



Wilson School District #7
Exceptional Education

Exceptional Education Procedural Manual

Version: 01.2022

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Approved On:

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Chapter 1

Child Find:

FAQ: What is Child Find? Child Find is a general term that refers to a Public Education Agency's (PEA) responsibility for identifying, evaluating, and providing services to students with disabilities. Students not already screened or identified (through an IEP or 504 plan) will need to be screened through the 45-Day Screening process.

Required Activities by Principals:

1. Ensure that all newly enrolled students or students who have not been previously screened are screened within 45-Days of enrollment using the New Student Screening Report.
2. Within 10 days of the teacher completing the 45-Day Screening, the principal **MUST** review and sign the form. The principal must identify any actions that need to be taken, the date referred, and the outcomes of identified actions.
3. Review Child Find procedures with staff annually at the beginning of each school year.
4. Use a dated sign-in attendance form to verify staff participation in step 3 above.

Required Activities by Teachers:

1. Obtain 45-day screener from front office. There is a separate form and letter for PreK students.
2. Complete the entire front portion of the form. **If there is an area of concern, you must completely fill out the top half of the parent letter, sign it, and immediately send it to the office with the screener. This letter is found on the Teams page for your school in the ExEd folder.**
3. Submit the completed screener to your Principal. *(All forms must be completed within 45 calendar days of enrollment. Do not forget to count Saturday, Sunday, and holidays.)*

Forty-Five Day Screener (Pink Screeners) Procedures

The 45 Day Screener is a legally required method for schools to quickly identify new-to-the-district students in grades preschool through eighth grade who may have special needs. This process is required whenever a new enrollee starts, and their records do not include a previous screening or special education evaluation.

The process below must be completed within forty-five calendar days of starting in the Wilson School District.

When a new student enrolls (entry of preschool or kindergarten and any student enrolling), the 45 Day Screener is given to the homeroom teacher to complete and return within 35 calendar days. *There is a separate form and letter for PreK students.*

1. The teacher completes the screener and returns it to the front office for review by the Principal. If ANY box is marked yes and reveals concerns, the teacher fills out the top portion of the Parent Letter of Concern.
2. The teacher signs and dates the screener and returns it to the Principal within 35 days. Receipt of the screener is logged in Infinite Campus.
3. If the screener is not promptly returned to the Principal, the Principal emails the teacher at 35 days and again at 40 days to ensure that the screener is completed, signed, dated, and returned to the coordinator within forty-five calendar days.
4. **If concerns are indicated,**
 - The Principal notes on the form what actions are to be taken. Examples of actions to be taken are on the form and may include checking hearing/vision, discussion with the parent to gain more information or consideration of referral to the Multi-Tier System of Support team (MTSS). The

- Principal signs the form and follows up with the appropriate staff member, signs, and dates the form, then returns it to the ExEd Coordinator.
- The Principal completes the bottom portion of the Parent Letter of Concern and sends out to parents.
 - The **parent must be informed** in writing **within 10 days** of the concerns and the intended action to be taken. Templates for letters to parents informing them of the concern(s) are available in the appendix.
5. If no concerns are noted, the administrator marks the form 'no concerns noted at this time,' and signs and dates the forms.
 6. The Principal logs all relevant dates and tracks the status of the screener in Infinite Campus under the Student Programs tab.
 7. The Office Manager ensures that all original screeners are filed in the cumulative file. Appendix: Arizona Administrative Code, Child Find, Forty-Five Day Screener, Letter of Concern

Children Transitioning from AzEIP into the Public Education Agencies (PEA)

Ages 2 years and 6 months to 2 years and 9 months

The Arizona Early Intervention Program Coordinators sends WSD special education preschool-Child Find notification by using a Public Education Agency (PEA) referral notification for children who are eligible for part C (AzEIP) services and potentially eligible for Part B (school district) services under IDEA.

The Service Coordinator facilitates a Transition Conference for a child between two years, six months of age and two years, nine months of age. If a parent chooses to opt-out of the PEA Notification process, they must do so in writing and in accordance with the guidelines.

WSD liaison and the Service Coordinator work together to choose a time and date convenient for the parent. Once a date is chosen, the Service Coordinator sends an invitation to all parties. A consent to share is signed by parent to be able to share information with the district. An Individualized Family Service Plan (IFSP) is shared and other pertinent information (Developmental Evaluation Report, speech reports, other records). At the Transition Conference date, the WSD liaison explains the district process to parent and discusses if a current vision and hearing has been completed. If not, WSD offers vision and hearing screenings. WSD liaison provides parent with the following WSD documents:

- WSD Registration Form,
- PHLOTE (primary home language) Form
- Developmental History Form

Parent is also informed to provide WSD with a copy of the birth certificate, proof of residency, and picture ID (typically a driver's license) prior to scheduling an evaluation. At the end of the Transition conference, the Service Coordinator generates a summary of the meeting and provides all team members a copy which indicates what is needed and next steps in the process. After WSD obtains all documents, a Prior Written Notice is then generated and sent to parent. WSD liaison calls parent and the service coordinator to check on the status periodically in order to move forward with an evaluation. Once all documentation needed has been obtained including a current vision and hearing screening, the Child Find Office calls parent to schedule an evaluation appointment.

If a child who is transitioning from AzEIP qualifies for exceptional education services, the MET/IEP must be held prior to the child's third birthday. If not, a PWN must be generated and sent to parents along with procedural safeguards.

Ages 2 years and 10 months through 5 years

Preschool screenings are offered to children ages 2 years and 10 months to 5 years of age (not eligible for Kindergarten).

Child Find Procedures

1. Parents/Caregivers who contact the Child Find office with concerns about their child's development are scheduled for a screening. A packet with the following documents is mailed home for parents to complete and bring to their screening appointment:
 - Developmental History Form
 - WSD Registration Form
 - PHLOTE (primary home language) Form
 - Copy of the birth certificate, proof of residency, and picture ID (typically a driver's license)
 - Previous evaluations and/or current vision/hearing information from pediatrician.

2. At the screening appointment, the child's hearing and vision is checked to ensure that both are within the normal range. A Developmental Screening Form is completed with a WSD representative, as well as any of the documents listed above that have not yet been completed.
3. Following the screening appointment, the parent/caregiver is mailed an Early Childhood Referral and is asked to call the Exceptional Ed office to schedule an evaluation.
4. Evaluations are scheduled by a Child Find representative. The child's file is scanned and uploaded to their Infinite Campus account. Case managers at school sites are determined by the individual teams. Child Find case managers are assigned based on the services involved with the student.
5. Documents for the Review of Existing Data meeting and the initial evaluation are prepared by the case manager.
6. The documents to be completed for the Review of Existing Data (RED) meeting include:
 - Prior Written Notice of Referral: Sent to parent/caregiver prior to the RED meeting along with procedural safeguards.
 - Meeting Invitation #1: For the date of the RED meeting. Sent to parent/caregiver prior to the evaluation along with the Prior Written Notice of Referral. An additional copy is printed for parents to sign on the day of RED meeting.
 - Meeting Invitation #2: For the date of the MET meeting (within 60 days). Two copies. One for parents to sign and place in the file, and one for parents to take home as reminder of next appointment.
 - RED: First three pages/tabs of the RED/MET are completed. Necessary participants are added: Parents/caregivers, Case manager is Evaluation Representative; Evaluation partner is District Representative; SLP is General Education teacher and CF or CCC-SLP; Teacher is Special Education Teacher
 - Parent Permission to Evaluate
 - Prior Written Notice of Assessment
7. After RED is conducted, Parent Permission to Evaluate is signed by parent/caregiver. Once written consent is obtained, the student is evaluated by the team. A parent or guardian is required to be present for the evaluation. Other individuals may also be present, such as representatives from Arizona Early Intervention Program (AzEIP) or Arizona School for the Deaf and Blind (ASDB).
8. During the evaluation, the child must be assessed in the following five areas of development: Cognitive (Preacademic), Social/Emotional, Adaptive Behavior, Physical (Gross/Fine Motor), and Communication Development. After the assessment is complete, the family goes home, and the team scores the assessments.
9. The scores are calculated to determine if the child meets the eligibility criteria for a preschool age disability and the Comprehensive Developmental Assessment (CDA) results are added to the Additional Data portion of the MET. Preschool eligibility categories include:
 - Preschool Severe Delay (PSD), < or equal to a Standard Score of 55 in any one or more developmental areas
 - Developmental Delay (DD), < or equal to a Standard Score of 78 in any two or more developmental areas
 - Speech Language Impairment (SLI)
 - Visual Impairment (VI)
 - Hearing Impairment (HI)
10. If child is found eligible, the medical portion of IEP is completed with input from the parent.
11. For the MET/IEP, the following documents are prepared:
 - Eligibility PWN
 - Eligibility document (HI, VI, SLI, DD, PSD)

- Assessment and Eligibility tabs on MET
 - IEP meeting notice (if applicable with the date of the meeting and the time 30 minutes later than MET)
 - Draft IEP.
 - At the MET/IEP, results of the evaluation are reviewed, and eligibility discussed. If eligible, an IEP is developed.
12. Based on the severity of the child, transportation may be added as a related service on the services page of IEP.
 13. Following the IEP, the WSD Exceptional Ed Coordinator will work with the Principal to determine place based on eligibility needs and the team recommendation. The options are a preschool program with a teacher who has an early childhood certification and one teaching assistant (Preschool-1 or Head Start), or a classroom with a dually certified teacher in early childhood and special education with two teaching assistants (Preschool-2). Typically, students who need a more significant level of support with activities of daily living are placed in a classroom with a special education preschool teacher. The preschool location is determined based on home school, childcare, and/or parent work site location. All LRE placements for preschool are Preschool-1 or Preschool-2 (inclusive preschool).
 14. Child's parent/caregiver is notified by the case manager regarding preschool placement and provided preschool registration information. Parent/caregiver is asked to register child at preschool program within 10 days of the IEP.
 15. Documents are finalized in IEP-Pro and uploaded into Infinite Campus.
 16. The receiving preschool team is notified of the new student placement via email. The following team members are notified: the preschool teacher and any related service providers that will be working with the student. The Director of Curriculum and Instruction, ExEd Coordinator, ExEd Administrative Assistant, Nurse, as well as the Attendance Clerk are copied on the email. The student is added to the classroom roster.
 17. Copies of all documents including signature pages are sent to parents.
 18. All finalized documents including test protocols, original signature pages, as well as a copy of the email notifying the team, are placed in the child's file, and given to Exceptional Ed Coordinator. Placement information, date of notification, eligibility, and services are noted on file cover page.
 19. If child does not qualify, a DNQ notification is emailed to Exceptional Ed Coordinator. Documents for MET include:
 - Eligibility PWN: Change to "Non-Eligible Child."
 - Create a "Non-Eligible Child" Eligibility Document
 - After MET, finalize documents in Infinite Campus, and turn in file to Exceptional Ed Coordinator with test protocols and signatures pages. Note on front of file that child DNQ.

No-show Procedures

1. If a parent does not show up for the RED meeting, the assigned team attempts to reschedule one additional time at Child Find office (one voicemail, one mailed invitation with new proposed time, and an email sent).
2. If the parent does not show up for a RED twice, offer alternate location or participation in the evaluation. This can be at a school closer to the student's home, a home visit, or an evaluation done via video conference.
3. If the parent does not show up for the third attempt at a RED, delete the RED documents and send a PWN documenting attempts to schedule the meeting and providing the parents with information on how to follow-up to reschedule.

4. If a parent does not show up for a MET/IEP, the assigned team attempts to reschedule two times (voicemail, mailed invitation with new proposed time, and an email sent). If the parent does not show up for the third meeting attempt, hold the MET, write a PWN and state the district will not continue to pursue the evaluation process and the file will be closed. Close the MET and send the parents a notice of non-eligible child PWN. Document attempts to contact the parents and provide them with information on how to reschedule the meeting.

Chapter 2

Initial Referral and Review of Existing Data

Initial Referral

WSD accepts responsibility for providing the highest level of support possible for quality teaching and learning for all students. It promotes, for example, the use of evidence based early reading programs, positive behavioral interventions and supports, diversity training, enhanced instructional program opportunities for students in grades pre-kindergarten-8th grades, and extended summer program opportunities for those students who are not making adequate progress.

The IDEA promotes early intervention services to address children's learning and behavioral needs and reduce unnecessary labeling of children as having disabilities. Except for those children with obvious significant disabilities which require immediate intensive services, special education should normally be provided only to those students who do not respond to systematic, research-based, general education instruction and interventions.

Referral for special education services should be considered for those students who are performing well below their peers and have not demonstrated sufficient progress despite being provided with effective instructional and/or behavioral interventions.

- a) **Pre kindergarteners not yet attending a WSD school:** Pre kindergarteners not yet attending a WSD school are referred through the Child Find process in Chapter 1.
- b) **Students attending a WSD school, including WSD pre-kindergarten students:** The school's MTSS team may refer when, despite a series of documented informal and formal interventions, a student has not made appropriate progress and staff has reason to believe the student may have an educational disability. In addition to having a disability, the student requires specially designed instruction and (possibly) related services. The MTSS team will then refer to the school psychologist and/or ExEd Coordinator to review the data provided.
- c) **Students enrolled in a private or religious school or who are being home-schooled:** Parents may refer children, ages K-8, who are currently enrolled in a private or religiously affiliated school located within WSD boundaries by calling the Exceptional Education office at 602-683-8500.

NOTE: The IDEA requires that parents must be provided with Procedural Safeguards upon initial referral or parental request for evaluation.

Initial Review of Existing Data (RED)

An Initial Review of Existing Data (RED) meeting should be scheduled in a timely manner following a referral from the MTSS team. A RED must be scheduled within 15 school days following a written parent request for evaluation unless Prior Written Notice is sent to parents explaining why the district is declining the request (per Arizona Revised Statutes). IDEA provides that an initial evaluation must be completed within 60 days of receiving informed parental consent for the evaluation. Parents may sign consent for evaluation at the RED meeting.

Required Team Members for the Initial RED

A multidisciplinary evaluation team (MET) is a school-district team of qualified professionals, including the parent that determines whether a student is eligible for Exceptional Education based on evaluation results. Required members of the MET are in bold below.

1. **Parent**
2. **Special Education Teacher** or Speech Language Pathologist with knowledge in the area of the suspected disability
3. **Evaluation Representative** who can interpret and explain test results
4. **General Education Teacher** who provides direct instruction to the student or a teacher in an age-appropriate grade level who is knowledgeable about the general curriculum
5. **District representative** who must be knowledgeable of district resources and able to commit those resources, as needed. Additionally, the role of this individual is to make a final decision when consensus cannot be reached.

Other members of the RED Team may include, but are not limited to the following: related service providers, school counselor, 504 coordinator, MTSS coordinator, etc.

Informed Consent Requirements

“Consent” means that a parent---

- a. Has been fully informed of all information relevant to the activity for which consent is sought, in the parent’s native language or another mode of communication,
- b. Understands and agrees in writing to the carrying out of the activity, and
- c. Understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time.

As part of obtaining written informed consent, the RED team must provide a description of the evaluation procedures the team proposes to conduct. A PWN must be sent to the parents notifying them of the decision. The ExEd Administrative Assistant should maintain written documentation of efforts to meet IDEA obligations about obtaining parental consent (e.g., call logs, copies of correspondence sent to the parents and any responses received, or records of visits to the parents’ home).

If a parent does not provide consent for an initial evaluation or fails to respond to a request to provide the consent, the RED team may, but is not required to, pursue the initial evaluation by requesting mediation and/or a due process hearing. Most frequently, the team will document the parents’ refusal in a PWN and close the IEP-Pro file.

Who Can Provide Informed Consent

Definition of a parent, per ADE Evaluation AZ-TAS:

- a. A biological or an adoptive parent
- b. A foster parent
- c. A legal guardian, [but not the state if the child is a ward of the state].
- d. An individual acting in the place of a biological or adoptive parent (including a relative with whom the child lives or a person who is legally responsible for the child’s welfare).
- e. A surrogate parent

Arizona Department of Education requires: If more than one person is qualified to act as the parent, schools should presume that the biological or adoptive parent is the parent under Part B of the IDEA when that parent is attempting to act as the parent, unless the biological or adoptive parent does not have the legal authority to make educational decisions for the student (educational rights have specifically been severed by the court).

NOTE: Case managers from state agencies such as the Division of Developmental Disabilities, Department of Child Services, or group home personnel may not authorize evaluations or sign as the parent/guardian.

Surrogate parent; notification; appointment (ARS 15-763.01.)

1. A petition for the appointment of a surrogate parent for a child with a disability shall be made to the department of education if any of the following conditions have been met:

- a. A parent as defined in 34 Code of Federal Regulations section 300.30 cannot be identified.
- b. A public agency cannot determine the whereabouts of a parent, after having made reasonable documented attempts.
- c. The child is a ward of the state, and a parent as defined in 34 Code of Federal Regulations section 300.30 cannot be identified or a public agency cannot determine the location of a parent after having made reasonable attempts. In the case of a child who is a ward of the state, the surrogate parent may alternately be appointed by the judge who oversees the child's case if the surrogate parent meets the requirements of this section.
- d. The child meets the criteria of an unaccompanied youth as defined in the McKinney-Vento homeless assistance act (42 United States Code section 11434a (6)).

If it appears that a surrogate parent is needed for Exceptional Education purposes, the primary evaluator should contact the Exceptional Education office at 602-683-8500 for additional assistance.

Reevaluation Review of Existing Data

Reevaluating a Student's Eligibility and Need for Exceptional Education

Reevaluation of a student's eligibility and need for Exceptional Education must be conducted every three years, or more frequently if the IEP team determines that the educational needs of the student warrant a reevaluation.

Limitation on Conducting Reevaluations

Under the IDEA, a reevaluation shall occur not more frequently than once a year, unless the parent and the IEP team agree otherwise.

Determining that a Student Is no Longer a Student with a Disability

IDEA requires that an IEP team must "conduct assessment procedures" before determining that a student is no longer a student with a disability.

- a. Reevaluation involves a RED/MET process but does not necessarily include formal testing if the team determines that no additional data are necessary to make an eligibility decision.

Documentation Needed During the Reevaluation Review of Existing Data (RED) Meeting

1. The ExEd Administrative Assistant will send the parents a Meeting Notice indicating the need to complete a Review of Existing Data with the Multidisciplinary Evaluation Team (MET), as well as a copy of Procedural Safeguards. These notices must be provided in the language most understandable to the parent, either translated or orally interpreted.
2. The Case manager will work with ExEd Administrative Assistant to request and obtain current vision and hearing screening test results.
3. The primary evaluator---i.e., school psychologist, speech-language pathologist (for SLI only students) in conjunction with the ExEd office -is responsible for the following prior to or during the Review of Existing Data (RED) meeting: Obtain relevant background information about the student including educational records and teacher input and complete the relevant sections of the RED/MET document.

The team will:

- a. Review existing data regarding the student, including previous evaluations, information provided by the parents, current classroom-based assessments and observations, observations by teachers and related service providers, and progress toward IEP goals.
- b. Clarify the student's English-language proficiency (including a review of the PHLOTE).
- c. Review documentation of efforts to educate the student in general education.
- d. Document contributions provided by each team member regarding student data in the appropriate sections of the RED/MET document.

Re-evaluation Review of Existing Data (RED) Team Meeting Agenda

After welcoming the parent and anyone accompanying him/her and introducing the members of the RED team, the primary evaluator introduces the agenda by explaining the purpose of the meeting and the meeting process, including all team members' roles in the RED process.

The RED team-

- a. Reviews previous assessment data, including curriculum-based assessments, state and district-wide assessments, report card data, observation data, parent report, progress toward goals, etc.
- b. Determines whether additional assessment data are needed to:
 - a. determine whether the student continues to have a disability or an additional disability or
 - b. gather additional information needed in order to develop an appropriate IEP/ISP for the student.
- c. Identifies the referral questions to be answered, if additional data is necessary; and, if so, identifies the type of assessments required to answer the referral questions.
- d. Obtains written informed parental consent for any recommended areas of assessment.
- e. Schedules the reevaluation MET determination meeting for no later than 60 calendar days after the written informed consent form is signed or prior to the three-year reevaluation due date, whichever comes first
- f. The parent must be provided with prior written notice of the RED team's decisions within 5 school days, and prior to the implementation of the decisions. In addition, all original signed documents must be sent to the ExEd office within 5 school days. If the RED team determines that existing data adequately documents the student's ongoing eligibility, the need for Special Education services, and provides adequate information to develop an appropriate IEP/ISP, then no additional evaluations (e.g., individual standardized testing) need to be conducted.

Chapter 3

Multidisciplinary Education Team (MET) Eligibility Determination

What Must be Done Before the MET Eligibility Determination Meeting

- a. Following the Review of Existing Data team meeting, all staff designated to conduct assessments must conduct an assessment consistent with parent permission and RED team referral concerns.
- b. When conducting the evaluation, the evaluators must use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information. Information provided by the parent may assist in determining eligibility.
- c. Evaluators complete appropriate sections of the MET document, including assessments given, observations during testing, assessment results, and any other information useful to the team to decide.

