

## Section 4

# INDIVIDUALIZED EDUCATION PROGRAM (IEP) PROCESS



## Area: IEP PROCESS

Introduction: The IEP is designed to clearly communicate to parents and providers the type and amount of special education and any necessary related services or supports that will be made available to the student. The evaluation report contributes the information needed to develop the IEP. The IEP is individualized to reflect the unique needs of the student and states how these needs will be addressed to permit the student to access and benefit from the general education curriculum.

**All IEP's due by September 30 must be completed prior to summer vacation.**

<i>PROCEDURES</i>	<i>FORMS</i>	<i>RESPONSIBILITY</i>	<i>TIMELINE</i>	<i>SOURCE</i>
<p><b>IEP Team</b> The following IEP team members are required to be invited for each student's IEP meeting:</p> <ul style="list-style-type: none"><li>• The parent(s) of the student</li><li>• At least one general education teacher (or preschool education provider) of the student if the student is, or may be, participating in the general education environment</li><li>• At least one special education teacher of the student, unless the student only receives SDI through an SLP, OT, PT, vision or O&amp;M</li><li>• A representative of the school district qualified to provide or supervise the provision of specially designed instruction and knowledgeable about the availability of resources of the school district (building administrator or designee, which could include a related service personnel who is not also the IEP case manager or an individual who have been trained as an LEA rep).</li><li>• An individual who can interpret the instructional implications of evaluation results, who may be a member of the team listed above</li><li>• The student should be invited if the purpose of the meeting will be the consideration of transition needs or services (documented invitation required beginning on the IEP in which the student will be turning 16).</li><li>• A representative of any other agency that is likely to be responsible for paying for transition services should be invited (required beginning at age 16).</li><li>• At the discretion of the parent or the school district, other individuals who have knowledge or expertise regarding the student.</li><li>• If an interpreter is required, the interpreter should be listed on the IEP invitation and signature page(s).</li><li>• Related service staff who have areas being addressed in the IEP.</li></ul>		IEP Case Manager		<a href="#">WAC 392-172A-03095</a>





<b>PROCEDURES</b>	<b>FORMS</b>	<b>RESPONSIBILITY</b>	<b>TIMELINE</b>	<b>SOURCE</b>
<p>IEP Revisions may be made in two different manners: After the annual IEP team meeting has been held, it may be necessary to revise a student's IEP.</p> <ol style="list-style-type: none"> <li>1. A meeting <b>must</b> be held if the team is recommending a change in placement, addition or deletion of services, or a major change in IEP minutes. Follow the same steps outlined above for scheduling IEP meetings, including contacting the parent(s), sending an invitation to the IEP meeting, and documenting attempts to schedule the meeting.</li> <li>2. The parent may agree <u>not</u> to convene an IEP team meeting for the purpose of changing the IEP, and instead the team may develop a written document to revise the student's current IEP. In that case, the following must apply to the revision: <ul style="list-style-type: none"> <li>• The revision cannot include a change in placement (e.g., off-campus instruction), addition or deletion of services (e.g., speech services), or a major change in IEP minutes that changes the student's LRE category. An IEP Meeting Invitation is not required.</li> <li>• The case manager must indicate on the IEP Revision that no meeting was held and that parents agreed to waive the meeting.</li> <li>• All sections of the IEP Revision must be completed, including a Prior Written Notice. Document in the Prior Written Notice the date and communication method used.</li> </ul> </li> </ol> <p><b>Prior Written Notice</b></p> <p>The district is required to send a prior written notice after a decision has been made, but before implementing the decision, including decisions that are related to proposals or refusals to initiate or change the identification, evaluation, placement, or provision of a free and appropriate public education.</p>	<p>IEP Revision</p> <p>Invitation to meeting; IEP revision; PWN</p> <p>IEP without convening a meeting; PWN</p>	<p>IEP Team</p> <p>IEP Case Manager</p> <p>IEP Case Manager</p>		<p><a href="#">WAC 392-172A-03110(2)(c)(d)</a></p>

<i><b>PROCEDURES</b></i>	<i><b>FORMS</b></i>	<i><b>RESPONSIBILITY</b></i>	<i><b>TIMELINE</b></i>	<i><b>SOURCE</b></i>
<p>A prior written notice must include the following:</p> <ul style="list-style-type: none"> <li>• What the district is proposing or refusing to do</li> <li>• An explanation of why the district is proposing or refusing to take action</li> <li>• A description of any other options considered by the IEP team and the reasons why those options were rejected</li> <li>• A description of each evaluation procedure, assessment, record, or report used as a basis for the action</li> <li>• A description of any other factors related to the action</li> <li>• A description of any evaluation procedure the district proposes to conduct for the initial evaluation and any re-evaluations</li> <li>• A statement that parents are protected by the procedural safeguards (which must be provided)</li> <li>• Sources for parents to contact to get help in understanding the procedural safeguards and the contents of the notice</li> </ul>				

## Area: SURROGATE PARENTS

Introduction: The school district must assign a person to act as a surrogate parent if the district cannot identify the student's parent or guardian after reasonable effort, or if the student is an unaccompanied homeless youth, or if the student is a ward of the state. A ward of the state (WAC 392-172A-01200) means a student within the jurisdiction of the department of social and health services, children's administration through shelter care, dependency or other proceedings to protect abused or neglected children, except that it does not include a foster child who has a foster parent who meets the definition of a parent in WAC 392-172A-01125. A parent means a natural or adoptive parent, a guardian, or an adult person acting as a parent. A surrogate parent may represent the student in all matters related to identification, evaluation, educational placement, and provision of special education and related services.

