/or placed in in-school suspension for disrespect to school personnel on 4 occasions for 12 school days within a 60 day time period would be a pattern that constitutes a change in placement.

Manifestation Determination

A manifestation determination must occur within 10 days of any decision to change the child's placement because of a violation of a code of student conduct. The meeting typically consists of the same participants as an IEP meeting.

The purpose of a manifestation meeting is to determine none of these two options:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability
- If the conduct in question was the direct result of the LEA's failure to implement the IEP

To make determination, the group will review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents. A manifestation determination must also consider if the student's conduct was the direct result of the LEA's failure to fully implement the IEP, including accommodations and behavior plan. If the IEP was not fully implemented the team cannot hold the student responsible and must reconvene the IEP team to see what needs to be done. This could result in compensatory services if services stated in the IEP were not provided. If the team determines that the student's violation was directly related to and "caused" by the student's disability, then the student cannot be disciplined. Instead the IEP team must meet and determine a plan to support the student. This could be adding modifications, services, changing placement, or conducting more assessments. Part of that plan should be to conduct an FBA.

If the Determination is "No" - that the student's behavior was not caused by or did not have a direct and substantial relationship to the student's disability; -then discipline can be assigned by the school administrator.

HOWEVER, special education services and access to the general education curriculum **MUST** still be provided. The provision of those services are decided on a case-by-case basis and may range from offering a chance to come in for an hour a day for 1:1 instruction in the office area, to a private placement outside of the District.

The only exception to the manifestation determination for discipline is when drugs, weapons, or **SERIOUS** bodily harm to an individual were the basis for the proceedings. If the student was involved in any of these three situations an automatic placement of up to 45 SCHOOL days in a private approved day program is allowable. The manifestation meeting must still be held regardless of the placement decision.

The IEP Process & Paper Trail

See "How To..." section for step-by-step page-by page- information on creating a new IEP document.

See "How To...." section for details / examples on each part of any IEP

See "How To...." section for IEP Agenda and Case Manager Duties for IEPs & Evaluations Parent Meeting Notice

This is an official hard copy invitation to parents to invite them to attend a meeting for their child. You may invite parents by phone, in person, by email, etc. but you must have a hard signed copy of the invitation in the IEP packet when it is completed. The invitation **MUST** be in the parent's native language.

The invitation must include:

- Who is being invited to attend (names not just positions)
- Where the meeting is taking place
- What is the date and time
- The purpose of the meeting (annual IEP, review of data, manifestation, etc.)
- A place for the parent to request a different time or date
- A place for the parent to request that the meeting be held by phone or other arrangement
- Signature line for parent
- When and how all attempts to invite were made

If a parent "no shows" the second invitation date cannot be less than 5 days later than the first date and must be sent in an alternative manner than the first invitation was given (phone, email, mail, certified mail, backpack of child, etc). If the parent "no shows" the 2nd time, the invitation date cannot be less than 5 days after the 2nd date and must be sent in a different way than the first two. On this invitation the case manager writes "Meeting will be held with or without your attendance."

Summary of Special Education Services

In this part of the IEP there should be a statement regarding what **SERVICES** the student is receiving.

Example: Joey receives pull out resource services for a delay on reading comprehension and reading fluency. He also receives inclusion services for behavior monitoring and direct language therapy from the SLP."

Example: Larry is a current fifth grade student at Beaver Creek School who is receiving special education services in the area of basic reading skills, reading comprehension, reading fluency, and written expression. Larry receives pull- out services weekly in the areas of basic reading skills, reading comprehension, reading fluency, and written expression. In addition, he also receives pull-out services for ELL.

Evaluation Information

This section is not just a cut and paste of the most recent evaluation given. It is a summary that gives pertinent information in regards to the student's eligibility category and how they perform in the area(s) of delay. If the IEP you are writing is within 30 days of an evaluation, you can write the evaluation summary for each area evaluated. If, however, the IEP is a year or more since the evaluation, then the appropriate information testing to be addressed for this section is based on classroom and state (if grade appropriate) testing results.

Present Levels of Academic and Functional Performance (PLAAFP)

The PLAAFP is:

A description of the student's present academic functioning in relation to grade level common core standards in: (there may be other areas to consider as well)

Basic Reading

Reading Comprehension

Reading Fluency

Math Reasoning

Math Computation

Listening Comprehension

Oral Expression

A description of a student's present functional performance

- Behavior in and out of class
- Ability to take care of own needs - activities of daily living
- Need for monitoring

A description of how the student's disability (learning disability, behavior disorder, speech issues, language delays, etc.) impacts his/her ability to be successful in the general education class on grade level state standards, current limitations and needs areas

A PLAAFP is not

- Only Grade or age-levels
- Only standard scores
- Subjective observations

Write the PLAAFP as if you were receiving this student in your classroom the next day - what would you want and need to know to make the student successful?