Assessment Criteria

The MET team and individual evaluators must ensure that:

- a. Preschool-age children receive a Comprehensive Developmental Assessment
- b. School-age students are assessed in all areas of suspected disability
- c. No single measure or assessment is used as the sole criterion for determining whether the student is a child with a disability or for determining an appropriate educational program

Assessments and other evaluation materials:

- a. Are selected and administered so as not to be discriminatory based on race, culture, or socio-economic status. Assessments shall be provided and administered in the child's native language or another mode of communication and in the form most likely to yield accurate information regarding the student's academic, developmental, and functional abilities unless it is not possible to provide or administer assessments in a valid or reliable way.
- b. Are used for the purposes for which the assessments or measures are valid and reliable.
- c. Are administered by trained and knowledgeable personnel.
- d. Are administered by any instructions provided by the producer of such assessments and any deviations from these instructions must be documented and considered when determining eligibility.
- e. Provide relevant information that directly assists people in determining the educational needs of the child.
- f. Include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient; and are selected and administered to best ensure that if an assessment is administered to a student with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills unless those skills are the factors that the test purports to measure.

Scheduling the MET Determination Meeting

1. The Case Manager will work with the ExEd Admin Assistant to schedule the MET meeting in coordination with the required evaluators. The Case Manager/ExEd Administrative Assistant will send the parents a Meeting Notice at least 10 days (or less, if agreed upon by the parent and district staff) prior to the proposed meeting.
2. The Case Manager/ExEd Administrative Assistant will schedule the determination meeting. The student's MET determination team meeting must be held within 60 days of permission for evaluation: or in the case of reevaluation, no later than three years from the previous MET meeting.

3. If the MET Determination meeting must be held beyond the 60-day timeframe, the school team must document the reason for exceeding the timeline in a Prior Written Notice. Written parental agreement must be obtained prior to the end of the 60 days, indicating agreement with the extended timeline. **This extension cannot be used to exceed the triennial evaluation due date.**

MET Eligibility Determination Meeting Agenda

All staff members who assessed the student (except for Assessment Support Teachers and Spanish-language itinerant evaluators) should make every attempt to arrange their schedules to attend the MET determination team meeting.

After welcoming the parent and anyone accompanying him/her, introducing the members of the MET team, the primary evaluator introduces the agenda by explaining the purpose of the meeting, summarizing the RED decisions, and explaining the meeting process, including the roles of all team members.

- a. The team will review the evaluation results and any other relevant information at the meeting and will document the eligibility decision using the **Multidisciplinary Evaluation Team (MET)** documents. Parents will also be given a copy of the Procedural Safeguards Notice.
- b. At the outset, the primary evaluator or district representative should explain to the parent that the eligibility decision has three prongs. Per the ADE AZ-TAS (Technical Assistance System) Evaluation process document, a student can only be found eligible for special education services if;
 1. The student has a qualifying disability (under the IDEA);
 2. The disability impacts learning; and
 3. There is a need for specially designed instruction

NOTE: The team needs to document discussions related to all three criteria for eligibility, as they relate to the specific student. If **all** criteria are not met, then the student would not be eligible for special education services, and therefore, no IEP would be developed.

- a. Within five business days after the meeting, and prior to the implementation of team decisions, the case manager will provide the parents a copy of the **Prior Written Notice** of the team's decisions, and a copy of the **Multidisciplinary Evaluation Team (MET)** eligibility determination documents.
- b. All required paperwork (e.g., signature page, invitation, medical verifications) and protocols must be sent to the district's Exceptional Education office **within 5 days** of the meeting.
- c. If it is determined that the student is eligible for Exceptional Education services, the team may proceed to develop the student's IEP. A new IEP must be developed within 30 days of the MET meeting and prior to the annual IEP due date. If the IEP is to be developed at a later IEP team meeting, the parent must be provided with an invitation to that IEP meeting.

How to Determine Eligibility

The IDEA provides that an eligibility evaluation consists of full and individual procedures designed to determine whether a student is a child with a disability and to determine the educational needs of the student. The evaluation must be sufficiently comprehensive to identify all the student's Exceptional Education needs, even if not commonly linked to the disability category in which the student may be classified.

The IDEA clarifies that "the **screening** of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered an evaluation for eligibility for special education and related services."

Special Rule for Eligibility Determination

A student **shall not** be determined to be a student with a disability if the determinant factor is a lack of appropriate instruction in language arts, a lack of appropriate instruction in math, or limited English proficiency.

MET Review of Assessment Results

The MET team first reviews assessment results and all other information, including teacher and parent input, relevant to the referral question and eligibility decisions.

Next, the primary evaluator(s) determines whether the student has one or more educational disabilities, per IDEA and ARS 15-766.

Please refer to the Quick Reference Guide, Educational Disability Categories.

Educational Impact and Specially Designed Instruction

If the MET team determines that the student meets one or more of the IDEA disability criteria, the team must then determine whether the disability has an educational impact to the degree that the student needs specially designed instruction, such as the adaptation of the content, methodology, or delivery of instruction. If the MET team determines that, although the student meets one or more of the IDEA disability criteria, he/she does not require specially designed instruction, and therefore does not qualify for Exceptional Education, the student may be referred to the school's 504 coordinator for consideration of a 504 Accommodation Plan.

Independent Educational Evaluations (IEE)

An independent educational evaluation (IEE) is an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of the child in question. Parents may obtain an IEE at their own expense at any time. IDEA provides that parents may seek an IEE at public expense only when they disagree with an existing WSD assessment. Any IEE provided by the parent **that meets the public agency's criteria** must be considered by an MET team in making any decision regarding the provision of a free appropriate public education to the student and be placed in the student's confidential file. A parent is entitled to only one IEE at public expense each time the public agency conducts an evaluation with which the parent disagrees.

Responding to a Written Request for an IEE

If parents disagree with a WSD assessment and/or request an IEE at public expense, the case manager or primary evaluator shall contact the Exceptional Education Director or Exceptional Education Coordinator. WSD must respond to parents' written requests for an IEE without unnecessary delay. If parents make an oral request, they should be advised to put the request in writing. In response to a request, WSD must provide parents with information about where an IEE may be obtained and WSD's criteria for IEEs.

Procedures When a Parent Submits a Report of a Non-WSD Assessment for Consideration of Eligibility

The MET team must review and consider information or documentation provided by the parent and record that consideration in a Review of Data/MET process. The team may determine that data from the Non-WSD Assessment is sufficient to determine eligibility or that additional assessment is needed. When a report is submitted for consideration of a related service, this may be addressed through an IEP meeting or Prior Written Notice in some cases.

Parental Consent for Services

The IDEA recognizes that parents have the ultimate choice in deciding whether their child should receive Exceptional Education services. Therefore, informed parental consent for the initiation of Exceptional Education services is required by the law. The school must make reasonable attempts to obtain consent for initial IEP services. The case manager should maintain written documentation (such as call logs, copies of correspondence sent to the parents and any responses received, or records of visits to the parents' home) of his/her efforts to obtain consent.

School systems cannot override a parent's refusal to grant consent to initiate Exceptional Education services. If parents refuse consent for services, the school district cannot be found to have denied the student a free appropriate public education and the parent may not assert any of the discipline procedure protections. Document in the Prior Written Notice (PWN) the attempts to get parental consent or any outcome at an initial IEP meeting in which a parent does not agree to sign the initial placement statement.

NOTE: The IDEA states that parents must sign in agreement to the initial provision of Exceptional Education services. If the parent refuses to sign or cannot be located to sign the initial placement statement, services delineated in an initial IEP **cannot** be provided.

Follow-up Responsibilities

Some students who are determined not eligible as a student with a disability may meet the eligibility criteria of Section 504 of the Rehabilitation Act of 1973. Such students should be referred to the school's 504 coordinator for 504 Plan consideration. Additionally, students who are found not eligible, or students whose parents do not consent to services, a strong consideration should be made for support being provided by the school's multi-tiered systems of support team through general education supports and services.

Chapter 4

Developing, Reviewing, and Revising Individualized Education Plans (IEP)

Developing the IEP

The Individualized Education Program is both a process and a written document whereby parents and special educators develop special education services for a student with disabilities, monitor the student's educational progress, and make needed changes to the student's program as circumstances change. The IEP must be based on the individual needs of the student, must enable the student to receive educational benefit, and must meet state educational agency standards. The IEP document should demonstrate a clear alignment between the students' needs, as documented in the evaluation and the Present Levels of Academic Achievement and Functional Performance (PLAAFP), and the goals and services on the IEP. Goals, services, and supplementary aids should be determined and developed based on peer-reviewed research to the extent practicable.

The IEP must provide the child with a free appropriate public education (FAPE) that is of high quality and is designed to achieve the high standards reflected in the *Every Student Succeeds Act of 2015 (ESSA)*. In *Endrew F. v. Douglas County School District RE-1*, No. 15-827 (U.S. March 22, 2017), the court held in a unanimous opinion that, "[t]o meet its substantive obligation under the IDEA, a school must offer an IEP reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances."

The term "Free Appropriate Public Education" (FAPE) means special education and related services are:

- a. Provided at public expense, under public supervision and direction, and without charge
- b. Meet the standards of the State educational agency
- c. Include and appropriate preschool, elementary school, or secondary school education in the State involved and
- d. Are provided in conformity with the individualized education program required under section 1414(d) of the title. § §1401(26), (29).

FAPE includes extended school year services (ESY) if the IEP team determines, on an individual basis, that the services are necessary.

For additional information, please refer to the Quick Reference Guide, Extended School Year Flow Chart.

Required Considerations of the IEP Team

In developing, reviewing, or revising an IEP, the IEP team must consider---

- a. The student's academic, developmental, and functional strengths, communication, and motor, adaptive, social-emotional;
- b. The parents' concerns for enhancing the education of their child;
- c. The results of the initial or most recent evaluation of the student;
- d. The results of the student's performance on statewide, district-wide, or alternative assessment programs, as appropriate; and
- e. The student's academic, developmental, functional needs, communication, motor, social-emotional, and adaptive.

IEP Participants (Roles and Responsibilities)

The required roles that need to attend the IEP meeting for the duration of the meeting include:

1. One or both parents of the student, or the student if 18 or older
2. Not less than one general education teacher of the student; for preschool, this might be a daycare provider, Head Start teacher, Public Education Agency (PEA) preschool teacher, or kindergarten teacher;
3. Not less than one special education teacher or special education provider;

4. A representative of the PEA (district representative) who must be knowledgeable of district resources and able to commit those resources, as needed. Additionally, the role of this individual is to make a final decision when consensus cannot be reached;
5. An individual who can interpret instructional implications of evaluations.

All IEP participants must indicate their participation in the IEP.

If a particular related service is going to be discussed in an IEP meeting, the appropriate personnel will be included or otherwise involved in developing the IEP and may be present for the duration of the meeting unless permitted by the parent to join the meeting late or leave early.

IEP team meetings are scheduled so that all agenda items can be addressed within the allotted time. The use of an agenda will assist with ensuring the meeting addresses all concerns. When a team is unable to complete the entire decision-making process and the meeting must be continued, another meeting must be scheduled without delay. The parent is sent an invitation to the continued meeting. All original team members must be present to continue the IEP meeting on another date.

Required Content of the IEP

An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting and that must include certain content [34 C.F.R. § 300.320(a)]:

- a. A statement of the child's present levels of academic achievement and functional performance;
- b. A statement of measurable annual goals;
- c. A description of how the child's progress toward meeting the annual goals will be measured and when periodic reports on the child's progress will be provided;
- d. A statement of the special education and related services and supplementary aids and services to be provided to the child;
- e. A statement of the program modifications or supports for school personnel;
- f. An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and activities;
- g. A statement of accommodations necessary to measure academic achievement and functional performance on State and districtwide assessments;
- h. The projected date for the beginning of the services, and the anticipated frequency, location, and duration of those services.
- i. If the IEP team determines that the child must take an alternate assessment the team must completed the Alternate Assessment form. This consideration must be made annually;
- j. If the child turns 15 while an IEP is in effect, appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living, and transition services needed to assist the child in reaching the postsecondary goals.

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

Present levels of academic achievement and functional performance include how the student's disability affects his/her involvement and progress in the general education curriculum. For preschool students, include how the disability affects the student's participation in age-appropriate activities.

Present Levels of performance must include more than just the data from eligibility assessments, such as psychological and educational. Data must include current classroom assessments, district/state assessments, observations, and relevant team input. (E.g., from the parent, student, general education teacher, special

education teacher, and related service provider. This may include a change in medication, moving with the parent, new sibling, etc. **Strengths and needs in reading, writing, and mathematics must be addressed.**

Every need stated on the present levels section must be addressed in the IEP as a goal, service, accommodation, or modification to a program. Students that receive services for Activities of Daily Living (ADLs) must have a statement of need for each ADL provided by school staff. If a need will not be addressed by the IEP, such as through after-school tutoring or private counseling, the present levels section should include a statement to this effect and this information should also be included on the Prior Written Notice.

Special Considerations

The following provisions are designed to foster the increased participation of students with disabilities in general education environments or other less restrictive environments. In developing, reviewing, or revising an IEP, the team must consider the following items § 300.324(a)(2):

1. **Assistive Technology (AT):** Consider whether the student requires assistive technology devices and services. Every IEP team is required to consider the need for assistive technology for every student in exceptional education.
2. **Behavior Needs:** Consider a student whose behavior impedes his/her learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.
3. **Limited English Proficiency:** Consider the language needs of the student as those needs relate to the student's IEP. If a student is an English Language Learner, list their current AZELLA scores, current status, and current program in which they are receiving services (i.e. pullout or separate classroom). Contact the EL coordinator for consultation on how to provide services for the student.

SB 1014 requires that **all** EL students, including those who have an IEP, receive a minimum number of SEI minutes each day. For K-5 this is 120 minutes/day and for 6-12 this is 100 minutes/day.

US Dept. Of Education requires that Dual Label students receive language development services. Ex Ed students cannot be withdrawn from language services. Ex Ed students cannot be exempted from taking the AZELLA. IEP teams can no longer exempt an Ex Ed student from ELD services, nor taking the AZELLA. Ex Ed students who have been previously determined to be exempt from ELD service and AZELLA will be grandfathered and remain withdrawn. However, a description of this exemption and the impact of limited language proficiency should still be documented in this section of the IEP.

4. **Deaf or Hard of Hearing (DHH):** Consider the student's language and communication needs, opportunities for direct communication with peers and professional personnel in his/her language and communication mode, academic level, and the full range of needs.
5. **Communication:** Consider the communication needs of the student, including opportunities for direct instruction in the student's language and communication mode. Every IEP team is **required** to consider the need for communication support for every student in exceptional education.
6. **Blind or Visually Impaired (VI):** Consider a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the reading and writing skills and appropriate learning media (including an evaluation of the student's future needs for Braille) that instruction in Braille or the use of Braille is not appropriate for the student.

The following considerations are **required annually** for every student in exceptional education:

- a. Whether the student requires assistive technology and services.
- b. Whether the student has communication needs.

Goals

A statement of measurable academic and functional annual goals, which must include short-term instructional objectives (for students participating in Alternative Assessment) related to meeting the students' needs, enable the child to be involved in and make progress in the general education curriculum, and meet each of the student's other educational needs that result from his/her disability; or for a preschool student, as appropriate, to participate in the appropriate activities;

- a. A measurable goal includes the following:
 1. Baseline data
 2. Condition under which goal will be measured
 3. Specific skill to address
 4. Observable behavior demonstrating the skill
 5. Means to measure progress
- b. The goals must be aligned with AZ State Standards
- c. Students who qualify for alternative assessment testing must have goals and objectives based on the core content connectors. *(Each goal for students who qualify for alternative assessment testing must have two objectives related to the goal).*
- d. A description of how the students' progress toward meeting the annual goals described above will be measured and progress reports will be provided to the parents quarterly

Specially Designed Instruction (SDI)

Special education is defined in the federal regulations as specially designed instruction, which means adapting as appropriate to the child, the content, methodology, or delivery of instruction [34 C.F.R. § 300.39(b)(3)]. Specially designed instruction is by definition different from the education provided to general education students. It is not simply academic support (helping a student with assignments) and/or providing accommodations.

The actual amount of time the student will receive specially designed instruction should be carefully and clearly documented in the IEP, not the amount of time he/she is in a special education environment. The information on the IEP service page and in the LRE statement should make clear the amount of specially designed instruction the student will receive to achieve each IEP goal (e.g. 15 minutes twice per week), the breakdown of time the student will be in a special education environment and how that time will be devoted, and the location the SDI will be provided (general education classroom, resource room, self-contained classroom, etc.). The following is a list of service providers who can provide Specially Designed Instruction:

- a. Special Education Teacher
- b. Speech-Language Pathologist
- c. Teacher of the Deaf and Hard of Hearing
- d. Teacher of the Visually Impaired
- e. Adaptive Physical Education Teacher

Accountability/Assessment

- AASA (Arizona's Academic Standards Assessment) is the new AzM2 which is aligned to Arizona's State Learning Standards which detail what students should be able to do at each grade level. The test is designed to measure student learning and progress towards readiness for college or career. Arizona controls the decision making for all aspects of the tests including test content, scoring, and reporting. Arizona educators are involved in the development of AASA. The assessment is given to students in grades 3 through 8 and grade 10 cohort and consists of two sections of Math, two sections of Reading and one section of Writing.

- Science is given to students in grades 4, 8, and 9/10. This is a computer-based assessment given the last week of March into April. This assessment consists of two sections of Science that can be tested in one day or over two days.
- Testing accommodations are provisions for a student to access and demonstrate learning but that do not substantially change the instructional level, content, or performance criteria. Accommodations can be changes in the presentation, response, setting, or timing/scheduling of educational activities.
- No accommodation may be put in place for a state or district assessment that is not already consistently used regularly in the classroom.

For a list of AzM2 testing accommodations please refer to [AASA Accommodations Manual](#)

Alternate Assessment

Alternate assessments were developed to ensure that all students can participate in an assessment that is a measure, in relation to grade-level state standards, of what they know and what they can do. The Multi-State Alternate Assessment (MSAA) for ELA and Math, and Science, were developed for students with significant cognitive disabilities to be able to participate in content instruction and assessments that are aligned to state standards.

- a. Review of student records and important information across multiple school years and settings (e.g. school, home, community), and
- b. Determination of whether the student fits all criteria for participating in MSAA, as outlined by the Arizona Department of Education. *See Below.*

Arizona Alternate Assessments:

Multi-State Alternate Assessment (MSAA) for ELA and Mathematics are offered in grades 3 through 8 and grade 11. Science is offered in grades 4, 8, and 10 only.

- a. The IEP Team will discuss and determine participation and eligibility using the MSAA Participation Decision Documents.
- b. Each of these tools should be considered separately as some criteria may be unique to the content area; **however, a student will be eligible in all areas (ELA, Mathematics, and Science) where grades overlap.**
- c. The IEP Team's decision for Alternate Assessment must be based on multiple pieces of evidence that, when taken together, demonstrate that the Alternate Assessment is the most appropriate assessment for the student.
- d. His/her academic instruction will be based on the Common Core Connectors (CCCs) linked to state content standards. The Additional Considerations listed below are **not solely used** to make this decision.
- e. Any additional implications of this decision are discussed thoroughly.

f. A student must meet all three of the following criteria to participate in alternate assessments:

| Participation Criteria | Participation Criteria Descriptors |
|---|---|
| a) The student has a SIGNIFICANT cognitive disability. | <p>Review of student records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior*.</p> <p>Specific data and dates must be entered.</p> <p><i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i></p> |
| b) The student is learning content linked to grade-level content standards. (Core Content Connectors) | <p>Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level content standards and address knowledge and skills that are appropriate and challenging for the student.</p> <p>List specific goals linked to the Core Content Connectors (CCCs).</p> |
| c) The student requires extensive, direct individualized instruction and substantial supports to achieve measurable gains in grade- and age-appropriate curriculum. | <p>The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature, and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.</p> <p>List specific data on strategies and adapted materials and how the student responds.</p> |

If alternate assessment eligibility is being considered:

1. Hold an IEP meeting.
2. Make the alternate assessment determination before November 25.
3. Develop goals that are aligned to grade-level state standards via the Core Content Connectors (CCCs).
4. Parents must be informed of the alternate assessment eligibility process, must agree in writing, and must sign eligibility documents.
5. **Students demonstrating academic deficits or difficulties due to learning disabilities, speech-language impairments, and emotional-behavioral disabilities DO NOT qualify for participation in an alternate assessment.** Performing 3-4 grade levels below peers without disabilities is not, by itself, evidence of a significant cognitive disability. Academic deficits or difficulties alone do not indicate that a student has a significant cognitive disability. Further, a significant cognitive disability will be pervasive, affecting student learning across content areas and in social and community settings.
6. Students with autism (A), intellectual disabilities (ID), orthopedic impairments (OI), other health impairments (OHI), or traumatic brain injuries (TBI) do not automatically qualify.
7. Students demonstrating mild to moderate cognitive abilities do not automatically qualify.