<b>PROCEDURES</b>	<b>FORMS</b>	<b>RESPONSIBILITY</b>	<b>TIMELINE</b>	<b>SOURCE</b>
<ul style="list-style-type: none"> <li>● Determine whether a non-adult student needs a surrogate parent and notify the Executive Director and appropriate Assistant Director.</li> <li>● When any staff person becomes aware of a situation that might require the identification of a surrogate parent (in many cases, the staff person will be the school psychologist), the special education director and appropriate assistant director (depending on the school or program of the student involved) should be contacted immediately.</li> <li>● Determine the potential for conflict of interest.</li> <li>● Assign a surrogate parent with the knowledge and skills to appropriately represent the student. Assignment of a surrogate parent must happen within thirty (30) days of the district's determination that one is needed.</li> <li>● Periodically review the performance of a surrogate parent in representing the needs of a student with disabilities.</li> </ul>		IEP Case Manager	As needed	<a href="#">WAC 392-172A-01125(1)(e)</a>
		Executive Director/Assistant Director	30 days	<a href="#">WAC 392-172A-05130</a>
		Executive Director/Assistant Director		

## Area: PRESENT LEVELS OF PERFORMANCE (PLP)

Introduction: The purpose of present levels is to provide a comprehensive overview of the student's educational performance. Present levels drive the goals and objectives, related services, supplementary aids and services, and other additional supports needed for the student. This section is written in narrative form, using objective and measurable language.

<b>PROCEDURES</b>	<b>FORMS</b>	<b>RESPONSIBILITY</b>	<b>TIMELINE</b>	<b>SOURCE</b>
<p>Before writing present levels of performance, consider the following information:</p> <ul style="list-style-type: none"> <li>• The strengths of the student</li> <li>• The concerns of the parents for enhancing the educational performance of the student</li> <li>• The results of the initial or most recent evaluation and subsequent reviews of the student's progress on IEPs</li> <li>• The results of the student's performance on any general state or district wide assessment programs, as appropriate</li> </ul> <p>Present levels must describe the student's academic achievement and functional performance, as well as how the student's disability affects the student's involvement and progress in the general curriculum for each area of eligibility. For preschool students, present levels must describe how the disability affects the student's participation in appropriate age-level activities.</p> <p>Write a narrative about the student's present levels of educational performance, using objective and measurable terms, including current scores or data, assessments used, and an explanation of the results.</p> <p>The present levels of performance provide the information, rationale and data to support the IEP goals and objectives, and therefore there must be direct alignment between them.</p>	IEP	IEP Team	Annually or as needed	<a href="#">WAC 392-172A-03090(1)</a>



<b>PROCEDURES</b>	<b>FORMS</b>	<b>RESPONSIBILITY</b>	<b>TIMELINE</b>	<b>SOURCE</b>
<p><u>Special Factors to consider:</u> Mark yes or no for each of the special factors listed on the form (behavior, limited English proficiency, blind or visual impairments, communication, and assistive technology).</p> <p>Follow prompts on the form for information to include in present levels or in other locations on the IEP.</p> <p>If behavior is considered a special factor, see guidelines for when to include a Functional Behavior Assessment, or a Behavior Intervention Plan.</p>				<a href="#">WAC 392-172A-03110(2)(a)</a>

## Area: GOALS AND OBJECTIVES

Introduction: The purpose of the goals and objectives is to outline the student's instructional program. Measurable annual goals and objectives stem from the recommendations for specially designed instruction in the evaluation report, the present levels of performance, and/or subsequent reviews of a student's progress from ongoing IEPs which should be reflected in IEP revisions.

<b>PROCEDURES</b>	<b>FORMS</b>	<b>RESPONSIBILITY</b>	<b>TIMELINE</b>	<b>SOURCE</b>
<p>A statement of measurable annual goals, including academic and functional goals must be written to meet the needs of the student outlined in the present levels of performance.</p> <p>For students taking an alternative State assessment aligned to alternative achievement standards, a description of benchmarks or short-term objectives must be written in those academic areas, during the years in which they will be assessed. If the student has passed the high school level state assessments, short-term objectives are not required unless the team deems them appropriate.</p> <p>Goals must:</p> <ul style="list-style-type: none"> <li>• Relate to the general education curriculum; and for preschool students, participation in appropriate activities</li> <li>• Address other educational needs that result from the student's disability <ul style="list-style-type: none"> <li>• Align with the information and data in the Present Levels of Performance</li> </ul> </li> </ul> <p><u>Measurable Annual Goal(s)</u>: Using measurable and observable terms, write a statement describing what the student can reasonably be expected to learn by the end of the IEP. The goals should be specific enough for parents to understand <i>exactly</i> the skill, task, activity or behavior being taught.</p> <ul style="list-style-type: none"> <li>• Condition – when or where we expect the skill to be used</li> <li>• Observable Skill – what we want the student to be able to do</li> <li>• Criteria for mastery</li> </ul>	IEP	IEP Team	Annually or as needed	<a href="#">WAC 392-172A-03090</a>

<p><u>Objectives</u>: Write objectives that break the skills described in the annual goal into discrete components. The purpose of objectives is to gauge at intermediate times during the year how well the child is progressing toward achievement of the skill, task activity or behavior described in the annual goal. Objectives are only needed for academic areas in which the student will complete an alternative assessment.</p> <p><u>Baseline (from)</u>: The baseline is written in specific, quantifiable terms, which align with the data presented in the present levels of performance. Specify in quantifiable terms, the level of competency that the student currently performs the goal/objective.</p> <p><u>Criteria/target (to)</u>: The criteria is written in the same specific, quantifiable terms, which align with the baseline and the data. Specify the level of competency that will be used to evaluate achievement of the goal and/or objective.</p> <p><u>Evaluation Type</u>: Indicate the type of evaluation (method of measurement) that will be used for each objective.</p>				<p><a href="#">WAC 392-172A-03090</a></p>
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## Area: SPECIAL EDUCATION SERVICES

Introduction: The purpose of the services section of the IEP is to summarize the student's entire program of special education, related services, supplementary aids and services, program modifications and/or supports for school personnel. These services are those needed by, or on behalf of, the student to: (1) progress toward the annual goals, (2) be involved in and progress in the general curriculum and participate in extracurricular and other nonacademic activities, and (3) be educated and participate with children with and without disabilities. The needs of the student and services provided must be clear to the parents and other IEP service providers.