A statement of how the disability impacts the student's involvement/progress in the general education curriculum. Sample statements:

- The student needs skills to perform independent tasks required for daily living.
- The student's auditory processing needs affect his ability to take notes during lectures.
- The student needs organizational skills for completing work on time.
- The student's behavior prevents independent work on general education assignments.
- The student's performance is below average in the areas of reading comprehension and spelling.
- The student's poor work analysis and comprehension strategy skills continue to negatively impact performance on all grade level tasks.
- The student's attention, concentration, focus and work habits also continue to negatively impact daily performance.
- The student has a tendency to rush through his work and need frequent reminders to slow down and work for quality and accuracy.

See "How to....for examples of PLAAFPs

NOTE: Also included in the PLAAFP must be a statement (or statements) of the level of assistance a student may need to perform daily living skills. This correlates to MIPS (Medicaid in the Public schools) and is critical for funding.

See "How To..." Section for example statements for health assistants (para support) and transportation needs.

Additional Documentation / Consideration of Special Factors

There are several areas addressed in this section. As the case manager you check either "considered, but not needed," or "Included." If you mark included then you **HAVE** to have a statement of explanation. Although each area must be addressed, the ones often missed are behavior, health needs, and assistive technology. If a student qualifies in the other areas, they are usually taken care of by the related service providers.

Assistive Technology

The term assistive technology device means any "item, piece of equipment or product system, whether acquired commercially, off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of that device. For more specific information regarding Assistive Technology go to <http://www.ade.state.az.us/ess/AT/>

Behavior Needs

Students who are not able to understand and/or follow the school campus's Code of Conduct, may need to have an analysis regarding their behavior and what motivates the student to behave as he/she does. This type of analysis is called a Functional Behavior Analysis or Assessment (**FBA**). After the FBA is conducted the team decides if a Positive Behavioral Intervention Plan (**PBIP**) is needed. A positive behavioral intervention plan is based on an understanding of "why" a student misbehaves and is used to try to avert the problem behavior by intervening before the behavior occurs.

English Language Learners (ELL) Needs

If a student being served in special education has, or previously was, identified as an English Language Learner through the PHLOTE, then the IEP team needs to address whether or not the student needs both special education and ELL interventions. A statement in the PLAAFP "Special Considerations" section about no longer requiring special interventions for second language acquisition. Additionally, that the student is not able to pass the AzELLA due to language needs in special education, not in acquiring English as a second language

- Be sure that the removal from ELL is also noted in the PWN

Conversely, if the team feels that ELL interventions are still needed and that the student's special education needs do not interfere with him/her passing the AzELLA, that too needs to be noted in the PLAAFP, Special Considerations, and PWN.

Goals

Measurable annual goals are descriptions of what a child can reasonably be expected to accomplish within a 12 month period with the provision of special education and/or related services. The writing of measurable annual goals flows from the "present levels" (PLAAFP) statements, where the IEP team described the child's present levels of academic and functional performance. Well written measurable annual goals will pass the "Stranger Test". This test involves evaluating the goal to determine if it is written so that a teacher who does not know the student could use it to develop appropriate instructional plans and assess the student's progress.

Goals must be written based on the grade level common core standards of that student. They must be in the **S.M.A.R.T.** format

S Specific

M Measurable - there must be some type of a data form to indicate achievement toward mastery

A Attainable

R Realistic / Rigorous

T Time sensitive (starting and ending at a prescribed date)

Goals must also have a baseline of where the student is starting (this is a cut and paste of the goal with the current level of mastery). The baseline CANNOT state, "Goal just begun." If that is the case then the prerequisite skill will be the baseline statement.

See "How To..." section for examples of Goal Template

Progress Notes: Progress notes are completed on each goal as directed on the IEP through IEP team agreement. They are to be done a minimum of 4 times a year. These 4 times coincide with report cards and are in addition to, not replacing, the report cards.

The other two times progress notes MUST be completed, regardless of what the IEP states, is:

1. If the student is failing a class at the 4.5 week interval between report card markings,
and/or
2. If the student is not on track to meet the criteria given for any goal.. EX: if the goal is set for a 70% criteria for mastery, then the student should be making incremental progress so that approximately half-way through the year, they are at least at 35%

Accommodations

Accommodations are changes in how a student is expected to learn

Presentation accommodations include allowable changes in the method or format in which the test or test questions are provided to the student. These may include, for example, the use of Braille or sign interpretation of test items.

Response accommodations include allowable changes in the method used by the student to provide responses to test questions. These may include dictating responses to a scribe or using a Braille note-taker.

Timing and Scheduling accommodations include extending the duration of time allowed for testing, allowing a student to take frequent breaks, or to take the test at a certain time of day.

Setting accommodations include changes to the location or conditions in which the test is administered, including separate location or group size.

Special access accommodations include accommodations that expand access to the test for a small number of students with disabilities in the areas of reading, writing, and calculating who require additional support and meet certain criteria, as noted by the IEP/504 plan teams.

Accommodations for specific disability areas: (these are not meant to be inclusive of all possibilities)

ADHD/ADD

Seat ____ away from doorways or windows to cut down on distractions.