Program Modifications and Supports for School Personnel
As stated at §300.320(a)(4), each child's IEP must contain:

A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, **and a statement of the program modifications or supports for school personnel that will be provided to enable the child—**

- a. To advance appropriately toward attaining the annual goals;
- b. To be involved in and make progress in the general education curriculum in accordance with paragraph (a)(1) of this section, and to participate in extracurricular and other nonacademic activities; and
- c. To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section... [§300.320(a)(4)]

Supports and modifications are available as needed for students with disabilities, supports are also available for those who work with these students. Some of these supports might include:

- attending a conference or training related to your child's needs,
- getting help from another staff member or administrative person,
- having an aide in the classroom, or
- getting special equipment or teaching materials.

It is the responsibility of the IEP team to determine what types of program modifications are necessary to support staff and to specify these in the IEP. The regular educator and special educator serving on the child's IEP team may be especially helpful in identifying what program modifications are needed.

Extended School Year (ESY)

NOTE: ESY must be discussed at every annual IEP meeting.

Extended school year (ESY) services are special education and related services that are provided to a child with a disability beyond the normal school year, are in accordance with a child's IEP, are provided at no cost to the parents, and are in alignment with the standards set by the state education agency (SEA). [34 C.F.R. § 300.106(b)]

The regulations that implement the IDEA require the IEP team to determine, on an individual basis, whether ESY services are necessary to provide FAPE to the child. [34 C.F.R. § 300.106(a)(1)] "Student participation in an ESY program is not compulsory. ESY services are not required for all students with a disability." [A.A.C R7-2-408(D)] "Eligibility for [ESY] participation shall not be based on need or desire for any of the following:

1. A daycare or respite care service for students with a disability;
2. A program to maximize the academic potential of a student with a disability; and
3. A summer recreation program for students with a disability." [Id. at Subsection (E)]

"The critical question that each IEP team must ask regarding ESY services is whether meaningful progress on critical skills related to IEP goals that occurred during the regular school year will be significantly jeopardized (thus significantly jeopardizing the provision of FAPE) if ESY is not provided." [Arizona Department of Education, Exceptional Student Services (ESS) AZ-TAS Guidelines for Extended School Year Services, February 2007, pg. 2] *A critical skill is defined as an academic, social, functional, or behavioral skill that is related to an IEP goal and is critical to the student's overall school and community functioning.* [Id. pg. 5] Not all goals on a student's IEP are necessarily critical skills. It is incumbent on the IEP team to make "a determination if the student's IEP contains critical skills that need ESY services in order to ensure [a] FAPE to the student." [Id. pg. 12]

Arizona State Board of Education rules state “For a student with a disability currently enrolled in special education, eligibility for ESY services shall be determined no later than 45 calendar days prior to the last day of the school year.” [A.A.C. R7-2- 408(C)]

It is the IEP team that decides the need for ESY according to the following criteria. The answer to both questions must be, “Yes.”

1. **Critical Skills:** Critical skills may include communication, motor, social/emotional, and self-help skills. The IEP Team must consider whether the child is in a critical learning stage that has great potential for increasing his or her self-sufficiency. If such a skill is not completely acquired and mastered, it is likely that the current level of acquisition will be lost during the summer vacation.

2. **Regression/recoupment:** Many children regress to a lower level of functioning over vacation periods, but both non-disabled and special education children usually recover (recoup) skills to the level achieved previously in a short period. A regression/recoupment analysis looks like:

- The amount of regression a child experiences as a result of a break from schools with the amount of time required to regain the prior level of skill.
- Whether the child loses crucial self-sufficiency objectives during the break, with little possibility of a reasonable recoupment period.

| ESY is: | ESY is NOT: |
|---|--|
| Based on individual student data for the current school year | Based on certain categories of eligibility, ages, or having ESY in the past. |
| A team decision based on the collected data. | Decided by people outside of the IEP team. |
| Different from the student’s regular school year services. Services are based on the specific skills lost as a result of the disability’s impact on the student’s learning. | An exact duplicate of services the student is currently receiving. For example, the student may not require related services during ESY. |
| Individually designed services to address critical skill/goal areas. | A comprehensive educational program. |

Extent Statement

The IEP must include a thorough explanation of the extent, if any, to which the student will not participate with non-disabled students in the general education classroom and other school activities. The explanation must be individualized and include the REASON the student is not fully included in the general education setting.

Chapter 5

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

Standards- Aligned IEP

A standards-aligned IEP documents the gaps between the student's current abilities and the grade-level expectations and identifies clear targets (goals and objectives) that will help bridge the gap between the student's current performance and the standards.

The Key to the IEP

Creating a thorough PLAAFP is a crucial step in the collaborative development of a student's specially designed instruction (SDI) and a critical role of the IEP team. The PLAAFP:

1. Describes the unique strengths and needs of the student;
2. Provides information from multiple sources about the student's learning characteristics, current skills, and instructional history; and
3. Identifies the impact of the disability on participation in the general curriculum in order to allow the team to make decisions about goals and objectives, instruction and intervention, accommodations, supplementary aids and services, program modifications, supports to personnel, and services that address the student's unique needs.

Data Collection

1. Data collection is a process that occurs year-round.
2. A variety of staff including general educators are collecting multiple sources of data.
 - a. Academic Achievement: a student's performance in academic areas (language arts and math) or for preschool children, age appropriate developmental levels and early literacy and math skills.
 - b. Functional Performance: a student's performance in other areas that impact their access, engagement, and independence and participation in a variety of environments.
3. All of this data comes together to create a well-rounded PLAAFP that provides the knowledge to the team in order to set goals and design supports and services to narrow the gap.

KEY CHARACTERISTICS OF THE PLAAFP



Multiple Sources of Data

Standardized Assessments

1. Standardized assessments may include: psychological, academic, speech/language, medical reports, etc.
2. Include data from standardized assessments that were completed within the year. (No data from assessments over a year old)
3. Student performance on assessments should be written in a narrative form.
 - a. A list of data alone is not acceptable
 - b. Cite sources and dates of assessments

Measures of academic and behavioral performance

1. The measures of academic and behavior performance data considers student performance in light of grade-level standards.
2. This data assists in determining student strengths in academic and functional skills.
3. This data shows evidence of performance on grade-level standards and includes: curriculum-based measures, teacher data probes on academic skills, progress on IEP goal, work samples, rubric of knowledge/skill proficiency, etc.
4. The data should indicate a reference point for comparison to the class expectation.

Focused Observations

1. Observations should come from a variety of staff.
 - a. General educator input should be included.
2. Accommodations and modifications that were or were not successful should be reported
 - a. This data assists directly in determining appropriate supplementary aides and services, as well as accommodations.

Intervention Progress

1. Students may receive intervention services to address skill deficits in both academic and functional skills areas.

2. These services do not have to take the form of a formalized program and may include evidence and research based strategies.
3. Examples of formal interventions: 95% Group Interventions, Orton Gillingham, Just Words, Foundations, etc.
4. Examples of evidence and research-based strategies: Manipulatives, Systematic/Explicit instruction, Peer tutoring, Reciprocal teaching, etc.

Strengths and Needs

1. Consider starting with the student's strengths.
2. Focus on the following when summarizing strengths and needs:
 - a. Only include information related to that specific area of the PLAAFP
 - b. Acquisition of specific knowledge and skills that are necessary to make progress in the general education curriculum in the grade-level in which the student is enrolled;

Instructional Grade Level Performance

1. Consider the grade level the student is functioning in the academic or functional skill area.
 - a. Use the Arizona Core Content Connectors to assist in determining the instructional grade level through back-mapping.
2. Caution should be taken when using grade equivalencies from standardized assessments as they do not align directly to standards and can over or underestimate grade level depending on the age of student.
3. Multiple sources of data should be considered when determining instructional grade level.

Parental Input

What is the parental input regarding the student's educational program?

1. Parent input is a valuable part of the IEP process. A summary of their input (both positive and negative) should be documented.
2. Students age 14 and older play an active role in the development of their IEP, and their input can be included in this section as well.

What are the student's strengths, interest areas, significant personal attributes, and personal accomplishments?

1. In this section, input from all parties involved with the student should be included.
2. The student's personal input is crucial no matter the age.

Impact Statement

1. How does the student's disability affect his/her involvement in the general education curriculum?
2. What areas are affected by the student's disability?
3. How does the student's disability affect membership in the classroom and in other school environments?
4. How does the student's disability affect participation in school activities and social interactions? For pre-school children, how does the disability affect access to and participation in age-appropriate activities?
5. Which academic and/or non-academic areas are affected/impacted?

Chapter 6

Related Services

Related Services

Related services may be provided as direct or indirect services to enable a student to access the special education program and to facilitate access to the general education curriculum. A related service must be attached to a primary service. The educational team should consider the following when determining the need for related services.

The following is a list of services that may be considered a related service (including but not limited to):

- a. APE: Adaptive Physical Education
- b. ADL: Activity of Daily Living
- c. Counseling
- d. Educational Interpreter
- e. Speech/Language: Expressive/Receptive Language
- f. Nursing
- g. Occupational Therapy
- h. Orientation and Mobility
- i. Physical Therapy
- j. Transportation

For descriptions, see Quick Reference Guide, Related Services Descriptions.

Qualifying for Related Service

The need for related services is considered annually at a student's IEP meeting. Eligibility for related services is dependent upon a comprehensive evaluation in the proposed area and demonstration that the student is unable to access their IEP goals without provision of the related service. Sometimes a student's access to the educational setting can be supported by a related service provider in a consultative model, rather than by providing direct service minutes. These services must be documented in the Supplemental Support Services portion of the IEP.

Collaboration with Educational Staff

The related service providers collaborate with the educational staff and other related service providers to meet the needs of the student, aiding the student in making progress in accessing their IEP goals and educational setting. Some related services are not stand-alone providers of IEP goals and therefore support the IEP goal by embedding their services into the IEP goal.

Related service providers that write standalone goals are required to report quarterly progress on IEP goals.

For related service goals that are embedded into the primary IEP goal, progress is recorded by both the specially designed instructional provider and the related service provider. Related service providers will describe progress as it relates to their embedded goal and will close-out the progress report with a signature.

All information about provision of related services, including addition or dismissal of services, must be reported annually in the Prior Written Notice of the IEP.

Transportation as a Related Service

Two federal statutes, Section 504 of the Rehabilitation Act of 1973, and The Individuals with Disabilities Education Act (IDEA), apply to the provision of school transportation for eligible students with disabilities. Section 504 requires school districts to provide transportation when necessary to meet the needs of a person with a disability as adequately as the needs of a nondisabled person are met. The IDEA requires transportation as necessary to assist a child with disabilities in benefiting from special education. Specialized transportation may be required when necessary for the child to access a Free Appropriate Public Education (FAPE).

Who is Eligible for Transportation as a Related Service?

Decisions about a student's need for transportation as a related service are made by the Individualized Education Program (IEP) Team. While most students with disabilities are able to access transportation available to all students, transportation as a related service may be required when the student's program placement is not at his or her home school, if there is a sensory or physical need, or if the student has significantly reduced intellectual development and/or problem solving skills or behavioral concerns that would warrant a specialized need for transportation.

Pick-up/Drop-off

Curb-to-Curb Services:

Under most conditions, the transportation provides service for students at the closest, safest curb to the student's residence and in accordance with the IEP or 504 Plan. The following are some of the exceptions to this procedure:

- The pick-up and drop-off locations for ambulatory students may be altered depending on the safe access ability to the bus.
- During extreme weather/road conditions (dead end roadways, dirt or gravel roadways, steep roads, poor driving roadway conditions, narrow roadways, or cul-de-sac) it may be necessary to place the pick-up/drop-off site at a safe location, which may be away from the home or daycare. Every effort will be made to locate the stop as close as possible to the home or daycare. When an escort is required, it will be the responsibility of the parent, or their designee, to escort the student to or from the pick-up/drop-off location. The bus driver or monitors are not responsible to escort the student to and from the stop.
- Students shall not be carried on or off a bus.

Alternate Pick-Up/Drop-Off Locations

Drivers are permitted to release students only at the school or designated pick-up/drop-off. If the parents would like an alternate pick-up or drop-off location, they must contact the front office of the student's school. Please note, the request of pick up/drop off at an alternate address does not guarantee the request can be accommodated. All requests require approval from the maintenance/transportation department.

Chapter 7

Hearing and Vision Services

Hearing and Vision Screening

The Sensory Screening Program supports hearing and vision screening for children in the State of Arizona. Hearing and vision screening statutes legislatively mandate the administration of screenings and referrals to children enrolled in public, private, and charter schools. The mandates require that a systematic program for hearing and vision screenings be made available to children to allow early identification and appropriate intervention.

School Age Hearing screenings:

If a student does not pass the initial hearing screening, the student should be rescreened no earlier than 10 school days and no later than 30 school days from the date of the initial screening.

If the student does not pass the rescreen, a referral letter is mailed home to the family asking the family to take the referral form to the optometrist or ophthalmologist. The family may contact the school nurse if they need assistance obtaining these services.

Child Find Hearing Screenings:

Parents are asked to bring copies of any previous evaluations. The school nurse will review any outside evaluations and may determine that further evaluation is not necessary.

If a student does not pass the initial vision screening, the school nurse will recommend that the family follow-up with an optometrist or ophthalmologist for a complete eye examination. The school nurse can assist the family if they need help obtaining these services.

Loss of hearing or vision can impact a child's academic, social interaction, literacy, and overall development. Early identification and intervention can increase a child's academic success by developing the foundations that can allow every child the opportunity to be successful. Identification, referral, and connection to community resources are essential for hearing and vision screening programs to ensure school readiness for Arizona's children.

Hearing Impairment – Identification and Services

A licensed Audiologist who holds a master's or doctoral degree in audiology will determine the hearing loss. An audiological evaluation is on file for every student with a hearing loss. A current audiological evaluation, within 6 months, is required for the initial IEP. An annual audiological evaluation is best practice for any student with an identified hearing loss.

[Disability Categories](#)

Services for a student with an identified hearing loss may include but are not limited to:

- 504 plan that addresses audiological needs, assistive technology, and/or classroom accommodations;
- IEP with consultative services from a Teacher of the Deaf and Hard of Hearing (ToDHH) to support the campus teams as well as address the student's audiological needs, assistive technology, communication needs, social/emotional needs, transition needs, classroom accommodations and/or classroom modifications related to the hearing loss;
- IEP with specially designed instruction from an Itinerant Teacher of the Deaf and Hard of Hearing (ToDHH) which includes frequency and duration of service minutes, location of services, and IEP goals

that are associated with specially designed instruction related to the students' needs due to the hearing loss; ASL interpreters will be provided for students that sign and want to stay in the district.

- IEP with a change in placement to a Co-Enrollment setting from an Inclusion ToDHH which includes all the above services as well as addresses daily communication needs in the areas of American Sign Language (ASL) and/or Listening and Spoken Language (LSL).

Audiological Services

The Teacher of the Deaf and Hard of Hearing participates in all RED/MET/IEP/504 meetings for our Deaf/Hard of Hearing students. Audiology services and assistive technology currently fall under supplementary aids and services on the IEP. The services include reviewing the results of audiological evaluations and hearing aid/BAHA/cochlear implant assisted testing and working with the Teacher of the Deaf and Hard of Hearing to monitor all amplification equipment. The WSD works with AZ Schools for the Deaf and Blind (ASDB) to provide hearing services for its students who qualify.

Educational Interpreting services

NOTE: Educational interpreting services are listed under Related Services on IEPs.

Educational Sign language interpreters are subject matter experts in sign language and communication accessibility for deaf and hard of hearing students and who have undergone extensive training and credentialing. As supplementary aids, educational interpreters participate in IEP meetings and assist in determining how interpreting services are documented in the IEP and implemented in the classroom or school environment. Interpreting services should be documented as a related service and an accommodation in an IEP. Sign Language as an accommodation is different from interpreting services.

To add interpreting services to an IEP, the student should:

1. Have a hearing loss that impacts access to education (as evidenced by an audiogram and report from audiologist).
2. Have at least some proficiencies in ASL or CASE/PSE (not necessarily fluent).
 - a. Student can follow signed directions.
 - b. Student understands number incorporation, fingerspelling, non-manual markers, and role-shifting.
 - c. Student is dependent on sign language to access information (regardless of the student's ability to use speech).
3. Have a basic understanding of the role/function of an interpreter.
 - a. Student responds to interpreter cues (knows when to attend the interpreter)
 - b. Student understands the importance of the placement of interpreter in proximity to the speaker or presented material.
 - c. Student is able to ask for clarification or repetition from the appropriate person.
4. Demonstrate difficulty when communicating with hearing peers, teachers, and staff.
 - a. Student does not have successful spoken exchanges.
 - b. Student's speech is not readily understood by hearing peers, teachers, and staff.

To add interpreting services to a 504 plan, the following must be true about the student:

1. Student has a hearing loss that limits their ability to access learning.
2. Student is fluent in ASL or CASE/PSE.
3. Student is dependent on sign language to access information.
4. Student fully understands the role of an interpreter.

If the IEP/504 team has added or changed educational interpreting services, contact the ExEd Coordinator to schedule services. Establishing new services could take up to ten days.

Visual Impairment – Identification and Services

Determination of Visual Impairment, including blindness, requires verification of a visual impairment by an ophthalmologist or optometrist. An eye report, the medical diagnosis of a visual impairment, must be on file for every student with a visual impairment and is required for the initial IEP.

Services for a student with an identified loss of sight may include but are not limited to:

- 504 plan that addresses visual needs, print needs, assistive technology, and/or classroom accommodations;
- IEP with consultative services from a Teacher of the Visually Impaired (TVI) to support the campus teams as well as addresses the student's visual needs, print needs (including braille), assistive technology, communication needs, social/emotional needs, transition needs, classroom accommodations and/or classroom modifications related to the loss of sight;
- IEP with specially designed instruction from an Itinerant TVI which includes frequency and duration of service minutes, location of services, and IEP goals that are associated with specially designed instruction related to the students' needs due to the loss of sight.
- Consideration for braille instruction must be discussed at each annual IEP.
- Documented under special considerations in the IEP document.

Orientation and Mobility Services

To be evaluated for orientation and mobility services, a student must have an identified visual impairment from an ophthalmologist or optometrist.

Services for a student with an identified need for Orientation and Mobility may include:

- Spatial and environmental concepts and the use of information received by the students senses to establish maintain or regain orientation and line of travel on or near campus;
- the use of long cane as a tool for safely negotiating the environment;
- the use of remaining vision, distance low vision aids, concepts, techniques, and tools for mobility.

Orientation and Mobility services cannot be a stand alone service without VI eligibility and services.

Arizona State School for the Deaf and Blind (ASDB) Referrals

All the following procedures for referrals to ASDB were made using the state laws for admission to ASDB (<https://www.azleg.gov/viewdocument/?docName=https://www.azleg.gov/ars/15/01342.htm>)

In order for a student to receive a referral to ASDB, the student must meet the following criteria:

- The referral must be in writing
- The student must be enrolled in WSD
- The student must have an identified hearing or visual impairment as defined by Arizona law (<https://www.azed.gov/specialeducation/disability-categories/>)
- The student must have a current MET
- The student must have a current IEP developed by WSD

If a student is missing any of the above criteria, the referral will be on hold until all components are met. The student will receive an in-district placement pending the requested referral to ASDB.

Once all documents are received by the WSD – ASDB Liaison, they will make the referral to ASDB and the parent can get a tour of the ASDB campus.

After the referral is made by the district, the follow steps will occur:

- ASDB will review the referral for up to 30 school days

- ASDB will give the Liaison dates and times they are available to review the IEP as a team
- The Liaison will schedule an IEP review with the IEP team and the following paperwork will be completed:
 - Meeting Notice – Generic (Ad Hoc)
 - Conference Summary - IEP Review for change of placement (Ad Hoc)
 - PWN – Educational Placement (Ad Hoc)
 - At the conference summary the team will review the student’s present levels of academic performance, why the referral to ASDB was made (by parent or the IEP team) and ASDB will make their recommendations.
- Depending on the team’s decision the student will either:
 - Continue placement at a WSD campus with the developed IEP or
 - Change placement to ASDB per the team’s recommendation.

Procedures regarding enrollment between ASDB and WSD is currently being revised based on ADE guidance and will be available sometime in the future.