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
<p><b>Special Education Services</b> For each special education service the student will receive, indicate the initiation and anticipated duration dates, minutes per week, location of services (general education, special education, other), the position(s) responsible for providing instruction, and the certificated special education position responsible for monitoring progress.</p> <ul style="list-style-type: none"> <li><b>Special Education Services:</b> This section includes all specially designed instructional services that are provided or designed and supervised by special education teachers; speech language pathologists; occupational therapists; physical therapists; adaptive physical education specialists; vision, orientation and mobility specialists; or transition liaisons. <i>Specially designed instruction may be carried out by general education teachers, or trained paraeducators if the services are designed and supervised by a qualified special education staff member.</i></li> </ul> <p>Specially designed instruction must be provided or services cannot be considered special education. Special education services must have accompanying goals and objectives.</p> <p>Special education does not include individual accommodations within general education that alone would meet the learning needs of the student.</p> <p>Identify the areas of special education service(s).</p>	IEP	IEP Team	Annually or as needed	<p><a href="#">WAC 392-172A-03090</a></p> <p><a href="#">WAC 392-172A-03090</a></p> <p><a href="#">WAC 392-172A-01175</a></p>

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE														
<b>Related Services</b> <ul style="list-style-type: none"><li>Related services are not addressed in the IEP goal pages; they are developmental, corrective, preventative, and other supportive services that are required to assist a student to benefit from special education. Related services may include school health services, and other services as described in the WAC.</li></ul> <p>Indicate the initiation and anticipated duration dates, minutes per week, location of services (general education, special education, other), the position(s) responsible for providing instruction, and the certificated special education position responsible for monitoring progress.</p>				<a href="#">WAC 392-172A-01155</a>														
<b>Supplementary Aids and Services</b> <ul style="list-style-type: none"><li>Supplementary aids and services are those aids, services, and other supports that are provided in general education classes or other education-related settings to enable the student to benefit from general education. This section also includes modifications needed to ensure access of the student to the general curriculum. Program modifications may be needed in tests, texts, homework, assignments, grading, or more. Write initiation and anticipated duration dates, amount and frequency of services, and location of services.</li></ul> <p>In Goalview, as you complete the services page, click into the “school min/wk field” at the top and type in the following minutes (without lunch/with lunch – be sure to only use if SDI occurs during lunch):</p> <table><tr><td>All Elementary: 1760/1860</td><td>Global: 1759/1909</td></tr><tr><td>All Middle/Aviation: 1710/1860</td><td>Mt. Rainer: 1730/1880</td></tr><tr><td>AAA/HS3/TEC: 1760/1910</td><td>New Start: 1380/1500</td></tr><tr><td>ACE/Highline: 1755/1905</td><td>Extended Day PK: 980</td></tr><tr><td>Aviation: 1710/1860</td><td>Early Childhood/Educare/DHH PK: 640</td></tr><tr><td>Big Picture: 1560/1710</td><td>CBS: (LC) 1620; (UC) 1380</td></tr><tr><td>Choice: 960/1080</td><td></td></tr></table>	All Elementary: 1760/1860	Global: 1759/1909	All Middle/Aviation: 1710/1860	Mt. Rainer: 1730/1880	AAA/HS3/TEC: 1760/1910	New Start: 1380/1500	ACE/Highline: 1755/1905	Extended Day PK: 980	Aviation: 1710/1860	Early Childhood/Educare/DHH PK: 640	Big Picture: 1560/1710	CBS: (LC) 1620; (UC) 1380	Choice: 960/1080		IEP	IEP Team	Annually or as needed	<a href="#">WAC 392-172A-03090(1)(d)</a> <a href="#">WAC 392-172A-01185</a>
All Elementary: 1760/1860	Global: 1759/1909																	
All Middle/Aviation: 1710/1860	Mt. Rainer: 1730/1880																	
AAA/HS3/TEC: 1760/1910	New Start: 1380/1500																	
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Big Picture: 1560/1710	CBS: (LC) 1620; (UC) 1380																	
Choice: 960/1080																		
PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE														



**Area: SPECIALLY DESIGNED INSTRUCTION PROVIDED BY INDIVIDUALS OTHER THAN SPECIAL EDUCATION TEACHERS OR RELATED SERVICE STAFF**

**Introduction:** Specially designed instruction may be provided by general education certificated personnel, classified paraprofessionals who meet the highly qualified criteria, or other non-special education certificated personnel. The special education teacher is always the individual responsible for designing, and monitoring the progress of specially designed instruction.

<b>PROCEDURES</b>	<b>FORMS</b>	<b>RESPONSIBILITY</b>	<b>TIMELINE</b>	<b>SOURCE</b>
<p>Specially Designed Instruction: Specially designed instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction in order to:</p> <ul style="list-style-type: none"> <li>• Address the unique needs of the student that result from the student's disability; and</li> <li>• Ensure access of the student to general curriculum so that the student can meet the educational standards within the jurisdiction of the public agency that apply to all students.</li> </ul> <p>Personnel Qualifications: Special education and related services must be provided by appropriately qualified staff. Other staff including general education teachers and paraprofessionals may assist in the provision of special education and related services when:</p> <ul style="list-style-type: none"> <li>• Instruction is designed and supervised by special education certificated staff, or for related services by a certificated educational staff associate (ESA).</li> <li>• Student progress is monitored and evaluated by appropriately qualified staff.</li> </ul> <p>*Specially designed instruction is monitored and evaluated by special education certificated staff.</p> <p>*Related services are monitored and evaluated by a certificated educational staff associate (ESA).</p> <p>Provision of SDI/Related Services by Classified Staff: The provision of SDI and/or related services provided by classified staff persons must be carefully designed, supervised, monitored, and evaluated by either special education certificated personnel or an ESA. This must include:</p>	IEP	Case Manager		<a href="#">WAC 392-172A-01175</a>  <a href="#">WAC 392-172A-02090</a>