Ask ____ to repeat back to you the directions in his/her own words

Paraphrase information for ____ when s/he states s/he didn't understand the directions

Give _____ notes so that he/she does not have to write and process the lecture at the same time
Give _____ written directions in conjunction with oral directions
Monitor _____'s independent class work at least every _____minutes to see that s/he is on task

Vision

Seat _____ closest to the board due to limitations in vision
Be sure that path to his/her seat is not cluttered with obstacles for mobility and safety
Seat _____ under the overhead lighting for extra light when reading and writing
Seat _____ away for windows to avoid glare
Provide real-life objects whenever possible for conceptual understanding
Allow _____ up to twice as much time to write/read assignment than typical peer if _____is using Braille
Have buddy walk with _____if practicing for fire drills or lock-downs
Large print textbooks

Hearing Impairment

Seat _____ close to the teacher due to limitations in hearing
Paraphrase information for _____ when he states he didn't understand the directions
Ask _____ to repeat back to you the directions in his/her own words
Allow _____ extra seconds to respond to questions presented either verbally or signed
Visual media will have Closed Captioning available

TBI

Allowing _____ to wear a headset or ear plugs
Provide _____ a self-paced work
Provide _____'s classmates with sensitivity training for TBI issues
Give _____ frequent praise and positive reinforcement for staying on task
Assign a peer mentor
Provide _____ written checklists and use color-coding to help identify items
Allow _____ additional time when starting a new concept (up to _____ more than peers)
Allow _____ to record lectures
Break large assignments into smaller tasks and steps
Provide an electronic organizer
Provide a daily to-do lists and check items off as they are completed
Increase natural lighting around desk
Provide a glare guard for computer monitors

Misc

Seat near a student with good (attentions, follow through, reading, writing, math) skills
Provide a quiet area within the classroom for independent work
Allow up to _____minutes extra to complete written classroom assignments
Break down assignments into smaller units
Using outlining and webbing/thinking maps/aids

Daily/weekly logs to parents
Peer support for taking notes
Graph paper to line up math problems
Graph paper to space between letters
Record lectures
Computer or assistive technology devices for writing instead of paper

Modifications

Modifications are changes in what a student is expected to learn. The modifications put in place are made to provide a student opportunities to participate meaningfully and productively along with other students in the classroom and school learning experiences. Modifications might include changes in the following:

- instructional level
- Content
- Performance criteria

Allow to use picture symbols as choices rather than words on an assignment/test

Assign alternate books or reading materials rather than the class book as long as it is in the same topic

Accept concrete answers- what does this “look” like, how would you know?

Allow access to spell check instead of having to use a dictionary or memorizing the way a word is spelled

Reduce writing demands by _____

Provide with a word bank for assignments and/or tests instead of having to memorize the answer

Highlight important words and phrases in study guides for use prior to a test

Reduce written assignment by _____% of typical peer

Allow extra test time to complete assignment and/or test

Allow a project rather than written report

Allow for an outline only rather than a full written project/report

Allow a calculator for math assignments/assessments

Allow film or video rather than oral presentations

Restructure the assignment to include only essential portions

Test modifications (answer in phrases, not complete sentences, multiple choice, matching, shortened test)

Parental Communication

This section is about how you will keep parents informed of their child's progress. Progress notes and report cards are always listed. There are other means as well, parent teacher conferences, daily behavior forms, communication notebooks, agendas, Jupiter grades, etc. List all the options you will utilize.

Extended Year Services (ESY)

The determination as to whether a student needs ESY services must be made annually as a part of the IEP process. If a student qualifies for ESY the team must identify the specific goal(s) from the current IEP that require services (new goals CANNOT be created for ESY). The IEP team must consider if the student does not receive ESY would he/she require more intensive instruction and/ or a more restrictive environment when school resumes. Specific questions the team should ask in determining if the student requires ESY: "After a period of 2-6 weeks with instruction (depending on the length of the break), without ESY services.

- will the student be unable to receive some level of benefit from his/her educational services during the regular school year in the identified area?
- Will maintaining the critical skill enable the student to maintain the current LRE setting or help prevent movement to a more restrictive environment?
- will maintaining the critical skill allow the student to maintain current level of independent success in integrated environments (e.g., general education, community, employment)?
- will the interruption of instruction on identified critical skill goals prevent him/her from receiving some educational benefit from his/her educational program during the regular school year?
- Does the data indicate the likelihood that the student is at a crucial stage in the development of a critical skill and that a lapse in services would substantially jeopardize the student's chances of learning that skill?
- Is maintaining the skill important to the student's continued integration with peers who are not disabled?

The federal regulations clarify that a school may not limit ESY services to particular categories of disability or unilaterally limit the type, amount, or duration of those services. Regression without recoupment and the length of time it takes for the recoupment, plus individual circumstances must also be considered. Critical skills may include communication skills, self-help skills, social-emotional skills, and motor skills. Loss of a specific academic skill may not qualify the student for ESY services unless it results in loss of meaningful educational benefit.