Chapter 8

Speech and Language Services: Evaluation and Eligibility:

Speech-Language Impairment

Speech-Language Impairment: The student meets the criteria of a handicapping condition under the educational classification of Speech-Language Impairment: (a) for a preschool child, means performance on a norm-reference 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. Eligibility for a preschool child under this subdivision is appropriate only when a comprehensive developmental assessment and parental input indicate that the preschool child is not eligible for services under another preschool category or under the developmental delay category; (b) This is defined as a communication disorder such as stuttering, impaired articulation, severe disorders of syntax, semantics or vocabulary, or functional language skills, or a voice impairment, as determined by evaluation pursuant to section 15-766, to the extent that it calls attention to itself, interferes with communication or causes a child to be maladjusted.

Speech and Language Impairment Eligibility Determination

- For a preschool child, means performance on a norm-referenced language 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. Eligibility for a preschool child under this subdivision is appropriate only when a comprehensive developmental assessment and parental input indicate that the preschool child is not eligible for services under another preschool category or under the developmental delay category. If there is a discrepancy between the measures, the evaluation team shall determine eligibility based on a preponderance of the information presented.
- For a child who has reached the required age for kindergarten, a speech or language impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance (34 CFR §300.8).
- Does the student require specially designed instruction or related services and supports to make progress in the general education curriculum?
 - Support, accommodations, and interventions will be determined based on current level of functioning in communication skills on a case-by-case basis depending on the needs of the individual student.
- Possible service provider(s):
 - Parent/Guardian
 - General Education Teacher
 - Special Education Teacher
 - Speech Pathologist/Speech Therapist/Speech Assistant

A student can have a Speech/Language Impairment in any of the following areas:

1. Language:

A language disorder exists when the student achieves a standard score of at least 1 ½ standard deviations below the mean, and/or alternative measures that reveal at least moderate deficits in language abilities that adversely impacts a child's educational or functional performance within the general education classroom.

Alternative measures will be used in situations when formal testing using norm-referenced tests is not appropriate or feasible. Examples of such situations include;

- The team conducts a Review of Existing Data for a 3-year reevaluation
- The child's cognitive or physical limitations prevent establishing a baseline on the test.
- There is not a norm-referenced test available to measure specific communication areas of concern.

- The population used to establish the norms for the test was not representative of, or did not include children with similar disabilities.
- The child is not able to respond as specified in the standardization procedures due to their mode of communication.
- The test cannot be administered as specified in the testing manual.
- The test is not designed for the age or population of the student being assessed.

There are also children who perform well on tests of specific language performance but who are unable to use language for effective oral communication. These children exhibit a variety of behaviors that interfere with verbal competence, but their language production deficits are difficult to identify with tests of isolated skills. Identification of these children requires more precise quantification of production disorders at the discourse level of analysis.

Individual test scores and/or clinical judgment may be used to indicate strengths and weaknesses, as well as, determine eligibility for speech and language services in the school setting.

A language disorder does NOT exist when...

- The student's language abilities are consistent with developmental age.
- Language differences are due primarily learning the English language, dialectical differences, and environmental, cultural, or economic factors.
- Speech/language difficulties are the result from a second language, unless the child has a language impairment in his or her native language. This can only be assessed through a bilingual assessment.
- Identification of a language disorder and consideration of eligibility for special education and related services, is NOT based on a discrepancy determined by a comparison of mental ability and language ability. While it is generally acknowledged that mental ability and language ability are closely related, their exact relationship and effect upon each other are unclear.

2. Articulation/Intelligibility/Phonology:

Students who present with deficits in speech sound production adversely impact overall intelligibility, academic performance, and/or social interactions within the general education classroom setting. This deficit is characterized by the omission, distortion, substitution, addition and/or inaccurate sequencing of speech sounds. Errors are not related to culture or dialectal differences.

The MET team may identify a child as having a speech impairment if the child meets the definition under 1 and meets any of the following criteria under 2 below:

1. The student demonstrates speech sound errors outside of the developmental guidelines.
2. There is an adverse effect on:
 - a. For students in Kindergarten through 8th grade: Academics or classroom communication due to decreased speech intelligibility (less 80% intelligibility in connected speech). The child's peers or teachers are not able to understand him/her, therefore hindering oral presentations, oral reading, and the development of social relationships.
 - b. For students in Kindergarten through 8th grade: Academics or classroom communication due to decreased speech intelligibility (3 year old: less 70% intelligibility in connected speech; 4 year old: less than 80% intelligibility in connected speech). The child's peers or teachers are not able to understand him/her, therefore hindering oral presentations, oral reading, and the development of social relationships.
 - c. Sound/symbol development, spelling or reading skills related to distorted phonemes.
 - d. Socio-emotional development

An articulation/intelligibility/phonological disorder does NOT exist when...

- Speech sound production is consistent with chronological age,
- Articulation differences are due to unfamiliarity and learning the English language, dialectical differences, physical disabilities or environmental, cultural or economic factors,
- Errors in speech sound production do not negatively impact educational performance, or

- Phonological processes are developmentally appropriate.
- There are medical or dental circumstances that inhibits appropriate movement of the articulators. This may occur, for example, if a child is tongue-tied (ankyloglossia), and effective therapy is not possible until medical treatment has occurred.
- Individual test scores and/or clinical judgment may be used to indicate strengths and weaknesses, as well as, determine eligibility for speech and language services in the school setting.

3. Fluency:

Students who present with deficits in overall speech fluency represented by an abnormal rate of speaking and/or involuntary repetitions, prolongations or blocks which interfere with effective communication, and may be accompanied by physical behaviors. Negative attitudes and feelings about speaking may also be present. These dysfluencies negatively impact a child's academic and social interactions within the general education classroom setting.

The MET team may identify a child as having a fluency impairment for special education and related services if they exhibit one of the following:

1. The student demonstrates 8-10% or more atypical dysfluencies (sound syllable repetition, prolongation and/or blocks) within a 3 or more speech sample of at least 300 syllables. Noticeable tension and/or secondary characteristics may or may not be present.
2. The student demonstrates 8-10% typical (word and phrase repetitions, interjections, revisions, unfinished words, hesitations) dysfluencies within 3 or more speech sample of at least 300 syllables with one or more of the following:
 1. Accompanied by audible and/or visual tension
 2. Secondary characteristics
 3. Negative attitudes and feelings about their speech

Individual test scores and/or clinical judgment may be used to indicate strengths and weaknesses, as well as, determine eligibility for speech and language services in the school setting.

A fluency disorder does NOT exist when...

- Dysfluencies are considered to be a part of the normal pattern of speech development
- Dysfluencies do not interfere with educational performance.
- Rate is the only affected area.

Individual test scores and/or clinical judgment may be used to indicate strengths and weaknesses, as well as, determine eligibility for speech and language services in the school setting.

4. Voice:

Students who present with vocal characteristics of pitch, intensity, quality or resonance which interfere with communication, draw unfavorable attention, negatively impact the speaker or listener, and/or are inappropriate to the age or gender of the student. These impairments may be organic or functional in nature.

A voice disorder does NOT exist when...

- Vocal characteristics are the result of temporary physical factors such as allergies, cold, abnormal tonsils or adenoids, and/or short term abuse or misuse,
- Vocal characteristics are the result of regional, dialectical, and/or cultural differences,
- Vocal characteristics do not interfere with educational need over and above what is being addressed within the general education classroom.

The IEP team may identify demonstrates deviant vocal behavior related to pitch, intensity, or quality inappropriate for the student's age or sex that is of concern to parent, student, physician and/or teacher. Frequency and consistency must be considered.

** A doctor's written release (ENT Exam) is necessary before treatment can begin to address voice disorders. A school based SLP cannot diagnose voice disorders.

What is Adverse Effect on Educational Performance?

A speech/language disorder must adversely affect educational performance for the student to be eligible for special education and related services. That is, documentation must show how the disorder affects the student's involvement and progress in the general curriculum.

Affected areas may include:

- social interaction
- behavior
- emotional development
- academic performance
- vocational performance
- participation in classroom activities and discussions

"Adverse effect" means that the progress of the child is impeded by the disability to the extent that the educational performance is significantly and consistently below the level of similar age peers.

For preschoolers, documentation must show

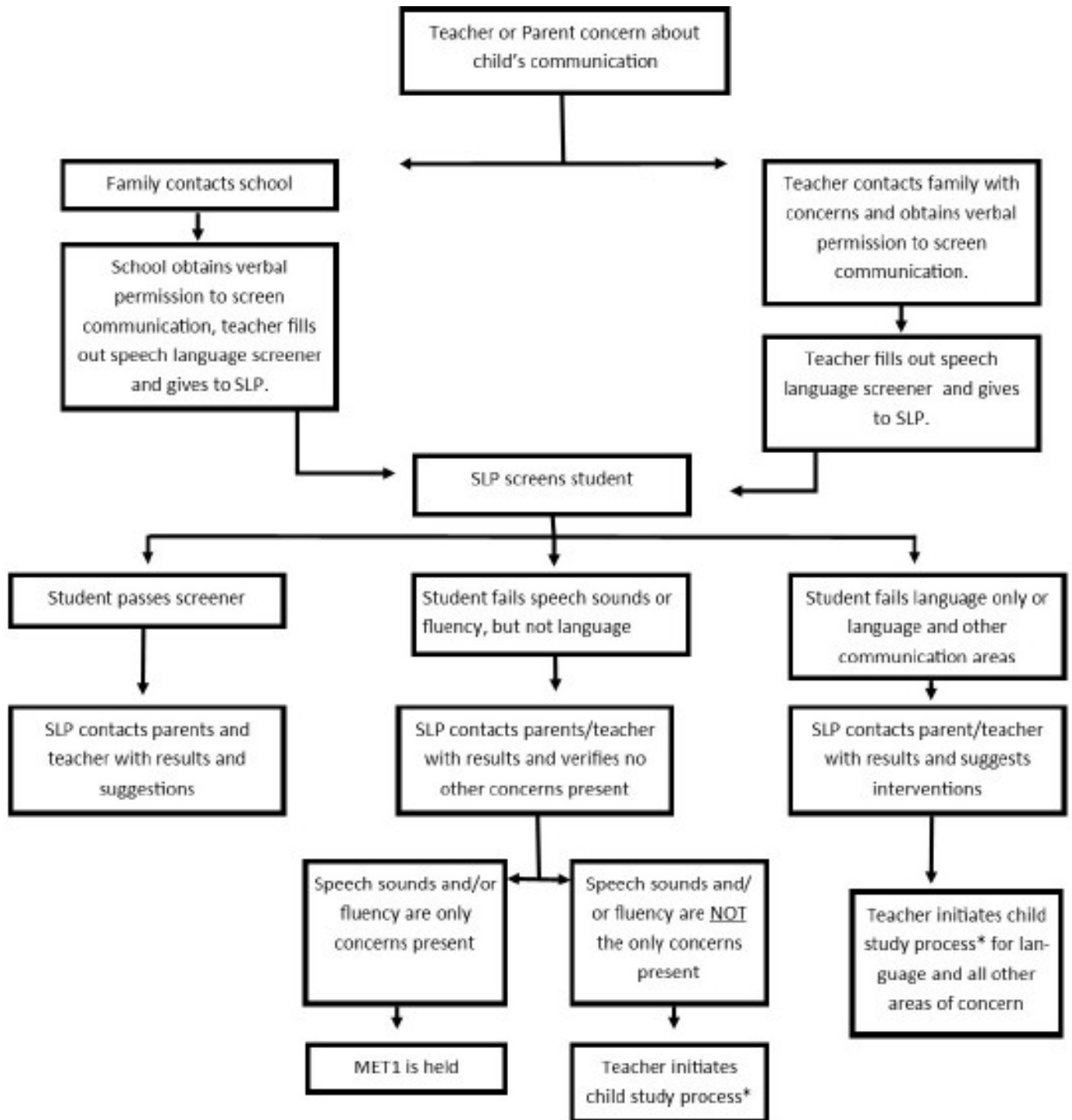
- How the disability affects the student's participation in developmentally appropriate activities.
- Adverse effect on educational performance must be documented in writing. Behavior observations and/or teacher/parent interviews are often used to document adverse effect. Observation should focus on the behavior(s) of concern within a functional setting in which the behavior occurs, such as classroom, small group setting or special class setting.

Dismissal from speech/language Therapy:

There are several factors that may determine discontinuation of speech/language services. Termination of services may occur if:

- The child no longer presents with speech/language impairment; achieved goals/objectives
- The child continues to present with speech/language impairment, but the impairment no longer impacts the child's educational performance
- The child continues to present with an impairment that impacts their educational performance, but the Multidisciplinary Evaluation Team determines that special education services are no longer needed; needs are being addressed by inclusion, resource, etc.
- The child has reached a plateau in progress after various therapeutic options have been attempted, and there is no longer an educational benefit from speech/language services
- There are medical or dental circumstances that prevent progress. This may occur, for example, if a child is tongue-tied (ankyloglossia), and effective therapy is not possible until medical treatment has occurred.
- The child's lack of motivation and participation prevents measurable progress toward meeting his/her goals.

Exceptional Education Speech and Language Process



* refer to child study process

Wilson School District
Preschool-1st grade
Speech/Language Referral Form

Date Received _____

Date Screened _____

Student Name: _____ Birthday: _____

Teacher: _____ Room # _____

Address: _____ Phone # _____

Primary Language of Student: _____ Parents Names: _____

(Please check or circle statements that apply to student referred)

Speech Sounds / Articulation

- _____ 1. Articulation – mispronounces words, slurs words together, distorts certain sounds, substitutes or omits sounds.
- _____ 2. Intelligibility (how well student is understood in conversation) is 60% or less.
- _____ 3. Vocal Quality – breathy or hoarse voice, child often complains his throat hurts, high or low pitch, nasal voice, unusually loud or soft voice.
- _____ 4. Fluency – stuttering problems, repeating words, sounds, or syllables, involuntary stopping, hesitations, groping sounds, facial grimaces.
- _____ 5. Other - _____

Language

- _____ 1. Skills in Communication – little awareness of listeners; speaks with little effort to evoke understanding of others; pace of words and inflection of voice is not adjusted to listeners.

(continued)

- _____ 2. Amount of Language (regardless of quality of language) – seldom talks; uses gestures more than not; exceptionally quiet, needs facilitation and prompts to carry on conversation.

_____ 3. Vocabulary – uses a meager vocabulary (lower than appropriate for age), trouble with labeling, uses “thing” or “stuff”, etc..., far below most of peers, takes long to process.

_____ 4. Quality of Listening – inattentive, easily distracted, has difficulty following one-step directions, problems with simple sequencing (such as routines, etc.), seldom attends or responds appropriately to peers or others, says “Huh” frequently.

_____ 5. Pragmatics – has difficulty using age-appropriate social language (is physical rather than using words), doesn’t share with peers.

Other information (Please fill out)

Can child follow routines with minimal prompting?

Does child play with peers or do parallel play?

Has the child experienced any trauma? – (e.g. homelessness, recent change in family, etc.)

Is child experiencing separation anxiety?

Other Pertinent Information: _____

After filling out this form, discuss your concerns with the parents and obtain verbal permission for a possible screening. Date of verbal permission: _____

Wilson School District
2nd-8th Grade
Speech/Language Referral Form

Date Received _____ Date Screened _____

Student Name: _____ Birthday: _____

Grade: _____ Teacher: _____ Room # _____

Address: _____ Phone # _____

Primary Language of Student: _____ Parents Names: _____

(Please check or circle statements that apply to student referred)

Speech Sounds / Articulation

- _____ 1. Articulation – mispronounces words, slurs words together, distorts certain sounds, substitutes or omits sounds.
- _____ 2. Phonology – difficulty catching on to sound and orthographic letter correspondence, rhyming, blending and phonemic awareness activities.
- _____ 3. Vocal Quality – breathy or hoarse voice, child often complains his throat hurts, high or low pitch, nasal voice, unusually loud or soft voice.
- _____ 4. Fluency – stuttering problems, repeating words, sounds, or syllables, involuntary stopping, hesitations, groping sounds, facial grimaces.
- _____ 5. Other - _____

Language

- _____ 1. Skills in Communication – little awareness of listeners; speaks with little effort to evoke understanding of others; pace of words and inflection of voice is not adjusted to listeners.
- _____ 2. Organization, Purpose and Control – rambles; no sense of order of getting to the point; rattles on without purpose; cannot retell a story or daily events in a proper sequence, never has homework or can't find paper or place in book.
- _____ 3. Amount of Language (regardless of quality of language) – seldom talks; uses gestures more than not; exceptionally quiet, needs facilitation and prompts to carry on conversation.
- _____ 4. Vocabulary – uses a meager vocabulary, trouble with labeling, uses “thing” or “what ya ma call it”, “stuff”, etc..., far below most of peers, takes long to process.
- _____ 5. Quality of Listening – inattentive easily distracted, has difficulty following one-step directions, problems with sequencing, seldom attends or responds appropriately to peers or others, says “Huh” frequently.

_____ 6. Syntax/Morphology – quality of structure is incorrect, omits structural elements including word endings; (ed, s, ing etc...) uses only simple, active sentences, has problems formulating a sentence, word order difficulties.

_____ 7. Pragmatics – has difficulty with social language, tends to not raise hand, blurts out answer, mood swings, doesn't share with peers, needs constant reinforcement of appraisal.

Current Educational Performance (Please fill out)

Written Language – (structure, form creativity, organization, handwriting):

Reading – (Decoding verses Comprehension):

Math – (Math calculation verses Problem Solving):

Grades received in the past? above average _____ average _____ below average _____

Has the student been retained? _____ Is the student in special education now? _____

Other Pertinent Information: _____

After filling out this form, discuss your concerns with the parents and obtain verbal permission for a possible screening. Date of verbal permission: _____

Chapter 9

Least Restrictive Environment (LRE)

Determining Placement in Special Education

Once the IEP team has determined the eligibility and specially designed instruction the student requires, including the goals and objectives for instruction, the team determines the type of service(s) that will address the specially designed instruction to be provided. Decisions regarding service delivery models for each student are made on an individual basis through the IEP team process and are based on student needs through data collection. A student's LRE **must** be determined annually, and parents must be a part of that decision-making process.

The LRE decision must be made in conjunction with the "least restrictive environment" (LRE) requirements of the IDEA and ARS 15-766. LRE is intended to ensure that a child with a disability is educated in the least restrictive setting where he/she can be successful and reflects the law's strong presumption that children with disabilities be educated in general education classes with appropriate aids and services. The overriding rule for determining LRE is that LRE decisions for all children with disabilities, including preschool children, must be made on an individual basis, and may not be based on the child's disability classification or the need for accommodations or modifications required in the general education setting.

NOTE: Essentially, LRE means that, unless the IEP of the student requires some other arrangement, the student is educated in the school, or early childhood setting, that he/she would attend if not disabled.

The IDEA requires that:

- a. Children with disabilities, including preschool children and children in public, private institutions, or other care facilities, must be educated with children who are not disabled to the maximum extent appropriate; and
- b. Special classes, separate schooling, or removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

An ongoing objective of WSD is increasing the number of students with disabilities who are educated in the general education setting. WSD, along with the Arizona Department of Education and the Office of Special Education Programs, supports inclusive practices and differentiated instruction and is committed to increasing the knowledge and skills of general and special educators so that students with disabilities can learn in the general education setting.

ARS 15-763 – Each child shall be ensured access to the general curriculum and an opportunity to meet the state's academic standards.

In selecting the least restrictive environment (LRE) in which the student will receive services the following must be considered:

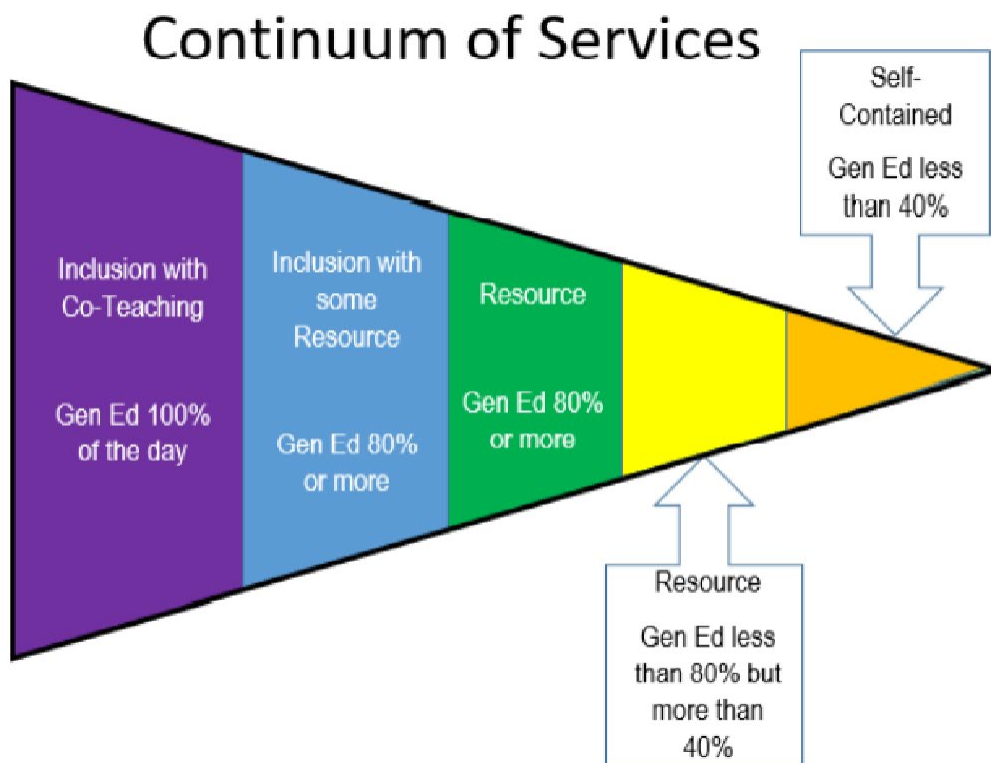
- a. Consideration must be given to any potential harmful effect on the child or the quality of services that he/she needs;
- b. The child is educated in the school or early childhood setting that he/she would attend if nondisabled unless his/her IEP requires some other arrangement;
- c. The placement is as close as possible to the child's home; and
- d. The child is not removed from education in age-appropriate general education classrooms solely because of needed modifications in the general education curriculum.