<ul style="list-style-type: none"> <li>• Clear communication of student goal(s) and/or objective(s) to paraprofessional providing SDI and/or related services</li> <li>• Provision of appropriate curricula and/or instructional materials necessary to address goal(s) and/or objective(s)</li> <li>• Routine and ongoing guidance related to appropriate instructional methods and/or behavioral management strategies to facilitate student progress</li> <li>• Provision of appropriate data collection systems and necessary instruction regarding the use of those systems to the paraprofessional providing SDI and/or related services</li> <li>• Regular review of student progress data (at least monthly) and appropriate program adjustments made based on that data</li> <li>• Ongoing communication with the paraprofessional to effectively coordinate instruction related to student's goal(s) and objective(s)</li> <li>• Routine observation of paraprofessional providing SDI and/or related services</li> <li>• Clear identification in student's IEP Summary of Services Matrix</li> </ul> <p>Provision of SDI by General Education Certificated Staff: The provision of SDI provided by general education certificated staff must be carefully designed, supervised, monitored, and evaluated by special education certificated personnel. This must include:</p> <ul style="list-style-type: none"> <li>• Weekly observation, when possible, by the special education staff of the provision of SDI</li> <li>• Provision of at least monthly evaluation of student progress toward the goals(s) by the special education certificated personnel</li> </ul> <p>Evidence of ongoing communication regarding defined elements of SDI (content, methodology and/or delivery of instruction) as specific to each individual student's unique needs based on</p> <ul style="list-style-type: none"> <li>• his/her disability and IEP to promote progress in the general education curricula</li> <li>• Clear identification in student's IEP service matrix</li> </ul>				
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The service matrix on each student's IEP must:

- Clearly specify the student's services in each area of eligibility
- Identify staff person who is responsible for delivering the services
- Define the special education certificated staff person or ESA as being responsible for monitoring the services
- Identify the location of services
- State the amount of time the student will receive those services
- Identify the start and end dates

If any of the above change, the IEP must be amended.

## Area: EXTENDED SCHOOL YEAR (ESY)

Introduction: Extended school year (ESY) services are those services provided beyond the normal school year to a student with a disability in accordance with the student's IEP and at no cost to the parents. ESY services must be provided only if a student's IEP team determines, on an individual basis, in accordance with this chapter that the services are necessary for the provision of FAPE to the student.

An appropriate IEP is a critical step in establishing FAPE. The IEP should reflect progress toward IEP goals and objectives. The IEP team members should be reviewing and documenting ongoing interventions in an effort to identify appropriate objectives, methods, materials, placement, and/or time which will result in progress. This documentation should be reviewed when determining ESY.

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
<p>The IEP team determines if ESY services are necessary using the following guidelines:</p> <ul style="list-style-type: none"> <li>• <b>Regression / Recoupment:</b> ESY may be considered when data, pre and post school breaks, document regression resulting in difficulty regaining skills (recoupment) in a reasonable amount of time.</li> <li>• <b>Exceptional circumstances:</b> ESY may be considered when: <ul style="list-style-type: none"> <li>◆ Acute / chronic health problems negatively impact FAPE.</li> <li>◆ A student is beginning to show progress in a critical skill, and data indicates the need to provide an extended program.</li> </ul> </li> </ul> <p><b>NOTE: FOR EXCEPTIONAL CIRCUMSTANCES, THE DECISION WHETHER TO PROVIDE ESY SERVICES MUST BE MADE AND CANNOT BE DEFERRED TO A LATER DATE.</b></p> <p>A memo is sent from the office of Special Services to teachers and related service providers regarding ESY services.</p> <p>For each student recommended for ESY services, the team completes an ESY Consideration form that includes the following information:</p>	<p>IEP</p> <p>ESY Consideration Form(s)</p> <p>Memo</p> <p>ESY Consideration Form</p>	<p>IEP Team</p> <p>Director</p> <p>IEP Team</p>	<p>Annually or as needed</p> <p>March 1</p> <p>April 15</p>	<p><a href="#">WAC 392-172A-03090(i)(j)</a> <a href="#">WAC 392-172A-02020</a></p>

<b>PROCEDURES</b>	<b>FORMS</b>	<b>RESPONSIBILITY</b>	<b>TIMELINE</b>	<b>SOURCE</b>
<ul style="list-style-type: none"> <li>Reason for recommendation</li> <li>Supporting documentation of need (to include data collected)</li> <li>IEP goals targeted for ESY (to include progress monitoring data)</li> <li>Services and time recommended</li> <li>Communicate with parents/guardians regarding the data collected and discuss the ESY recommendation and the possible ESY goal(s)/objectives the student will be working on.</li> </ul> <p>Submit the ESY Consideration form and supporting documentation as noted in the memo to the appropriate ESY contact at ERAC. Students will not be considered for ESY without an ESY consideration form, and the appropriate supporting documentation.</p> <p>Consideration forms are reviewed by a multidisciplinary team (ESY Committee) and IEP teams will be notified of the team's decision regarding ESY approval based on the data and documentation submitted. ESY confirmation letters are sent to parents and IEP case manager of students who qualify by the ESY Committee. Letters will also be sent from the ESY Committee to parents and teams to notify when a student does not qualify.</p> <p>If ESY services are approved, IEP teams need to follow these steps:</p> <ol style="list-style-type: none"> <li>1. Amend the IEP to reflect that the student will be attending ESY</li> <li>2. Submit instructional materials as noted in the memo to the appropriate ESY contact at ERAC</li> <li>3. Provide data collection forms to be used during ESY</li> </ol>	<p>ESY Consideration Form, Supporting Documents</p> <p>Letter</p>	<p>IEP Team</p> <p>ESY Committee</p> <p>IEP team</p>	<p>April 15</p> <p>May 1</p> <p>Within 1 week of school ending</p>	

## Area: STATE AND DISTRICT SPECIAL EDUCATION ASSESSMENT GUIDELINES

Introduction: Education reform has produced a set of graduation requirements for all students in the state of Washington, beginning with students in the class of 2008. Special Education students are required by the state to complete the same graduation requirements. Students with disabilities are expected to take the State assessments whenever possible, with or without accommodations. However, if the student's IEP team determines that the student is not able to participate in the State assessment in one or more of the content areas (writing, math, and reading), alternative assessments may be chosen.

Students who meet the graduation standards by passing the State assessment will receive a Certificate of Academic Achievement (CAA) designation on their transcript. Students who meet modified or alternative achievement standards will receive a Certificate of Individual Achievement (CIA) on their transcript.