The U.S. Department of Education/OSEP states that a school is not prohibited from providing ESY services in a non-educational setting if the child's IEP team determines that the child could receive appropriate services in that setting. The IEP team should consider a flexible service model

When addressing ESY in the IEP, the team must document:

- Specific staff to provide service (name of individual does not have to be listed)
- Goals chosen
- Duration of services-start and stop dates
- Type of service (direct instruction, therapy, consult, etc)
- Location of service
- who and how transportation will be provided
- Some children might benefit most by providing training to the parent in advance of the break

When addressing ESY in the IEP, the team must document:

1. Specific staff to provide services (name of individual does not have to be listed)
 - a. certified or licensed professionals,

- b. trained and supervised paraprofessionals,
 - c. contracted providers through other agencies,
 - d. Family members
- 2. Goals chosen
- 3. Duration of services- start and stop dates
- 4. Type of services (direct instruction, therapy, consult,etc)
- 5. Location of services
- 6. Who and how transportation will be provided

See "How To..." section for Examples of ESY statements and considerations

AASA/ AIMS-A

If the student is taking the traditional statewide tests, i.e. Stanford 10 and AIMS, be sure to address the current state and district test accommodations and results. If they are taking AIMS-A there are additional forms that have to be addressed.

AIMS-A Eligibility Requirements

AIMS-A is for students with significant cognitive disabilities. The administration of the test is not based on the disability category of the student's need. It is based on specific criteria which must be met. The eligibility form follows this explanation. The form must be reviewed and discussed at the annual IEP team meeting for any student the team believes may qualify for AIMS-A. For a student to be considered for AIMS A, s/he must meet all three of the criteria below:

1. Evidence of Significant Cognitive Disability as determined through the evaluation process.
2. Even after intense instruction the student must demonstrate difficulties in acquiring, maintaining, generalizing, and applying academic skills across environments even with extensive, pervasive, frequent and individualized instruction in multiple settings.
3. The goals and objectives in the student's IEP focus on the age appropriate grade level common core standards delivered at an instructional level far below that of typical peers.

IEP teams must pay special attention to the first criterion in the AIMS-A eligibility. It is critical that students who are being considered either receive special services for significant intellectual disabilities or they function like a student with a significant mental intellectual disability.

If an IEP team is considering qualifying a student with specific learning disabilities for the AIMS-A test s/he must also function like a student with intellectual disabilities, having achievement and adaptive behavior scale scores reflecting scores in the range of an intellectual disability.

Additional specific information regarding AIMS - A including the following can be found at <http://www.azed.gov/standards-development-assessment/aims/>

Service Page

The service page list all special education service - whether delivered in a special education environment or in the general education environment. Keep these points in mind:

- Each service must have a statement as to what is "specialized " about the instruction
- For students who have a paraprofessional in a GENERAL education environment, there is a drop-down statement in the IEP system
- If the student is in a self-contained classroom for the entire day, the services must add up to the total monthly minutes in school

See Resource section for service codes and service minutes

Related Services

If the student does not receive any related services then a clarification statement must be made - "Related services were considered but not needed for _____"

Keep in mind that special education transportation is a Related Service and must be in this section if the District is agreeing that the student qualifies for the special education bus., even if the child does not use the bus.

Supplemental Services

If the student does not receive any supplemental services then a clarification statement must be made - "Supplemental services were considered but not needed for _____"

Supplemental services can be (this is not an exhaustive list):

- Paraprofessional for monitoring behavior and giving positive feedback
- Health aid services for medication
- Equipment such as a stander or walker (would also be listed under Assistive Technology)
- Sensory integration diet, aids or room for calming (may also be listed under Assistive Technology)
- Visual schedules (would also be listed under Assistive Technology)
- PECS (Picture Exchange Communication System) (would also be listed under Assistive Technology)
- Augmentative Communication device (would also be listed under Assistive Technology)
- Note taker provided for the student
- Use of tape or video recorder for lectures (would also be listed under Assistive Technology)
- 1:1 Designated Paraprofessional

See "How To..." section for rubric on assigning a 1:1 Paraprofessional to a student

See "How To...." Section for clarification statements for Supplemental Services

Support for School Personnel - this is for the staff professional development to support instruction for students, this is NOT for the student him/herself.

If the staff does not require any special training to work with/support this student then a clarification statement must

be made - "Supports for school personnel were considered but not needed for Supports **for school personnel** services can be (this is not an exhaustive list):

- Collaboration between the general education teachers and special education teacher
- Consultation between SLP and general education teacher
- Non violent Crisis Intervention training (CPI)
- Differentiating instruction professional development workshop
- Sign language instruction
- Training to program augmentative speech device
- Training on writing a positive behavior support plan
- Training on conducting a functional behavioral analysis

For any and all of the items listed in the supports for school personnel, a clarification statement needs to be made to specify what the supports "looks" like.

See "How To...." Section for clarification statements for Supports for School Personnel

Least Restrictive Environment (LRE)

The concept of the least restrictive environment refers to the IDEA's mandate that children with disabilities be educated to the maximum extent appropriate with nondisabled peers. They should have access to the general education curriculum, extracurricular activities, or any other program that non-disabled peers would be able to access. The student should be provided with supplementary aids and services necessary to achieve educational goals if placed in a setting with non-disabled peers. To determine what an appropriate setting is for a student, a team will review the student's needs and interests. The types of educational settings for students with disabilities will vary. With the differences in needs and interests among students with disabilities, there is no single definition of what an LRE will be for all students.