Continuum of Services in the LRE

The continuum of services identifies different service delivery models to provide specially designed instruction to a student with a disability. A continuum of services is required to ensure that services are available to meet the needs of children with disabilities for special education and related services. These services include:

- a. Instruction in general education classes with additional supports and services
- b. Instruction in a pull-out setting
- c. Self-contained classroom
- d. Special schools
- e. Home instruction
- f. Separate school or day program
- g. Instruction in hospitals and residential setting

Students receiving (Exceptional Education) Special Education services are considered general education students who receive specifically designed instruction and services that focus on improving student performance and results within the general education setting and curriculum.



Placement

The U.S. Department of Education has consistently held that placement refers to the provision of special education services rather than to a specific place, such as a specific classroom or school. In making placement decisions, the IEP team looks to another important part of the IDEA, the ***continuum of alternative placements***. The continuum includes different options where students can receive services. **Placement, therefore, does not mean the location of the services.** These options include placements such as:

- a general education classroom
- a special education classroom
- at home, or

- in a hospital or other public or private institution.
- a special education public separate day school

LRE as a Team Decision

Placement decisions must be made by the IEP team including the parents and other persons knowledgeable about the child, based on evaluation data and service delivery options. In WSD, LRE decisions are made by the IEP team. IEP teams make decisions about placements for all school-based services, including more restrictive environments, based on individual student data. (See *Criteria for Consideration of Change in LRE to a More Restrictive Environment* document in this chapter). The role of the student's general education teacher(s) in the IEP team is especially important in making LRE determinations. The general educator's knowledge of his/her classroom and curriculum area can help determine appropriate positive behavioral interventions, supplementary aids and services, program modifications, and supports for school personnel that will enable the student to be successful in the general education classroom.

Inclusive Education as the Least Restrictive Environment

Inclusive Education:

Inclusive education creates a culture of high expectations through acceptance, respect, and valuing all students while providing the individualized supports and services needed to be successful in the general education curriculum and all aspects of school life.

Research supports that students, even those with the most significant needs, benefit more academically, socially, and behaviorally when educated with their typical peers. Rather than educating students in a separate location using lessons that are isolated from what their peers are doing, students are given the needed supports in their general education classrooms. All students must be exposed to grade-level standards and goals should be based on those standards. WSD supports and encourages the use of inclusive education practices with co-teaching with using general and special education teachers in all schools.

Considerations:

At each IEP meeting, **at least annually**, the team must discuss the appropriate location where specially designed instruction will occur for each student. The default is always a general education placement with typical peers because every child is a general education student first.

- The minutes of services do not influence classroom placement.
- The decision is not based solely on an eligibility category or academic level.
- If a placement other than an inclusive general education setting is elected, it must be based on data collected which shows why the student cannot be successful in the general education setting even with accommodations, modifications, related services, and specially designed instruction given within the general education classroom.

Documentation:

Student strengths and needs must be documented in the Summary of Present Levels of Academic Achievement and Functional Performance (PLAFFP) section of the IEP. Goals are developed based on current performance and evaluation; therefore, present levels and should align with general education state standards. Service minutes reflect the amount of direct face-to-face instruction needed by the student and provided by a certified special education teacher, **NOT** the number of minutes in a program or class period.

The goal of inclusive education is for that specially designed instruction mirrors what all students in the general education class are doing/learning as closely as possible. The necessary accommodations and/or modifications should be clearly identified on the accommodations page of the IEP. In an inclusive environment, the location of services will designate the general education classroom on the services page. If the location is a change, it must be documented on the Prior Written Notice of the IEP and discuss the data presented.

Co-teaching:

Inclusive education is effective in PreK-12 programs using co-teaching models where special education and general education teachers plan, instruct, and assess learning together. There are a variety of co-teaching models, such as team-teaching, parallel teaching, station, and supportive teaching. Both teachers are responsible for the achievement of all students in the classroom.

Additional Help Additional support and information are available by contacting the Director of Curriculum & Instruction.

Moving a Student between Self-Contained Classrooms

A student receiving self-contained special education services may occasionally need to be moved from one self-contained classroom to another. When this occurs, an IEP meeting is not required as this is not a change of placement, but a change in teacher. The student is still receiving self-contained special education services.

When a student is to be moved between self-contained special education classrooms:

1. The concern is brought to the attention of the site ExEd Coordinator, who will inform the Director of Curriculum & Instruction and the site School Principal. If the Director agrees with the proposed change, continue with the following steps.
 2. The ExEd Coordinator discusses the change with the current teacher.
 3. The current teacher discusses the proposed change with Related Service Personnel.
 4. The change is discussed with the proposed new teacher.
 5. The parent is notified of the proposed change and the date on which the change will occur.
 6. The current teacher notifies the ExEd Coordinator of the change and the date on which the change will occur.
 7. The ExEd Coordinator will notify the Director of Curriculum & Instruction, the ExEd Administrative Assistant, and the Attendance Clerk at both schools (should the change involve a change of campus).
1. The change is made on the designated date.

Consideration for Change in LRE to A More Restrictive Environment

The consideration for a change in LRE to a more restrictive environment **MUST** be made with a continuum of services in mind and with thoughtful attention to the needs of the student. The IEP process directs the formation of goals and objectives based on the student's individual needs and what services are required to meet those needs. A recommendation for a change in LRE should be made. This change should not be made as a result of any of the following:

- A specific disability category or eligibility
- Not completing work
- Failing classes
- Poor attendance
- Social/cultural or economic difference
- Expected poor performance on classroom or district/state assessments
- Percent of time receiving special education services
- English Language Learner (ELL) status
- Anticipated disruptive behavior
- Impact of student test scores on overall school scores

- Administrator determination
- Need for accommodations, including assistive technology during the assessment process or during classroom instruction

Thirty (30) days prior to the consideration of a more restrictive environment, the Case Manager should gather the information outlined below and all documents must be submitted to the ExEd Coordinator. Once the documentation is received, the Case Manager will be contacted by the ExEd Coordinator.

Criteria for Consideration of a Change in LRE to a More Restrictive Environment

Guiding Questions That Must Addressed:

- What concerns are present that warrant consideration of a change in placement to a more restrictive environment?
- Have all appropriate aids and services been provided with fidelity? What data substantiated those services have been provided as indicated in the current IEP?
- Which services have been added, adjusted, or increased to focus on the area(s) of greatest need?
- Can these services be provided within the general education classroom? Why or why not? The data is required to support the response.
- What other options the team has considered, such as accommodations/modifications, supplemental aids, AT, and/or training for staff that could help meet the needs of the student in the least restrictive environment?
- If the student needs support with behavior, what positive behavioral interventions, supplementary aids and services, program modifications, or supports for school personnel have the IEP team provided? Who has been designated to provide support and gather data?
 - Was there a referral to the Multi-Tiered Systems of Support (MTSS) Team?

Consideration for Changing Placement from Resource to Self-Contained

When an IEP team is considering a student's placement, it must always consider the child's LRE. When a team believes that a resource student's LRE is no longer in the resource setting, a potential change in placement may occur. The IEP team must utilize data that supports a student's lack of success in the current placement. Planning for this data collection must be done with the ExEd Coordinator who can provide guidance to the IEP team. The ExEd Coordinator in turn communicates the data to the Director of Curriculum & Instruction. Placement in a self-contained classroom is very restrictive. Because of this, the IEP team must exhaust all options in attempting to successfully educate the student in the less-restrictive resource placement. Placement in self-contained classrooms may only occur in consultation with the Director of Curriculum & Instruction.

Procedures for changing placement from resource to a self-contained setting:

1. Discussion for considering a change should take place with the Director of Curriculum & Instruction, the ExEd Coordinator, the parent and other members of the IEP team.
2. The ExEd Coordinator will inform the Director of Curriculum & Instruction in advance of any formal IEP meeting that may result in a change in placement to self-contained.
3. At the IEP meeting the IEP team will discuss all interventions that have been tried in the general and resource setting and determine what has been successful and unsuccessful. The team will also consider other interventions that could be tried. Some examples include but are not limited to: modified school day schedule, increased time in the resource setting, providing additional services such as counseling, creating or modifying a behavioral intervention plan.
4. If the IEP team determines that a change in placement is necessary, this will be documented in the IEP or the IEP Amendment and in the Prior Written Notice.

Consideration for Changing Placement from Self-Contained to Resource

When an IEP team is considering a student's placement, it must always consider the child's least restrictive environment (LRE). When a team believes that a self-contained student's LRE is no longer the self-contained setting it is encouraged to plan for a change in placement and a potential change in school of attendance. In order for these changes to work, the IEP team must plan ahead and coordinate with affected staff (resource teacher, principal, etc.) The IEP team must utilize data that supports a student's success in increasingly less restrictive settings. If a child has success in these settings, the IEP team is encouraged to continue to change the IEP program until they reach a student's LRE.

The following steps illustrate the process of changing LRE. These steps often occur over a period of 2-4 months.

- a. Introduce limited opportunities (30-60 minutes per day) to participate with non-disabled peers in specials or other environments.
- b. If mainstreaming is successful, add additional time in less restrictive settings (60-120 minutes per day) including regular education classrooms and the resource room.
- c. If mainstreaming is successful, increase the amount of time in regular education to resource levels. (at least 144 minutes per day outside of special education.)
- d. The IEP team may consider changing the IEP case manager from the self-contained teacher to the resource teacher. This step should be done in consultation with the parent and must involve notification of the Director of Curriculum & Instruction, ExEd Coordinator and ExEd Administrative Assistant.
- e. Consideration should be given to making these changes at natural calendar breaks in the school schedule: after summer vacation, fall break, winter break, or spring break. Again, this should be done in consultation with the parent and must involve notification of the Director of Curriculum & Instruction, ExEd Coordinator and the ExEd Administrative Assistant.
- f. This change in the IEP must be documented with an IEP Amendment form and Prior Written Notice.
 - a. Changes may include removal of special education transportation services should the student be returning to their neighborhood school. The student may be eligible for regular transportation services, which is not a service documented on the IEP.

Changing Placement from Wilson SD to Special Day Schools

When an IEP team is considering a student's placement, it must always consider what is the child's least restrictive environment (LRE). When a team believes that an in-district student is no longer able to be educated at a district school setting, it is encouraged to plan for a change in placement to a more restrictive setting like a tuitioned, special day school. The IEP team must utilize data that supports a student's lack of success in less restrictive settings. Planning for this data collection must be done with the ExEd Coordinator who can provide guidance to the IEP team. The ExEd Coordinator, in turn communicates the data to the Director of Curriculum & Instruction. Placement at a special day school is an extremely restrictive placement as students do not have any opportunity, for example, to interact with non-disabled peers. Because of this, the IEP team must exhaust all options in attempting to successfully educate the student at an in-district placement. Placement at a special day school may only occur in consultation with the Director of Curriculum & Instruction.

Consideration for the LRE Placement of Students Whose Behavior Impacts Their Education

When a student has an IEP and is displaying behaviors that adversely impacts their education or the education of others, the IEP team must consider services to support social emotional skills. Services offered may include a structured learning environment; a behavior management system; implementation of behavior intervention plans; social skills instruction; counseling, conflict resolution; restorative practices; and availability of crisis

prevention and intervention. Social emotional services should be documented through out the IEP including present levels, goals, and services.

The determination of the appropriate placement for children whose behavior impacts their education requires careful consideration by the IEP team as to whether the student can appropriately function in the general education classroom if provided appropriate behavioral supports, strategies, and interventions. A Functional Behavioral Assessment (FBA) along with a Behavioral Intervention Plan (BIP) is **REQUIRED**, including extensive data about the implementation of the BIP. These are useful tools in making this determination, in addition to attendance and achievement data. Once a student qualifies for a behavior plan, it should be reviewed annually at the IEP meeting and at the beginning of the school-year if the student changes teachers from one year to the next.

Consideration should be given first to supporting the student in the general education classroom with appropriate behavioral supports, strategies or interventions, and services. **Placement in a more restrictive environment without these considerations would be inconsistent with the LRE process.**

WSD Required Resources for LRE Considerations

Functional Behavioral Assessment (FBA):

An FBA is an evaluation process of gathering information that reliably predicts the conditions and/or circumstances surrounding a student's behavior that is considered inappropriate and, therefore, interferes with his/her learning or that of other students. The purpose of an FBA is to improve the effectiveness and efficiency of behavioral interventions.

The process involves:

- a. Observing the student in multiple settings when and where the behavior is thought to occur;
- b. Analyzing antecedents, environmental conditions, and consequences of the behavior;
- c. Proposing a hypothesis which explains the relationship between the behavior and the specific conditions that appear to predict and maintain the behavior;
- d. Collecting information to confirm the hypothesis and gathering baseline data; and
- e. Assessing the validity of the hypothesis by collecting additional information.

Behavioral Intervention Plan (BIP):

A BIP is a proactive plan designed to address problem behavior through the use of positive behavior interventions, strategies, and supports. The process for developing and implementing the BIP includes:

- a. Reviewing the data and findings from the FBA;
- b. Developing positive interventions to be employed to address the behavior across school settings;
- c. Teaching the student, replacement behavior(s) or skill(s) that serves the same functional intent as the problem behavior;
- d. Reaching consensus with IEP Team members that the interventions can be implemented as designed;
- e. Establishing the criteria for when replacement behavior(s) has been attained;
- f. Identifying an appropriate timeline to measure success;
- g. Teaching staff how to implement the interventions, as necessary;
- h. Monitor and evaluate activities of responsible staff, provide additional training when needed; and
- i. Analyzing the data to adjust the plan as needed.

Multi-Tiered Systems of Support (MTSS) Team is a team of Behavior Specialists, PBIS Coach and educators that work to achieve the following:

- a. Support staff (general and special education teachers, paraprofessionals, and administrators) in the implementation of evidence-based practices to decrease undesired behavior(s) and increase the academic success of student(s).
- b. Provide strategies to school staff to continue services for students in the least restrictive environment at their home school or current placement.

Continuum of Alternative Services

Nonacademic Settings

Children with disabilities will participate with nondisabled peers in nonacademic and extracurricular services and activities, including meals and recess periods, to the maximum extent appropriate for the needs of the child. Any aids, services, and other supports a child with a disability requires to participate must be provided.

Nonacademic and extracurricular services and activities may include:

- a. Athletics;
- b. Counseling services;
- c. Transportation;
- d. Health services;
- e. Promotion activities;
- f. Recreational and social activities;
- g. Special interest groups or clubs sponsored by WSD

Program Options

Children with disabilities must have available the same variety of educational programs and services available to nondisabled WSD students, including art, music, and career and technology education programs.

Consideration of Placement in Homebound

Homebound

When students cannot attend school because of medical, physical, or emotional conditions identified by a licensed medical doctor or a doctor of osteopathy, the Homebound program can arrange for instruction to be delivered at home or in hospital settings, or through telecommunications. This service is available to students due to chronic or acute health problems which result in the student being unable to attend regular classes for intermittent periods totaling three school months during a school year.

Guidelines for Homebound

Students in general education or exceptional education may be considered for Homebound if there is a potential that he/she may not have access to his/her education for a potential of sixty school days or three calendar months due to mental or physical illness, or at-risk pregnancy.

Extent Statement

The IEP must include a thorough explanation of the extent, if any, to which the student will not participate with non-disabled students in the general education classroom and other school activities. The explanation must be individualized and include the REASON the student is not fully included in the general education setting.

Chapter 10

The IEP Team Meeting

What is/is not an IEP Team Meeting?

An IEP team meeting is a meeting conducted according to special education law and regulations by a group of individuals who are responsible for:

- a. Developing, reviewing, or revising IEPs for students with disabilities;
- b. Determining the placement of students with disabilities in the least restrictive environment; and
- c. Making manifestation determinations.

The following meetings are not IEP team meetings and do not involve a legal requirement for parent participation:

- a. Informal or unscheduled conversations involving school and school system personnel;
- b. Conversations on issues such as teaching methodology, lesson plans, or coordination of service provision, if these issues are not addressed in the student's IEP;
- c. Screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not considered an "evaluation for eligibility" for special education and related services, and this does not require an IEP team meeting as long as: a. All students are eligible for such a screening; and
b. The screening is not the sole criteria for determining the need for an evaluation.
- d. An "intake" conference with a parent involving a student with a disability who is transferring to WSD from another Arizona school system or an out-of-state school system is not an IEP team meeting.

IEP Case Manager Responsibilities

IEPs are developed for students with participation from the entire team. IEP case managers provide important leadership and have special responsibilities with regard to special education and the IEP. Speech/language pathologists are the case managers for students who are identified as speech/language impaired or preschool language impaired only. Special education teachers are the IEP case managers for all other disabilities.

Below is a list of responsibilities:

1. Provide services as written in the IEP.
2. Keep IEPs current (written within the past 365 days).
3. Know your students.
4. Know your parents and maintain ongoing positive, professional communication.
5. Coordinate with other members of the IEP team (including related service providers) to ensure that services are provided as written in the IEP.
6. Coordinate and communicate with regular education teachers to ensure compliance regarding accommodations and modifications.
7. Work with ExEd Admin Assistant to schedule IEP meetings with enough time to allow for rescheduling when needed.
8. Work with ExEd Admin Assistant to ensure a full IEP team is invited and present (District representative, regular education teacher, individual interpreting the evaluation, related services and parent).
9. Ensure that IEPs are compliant with federal, state and district guidance.
10. Work with ExEd Admin Assistant to request vision and hearing screening results from nurse/health associate and obtain results prior to the IEP meeting.
11. Obtain a parent's consent for screening if intending to assess an IEP student's skills (with an instrument that is not used with all general education students).
12. Present a draft IEP to district staff on e-IEP Pro one week in advance of the scheduled meeting and at the meeting to the entire IEP team.

13. Provide procedural safeguards, meeting notice and prior written notice to the parents each year.
14. At the completion of the IEP meeting, meeting notices should be locked. Case managers should complete IEP and PWN in no more than 5 business days and send paperwork home to the parent.
15. Turn in the final IEP with signatures (when possible) or IEP members listed to the Student Services Administrative Assistant within 2 weeks of the IEP meeting.
16. A final progress report is completed when the IEP is closed out (annual review). All progress reports should be turned in with the newly-developed IEP to the ExEd Administrative Assistant.
17. Ensure that progress reports are sent home regarding progress towards all IEP goals four times per year. While such reports are typically sent quarterly, dates can vary with prior approval from the Director of Curriculum & Instruction.
18. Communicate with appropriate staff to a new IEP in the student management system.
19. In the case of students whose primary services are provided by itinerant teachers of the hearing impaired or visually-impaired, resource teachers will need to schedule, participate in IEP meetings and in the IEP-development process. Resource teachers will need to collaborate with the itinerant teacher to ensure their compliance with all case management responsibilities.
20. When a parent requests an IEP review meeting in writing, ensure that an IEP review meeting occurs ideally within 15 school days but no later than 45 school days from receipt of the written request. Parents should identify the reason for the request within their written request.
21. Whenever possible all IEPs for 8th grade students should be completed and turned in to the ExEd Administrative Assistant by February 15th.

Annual Review of the IEP

Team members review any past classroom evaluations, go over observations made by teachers, the related service provider(s), etc., that are involved with the student, and cover any standardized test results that have been completed by the student. Members also discuss the student's strengths in any area and address any additional factors necessary for him/her to be better prepared to meet their annual goals. Additional factors discussed each year include assistive technology, communication needs, and extended school year services. When possible, the IEP team should also help guide involvement in the general curriculum and extracurricular activities to support the student's engagement with non-disabled students in the educational setting. The team also discusses transition planning for students who will turn 15 during the IEP year and/or develops or reviews a transition plan for any student who will turn 16 or older in the upcoming year.