Parents or legal guardians are important members of the IEP teams and are always included in decisions about assessments. It's important to understand that the decisions about testing and alternatives will have an impact on the student's choices after high school.

<i><b>PROCEDURES</b></i>	<i><b>FORMS</b></i>	<i><b>RESPONSIBILITY</b></i>	<i><b>TIMELINE</b></i>	<i><b>SOURCE</b></i>
The Office of Superintendent of Public Instruction keeps up-to-date notifications of testing expectations for students in Washington State.  OSPI's website includes graduation requirements per graduation class, accommodation manuals, and various ways students may meet their testing requirements. It is the responsibility of the special education teacher to inform the IEP team of the testing options in order for the IEP team to determine how each individual student will be tested.		Special education teacher		<a href="#">State Testing</a>

## Area: PHYSICAL EDUCATION (PE) SERVICES

Introduction: Physical education services must be available to all students receiving special education services in grades K-12.

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
<p><b><u>Adaptive PE</u> (Select Secondary Schools)</b></p> <p>The need for adapted PE or adaptations to General Education PE will be determined by the Evaluation/ IEP team and reflected in the Recommendations Section of the Evaluation and/or Physical Education/PE Adaptations section of the IEP.</p> <p>Except in very specialized individual student circumstances, the description in the Washington Administrative Code for providing “Specially Designed Physical Education” when needed, is interpreted to mean providing required adaptations and/or accommodations not “Specially Designed Instruction”. Therefore, specific goals/objectives and service minutes on the service matrix are not generally required to be listed on the IEP.</p> <p>If any adaptations or accommodations are needed, use the attached worksheet to develop a statement describing student’s needs. The worksheet is intended to assist in developing standard language to describe student impacts and support needs to access an appropriate PE program.</p> <p>The needs statement should be placed in the provided Goalview text box in both the Evaluation and the IEP. In the Evaluation it is placed in the Recommendations section and on the IEP it is in Folder 9: PE/Transportation/ESY section. Remember, this information is important to include whenever a student needs special supports to access physical education programs whether it is a general education class or a separate Adapted PE class.</p> <p>The worksheet can be saved in the IEP working file (not required). Do not send to the district office to be included in the legal file.</p>	Adaptive PE Planning Worksheet	IEP Team		<a href="#">WAC 392-172A-02030</a>

## **WORKSHEET –DECIDING ON APPROPRIATE MODEL FOR HEALTH AND FITNESS ACCESS**

STUDENT NAME: \_\_\_\_\_ GRADE: \_\_\_\_ SCHOOL: \_\_\_\_\_ PROGRAM: \_\_\_\_\_

STUDENT DIAGNOSIS /CHARACTERISTICS: \_\_\_\_\_

### **IMPACTS**

<input type="checkbox"/> Limited Physical abilities	<input type="checkbox"/> Motor Skills low	
<input type="checkbox"/> Low Endurance		
<input type="checkbox"/> Poor Direction Following	<input type="checkbox"/> Inflexibility	
<input type="checkbox"/> Difficulty with Language Processing	<input type="checkbox"/> Low Frustration Tolerance	
<input type="checkbox"/> Resistant to activities		
<input type="checkbox"/> Physical Safety of self	<input type="checkbox"/> Emotional Safety of others	<input type="checkbox"/> Emotional Safety of self
		<input type="checkbox"/> Physical Safety of others
<input type="checkbox"/> Difficulty with Sensory Processing		

### **SUPPORT NEEDS**

<input type="checkbox"/> Quiet Environment		
<input type="checkbox"/> Modified directions	<input type="checkbox"/> Systematic instruction	
<input type="checkbox"/> Small Group Instruct.		
<input type="checkbox"/> Meaningful activities		
<input type="checkbox"/> Structure and Routine		
<input type="checkbox"/> Visual Supports		
<input type="checkbox"/> Adult Monitoring: Line of Sight	<input type="checkbox"/> Adult Monitoring: Close proximity	
<input type="checkbox"/> Individualized Programming within the PE class		

### **RECOMMENDED HEALTH AND FITNESS SUPPORT MODEL: (circle recommended model)**

<u>General Education PE class independent</u>	<u>General Education PE class with para support (group)</u>	<u>General Education PE class program para support 1:1</u>	<u>Adapted PE class</u>	<u>Adapted PE Program with 1:1 support</u>
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Area: TRANSPORTATION SERVICES

Introduction: Transportation is considered a related service if it must be provided to assist a student to benefit from special education. Transportation services must be identified on the IEP. Transportation Forms are to be completed for each student when required for bus transportation.

[illegible]

## Area: PROGRESS REPORTING

Introduction: The purpose of reporting student progress is to inform parents of the student's accomplishments toward the annual measurable goals. The special education progress report must address progress toward each annual goal and contain a statement of the extent to which the student's progress is sufficient to achieve the goals. Parents are to be informed of progress as often as parents of nondisabled students.

**Elementary progress reporting periods: November, March, June and at the annual IEP**

**Secondary progress reporting periods: At the end of each quarter and at the annual IEP**

<b>PROCEDURES</b>	<b>FORMS</b>	<b>RESPONSIBILITY</b>	<b>TIMELINE</b>	<b>SOURCE</b>
<p>All special education and related service staff must report progress on IEP goals at each general education report card period utilizing Goalview Progress Reporting forms. If a student does not have a current IEP in Goalview, then the model state form for progress reporting may be used.</p> <p>If the IEP was completed within four weeks prior to the report card or progress report period, there is no need to complete a special education progress report for that period.</p> <p>Progress reporting should update parents/guardians using notes and measurements directly obtained from the goal or objective baseline/target data. A measurable level (data) combined with anecdotal notes provides the parents and next provider important information for future goal setting and instruction. Notations such as “satisfactory progress” can be used to supplement (not supplant) data.</p> <p>Once completed print off the Progress Report and keep one copy in your IEP working file at the school and send one copy home to the family. Copies of the Elementary progress reports must be sent in to Special Services in November, March and June. Copies of the Secondary progress reports must be sent to Special Services each quarter.</p> <p>The Progress Report is sent/given to the parent.</p> <p>Once a copy of the progress report is sent to the parent, the teacher can finalize/lock the progress report in the district’s Special Education system (Goalview).</p>	<p>IEP Progress Report forms in Goalview</p>          <p>IEP Progress Report forms in Goalview</p>	<p>IEP Team</p>          <p>Special Education Teacher</p>	<p>At general education report card period.</p>          <p>Each reporting period</p>	<p><a href="#">WAC 392-172A-03090(C)(ii)</a></p>



Area: FUNCTIONAL BEHAVIOR ASSESSMENT (FBA) AND BEHAVIOR INTERVENTION PLAN (BIP)

Introduction: A Functional Behavior Assessment and Behavior Intervention Plan must be developed when the student's behavior is a significant ongoing concern and typical classroom management strategies are not sufficient to guide the student toward success.