The IEP team should ALWAYS start with the general education setting for placement, even if the student is currently in a placement that is not general education. Just because a student was in a self-contained or resource setting for a year or more doesn't mean the team should automatically start at that level of restriction when discussing the new IEP.

The team must consider all of the following

- Students current independent function in ALL areas
 - ELA
 - Math
 - Listening and following directions
 - Staying on task, need for redirection
 - Ability to interact socially with peers
 - Ability to self-regulate emotions
- The students' goals must be discussed. Can those goals be accomplished in the gen ed environment without leading to a decrease in the instruction for the other students, or the modification of the curriculum to such an extent that it is not recognizable as the appropriate grade level standard.
- Then the team needs to look at each of these areas and determine if there were staff supports in place in the general ed classroom that would improve the students ability to be independent and the goals to be reached in the areas above.
- The team also looks at specific aids that may assist the student in those areas (like a communication device, visual or auditory cues)

- The addition of accommodations or modifications (such as those in the page above) must also be considered.

The students' goals must be discussed. Can those goals be accomplished in the gen ed environment without leading to a decrease in the instruction for the other students, or the modification of the curriculum to such an extent that it is not recognizable as the appropriate grade level standard. Then the team needs to look at each of these areas and determine if there were staff supports in place in the general ed classroom that would improve the student's ability to be independent and the goals to be reached in the areas above.

The team also looks at specific aids that may assist the student in those areas (like a communication device, visual or auditory cues)

The addition of accommodations or modifications (such as those in the page above) must also be considered.

All of these perspectives must be considered and discussed, if even with these issues being in place the student would not be successful with his/her grade level peers, then the team starts altering the environment until the appropriate placement is identified.

A continuum of services may look like:

General Education classroom with consultation only (no direct student services, services to teacher only)

General Education classroom with monitoring services (monitoring requires a goal in the area of eligibility) and requires a special service provider providing at least limited contact with the student General Education classroom with 1:1 support from special education staff for the time spent in the general education classroom

General Education classroom with direct support from special education staff within the general education classroom.

General Education classroom with direct support from special education staff in a pull-out model Separate special education classroom, Day program not on the district campus, Hospital or Residential Treatment Center.

Along with the LRE the IEP has to state what potential harmful affects the placement could have on the student.

See "How To...." Section for examples of LRE and Potential Harmful Effects

Prior Written Notice- PWN

Prior written notice is the document that is sent to parents AFTER the team meets for an IEP and/or MET. The purpose of this notification is to inform the parent of what is being proposed and why, or if the parent made a request that is denied, what is being refused and why. If the meeting is straightforward, no clashes, no opposing opinions, etc., then the PWN can be written and given to the parent at the end of the meeting. A PWN should not already be completed (a draft may be appropriate) prior to the team sitting down to meet. (Having it completed ahead of time is making conclusions without the parent and pre-determining decisions). If, however, there are any areas of contention, any refusal on any parent request, or other issues without consensus that require a review of the IEP and/or conference summary, then the PWN needs to be written later and sent to the parent within 10 calendar days.

There are the instances that require a PWN be sent to parents

- At the annual IEP to indicate that the IEP is being implemented whether or not service times, placement modifications/accommodations, etc. have or have not been changed from the previous year
- When the district team proposes to initiate or change eligibility of a student
- When the district team proposes to initiate or change an evaluation of a student

When the district team proposes to initiate or change the educational placement of a student

- When the district team proposes to initiate or change related services that provide FAPE
- When the district team refuses to initiate or change identification of a student.
- When the district team refuses to initiate or change the evaluation of a student
- When the district team refuses to initiate or change the educational placement of a student
- When the district team refuses to initiate or change related services that provide FAPE

See "How To..." section for examples of Prior Written Notices (PWNs)

Conference Summary

Conference summaries are not meant to be verbatim accounts of the meeting. At the very **least** however the summary should state:

- parents were given/offered their parental rights packet
- team was introduced to the parents and each other
- the purpose of the meeting (annual, revision, addendum, transfer-in, RED, MET, etc)
- goals were reviewed and discussed
- review and discussion of accommodations, etc were reviewed and discussed
- discussion of expectation of testing (i.e. is student expected to pass all, or any part of the state testing)
- placement options reviewed and discussed
- parent requests and / or concerns - and response of school team to those requests/concerns summary/list of decisions made
- Note taker needs to at least initial

Miscellaneous

Parent Refusal to give Permission to Evaluate for an Initial Evaluation

If after the RED meeting a parent **refuses** initial testing a Prior Written Notice must be completed that states the team PROPOSED initial evaluation in the area(s) of

See "How to" section for example of PWN for refusal to give permission to test

Parent Refusal to give Permission for Initial Placement in Special Education

- If a parent refuses to sign for initial placement into special education the district may NOT initiate a due process.
- Additionally, the student is not protected under special education discipline procedures (**as described** in the Behavior/Discipline section of the handbook).
 - The parent can decide at a later date to pursue the IEP placement.
 - If the time that has passed is less than 10 days, the team can go ahead with the initial IEP

and placement, with a prior written notice to indicate a new start date.