If an IEP and/or MET is due before October 1 of the next school year, the annual IEP meeting should be held before the end of the current school year.

Scheduling the Annual Review IEP Team Meeting

Annual reviews may be held at any time during the year. The IDEA requires that each student's IEP be reviewed periodically, but not less than annually. Services cannot begin, change, or be deleted until the parent receives the PWN that accompanies the IEP. This Prior Written Notice is referred to as the PWN for FAPE (Free Appropriate Public Education).

Required IEP Team Members and Their Roles and Responsibilities

Minimum Requirements: At a minimum, each IEP team must include

- a. PARENT/STUDENT: The parent(s) of a child with a disability and/or a student age 18 or older who can legally represent themselves. Parents with guardianship should provide documentation before the student turns 18, or the student will fall under emancipation guidelines;

- b. **GENERAL EDUCATION TEACHER:** At least one general education teacher must attend the entire meeting; for preschool, this might be a daycare provider, Head Start teacher, Public Education Agency (PEA) preschool teacher, or kindergarten teacher
- c. **SPECIAL EDUCATION TEACHER:** At least one special education teacher must attend the entire meeting
- d. **DISTRICT REPRESENTATIVE:** A WSD representative who is:
 - Qualified to provide or supervise the provisions of specially designed instruction to meet the unique needs of students with disabilities
 - Well-informed about resources available in WSD
 - Able to allocate additional resource having prior communication with Director of Curriculum & Instruction when additional funding is required
 - Knowledgeable of general curriculum and availability of resources needed to implement the IEP
 - Makes a final decision when the IEP team cannot reach consensus;
- e. **EVALUATION REPRESENTATIVE:** An individual who can interpret the instructional implications of evaluation results may be one of the WSD professionals listed above.
 - An additional team member may include other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate.
- f. **RELATED SERVICE PROVIDER:** At the annual IEP and if the services are being discussed or considered. WSD requires related service providers to make every attempt to attend the meeting. If unable to attend, information is input into the paperwork and the ExEd office is notified before the meeting.
 - **NURSE:** Nurses must sign and date every IEP with their credentials but only required to attend the meeting if the team is discussing nursing services or the student has complex medical needs that affect services.

When a team is unable to complete the entire decision-making process and the meeting must be continued, another meeting must be scheduled without delay. The parent is sent an invitation to the continued meeting. All original team members must be present to continue the IEP meeting on another date.

A request must be made to include a WSD approved interpreter if the parent cannot communicate in spoken English.

General Education Teachers and IEP Team Meetings

The role of the general education teacher in IEP team decision making is crucial as they are who can confirm that the goals and objectives being proposed are aligned to the state content standards and grade-level curriculum. The general education teacher of a student with a disability must participate in the development, review, and revision of the student's IEP, including assisting in the determination of:

- a. Appropriate academic and positive behavioral interventions and supports, including strategies to use within the classroom
- b. Supplementary aids and services, program modifications, and/or supports are provided to:
 - Make appropriate gains towards attaining the annual goals;
 - Participate in and make progress in the general curriculum;
 - Participate in extracurricular and other non-academic activities with non-disabled peers and;
 - Participate in the general education setting as often as possible.

If the student has more than one general education teacher, the principal, case manager, parent, or other IEP team members may designate which teacher(s) will participate on the IEP team. The input of ALL the students' general and special education teachers should be included.

The student's IEP should be accessible to each teacher and staff member who is responsible for its implementation. General education teachers have access to an electronic copy of the IEP through WSD's Student Information System.

Notifying Parents of Scheduled IEP Team Meetings

Meeting Notification must be communicated in a way that is understandable to the general public. The notification must include the purpose, time, date, and location of the meeting, and the titles of people who may be in attendance. For a parent who does not read English, notice should be provided in his/her native language. The parent must receive notification of the meeting no less than **10 calendar days** before the scheduled IEP team meeting unless an expedited IEP team meeting is held due to disciplinary issues and/or other urgent needs of the student in order to provide FAPE.

Alternative Means of Participating in IEP Team Meetings

WSD and the parent may agree to use alternative means of meeting participation, such as video conferences and conference calls. IEP must have documented list of participants.

Holding an IEP Team Meeting When the Parent is not in Attendance

The IDEA places great emphasis on parent participation in the IEP process. If neither parent(s) nor guardian can attend an IEP team meeting, WSD must use other methods to ensure parent participation, including individual or conference telephone calls. Every attempt must be made in order to hold the meeting with the parent in attendance. All attempts should be documented and must include more than one way to contact the parent (phone, email, letter, and/or home visit). If the team is considering a change of placement, the parents must be in attendance either in person or by telephone, unless they give prior written consent for the meeting to be held in their absence.

Documentation Needed for Most IEP Team Meetings

For most IEP team meetings, the IEP team ***must*** come with the following documents:

1. Closed out goals and/or objectives from the current IEP
2. A draft copy of the proposed IEP (best practice is to provide parents with proposed present levels, goals, and accommodations 3-5 days before the meeting)
3. WSD Meeting Notice
4. Copies of the Procedural Safeguards-Parental Rights brochure (cannot be link)

At the meeting, copies of all documents must be available for parents to review.

IEP Team Meeting Agenda

Please refer to the IEP Team Meeting Agenda in IEP Pro.

Facilitated IEP Team Meetings

Facilitated IEP meeting is a student-focused process in which a trained facilitator from the Arizona Department of Education assists the team in developing an IEP that provides a free appropriate public education (FAPE) to the student. IEP facilitation can be requested by either the parent of a child with a disability, or the PEA, when

previous meeting attempts have been difficult in nature, or have proven to be unsuccessful. If you believe a Facilitated IEP is warranted for a given student, please contact the Director of Curriculum & Instruction.

Amending the IEP

The IEP can be amended either by convening an IEP meeting or through a phone conversation if both the parent and WSD agree to not convene an IEP meeting. If no agreement is reached, a meeting must be held.

Note: Major changes to a student's IEP, such as a change in the student's placement, eligibility code, grading or reporting status, or dismissal from special education, ESY, or critical staffing service must be made at an IEP meeting.

Audio Recordings of IEP Team Meetings

Parents who wish to record an IEP team meeting have the right to do so. If a parent records a team meeting, school personnel must also record the meeting. Under the Family Educational Rights and Privacy Act (FERPA), the school must maintain a copy of the recording as part of the student's educational record.

Predetermination

Predetermination is when:

- a. School staff fail to include parents in decisions involving the identification, evaluation, educational placement, and the provision of FAPE to a child can be, and most likely will be, considered predetermination.
- b. Placement is determined prior to drafting the IEP, forcing an IEP to fit into a predetermined program.

It is important to:

- a. Consider all parent requests
- b. Avoid statements such as, "We do not do that here," or, "We do not have that here."
- c. Avoid discussing placement without first discussing the IEP services.
- d. Ensure that an individual familiar with different programming options is at the meeting.

IEP Team Meeting Decision Making

The IEP team meeting serves as a communication vehicle between the parent(s) and school staff. The meeting enables the parent(s) and staff as equal partners to informed decisions regarding:

- a. The student's needs and appropriate goals
- b. The extent to which the student will be involved in the general education environment
- c. *Services required to support the implementation and participation in the general education curriculum* to achieve the IEP goals

The IEP team must consider the parent's concerns and the information he/she provides regarding their student when making eligibility decisions and developing, reviewing, and revising IEPs. While the parent, as a member of the IEP team, participates in the placement (program) decision, the location of the placement at a particular school is a district decision.

IEP teams should work toward consensus in providing appropriate accommodations, services, and/or programming for the student. If there is disagreement, it is the responsibility of the district representative to make a final decision when consensus cannot be reached by the IEP team. WSD must provide the parent with Prior Written Notice of the IEP team's proposals or refusals regarding the student's educational services and

program prior to the implementation of the IEP. The parent has the ultimate right to seek resolution of any disagreements by initiating a due process hearing or requesting an administrative review.

Follow-up Responsibilities to IEP Team Meetings

The student's IEP must be implemented as soon as possible after the IEP team meeting. The parent must receive a copy of the IEP documents and prior written notice of the IEP team's recommendations within five school days of the meeting date. Remember services may not begin, change, or be deleted before the parent has received the PWN that accompanies the IEP.

Chapter 11

Prior Written Notice

What is a Prior Written Notice (PWN)?

The regulations that implement the IDEA require a school to provide parents with written notice a reasonable time before the public education agency (PEA) proposes or refuses to initiate or change the identification, evaluation, educational placement of the child, or the provision of a FAPE to the child through their Individual Education Plan. [34 CFR 300.503]

The Prior Written Notice (PWN) is a vital component of the procedural safeguards that schools make available to children with disabilities and their parents. Providing a timely PWN is essential to protecting the rights of children with disabilities and their parents. The PWN provides a record for the child, parent, and school of the decisions that have been made, the basis for those decisions, and the actions that will or will not be taken as a result of those decisions.

The PWN should be part of the student's special education record and may be used as a reference document in circumstances such as subsequent staff or parent meetings, and as a clarification and reminder to all parties of commitments made or by dispute resolution staff.

When is a PWN required?

Per IDEA 300.503, a PWN must be provided in the following circumstances:

- (1) when the PEA proposes to initiate or change **the identification, evaluation, or educational placement of the child or the provision of FAPE to the child**; or
- (2) refuses to initiate or change **the identification, evaluation, or educational placement of the child or the provision of FAPE to the child**.

| Identification | Evaluation |
|---|---|
| <p>Identification occurs when a decision is made to refer a preschool or school-aged child who is not currently identified as a child with a disability under IDEA but is suspected of having a disability, for an evaluation to determine the need for special education services (child find). [34 CFR 300.111]</p> <p>The purpose of the PWN is to outline for the parent the decision to refer their child to the multidisciplinary evaluation team and the reason(s) for that decision. This proposal is the decision, not yet acted upon, that has been reached before the review of existing data and before the decision is made to collect additional data for possible eligibility for special education and related services.</p> <p>This PWN is provided before the Review of Existing Data.</p> | <p>The PWN is issued to inform the parent of the team's decision to collect additional data and to inform the parent of the data the team is planning to collect. The team must also obtain informed written consent prior to the collection of additional data. [34 CFR 300 Analysis of Comments and Changes]</p> <p>This PWN is issued to inform the parent of the team's decisions regarding eligibility and the proposed actions to be taken as a result of the team's decision.</p> <p>Anytime a PEA proposes or refuses to conduct an evaluation it must document the reason(s) why through a PWN. Arizona requires a PEA to respond to a written parent request for evaluation within 15 school days by: convening the team to review existing data OR issuing a PWN refusing to evaluate.</p> |
| Educational Placement | Provision of FAPE |
| <p>A PWN is issued whenever a change of placement occurs.</p> <p>A change of placement occurs when:</p> <ul style="list-style-type: none"> ▪ a student is first placed into special education; informed consent from the parent is required ▪ a student is determined no longer eligible for and/or no longer in need of special education services ▪ a student requires a change in his/her least restrictive environment (LRE) ▪ a student graduates with a regular high school diploma ▪ a student ages out of eligibility for special education ▪ a student will experience a change in LRE due to a disciplinary decision ▪ a parent or student, who has reached the age of majority, has revoked consent for special education services <p style="text-align: right;">34 CFR 300.503 (a)</p> | <p>A change of placement may include, but is not limited to:</p> <ul style="list-style-type: none"> ▪ Review/revision of the IEP ▪ Change to services ▪ Changed to LRE ▪ Changes to transition plans ▪ Changes to ESY ▪ Amendment to the IEP <p style="text-align: right;">34 CFR 300.503 (a)</p> |

Timeline

The IDEA and state regulations do not define a specific timeframe. However, OSEP guidance states: "such notice must be given to parents a reasonable time before the agency implements that action, but after the agency's decision on the proposal or refusal has been made." [Federal Register, Vol.71, No. 156 p 46657-46658 (August 2006)]

The Wilson School District generally recommends implementing a change to services 2-3 school-days after it can reasonably be assumed that the parent has received the Prior Written Notice.

PWN Content

What are the required components of a PWN?

The IDEA requires:

- a. A description of each action(s), proposed or refused
- b. An explanation of why the school proposes or refuses to take act
- c. A description of other options the team considered and the reasons why those options were rejected specific to each action proposed or refused
- d. A description of evaluation procedure, assessment, record, or report(s) used as a basis for each proposed or refused action
- e. A description of other factors that are relevant to each action proposed or refused
- f. *A statement that the parents of a child with a disability have protection under the procedural safeguards if the PWN is not for an initial referral for evaluation
- g. *The means by which a copy of a description of the procedural safeguards can be obtained which includes a contact name or position and phone number
- h. *Sources for parents to contact to obtain assistance in understanding their procedural safeguards

***Already included on the PWN form**

EXAMPLES

A description of each action proposed or refused by the agency

The PWN includes a description of action(s) proposed or refused by the PEA. All actions and refusals must be identified, should be student-specific, and should accurately reflect decisions made.

Examples:

- Team proposes to determine Jaime as eligible for special education as a student with a hearing impairment. Team also proposes to implement the IEP that was developed and provide special education prior to Jaime's 3rd birthday (2 yrs. 9 mos.).
- The team proposes to implement the IEP that was reviewed and revised on 3/17/2018.
- Hannibal's IEP was revised and additional services and behavior goals have been added.

34 CFR 300.503(a)

Explanation of why the agency proposes or refused to take the action

The statement must be student-specific (i.e., individualized to the student).

Examples:

- Jaime met eligibility criteria and the team determined that he needed specially designed instruction. Providing Jaime with preschool services at 2 yrs. 9 months will support access to identified services in the IEP at the earliest allowable opportunity and increase instructional support opportunities.
- Based on Liam's progress on goals, the IEP has been reviewed and revised to reflect current level of need.
- Based on Hannibal's recent behavioral incidents, the team determined that additional services and supports were needed.

34 CFR 300.503(b)(2)

Description of any options considered and why those options were rejected

Documentation must relate specifically to the student and must be individualized.

Examples:

- The team considered finding Jaime eligible as a student with a speech-language impairment but determined that those needs would be best addressed as a related service. Not providing services until 3 yrs. limits the amount of time Jaime could benefit from instruction and inclusive settings with peers.

- The team considered increasing support in math; however, he has exceeded expected progress and no additional services are necessary at this time.
- Team considered placement in a more restrictive environment, but determined that with additional services and supports, the home school is still able to meet Hannibal's needs.

34 CFR 300.503(b)(6)

Description of evaluation procedures, tests, records used as a basis for the decision.
Documentation must support the individualized basis for the decision.

Examples:

- Eligibility was determined based on the information obtained from the comprehensive developmental assessment and audiological report. The IEP was developed based on the evaluation results, developmental milestones, IEP team input, and recommendations from the audiologist.
- The team's decision was based on the classroom-based assessments and progress on math goals. Liam also exhibited improvement on the most recent district benchmark assessments.
- Team reviewed incident reports, suspension data, counselor reports, current evaluation, and performance in the classroom.

34 CFR 300503(b)(3)

Description of any other factors that are relevant to the agency's proposal or refusal. Documentation related to other factors must be evident and individualized for the student.

Examples:

- Audiology report indicated that Jaime is scheduled for another audiological exam in 3 months. Parent will provide the team with updated information.
- He is doing well in school and has begun participation in extracurricular activities.
- The family disclosed that they are receiving in home supports from Jewish Family Services. PEA obtained parent's consent for release of information and will contact Jewish Family Services.

34 CFR 300503(b)(7)

PWN Language Requirements

What if the parent's primary language is not English?

A PWN must be provided in the parent's native language or other mode of communication unless it is clearly not feasible to do so. If the native language or other mode of communication is not a written language, the PEA must take steps to ensure that:

- (a) the notice is interpreted orally or by other means to the parent in his or her native language or other mode of communication;
- (b) the parent understands the content of the notice; and
- (c) there is written evidence that the PEA met these requirements. [34 CFR 300.503(c)]

Chapter 12

Disciplinary Procedures for Students with Disabilities

Among the “procedural safeguards” provided to students and their parents by the IDEA are provisions relating to suspension and expulsion and the temporary placement of special education students in interim alternative educational settings. AZ Department of Education policy recognizes that schools must be safe and orderly environments for students to learn. These documents also recognize that suspension or expulsion may be an appropriate disciplinary tool for use with students with disabilities, provided the proper procedures are followed and the circumstances warrant the action.

In general, WSD Board policy considers exclusion from the classroom as “the disciplinary action of last resort.” Nevertheless, the IDEA gives school administrators specific authority to remove students with disabilities from school and provides that school personnel may consider any “unique circumstances” on a “case-by-case basis” when determining whether to order a change of placement (i.e., removal of more than 10 consecutive school days or a “pattern” of shorter removals) for a student with a disability.

Authority of WSD Administrators

Removals of not more than 10 consecutive days

Students with disabilities under Section 504 or the IDEA (and students suspected of having a disability) may be disciplined in the same manner as another student and may be suspended for up to 10 cumulative days of school per school year. If a suspension beyond 10 cumulative days is contemplated, special procedures must be followed.

Removals of more than 10 school days

A manifestation determination conference must be held prior to the 11th day a student has been suspended from school within that school year.

If the manifestation determination conference indicates that the student’s behavior is a manifestation of their disability, then no further disciplinary action can be taken, the student must return to school. The Section 504 or IEP team should convene to develop an appropriate behavior plan for the student.

If the manifestation determination conference indicates that the student’s behavior is not a manifestation of the student’s disability, the District may impose the suspension or long-term suspension it would impose under the same circumstances for a non-disabled student were the offender. The District has no obligation to continue to provide educational services to a Section 504 student during the period of a long-term suspension or expulsion. **However**, the District must continue to provide Free and Appropriate Public Education (FAPE) services for students eligible under the IDEA. Please refer to the appropriate Governing Board regulations JK, JKA, and JKR and to the Exceptional Education Handbook for specific procedures and additional guidance.

Interim Alternative Educational Setting (IAES)

A student with a disability under the IDEA may be referred to an Interim Alternative Educational Setting (IAES) in circumstances involving the use or possession of drugs, weapons, or serious bodily injury. A team meeting for Manifestation Determination would be called to review the incident and determine next steps for circumstances involving the use or possession of drugs, weapons, or serious bodily injury. For more information, please refer to the Quick Reference Guide, DAEP (District IAES Referral Process).

For certain infractions involving weapons, illegal drugs, and serious bodily injury inflicted upon another person, the IDEA permits a local school administrator to remove a student with a disability to an IAES for up to 45 school days. This action may be taken without regard to whether the behavior is a manifestation of the student's disability. The placement must be determined by an IEP team and permit the student to:

1. Continue to receive educational services to enable him/her to access the general education curriculum, although in another setting, and to progress toward meeting the goals set out in his/her IEP; and
2. Receive, as appropriate, an FBA and BIP services and modifications that are designed to address the school code violation so that it does not recur.

NOTE: A previously conducted FBA that is valid and relevant should be included in the information reviewed during the manifestation determination. The parent and IEP team members determine, on a case-by-case basis, whether a new FBA is required

NOTE: The U.S. Department of Education indicates that it does not interpret "participate" to mean that a school or district must replicate every aspect of the services that a student would receive if in his/her normal classroom(s). The Department indicates, for example, that it may not be "feasible" for a suspended student to receive every aspect of the services he/she would have received in a chemistry or auto mechanics classroom or other class that requires "a hands-on component or specialized equipment or facilities."

Further, the Department believes that the IDEA "modifies the concept of FAPE" in the disciplinary context. The student does not have to receive exactly the same services in exactly the same settings as he/she was receiving prior to the imposition of discipline, provided the special education and related services the student receives enables him/her to continue to participate in the general curriculum and make progress on his/her IEP goals.

Weapons violations: If a student with a disability carries a weapon to or possesses a weapon at school, on school premises, or at a school function, he/she may be removed to an IAES.

"Weapon" means "weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length." 18 U.S.C. 930(g)(2).

Illegal drug violations: If a student with a disability knowingly possesses or uses illegal drugs (does not include alcohol), sells/solicits the sale of a controlled substance, while at school, on school premises, or at a school function, he/she may be removed to an IAES (DAEP).

"Illegal drug" means a controlled substance but does not include alcohol, or a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under {the Controlled Substance Act} or under any other provision of federal law.

"Controlled substance" means a drug or other substance identified under schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.S. 812(c)) but does not include alcohol.

Infliction of serious bodily injury: If a student with a disability inflicts serious bodily injury upon another person while at school, on school premises, or at a school function, he/she may be removed to an IAES.

"Serious bodily injury" means "bodily injury that involves (a) a substantial risk of death; (b) extreme physical pain; (c) protracted and obvious disfigurement; (d) protracted loss or impairment of the function of a bodily member, organ, or mental faculty." 18 U.S.C. 1365.