Prior to developing a behavior plan, a Functional Behavior Assessment (FBA) must be completed. The general purpose of an FBA is to provide the entire IEP team, including related service personnel and general education teachers, with additional information and analysis for dealing with undesirable behavior when it is interfering with a student's education. A Behavior Intervention Plan can be generally defined as a written, specific, purposeful and organized plan that describes behavioral interventions and other strategies that will be implemented to address goals for a student's social, emotional, and behavioral development.

<b>PROCEDURES</b>	<b>FORMS</b>	<b>RESPONSIBILITY</b>	<b>TIMELINE</b>	<b>SOURCE</b>
<p><b>Functional Behavior Assessment (FBA)</b> IEP teams have the option to utilize either the Functional Assessment Checklist for Teachers and Staff (FACTS) FBA format or the FBA form located in Goalview. If teams need additional assistance completing the FBA process, please contact either the Assistant Director assigned to your school or the appropriate program specialist.</p> <p><b>FACTS FBA</b> The directions to complete the FACTS FBA form are included at the end of the FACTS FBA form. Once this form is complete, IEP teams will need to upload this document to Goalview.</p> <p><b>Follow all prompts on the Goalview FBA form.</b> When listing <b>Behaviors/Concerns</b>, please list all the behaviors that the student does that are inappropriate/unacceptable. Be sure to include specifics such as who is involved, where and when the disability-related behavior happens, etc. under the <b>Conditions, Triggers, Reinforcers</b> section of the FBA.</p>	FACTS FBA; Goalview FBA	IEP Team	<p>Within 1 week after need is determined</p> <p>The WAC calls for the district to take "immediate" steps including an FBA and BIP following a manifestation at which the team found the behavior to be a manifestation of the student's disability</p>	<p><a href="#">WAC 392-172A-03110(2)(a)(i)</a> <a href="#">WAC 392-172A-03110(2)(b)(i)</a> <a href="#">WAC 392-172A-05145(4)(b)</a> <a href="#">WAC 392-172A-05145(6)(a)(b)</a></p>

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
<p>Under <b>Contributing Factors</b>, please divide the behaviors you listed as inappropriate/unacceptable into the following categories found in the auto text:</p> <ul style="list-style-type: none"> <li>Possible Impact of a Disability - the following inappropriate behaviors listed above under Behavioral Concerns may be related to a disability, either diagnosed or suspected, (i.e., inability to communicate effectively, impulsivity, hyperactivity, sensory processing difficulties, cognitive deficits, etc.):</li> <li>Inappropriate behaviors listed under Behavioral Concerns that are not related to a disability. Based on your analysis of the patterns of behavior listed under Contributing Factors, make a statement that represents your <b>Hypothesis of the Function of Behavior(s)</b> – your “best guess” about the reason for the behavior.</li> </ul> <p>IEP teams are encouraged to use the Brainstorming Worksheet following the completion of the FBA to help generate ideas for BIP interventions.</p> <p><b>Behavior Intervention Plan (BIP)</b></p> <p>IEP teams have the option to utilize either the Goalview BIP form or the BIP form found on Collab. The following guidelines apply to either format chosen.</p> <p><b>Guidelines:</b></p> <ul style="list-style-type: none"> <li>There is a clear link between the functional behavior assessment data collected and the intervention(s) selected.</li> <li>Measurable goals are directly related to the student's present level of educational performance.</li> </ul>	<p>Brain-storming worksheet</p> <p>Goalview BIP</p>	IEP Team	Within 1 week of FBA being completed	<a href="#">WAC 392-172A-03110(2)(a)(i)</a> <a href="#">WAC 392-172A-03110(2)(b)(i)</a> <a href="#">WAC 392-172A-05145(4)(b)</a> <a href="#">WAC 392-172A-05145(6)(a)(b)</a>

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
<ul style="list-style-type: none"> <li>• The intervention strategies are selected based on the nature of the defined problem, parent input, and professional judgments about the potential effectiveness of strategies.</li> <li>• Goals and objectives include strategies that will increase positive behavior and decrease undesirable behavior.</li> <li>• <i>Strategies for generalizing and maintaining positive behavior are included.</i></li> <li>• The behavior intervention plan is implemented with integrity, i.e. interventions are implemented in the manner in which they are designed, and are consistent with established professional standards and practices.</li> </ul> <ul style="list-style-type: none"> <li>• Student performance data is collected and documented at least every two weeks.</li> <li>• Modification of the behavior intervention plan is made as frequently as necessary based on monitoring information, but at least with the annual IEP.</li> <li>• Information regarding monitoring progress is used frequently and repeatedly to determine whether the anticipated outcomes for the individual are being met and whether the placement and services are appropriate to the individual's learning needs.</li> <li>• Communication with parents is critical throughout the development and implementation of the functional behavior assessment and the behavior intervention plan. The IEP team <u>always</u> includes parents.</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• <b><i>Follow the instructions on the Alternate BIP form.</i></b></li> </ul>				