- If the parent makes a decision to accept the IEP **after** 10 days, then the team must re-meet to determine if any changes are necessary. The prior written notice should refer to the delay placement
- Write a Prior Written Notice of the Parent's refusal

See "How to....." section for example of PWN for refusal for initial placement

Opt Out Memo

On December 1, of 2008, The Federal Register published a new regulation that allows parents to have the child "opt-out" of special education services. Parental *Revocation of Consent for Special Education Services* (§§ 300.9 and 300.300) This new regulation allows parents to remove their student **from** special education services once those services have been initiated. Prior to this decision a district had a responsibility to continue services for a student identified as eligible for special education and/or related services.

Typically this type of request surfaces when a parent is angry at a school or staff member, when a parent wants the child open enrolled in another district, and/or asks for a boundary exception within a district, or sometimes because the child does not like having to go to "special classes." If a parent expresses the desire to remove their child from special education the IEP team needs to try and get the parent to at least meet with them first to discuss other alternatives.

If the parent insists on going through with the withdrawal of services a **specific form needs to be signed** (see Misc. Forms in eIEP-Pro) and the case manager needs to be certain to provide a prior written notice with a copy of the parent rights.

See "How To" section for details of the PWN for an OPT OUT

Out of Compliance Forms:

If an IEP or Evaluation is not conducted within the legal timelines the case manager must document that error. The documentation isn't to place blame, but rather to acknowledge the error and demonstrate that the student has had no lapse of services during the period of non-compliance. The form is completed and goes with the IEP to be sent to the student's official file in the district special education office. (The Out-of- **Compliance Forms for both IEP and/or MET meetings are in the** Resources section. These forms are completed if:

- An IEP is held more than 364 days from the last annual IEP
- An IEP is not held with 30 calendar days of an evaluation (initial or re-eval)
- An IEP is not held within 30 school days of a transfer-in student's enrollment
- A determination of eligibility is not held within 60 calendar days of the parent signing permission to evaluate (regardless if it is an initial or re-evaluation)
- A re-evaluation that is not held within 2yrs+364 days of the last eligibility meeting

Section 504

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in programs or activities that receive Federal financial assistance from the U.S. Department of Education. Schools are included in this definition. Section 504 and the American with Disabilities Act of 1990 (ADA) are anti discrimination laws and do not provide any type of funding. Section 504 requires recipients to provide to students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met. An appropriate education for a student with a disability under the Section 504 regulations could consist of education in regular classrooms, education in regular classes with supplementary

services, and/or special education and related services. Each campus has a 504 representative.

See "How To..." section for Steps for Transfer-In Students with an IEP

See "How To..." section for Example of Teacher Report on Woodcock-Johnson III Achievement Test

Ordering Materials

If a staff member needs materials for curriculum and instruction for their classroom or program, he/she should talk first with the supervisor who will be supporting the funding of the materials. Everyday materials typically come from the school funds, while materials required due to the nature of a student's disability of self-contained placement would typically be bought through special education monies. The requesting staff would complete a Purchase Order Request, including tax and shipping/handling in the total amount. DO NOT leave blanks, it will be returned back for completion. Purchase Order forms are located on each campus. Send completed forms to the Director of Special Education or the Administrative Assistant to the Director.

"How To..." Section

Transition from AzEIP to School Services (Preschool)

Step	Action	Person Responsible
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1	Contact the Early Childhood Program Specialist	County Birth to three Agency serving Beaver Creek children
2	Keep documentation of all referrals, whether through agencies or parent self-referral. The documentation includes date of the contact, the name of the referring agency,, the case manager of the child's records	Early Childhood Program Specialist
3	Contact the sending agency to coordinate a meeting with the parent to discuss the transition plan when the child is between 2.6 and 2.9 years old.	Early Childhood program Specialist
4	Document Transition Meeting with the family.	Early Childhood Program Specialist and AzEIP birth-to-three representative
5	Individualized Family Service Plan (IFSP) on the child given to Early Childhood Program Specialist at the transition meeting	AzEIP Agency Representative
6	Hold a RED meeting to either develop a screening and or evaluation plan to determine eligibility for special education services at the preschool.	Early Childhood Program Specialist or Psychologist for the preschool evaluation team
7	Conduct screening and/or evaluation as determined.	Preschool Evaluation team
8	Determine eligibility for special education.	Preschool Evaluation/IEP team
9	Assign an eligible child to the teacher.	Early Childhood Program
10	Hold IEP Meeting	Preschool IEP Team