A change of placement occurs if –

- The removal is for more than 10 consecutive school days; or
- The student has been subjected to a series of removals that constitute a pattern:
 - Because the series of removals total more than 10 school days in the school year;
 - Because the student’s behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals; and
 - Because of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of such removals to one another

The IEP team determines, on a case-by-case basis, whether a pattern of removals constitutes a change of placement; however, the parents may appeal the decision. If it is determined that a change of placement occurred, a manifestation determination must be made.

Bus Suspensions

If bus transportation is a service on a student’s IEP, a bus suspension would be treated as a suspension imposed under the authority of school personnel to suspend a student with a disability, unless WSD provides the transportation service in some other way. If transportation is not part of the student’s IEP, the bus suspension would not constitute a suspension under the IDEA. The parent would have the same obligation to get the child to and from school as the parent of a non-disabled child. If it appears that the bus behavior is similar to the student’s behavior in school, an IEP team meeting should be held to address the student’s bus behavior and consider whether an FBA and/or BIP is needed.

Notification to Parents of Decision to take Disciplinary Action

Not later than the date on which the decision to take the action is made, the local school administrator must notify the parents of a decision to take disciplinary actions against a student with a disability and of their procedural safeguards. The parent must be provided with a copy of the Procedural Safeguards and sent an invitation to the Manifestation Determination meeting. This content needs to be documented and included in the student’s electronic education file.

Manifestation Determinations

If, as a result of disciplinary action, a student with a disability is removed or is recommended for removal from his/her current placement for more than 10 school days at any time during the school year.

If the student is assigned to an alternative placement

An IEP meeting or amendment must be conducted. Services will change to address alternate placement and change of placement must be documented through a Prior Written Notice.

Appealing a Disciplinary Decision

Parent appeals

A parent of a student with a disability who disagrees with a decision regarding placement or the manifestation determination may request an appeal. Please refer the parent to the Procedural Safeguards.

Refer to Governing Board Policy JK – Student Discipline

Protections for Students not yet Eligible for Special Education and Related Services

A student who has not been determined as eligible for special education and related services by an IEP team and who has engaged in behavior that violates a code of student conduct may assert any of the disciplinary protections of the IDEA if:

- The school system “had knowledge” that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred;
- The school suspects the student has a disability; or
- The student is eligible for a 504 under the Rehabilitation Act.

Basis of knowledge

A school system will be deemed to have “had knowledge” that a student was a student with a disability before the behavior that precipitated the disciplinary action occurred if, before the event-

- The parent expressed concern in writing to supervisory or administrative personnel or a teacher of the student, that the student was in need of special education and related services;
- The parent requested an evaluation of the child prior to the incident; or
- The child’s teacher or other school system personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education or other supervisory personnel of the school system.

Exception

A school system will not be deemed to have “had knowledge” that the student was a student with a disability if, before the event-

- The parent has not permitted the student to be evaluated;
- The parent refused services for the student after an evaluation; or
- The student was evaluated, and it was determined by the IEP team that he/she was not a student with a disability

Parental request for evaluation for a general education student who has received disciplinary consequences for his/her behavior

If a parent of a general education student requests an evaluation during the period in which the student is subject to disciplinary measures, an expedited evaluation must be conducted. Pending the results of the evaluation, the student remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services, if those measures are comparable with disciplinary measures applied to students without disabilities who engage in comparable behavior.

If the student is ultimately determined by an IEP team to be a student with a disability, the student must be provided with special education and related services. Also, the student is entitled to all of the applicable discipline procedures for students with disabilities discussed above.

Behavior Management and Student Discipline Board Policy

Corporal Punishment

For purposes of this Policy, "corporal punishment" means striking or spanking a student as a means of discipline. Wilson School District prohibits the use of corporal punishment.

Restraint

For purposes of this Policy, the term "restraint" means any method or device that immobilizes or reduces the ability of a student to move the student's torso, arms, legs, or head freely, including physical force or mechanical devices.

As used in this Policy, the term "restraint" does not include any of the following:

- Methods or devices implemented by trained school personnel or used by a student for the specific and approved therapeutic or safety purposes for which the method or device is designed and, if applicable, prescribed.
- The temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student to comply with a reasonable request or to go to a safe location.
- The brief holding of a student by one adult for the purpose of calming or comforting the student.
- Physical force used to take a weapon away from a student or to separate and remove a student from another person when the student is engaged in a physical assault on another person.

Seclusion

For purposes of this Policy, the term "seclusion" means the involuntary confinement of a student alone in a room from which egress is prevented (i.e., the student is prevented from leaving the room).

As used in this Policy, the term "seclusion" does not include the use of a voluntary behavior management technique, including a timeout location, as part of a student's education plan, individual safety plan, behavioral plan or the use of an individualized education program that involves the student's separation from a larger group for purposes of calming.

Persons Authorized to Use Restraint or Seclusion Techniques

Restraint or seclusion techniques must be used only by school personnel who are trained in the safe and effective use of restraint and seclusion techniques unless an emergency situation does not allow sufficient time to summon trained personnel.

Use of Restraint and/or Seclusion

Wilson School District prohibits the use of seclusion and restraint, except as set forth in this Policy, and only at a school site approved by the Superintendent and in compliance with state law.

Restraint or seclusion techniques may only be used on a student if both of the following apply:

- The student's behavior presents an imminent danger of bodily harm to the student or others.
- Less restrictive interventions appear insufficient to mitigate the imminent danger of bodily harm.

If a restraint or seclusion technique is used on a student:

- School personnel must maintain continuous visual observation and monitoring of the student while the restraint or seclusion technique is in use.
- The restraint or seclusion technique ends when the student's behavior no longer presents an imminent danger to the student or others.
- The restraint technique employed must not impede the student's ability to breathe.
- The restraint technique must not be out of proportion to the student's age or physical condition.

Reporting and Documentation Requirements

School personnel must follow the reporting and documentation requirements set forth below when a restraint or seclusion technique has been used on a student. The procedures shall include the following requirements:

- School personnel shall provide the student's parent or guardian with written or oral notice on the same day that the incident occurred unless circumstances prevent same-day notification. If the notice is not provided on the same day of the incident, notice shall be given within twenty-four (24) hours after the incident.
- Within a reasonable time following the incident, school personnel shall provide the student's parent or guardian with written documentation that includes information about any persons, locations or

activities that may have triggered the behavior, if known, and specific information about the behavior and its precursors, the type of restraint or seclusion technique used and the duration of its use.

- School personnel shall review strategies used to address a student's dangerous behavior if there has been repeated use of restraint or seclusion techniques for the student during a school year. The review must include a review of the incidents in which restraint or seclusion technique were used and an analysis of how future incidents may be avoided, including whether the student requires a functional behavioral assessment (FBA).

Law Enforcement

If school personnel summon law enforcement instead of using a restraint or seclusion technique on a student, school personnel shall comply with the reporting, documentation and review procedures established in this Policy.

Notwithstanding this Policy, school resource officers are authorized to respond to situations that present the imminent danger of bodily harm according to protocols established by their law enforcement agency.

School Safety or Crisis Intervention Plans

Wilson School District may establish policies and procedures for the use of restraint or seclusion techniques in a school safety or crisis intervention plan if the plan is not specific to any individual student.

Chapter 13

District Procedures

Start and End of the Year Procedures

Start of the Year Procedures

Staff members are encouraged to organize and plan ahead to ensure timely completion of all requirements throughout the school year.

IEP case managers must:

- Obtain current caseloads from the ExEd Administrative Assistant.
- Locate 'working' IEP files that were secured the previous spring at the school site.
- Create your Class List in e-IEP Pro.

Resource teachers and related service providers must:

- Meet students, review IEPs, communicate with parents and regular education teachers, and establish service schedules during the first week of school.
- Provide a copy of the service schedule to the Director of Curriculum & Instruction, building principal and assistant principal.
- Initiate all IEP services starting on the Monday of the second week of school.
- It is the responsibility of the staff member to provide revised or updated schedules to administrators throughout the school year as needed.

MET case managers must:

- Obtain reevaluation lists from the ExEd Administrative Assistant.
- Locate initial evaluation files obtained from the Child Study Team coordinator that were secured the previous spring at the school site.

End of the Year

Staff is encouraged to plan ahead in order to ensure timely completion to all the end of the year requirements. Whenever possible, you are encouraged to turn your work in to the district office staff before the final week of the school year.

1. Special education services are to be provided to students through and including the final full week of the school year.
2. IEP case managers must:
 - Contact all regular educators and collect all IEPs that were distributed during the school year.
 - Ensure that all IEPs on the caseload are current.
 - Provide all original, signed IEPs to the ExEd Administrative Assistant.
 - Ensure all IEPs, PWNs, and Meeting Notices in e-IEP are in-force and locked/archived.
 - Send home progress reports four times per year including the final quarter.
 - Preschool teachers must finalize ongoing progress monitoring checkpoint data for eligible students in Teaching Strategies GOLD.
3. MET case managers must:
 - Ensure that all evaluations initiated during the school year are completed.
 - Provide all original, signed MET eligibility determinations, Consent for Initial Educational Placements, and MET reports to the Student Services Administrative Assistant.
 - Ensure all METs are marked as most recent and locked, and PWNs and Meeting Notices are locked and archived.
4. All special education staff must:
 - Store all "working" special education IEP files at the ExEd office in a secured location in a locked file cabinet.

- Staff, who maintain evaluation or service logs, need to provide an end of the year log to the ExEd Coordinator.
- **Certified Special Education Staff, who are asked to complete 'Time and Effort' documents, must provide to the District Office.**
- **Classified Staff, who are asked to complete 'Time and Effort' documents, must provide to the District Office.**

Transportation

Transportation Routing

Specialized transportation is a related service that may be necessary for some special education students. Transportation can be added to an IEP when the IEP team determines that it is needed to assist a child with a disability to benefit from their special education program. This most typically occurs for preschool and school-aged students who participate in self-contained programs.

All requests for new routing or for changes in existing routing (i.e. change in location of pick up or drop off, change in attended or unattended status....) must be made in writing by a member of the IEP team. All preschool and school-aged routing requests must be emailed to the ExEd Administrative Assistant and Transportation/McKinney Vento Liaison. The ExEd Administrative Assistant will also notify Business Services for proper funding codes. These requests typically take 3-5 days to route.

Transportation services are available for those students in need as determined by the IEP team. New requests for transportation services as well as revisions to existing transportation services are made via an email request to the ExEd Administrative Assistant and Transportation/McKinney Vento Liaison. Transportation requests are routed through the district and parent notification of pickup/drop-off times may take up to 5 business days. When additional assistance is required for the safety of the students, an ExEd instructional assistant may be assigned to the route. The Assistant Principal will coordinate with Transportation/McKinney Vento Liaison to arrange coverage.

1. IEP Team determines transportation as a related service.
2. Case Manager requests transportation in email to ExEd Admin Assistant and Transportation/McKinney Vento Liaison.
3. Transportation/McKinney Vento Liaison determines the route/van and notifies parents.
4. If assistance is needed for the route, Transportation/McKinney Vento Liaison will coordinate coverage with the Assistant Principal using Instructional Assistants.

"Attended" and "Unattended" Transportation Drop off

Specialized transportation is a related service that may be necessary for some special education students when the IEP team determines that it is needed to assist a child with a disability to benefit from their special education program. Most students who receive specialized transportation are dropped off at their assigned stop in the presence of a designated adult. This is called an attended drop off. This is the safest manner of transferring a student from the school district's care to the care of a family member. In some circumstances a family may request that their child is dropped off at their assigned stop without an adult present. This is an unattended drop off and can only occur if a parent requests this in writing.

Agitated Students and Transportation

Specialized transportation is a related service that may be necessary for some special education students when the IEP team determines that it is needed to assist a child with a disability to benefit from their special education program. In most circumstances students end their day at school by boarding a bus and riding to their assigned stop. There are occasions, however, when a student is too agitated to board a school bus. On these occasions, the teacher will determine that the child will be unsafe riding the school bus home and will be safer remaining at school under the teacher's supervision. When this occurs, the teacher should keep the student at school and immediately notify the school principal and the parent. The teacher should work with

both the school principal and the parent to make alternative arrangements to transport the student to their assigned stop.

Assistive Technology to Improve Sitting

In limited circumstances, students may benefit from assistive technology devices that improve a child's ability to sit. Some assistive technology devices restrict the movement of a child yet still may be beneficial for the child. These types of seats are most appropriately used with students with orthopedic impairments who have motor weaknesses and are unable to safely sit without additional supports. Examples of these specialized seating include Rifton chairs with seat belts. Staff considering use of this type of assistive technology for a child must remember the following:

- Specialized seating may never be used for punishment.
- Specialized seating may never be used to control or manage behavior.
- Detailed documentation must be in the IEP and must precisely describe the use of such assistive technology and the circumstances of its use.
- This specialized seating may never be used without signed parent consent on an IEP or IEP amendment.

Chapter 14

Functional Behavioral Assessment

What is a Functional Behavior Assessment?

The Functional Behavioral Assessment (FBA) is an intensive and targeted strategy reserved for significant behavior not responding to Tier I or II support. The FBA is designed to help assess the function of a student's behavior and what might trigger it. Parent permission needs to be obtained prior to conducting a formal functional behavioral assessment. The FBA is led by the school counselor who is responsible for completing the document. The team must collaborate to help complete the form in its entirety and collect baseline data prior to beginning interventions. Once the motivation behind the student's behavior is determined, you must find a replacement behavior.

As a team, develop appropriate interventions to address behavior. Execute the interventions for 4-6 weeks with fidelity and monitor student response to intervention. If the intervention is not affecting a positive change, consult with your team and modify plan based on data.

If there is little or no change in the student's behavior after a reasonable, documented effort, the team must reconvene and complete or edit the Behavioral Intervention Plan (BIP). Be sure to include all members of the IEP team (if student is receiving special education services), including the parent.

Why use Functional Behavior Assessment?

Officially, they are mandated by law as of June of 1997. Under amendments to the Individuals with Disabilities Education Act (IDEA) both positive behavior support and FBAs must be used when a child's conduct violates school codes of conduct or are outside norms of acceptable behavior. Also, research has proven their effectiveness to change behavior. The approach does not punish a behavior. It identifies the antecedents that prompt the negative behaviors and the consequences that reinforce the behavior to occur. By defining these variables, we may intervene both environmentally and socially to remove negative behaviors and teach more appropriate behaviors.

Writing a Functional Behavior Assessment

1. Data collection, collect all forms of data surrounding the youth and negative behavior. Identify the antecedents and consequences that reinforce the behavior.
2. Develop operational hypothesis using information from data collection. Develop an if then statement around the behavior using the antecedents and consequences. If (an antecedent) occurs the student will (problem behavior) then (a maintaining consequence) will occur.
3. Directly observe child to confirm accuracy of hypothesis.
4. Design behavior support plans around operational hypothesis. Modify antecedents and remove maintaining consequences to make problem behavior ineffective.
5. Develop implementation scripts which outline who is responsible for each part of the behavior support plan.
6. Collect data on program effectiveness. Redesign whatever areas are not functioning.

Behavioral Intervention Plan

The Behavioral Intervention Plan (BIP) is a document that includes prevention, replacement behaviors, and rewards and consequences that will be used/taught at home and at school. The School Counselor leads the process for completing a BIP, though the team should work together to develop the most appropriate interventions. The parents should take an active role in the discussion and recommendations. All adults that work with the student will be responsible for implementing the recommendations, not just the classroom/resource teacher. If the student has an IEP, be sure to complete a PWN outlining the decisions made and document revisions within IEP.

The team should meet again 4-6 weeks after implementation to review the results and determine whether to continue the interventions on the BIP or whether to modify/change the plan. The student should remain on a BIP until the team determines that his/her behavior is acceptable and no longer interferes with his/her educational progress.

Chapter 15

Quick Reference Guides

45- Day New Student Screening

The New Student Screening process is as follows:

1. The office manager or designee generates the U-STU-15 report in Synergy weekly.
2. The office manager distributes the form to the assigned education teachers for each newly enrolled student.
3. The office manager enters the date the form was provided to the teacher in Synergy.
4. The assigned teacher completes the form and returns it to the front office.
5. The office manager enters the screening date in Synergy and gives the form to the administrator.
6. If **concerns are indicated**, the administrator notes on the form what actions are to be taken. Examples of actions to be taken are on the form and may include checking hearing/vision, discussing with the parent to gain more information or consideration of referral to the Multi-Tier System of Support team (MTSS). The administrator follows up with the appropriate staff member, signs, and dates the form. The staff member will follow up with the student.
7. The parent must be informed in writing within 10 days of the concerns and the intended action to be taken. Templates for letters to parents informing them of the concern/s are available below.
8. If no concerns are noted, the administrator marks the form “no concerns noted at this time,” and signs and dates the form.
9. The office manager ensures that all completed forms are placed in the students’ cumulative folders.
10. Also, Child Find fliers in both English and Spanish need to be downloaded, printed, and made available upon parent request. These documents are available on the Arizona Department of Education website: <https://cms.azed.gov/home/GetDocumentFile?id=55ef61c2aadebe1740bf78b1>

**WILSON ELEMENTARY SCHOOL DISTRICT NO. 7
45 DAY STUDENT SCREENING INSTRUMENT
WILSON PRESCHOOL**

| Student's Name | Grade | DOB | Student ID# | Date of Entry |
|----------------|-------|-----|-------------|---------------|
| | | | | |

Student Screening is to be complete within 45 calendar days of student enrollment.

Student receives special education services

Language used most often by student: _____ **Primary home language of student:** _____

| | |
|--|---|
| <p>VISION Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/> Appears to have trouble seeing up close</p> <p><input type="checkbox"/> <input type="checkbox"/> Appears to have trouble to see well at a distance</p> <p><input type="checkbox"/> <input type="checkbox"/> Squints or turns head to see</p> <p><input type="checkbox"/> <input type="checkbox"/> Holds hand over one eye</p> <p><input type="checkbox"/> <input type="checkbox"/> Has trouble with eyes</p> <p><input type="checkbox"/> <input type="checkbox"/> Other: _____</p> | <p>MOTOR Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/> Has trouble feeding self</p> <p><input type="checkbox"/> <input type="checkbox"/> Has trouble dressing self</p> <p><input type="checkbox"/> <input type="checkbox"/> Has problems with gross motor development (clumsy or awkward)</p> <p><input type="checkbox"/> <input type="checkbox"/> Problems with fine motor skills (reaching, grasping, manipulation of objects, picking up small objects)</p> <p><input type="checkbox"/> <input type="checkbox"/> Other: _____</p> |
| <p>HEARING Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/> Does not respond to name, directions, or questions in class</p> <p><input type="checkbox"/> <input type="checkbox"/> Frequently asks for information to be repeated or asks "What"</p> <p><input type="checkbox"/> <input type="checkbox"/> Has significantly delayed language</p> <p><input type="checkbox"/> <input type="checkbox"/> Has frequent ear aches</p> <p><input type="checkbox"/> <input type="checkbox"/> Seems not to pay attention</p> <p><input type="checkbox"/> <input type="checkbox"/> Difficulty telling where sounds and voices are coming from</p> <p><input type="checkbox"/> <input type="checkbox"/> Speaks too loudly or too softly</p> <p><input type="checkbox"/> <input type="checkbox"/> Other: _____</p> | <p>COMMUNICATION Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/> Has speech that is difficult to understand</p> <p><input type="checkbox"/> <input type="checkbox"/> Does not talk in class</p> <p><input type="checkbox"/> <input type="checkbox"/> Often stutters</p> <p><input type="checkbox"/> <input type="checkbox"/> Has difficulty expressing ideas</p> <p><input type="checkbox"/> <input type="checkbox"/> Speaks too loudly</p> <p><input type="checkbox"/> <input type="checkbox"/> Speaks too softly</p> <p><input type="checkbox"/> <input type="checkbox"/> Uses three or less words in a sentence</p> <p><input type="checkbox"/> <input type="checkbox"/> Other: _____</p> |
| <p>SOCIAL/BEHAVIORAL Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/> Repeated rocking or head banging</p> <p><input type="checkbox"/> <input type="checkbox"/> Frequent temper tantrums</p> <p><input type="checkbox"/> <input type="checkbox"/> Frequent hitting or biting</p> <p><input type="checkbox"/> <input type="checkbox"/> Easily frustrated</p> <p><input type="checkbox"/> <input type="checkbox"/> Difficulty completing tasks</p> <p><input type="checkbox"/> <input type="checkbox"/> Avoids social interaction with peers/adults</p> <p><input type="checkbox"/> <input type="checkbox"/> Difficulty sharing toys or materials</p> <p><input type="checkbox"/> <input type="checkbox"/> Difficulty following directions</p> <p><input type="checkbox"/> <input type="checkbox"/> Cannot remain seated to complete snack or meal</p> <p><input type="checkbox"/> <input type="checkbox"/> Cannot remain seated to have a book read</p> <p><input type="checkbox"/> <input type="checkbox"/> Other: _____</p> | <p>SENSORY Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/> Dislikes touches</p> <p><input type="checkbox"/> <input type="checkbox"/> Avoids contact with others</p> <p><input type="checkbox"/> <input type="checkbox"/> Frequently has hands in mouth</p> <p><input type="checkbox"/> <input type="checkbox"/> Seems overly sensitive to sound</p> <p><input type="checkbox"/> <input type="checkbox"/> Frequently makes loud noises</p> <p><input type="checkbox"/> <input type="checkbox"/> Fearful of activities involving moving through space</p> <p><input type="checkbox"/> <input type="checkbox"/> Poor safety awareness during climbing/movement activities</p> <p><input type="checkbox"/> <input type="checkbox"/> Frequent repetitive movements</p> <p><input type="checkbox"/> <input type="checkbox"/> Fearful of activities which challenge balance</p> <p><input type="checkbox"/> <input type="checkbox"/> Other: _____</p> |
| <p>ADAPTIVE DEVELOPMENT Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/> Poor self-care skills related to personal hygiene, dress, maintaining personal belongings</p> <p><input type="checkbox"/> <input type="checkbox"/> Poor social skills related to working cooperatively with peers, social perceptions, response to social cues, or socially acceptable language</p> <p><input type="checkbox"/> <input type="checkbox"/> Poor ability to understand directions, communicate needs, and express ideas</p> <p><input type="checkbox"/> <input type="checkbox"/> Lack of school coping behaviors related to attention to learning tasks, organizational skills, questioning behavior, following directions, and monitoring time use</p> <p><input type="checkbox"/> <input type="checkbox"/> Other: _____</p> | |

Date 45-day screening was completed: _____

Administrative Action:

No Concerns at this time.