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
<ul style="list-style-type: none"> <li>• <b>Follow all prompts on the Goalview BIP form.</b></li> <li>• The BIP is part of the IEP and, as such, requires an amendment to add it if it is not part of the current annual IEP.</li> <li>• <u>BIP Target/Priority Behavior(s)</u>: This description is taken directly from the FBA. Progress on replacement behaviors that will be directly taught, as described on the BIP, must be monitored for progress at least every two weeks.</li> <li>• Under the “Assess Progress” section, include the following: <ul style="list-style-type: none"> <li>a) Method(s) that will be used to assess progress (e.g., daily behavior charts, documentation of direct observation, etc.).</li> </ul> <p>The review date of the plan, i.e., the frequency at which the effectiveness of the BIP will be evaluated. <i>BIPs should be reviewed at least on a quarterly basis.</i> There must be written documentation that the IEP Team met and reviewed the BIP in accordance with the time table outlined in the plan.</p> </li> </ul>				

Area: INDIVIDUAL TRANSITION PLAN, NOTICE OF GRADUATION, AND SUMMARY OF PERFORMANCE

Introduction: Transition services are to begin no later than the first IEP in effect at age 16, or younger if determined appropriate by the IEP team. That means the Individual Transition Plan (ITP) must be developed as part of the annual IEP that is written when the student is 15 and then updated annually. The purpose of an ITP is to develop a Course of Study / Coordinated Set of Activities for the student that supports achievement of the Postsecondary Goals established in the plan.

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
<p>The ITP must include Age-Appropriate Transition Assessment, Measurable Postsecondary Goals, a Course of Study, Transition Services and the identification of Agency Linkages. Active involvement in the transition planning process will include both parent/guardian and student.</p> <p><b>Age-Appropriate Transition Assessment</b> Transition assessments are an ongoing process of collecting data on the student's strengths, needs, preferences, and interests as they relate to work, education, or living environments. Assessment data serves as the common thread in the transition process and form the basis for determining goals and services to be included in the IEP. Updated sources of transition assessment information include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Formal interest/aptitude tests and/or surveys</li> <li>• Quarterly or semester grades throughout high school</li> <li>• Current psychological assessment data indicating areas of strength and weakness</li> <li>• College entrance exam scores</li> <li>• Informal interviews with the student and family</li> <li>• Interest inventories and questionnaires</li> <li>• Functional vocational evaluations</li> <li>• Student observations</li> </ul> <p>Prior to the student turning 16, the IEP <u>must include</u> appropriate <b>Measurable Postsecondary Goals</b> based on assessment related to education / training, employment, and independent living (where appropriate).</p> <ul style="list-style-type: none"> <li>• <b>Postsecondary Goal for education / training</b> is a statement of what the student <u>will</u> do upon and within one year of graduation, (i.e. "After graduation, student will . . ."). The goal is stated as an outcome for the student and <u>may</u> include: <ul style="list-style-type: none"> <li>-Education at a four year university or a community college</li> <li>-Training at a vocational / technical college or career school</li> <li>-Apprenticeship or other on-the-job training</li> <li>-Job Corps</li> </ul> </li> </ul>	IEP	IEP Team	Annually	<a href="#">WAC 392-172A-03090(1) i, I, ii</a> <a href="#">WAC 392-172A-01190</a>

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
<ul style="list-style-type: none"> <li>• <b>Postsecondary Goal for employment</b> is a statement of what the student will do upon and within one year of graduation. The goal is stated as an outcome for the student and <u>may</u> include: <ul style="list-style-type: none"> <li>-Competitive employment (be specific)</li> <li>-Individual supported employment</li> <li>-Individual customized employment</li> </ul> </li> <li>• <b>Postsecondary goal for independent living skills</b> is appropriate if the student will need specially designed instruction to acquire those skills. The goal is stated as an outcome for the student and <u>may</u> include: <ul style="list-style-type: none"> <li>-Residential living with support</li> <li>-Self-care skills</li> <li>-Community participation</li> <li>-Communication skills</li> </ul> </li> </ul> <p><b>Course of Study</b> is a multi-year description of coursework designed to achieve the student's desired postsecondary goals. The Course of Study includes courses to support the student to meet his or her post-secondary goals and spans the period from the student's current year to the anticipated graduation / exit year.</p> <p>Courses of Study must support the postsecondary education / training, employment, and independent living goals (as appropriate), and <u>may</u> include:</p> <ul style="list-style-type: none"> <li>• A chart format of the courses the student will take each remaining semester until graduation.</li> <li>• A narrative of the course configuration the student will follow in order to be prepared to continue on toward the achievement of the postsecondary goals.</li> <li>• <b>Transition Services</b> must be identified to support the student to reach his or her post-secondary transition goals. Transition services include instruction, related services, community experiences, employment experience, and acquisition of daily living skills that would support the student to be successful.</li> </ul>				

<b>PROCEDURES</b>	<b>FORMS</b>	<b>RESPONSIBILITY</b>	<b>TIMELINE</b>	<b>SOURCE</b>
<p>Should the student become age 16 during the upcoming IEP year, the student will be invited to attend his or her IEP meeting.</p> <p>Should the student not attend the IEP meeting, the IEP team must consider the student's needs, strengths, interests, and preferences in making decisions.</p>	Meeting Invitation	IEP Case Manager	Annually or as needed	<a href="#">WAC 392-172A-03095(a,g,2)</a>
<p><b>Community Linkages/Interagency Representatives</b></p> <ul style="list-style-type: none"> <li>For each student age 16 (or younger if determined appropriate by the IEP team), a statement of needed transition services for the student will include, if appropriate, a statement of the interagency responsibilities and/or any community linkages that are needed.</li> <li>Community linkages may include: <ul style="list-style-type: none"> <li>◆ Developmental Disabilities Administration (DDA)</li> <li>◆ Division of Vocational Rehabilitation (DVR)</li> <li>◆ Job Corps</li> <li>◆ Disability coordinators for vocational / technical / community and four-year colleges</li> <li>◆ Employment Security</li> <li>◆ Mental Health Association</li> <li>◆ Other, as determined</li> </ul> </li> </ul>	IEP	IEP Case Manager	Annually or as needed at age 16 or younger, if appropriate	<a href="#">WAS 392-172A-03110(c)</a>