Birth-to-Three to Preschool Transition Meeting Agenda

- Introduction
- AzEIP agency representative explains the reason for the meeting
- School district representative explains parent rights and procedural safeguard, gives parents a hard copy
- Parents and service providers discuss child's strengths and interests, limitations and needs
- Family shares their priorities, concerns and resources
- Review existing analysis data, therapy progress
- Identify information or resources needed
- School district personnel discuss the process of evaluation, eligibility, and IEP. placement
- Determine if additional evaluation information is warranted
- Identify activities to be completed before child's transition date
- Plan for how and when the evaluation will occur (if needed)
- Identify follow-up timelines
- Discussing that if the child qualifies for preschool special education services what placement options are available
- Summarize plan
- Determine how copies of 90 day meeting summary will be distributed

Rubric for Assisting in All-Day Kindergarten Decisions

Areas of Consideration	1 The Student...	2 The Student...	3 The Student...	4 The Student...	5 The Student...
Level of independence in personal hygiene (handwashing, undressing/redressing for toileting)	Can perform all personal hygiene without assistance	Can perform all personal hygiene with verbal prompts	Can perform all personal hygiene with physical prompts	Can perform all personal hygiene with hand-over-hand assistance	Adult required to perform all tasks for the student
Level of independence for functional/academic activities	Can perform all functional/academic activities without assistance	Can perform all functional/academic activities with verbal prompts	Can perform all functional/academic activities with physical prompts	Can perform all functional/academic activities hand over hand assistance	Adult required to perform all functional/academic activities for the student
level of independence for transitioning from one task/area of another	Can perform transitions from one task/area to another without assistance	Can perform all transitions from one task/area to another with verbal prompts	Can perform all transitions from one task/area to another with physical prompts	Can perform all transitions from one task/area to another with hand-over-hand assistance	Adult required to perform all transitions from one task/area to another task for the student
Toileting	Can toilet independently, tells teacher needs to use the restroom	Can toilet independently after verbal reminders by teacher	Can toilet if teacher reminds and assists with snaps/buttons/belts, etc.	Can perform toileting tasks with hand-over-hand adult assistance	Adult required to perform all tasks for the student (diapering)
Feeding/Drinking	Can perform all feeding/drinking tasks without assistance	Can perform all feeding/drinking tasks with verbal prompts	Can perform all feeding/drinking tasks with physical prompts	Can perform feeding/drinking tasks with hand-over-hand assistance	Adult required to perform all feeding/drinking tasks for the student (May be tube fed)
Attention span	Can complete an age appropriate task from the beginning to end of an activity due to simply being engaged in the task	Can complete an age appropriate task from the beginning to end of an activity if given multiple verbal prompts	Can complete an age appropriate task from the beginning to end of an activity if given verbal prompts and an opportunity to leave task for 5-10 minutes before finishing	Can complete an age appropriate task from the beginning to end of an activity if given verbal and physical assists/prompts and an opportunity to leave task multiple times before completing	Requires an adult to perform the task hand-over-hand
Need for rest	Can stay alert without rest/nap for 2 or less hours	Can stay alert for at least 3 hours	Can stay alert for at least 4 hours	Can stay alert for at least 5 hours	Can stay alert for at least 7 hours

	at a time				
Language Level	Can express self verbally enough to get want/needs known to listener without becoming frustrated	Can express himself verbally but also has to use pointing and gestures to make wants/needs known to listener, occasionally becomes frustrated	Can express self through pictures, gestures, signs, pointing, but not verbally and often becomes frustrated that the listener does not understand	Has limited gestures, vocalizations, and/or picture knowledge to communicate wants/needs to listener, has breakdowns and/or gives up	Has no formal or informal method of communication, does not demonstrate frustration at inability to communicate to listener
Structured Support	Does not require advanced notice of change of routine, will adapt easily to changes without breakdown occurring	Requires advance notice of change of routine either verbally or with pictures by at least 1-2 hours or breakdown will occur	Requires advanced notice of change of routine by at least 1-2 hours or breakdown will occur	Requires advanced notice of change of routine by at least one day or breakdown with occur	Requires the same routine every day or break down will occur
Regression/Recoupment	Can recoup learned skills within one month, or in-line with peers, after school is out from the summer	Can recoup learned skills within 2 months, after school is out for the summer, and demonstrates no loss when out for only fall, winter or spring break	Can recoup learned skills within 3 months when out for the summer and/or 3-5 days when out for only fall, winter or spring break	Cannot consistently demonstrate previously learned skills from week to week	Cannot consistently demonstrate learned task from day to day
Inclusion for academics	Can be in general education kindergarten class with no need to adapt curriculum in at least 2 activities/tasks/subjects	Can be in general education kindergarten class with minimal adaptations in curriculum in at least 2 activities/tasks/subjects	Can be in general education kindergarten class with adapted curriculum and monitoring by an adult (not Kinder teacher)	Can be in general education kindergarten class with adapted curriculum and an adult (not kinder teacher) staying with him/her while there	Curriculum would need to be adapted and modified to the extent that it would not resemble the grade level curriculum
Inclusion for socialization	Communication and/or social skills are delayed however the student will initiate positive interactions without adult facilitation	Communication and/or social skills are delayed however the student will initiate positive interactions, may need adult prompting	Communication and social skills are delayed however the student will interact with others if guided and prompted	Communication and social skills are delayed to the point where an adults must facilitate all interactions between student and others	Communication and social skills are significantly delayed to the point where no interaction between student and others