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
<ul style="list-style-type: none"> <li>When transition services will be addressed by another <b>interagency representative</b>, and they are likely to be responsible for providing or paying for transition services, they shall be <u>invited</u> with the permission of the parents or the student, as appropriate, to attend the student's IEP meeting.</li> <li>Should the interagency <b>fail</b> to provide the transition services described in the IEP, the school shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student.</li> </ul> <p><b>Graduation:</b> A statement from the IEP team will begin to address graduation requirements for the student as they determine the particular course of study. The IEP team must determine how the student will:</p> <ul style="list-style-type: none"> <li>Meet state standards in academic areas</li> <li>Obtain required number of credits, as set by the district</li> <li>Complete a High School and Beyond Plan</li> </ul> <p>Graduation will be determined by:</p> <ul style="list-style-type: none"> <li>The successful completion of the IEP goals and objectives, (e.g., waivers and/or substitutions of specific classes or curriculum; waivers of all and/or some parts of required competencies). If the IEP team determines it is necessary to substitute a course for a course requirement, the case manager must document how the substituted course meets the standards of the original required course and/or meets IEP requirements.</li> </ul>	<p>IEP; IEP Graduation Plan Form (2410F2)</p> <p>IEP Graduation Plan Form (2410F2)</p>	<p>IEP Team</p> <p>IEP Team</p> <p>IEP Case Manager</p>	<p>Age 16 or younger, if appropriate</p> <p>Prior to course substitution</p>	<p><a href="#">WAC 392-172A-03110(c)</a></p> <p><a href="#">Policy and Procedure 2410</a></p>





## Area: MEDICAID CONSENT

Introduction: The Medicaid Consent form provides parents and guardians with information about the school district's request to verify a student's Medicaid eligibility, seek reimbursement for eligible school-based health services by accessing the parent's or child's public benefits and provides parents with notice of their rights and protections under WAC 392-172A-07005. This notice is provided: annually, the first time a school district seeks to verify Medicaid eligibility and submit school-based Medicaid reimbursable claims, and any time a school district determines that it needs to obtain an updated consent. The notice is provided to parents/guardians, and adult students.

<b>PROCEDURES</b>	<b>FORMS</b>	<b>RESPONSIBILITY</b>	<b>TIMELINE</b>	<b>SOURCE</b>
<ol style="list-style-type: none"><li>1. Present parent with Medicaid Consent forms and describe the purpose, which is to obtain parent permission to seek reimbursement for eligible school-based health services by accessing the parent's or child's public benefits</li><li>2. Request the parent give consent to verify the student's Medicaid eligibility and check whether they do or do not give consent</li><li>3. Obtain parent/guardian signature and date</li><li>4. Submit to Special Services with the IEP</li></ol>	Medicaid Consent form	IEP case manager	At annual IEP meeting	<a href="#">WAC 392-172A-07005</a>

## Area: COMMUNITY BASED TRAINING and SERVICE LEARNING PROCEDURES

Introduction: The educational goal for every student is to become an active participant and contributing member of our community. In order for some students to achieve this goal, the curriculum must extend beyond the classroom and school and into the surrounding community to ensure the development of critical daily living skills. The following are the basic procedures for ensuring that students are safe and community based training is an integral part of the student's educational program.

<b>PROCEDURES</b>	<b>FORMS</b>	<b>RESPONSIBILITY</b>	<b>TIMELINE</b>	<b>SOURCE</b>
The skills being taught in the community on an on-going basis must be referenced in the IEP. "Community" must be written down under Location of Services.  At the beginning of the year, inform the nurse that the student will be provided instruction in the community and discuss issues related to health care and medication.	IEP	IEP Case Manager  IEP Case Manager		
The Highline Board Policy and Procedures for field trips and transportation need to be followed during community based training and service learning procedures, when those experiences are off campus grounds.	As noted in policy procedures	IEP Case Manager		<a href="#">Policy numbers 2320: 2320F1-F9; 2320P</a>

Area: Private School: Part Time Enrollment

Introduction: Parents who have enrolled their child in a private school, or who are homeschooling their child are entitled to enroll to take any course, receive any ancillary service, and take or receive any combination of courses and ancillary services which is made available by a public school to full time students who are residents of the district. Part Time enrollment is at the election of the parent. Resident students are eligible for part time enrollment. Transportation is the responsibility of the parent.

<b>PROCEDURES</b>	<b>FORMS</b>	<b>RESPONSIBILITY</b>	<b>TIMELINE</b>	<b>SOURCE</b>
<ol style="list-style-type: none"><li>1. Follow all IEP procedures described in this section.</li><li>2. Under the part time enrollment rules, a parent is entitled to enroll their child to take any course, receive any ancillary service or a combination of courses or services not offered by the private school.</li><li>3. The IEP team should describe in a PWN the services the student would receive if full time enrolled, and then address the special education services, including supplemental supports and accommodations the student will receive during his or her part time attendance in the IEP and the accompanying PWN.</li></ol>	IEP Forms	IEP Team	Within 30 calendar days from determination of eligibility	<a href="#">WAC 392-122A-03095</a> <a href="#">WAC 392-122A-03100</a>

## Area: TRANSLATION SERVICES

Introduction: Consistent with WAC 392-172A-05010, required notices under the IDEA need to be provided to parents and guardians in their native language. This includes meeting invitations and Prior Written Notices.

<b>PROCEDURES</b>	<b>FORMS</b>	<b>RESPONSIBILITY</b>	<b>TIMELINE</b>	<b>SOURCE</b>
<ol style="list-style-type: none"> <li>1. Prior to sending out meeting invitations or Prior Written Notices, check the student's IEP or student information system to identify the parent or guardian's native language.</li> <li>2. Translated documents may be found on OSPI's website. The translated documents are also located in Collab under SPED Forms, Translated Documents.</li> <li>3. For the contents of the notices, please follow the Translation Services Guide from our Family Center.</li> <li>4. Work with interpreters to fill in the needed content. Work with an interpreter to present the notice orally if the native language is not a written language.</li> <li>5. Note on the Prior Written Notice if the parent or guardian did not want the notices translated into their native language.</li> </ol>	<p>Meeting invitations, PWN</p> <p>Translated forms from OSPI</p> <p><a href="#">Translation Services Guide</a></p>	IEP case manager		<a href="#">WAC 392-172A-05010</a>