# of Areas Requiring specialized instruction (Refer below to list)	1-2	3-5	6-7	8-10	10+

Activities of Daily Living

Language Arts

Behavior Support

Mathematics

Listening Comprehension

Interpersonal/Social Skills

Organizational Skills

Written Expression

Special (PE/Music/Computer)

Physical Therapy

Speech-Articulation

Occupational Therapy

Communication-Rec/Express

Consideration for an all-day program should be discussed if (1) 40 points or more on the rubric, or (2) 10 or more areas with 4-5 pts

Case Manager Duties for the Evaluation Process

- Contact health office to complete vision and hearing screens prior to RED meeting
- Obtain vision and hearing screening dates and results
- If did not pass both screenings, you CAN NOT proceed with evaluation until issue is resolved or student is under doctor's care
- Contact the parent and set up the RED meeting - complete meeting request form in IEP program (be sure to include all required attendees)
- Obtain through email present levels (PLAAFP) from each teacher/therapist
- Write up the report using the eIEP-Pro template, have it complete up to the evaluation plan
- Print out the report and have it for the RED meeting with parent

****If needed** (i.e. sticky situation or possible disagreement among school team members) hold a pre RED meeting with the team 1-2 days prior to the meeting to at least be able to present in a professional manner the concerns or disagreement among the team members.

At the meeting the case manager would:

- a. Make introductions
- b. State Purpose of meeting
- c. Offer rights, review as needed depending on parent
- d. Appoint someone at the meeting to take the conference summary notes
- e. Review each page of report
- f. Request Parent Input - write into report

- g. Each Teacher covers their PLAAFP, if all teachers are not there, case manager can do it
- h. Related Service Input covered by the staff representing that area
- i. Team decides if current information is sufficient to determine eligibility (if SLD, must test unless the parent brings in recent testing that the team agrees is sufficient-this is a Beaver Creek procedure)
If information is sufficient to determine eligibility, skip steps J-M go to bulleted area
- j. If not, the team decides what more is needed - What categories are being considered? (Team decision)
and complete the evaluation plan pages with the answers to these questions.
- k. Obtain parent's signature on permission to eval form
- l. Case manager completes PWN and Conference Summary - (signatures needed)
- m. RED meeting ends ---- come back for MET2

- If the team decides that testing is sufficient and that no more info is needed to establish eligibility: Discuss each category considered and determine qualified or not. Complete an eligibility form on each eligibility that was discussed in the RED meeting
- Case Manager fills out the proper paperwork for each category considered and obtains signatures (** Each participant also checks "Yes/No" for SLD) – signatures needed on eligibility form(s)
- Case manager completes PWN **and** Conference Summary
- Case manager sends final MET report via email to each person serving child

TIPS for a Quality MET Meeting

- Case manager - i.e., psychologist - **If** you suspect that the parent may have difficulty understanding, **or may** have lots of questions about the report, meet with the parent prior to the actual meeting, go through the report in parent friendly language
- Use visual (Bell charts is very good for explaining standard scores)
- Use classroom or homework performance to demonstrate different specifics of sub tests
- Have an agenda for the parent (**and** teachers) to follow
- Have a copy of the eligibility requirements to refer to in case there are questions/opposition to a specific eligibility category

Leave Blank for IEP examples

Steps for transition from Preschool to kindergarten

<u>Timeline:</u> January through May Steps	Action	Person(s) Responsible
January	Insert the Head Start & Preschool Supervisors of the transition	Sped case manager, Principal, Preschool/Head Start Staff
January	Look at the current and projected class list. Determine which students will be eligible for transition to kindergarten in the fall	Sped case manager, Principal, Preschool/Head Start Staff

Late February	Determine Kindergarten assignments for self-contained students	Sped case manager, Principal, Preschool/Head Start Staff
Late Feb/Early March	Conduct observations of students coming to campus	Case manager, Principal
March-April	Request RED/MET meetings: Parents, current and kindergarten regular teacher, therapist, psychologist, principal and Case manager. - Determine what analysis is necessary for each student to determine elementary eligibility. - MET format in eIEP-Pro is used for kindergarten transition	Sped case manager, Principal, Preschool/Head Start Staff, itinerant staff
January-April	Hold RED/MET meetings and conduct evaluations as determined.	Sped case manager, Principal, Preschool/Head Start Staff
March-April	Finalize date for transition IEP meetings	Sped case manager, Principal, Preschool/Head Start Staff
March-May	Create draft of goals for resource/self-contained services discuss with teachers at elementary school	Sped case manager, Principal, Preschool/Head Start Staff
March-May	Hold transition meetings	IEP team
May	Be sure that each child transitioning to self-contained has an updated transportation form completed in eIEP-Pro -Email forms to transportation manager	Case Manager, Transportation Manager