Teacher Name: _____

Concern(s) noted. Action(s) taken:

Teacher Signature: _____

Student referred to: counselor, speech/language therapist, nurse

Other: _____

Administrator Signature: _____

WILSON ELEMENTARY SCHOOL DISTRICT NO. 7
45 DAY STUDENT SCREENING INSTRUMENT
 Student Screening is to be completed within 45 calendar days of student enrollment.

| | | | | |
|-----------------------|--------------|------------|--------------------|----------------------|
| Student's Name | Grade | DOB | Student ID# | Date of Entry |
| | | | | |

Date Home language Survey was completed on: _____

Student receives special education services Yes No

| | Yes | No | | Notes: |
|------------------------------|--------------------------|--------------------------|--|--------|
| Vision | <input type="checkbox"/> | <input type="checkbox"/> | Holds Reading material to close or too far away Squints or tilts head to see the board or objects at a reasonable distance Problems with eye health (I.e., tearing, sensitivity to light, eye rubbing, pain) Other: _____ | |
| Hearing | <input type="checkbox"/> | <input type="checkbox"/> | Does not respond appropriately to questions/directions Frequently asks for information to be repeated or asks "What?" Watches others to imitate what they are doing Complains of earaches, ear pain, or head noises Difficulty localizing sounds/the speaker Consistently inattentive Excessively uses nonverbal skills (i.e., gestures, nods, head turning, leaning in) Needs to watch speaker intently/moves to see speaker Other: _____ | |
| Communication | <input type="checkbox"/> | <input type="checkbox"/> | Poor articulation Speech is not understandable by most listeners Ineffective communication/messages Difficulty learning new sounds/new words Voice problems (i.e., volume, rate, quality) Difficulty expressing ideas, responding to instructions Does not engage in age-appropriate conversation/discussions Other: _____ | |
| Cognitive or Academic | <input type="checkbox"/> | <input type="checkbox"/> | Learns very slowly compared to peers Attention problems (i.e., attention span, focus on less relevant stimuli) Below grade level in: <input type="checkbox"/> reading, <input type="checkbox"/> writing, <input type="checkbox"/> math Difficulty recalling information Other: _____ | |
| Adaptive | <input type="checkbox"/> | <input type="checkbox"/> | Weak self-care skills (i.e., personal hygiene, dress, belongings) Poor social skills (i.e., working with peers, social perceptions/cues) Difficulty understanding directions, communicating needs, expressing ideas Inappropriate school coping behaviors (i.e., attention, organization, questioning behavior, following directions, monitoring use of time) Other: _____ | |
| Social or Behavioral | <input type="checkbox"/> | <input type="checkbox"/> | Exhibits externalizing behaviors (i.e., aggression, vandalism, bullying, excessive absenteeism) Exhibits internalizing behaviors (i.e., fears, phobias, depression, withdrawal) Inappropriate behaviors or feelings under normal circumstances Poor conduct/defiance in campus settings, unstructured environments Trouble transitioning between activities Difficulty developing or maintaining peer or adult relationships Other: _____ | |
| Motor | <input type="checkbox"/> | <input type="checkbox"/> | Gross motor development not age appropriate (i.e., clumsy, or awkward; avoids physical tasks to possibly mask pain, fatigue, or lack of endurance) Fine motor skills not age appropriate (i.e., difficulty reaching, grasping, or manipulating objects; shaky, stiff, or weak movements) Other: _____ | |

Date 45-day screening was completed on: _____ **Administrative Action:** No Concerns at this time.
 Concern(s) noted. Action(s) taken:
 Teacher Name: _____
 Teacher Signature: _____
 Implement classroom interventions
 Student referred to: counselor, speech/language therapist, nurse
 Other: _____

Revised 8/30/19

Administrator Signature: _____

Wilson Preschool
Wilson Elementary School District
3025 E. Fillmore
Phoenix, AZ 85008
Phone 602-681-2200

Date: _____

Dear Parent/Guardian of: _____,

As part of the Arizona Department of Education's mandate, a new student screening has been conducted on your child. Areas of observation include: health concerns, vision, hearing, motor skills, sensory, social/behavioral conduct, communication skills and adaptive development.

I have the following concern(s):

| | | |
|--------------------|----------------------------|----------------------------|
| _____ Vision | _____ Hearing | _____ Adaptive Development |
| _____ Sensory | _____ Social/Behavioral | _____ Other _____ |
| _____ Motor Skills | _____ Communication Skills | |

Please know that this initial screening is required by our state government and is meant to ensure that student concerns are not overlooked within the first 45 days in a new school. It is NOT a diagnosis of any problem, but rather a screening. As such, I have forwarded the screener to the appropriate administrator.

Teacher Signature

Date

TO BE COMPLETED AND SIGNED BY SCHOOL DESIGNATED ADMINISTRATOR

I have reviewed the screener and taken the following action:

_____ Student referred to _____

_____ Other _____

We will keep you posted should the above follow-up reveal the need for further discussion. Feel free to contact your child's teacher or me at 602-681-2200.

Sincerely,

Designated Administrator

Date

Pre-escolar Wilson
Wilson Elementary School District
3025 E. Fillmore
Phoenix, AZ 85008
Phone 602-681-2200

Fecha: _____

Estimado Padre/Guardián de: _____,

Como parte del mandato del Departamento de Educación de Arizona, como nuevo estudiante, una observación de detección se ha realizado sobre su hijo. Las áreas de observación incluyen: problemas de salud, la visión, la audición, habilidades motoras, sensoria, la conducta social /emocional, habilidades de comunicación y desarrollo de adaptación.

Yo tengo la/s siguiente/s preocupación/es:

| | | |
|--------------------------|----------------------------------|-------------------------------|
| ____ Visión | ____ Audición | ____ Desarrollo de Adaptación |
| ____ Sensoria | ____ Conducta Social/Emocional | |
| ____ Habilidades motoras | ____ Habilidades de Comunicación | |

Por favor, note que esta observación inicial es requerida por nuestro gobierno estatal y está destinada para garantizar que las preocupaciones del estudiante no se pasen por alto dentro de los primeros 45 días en una nueva escuela. No es un diagnóstico de algún problema, más bien es una proyección. Como tal, he enviado la observación al administrador apropiado.

Firma del Maestro/a

Fecha

A SER COMPLETADO POR EL ADMINISTRADOR DESIGNADO DE LA ESCUELA

Yo he revisado la observación y tomado las siguientes medidas:

____ Estudiante referido a _____

____ Otro _____

Nos mantendremos informados en caso de que más discusión sea necesaria. No dude en ponerse en contacto conmigo o la/el maestro/a de su hijo/a al 602-681-2200.

Sinceramente,

Firma de Administrador Designado

Fecha

Wilson Elementary School District

3025 E. Fillmore
Phoenix, AZ 85008
Phone 602-681-2200

Date: _____

Dear _____,

As part of the Arizona Department of Education's mandate, a new student screening has been conducted on your child, _____ . Areas of observation include: health concerns, vision, hearing, academic/cognitive progress, psychomotor skills, social/behavioral conduct, communication skills and adaptive development.

I have the following concern(s):

____ Vision ____ Hearing ____ Adaptive Development
____ Academic Progress ____ Social/Behavioral
____ Psychomotor Skills ____ Communication Skills

Please know that this initial screening is required by our state government and is meant to ensure that student concerns are not overlooked within the first 45 days in a new school. It is NOT a diagnosis of any problem, but rather a screening. As such, I have forwarded the screener to the appropriate administrator.

TeacherSignature

Date

TO BE COMPLETED AND SIGNED BY SCHOOL DESIGNATED ADMINISTRATOR

I have reviewed the screener and taken the following action:

____ Referred to teacher to implement/document classroom interventions,

____ Student referred to _____

____ Other _____

We will keep you posted should the above follow-up reveal the need for further discussion. Feel free to contact your child's teacher or me at 602-681-2200.

Sincerely,

Designated Administrator

Date

Wilson Elementary School District

3025 E. Fillmore
Phoenix, AZ 85008
Phone 602-681-2200

Fecha: _____

Estimado Padre/Guardian de: _____,

Como parte del mandato del Departamento de Educación de Arizona, como nuevo estudiante, una observación de detección se ha realizado sobre su hijo. Las áreas de observación incluyen: problemas de salud, la visión, la audición, el progreso académico /cognitivo, habilidades psicomotoras, la conducta social /emocional, habilidades de comunicación y desarrollo de adaptación.

Yo tengo la/s siguiente/s preocupación/es:

____ Visión ____ Audición ____ Desarrollo de Adaptación
____ Progreso Académico ____ Conducta Social/Emocional
____ Habilidades psicomotoras ____ Habilidades de Comunicación

Por favor, note que esta observación inicial es requerida por nuestro gobierno estatal y está destinada para garantizar que las preocupaciones del estudiante no se pasen por alto dentro de los primeros 45 días en una nueva escuela. No es un diagnóstico de algún problema, más bien es una proyección. Como tal, he enviado la observación al administrador apropiado.

Firma del Maestro/a

Fecha

A SER COMPLETADO POR EL ADMINISTRADOR DESIGNADO DE LA ESCUELA

Yo he revisado la observación y tomado las siguientes medidas:

____ Referido a la maestra para que ponga en práctica intervenciones en la clase
____ Estudiante referido a _____.
____ Otro _____

Nos mantendremos informados en caso de que más discusión sea necesaria. No dude en ponerse en contacto conmigo o la/el maestro/a de su hijo/a al 602-681-2200.

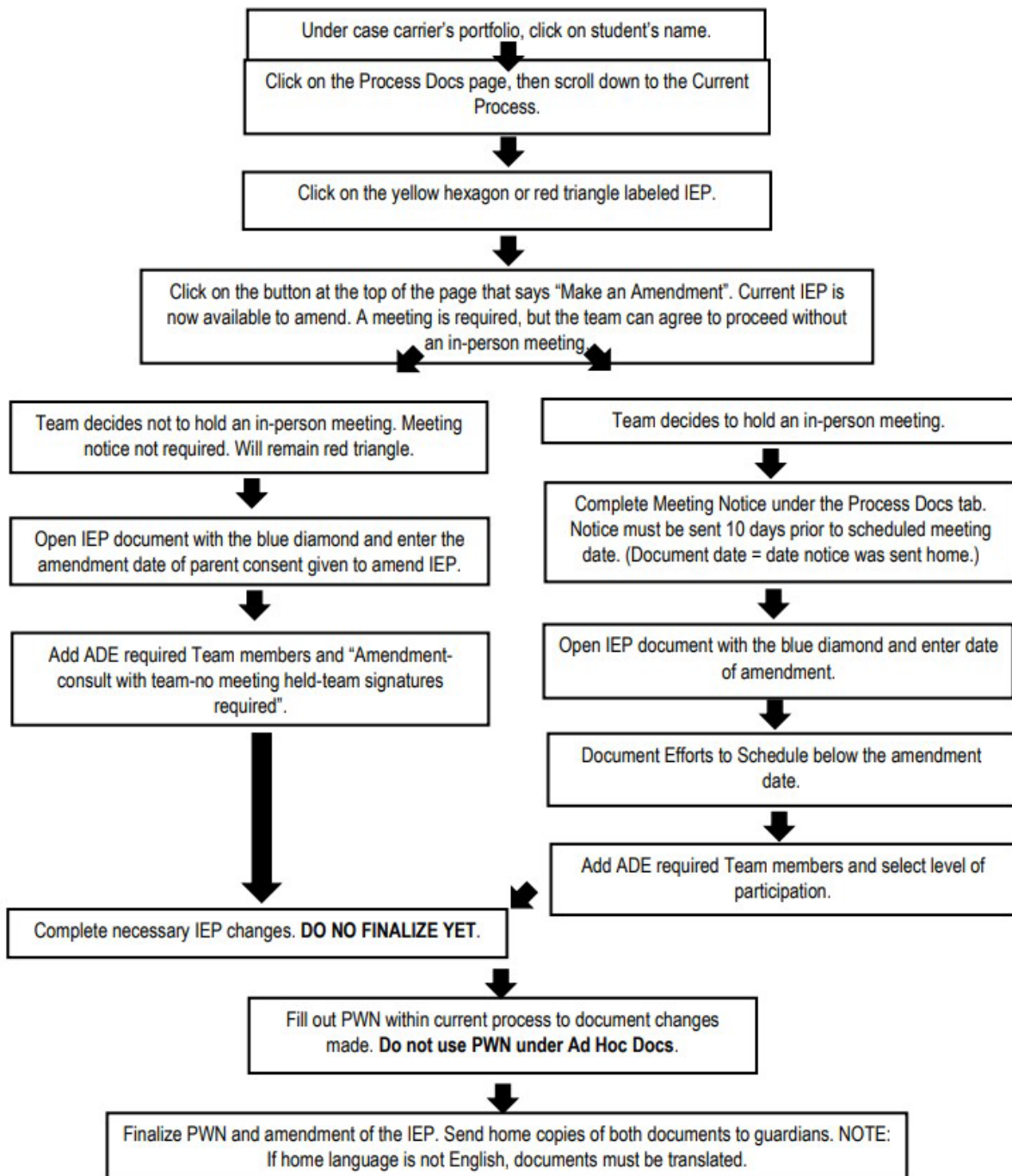
Sinceramente,

Administrador Designado

Fecha

Amending the IEP

Only amend full IEPs that are finalized, such as Annual, Reevaluations, or Initial IEPs. Transfer IEPs cannot be amended.



Educational Disabilities Categories

The determination of eligibility for special education is based on evaluations according to the IDEA, A.R.S. 15-1766, AZ-TAS guidance, and specific requirements for each eligibility category. The special education eligibility categories are as follows in alphabetical order:

- Autism Spectrum Disorder (A)
- Developmental Delay (DD)
- Emotional Disability (ED)
- Hearing Impairment (HI)
- Intellectual Disability –Mild (MIID)
- Intellectual Disability –Moderate (MOID)
- Intellectual Disability –Severe (SID)
- Multiple Disabilities (MD)
- Multiple Disabilities with a Severe Sensory Impairment (MDSSI)
- Other Health Impairment (OHI). Verification of health impairment is required for initial eligibility. If a parent has difficulty obtaining medical verification, the district will work through the nurse's office on a case-by-case basis to assist. Any change in a qualifying condition necessitates a new Verification Form upon re-evaluation. Students with psychiatric disorders such as anxiety, depression, or schizophrenia should be considered under the eligibility of Emotional Disability, not OHI. Students with autism should be considered under the eligibility category of Autism, not OHI. Students with orthopedic impairment should be considered under the category of OI, not OHI. In some cases, Medical Protocols/Health Plans or Section 504 Plans should be developed prior to consideration of OHI. Accommodations are often sufficient for the student with a medical condition to access the general education curriculum and make adequate progress.
- Orthopedic Impairment (OI). Medical Verification needs to be updated every three years only if the condition changes.
- Preschool Severe Delay (PSD)
- Specific Learning Disability (SLD)
- Speech and Language Impairment (SLI)
- Traumatic Brain Injury (TBI). A student with TBI must be listed in SAIS with another disability. Therefore, the team should identify the disability category that most closely describes the manifestation of the student's TBI and complete eligibility documentation for that disability to the extent appropriate.
- Visual Impairment (VI)

Preschool categories of eligibility are limited to DD, HI, PSD, SLI, and VI.

Non-Eligible Child

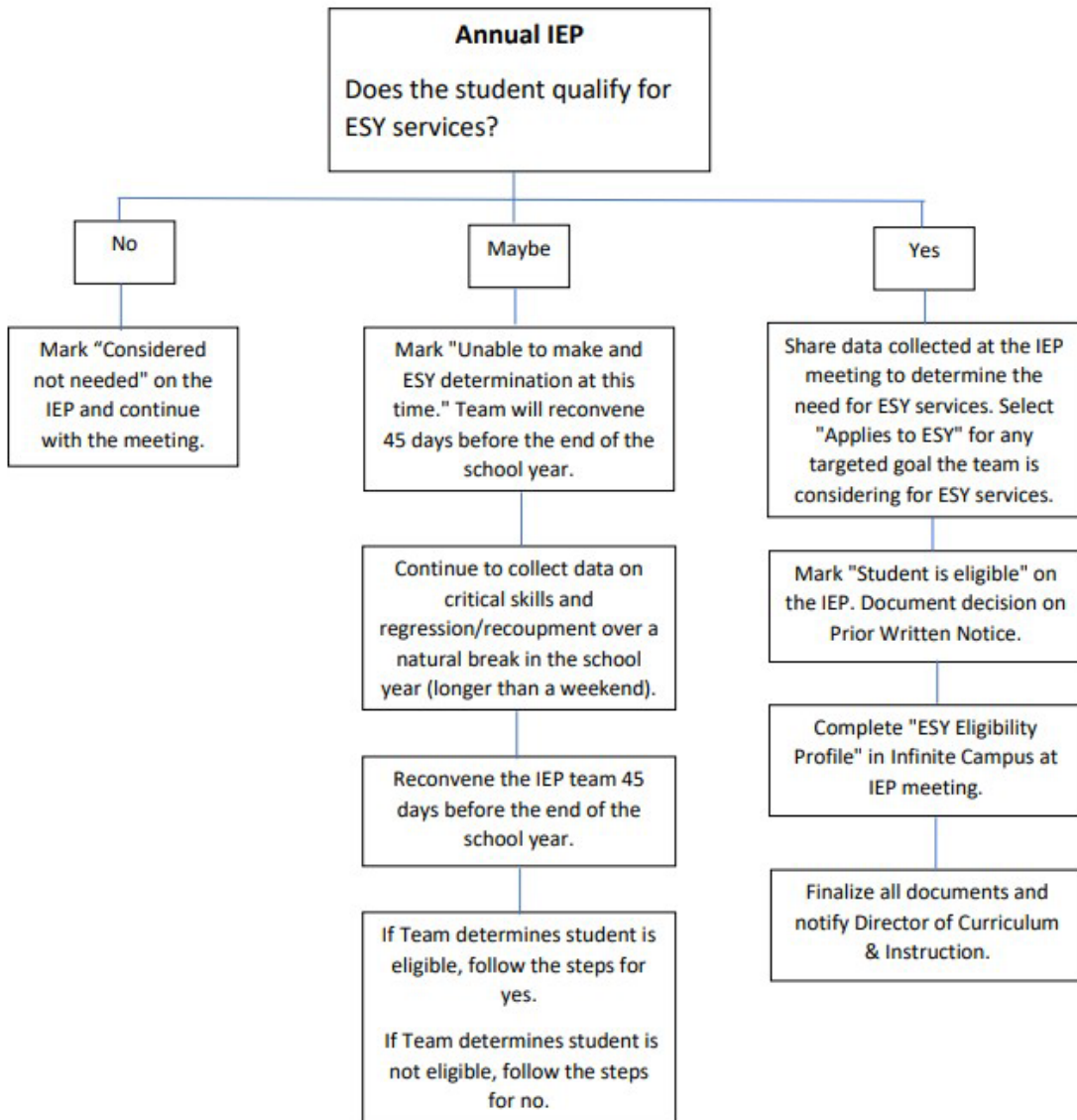
The determination of eligibility for special education is based on an evaluation pursuant to the IDEA, A.R.S. 15-1766 and the following requirements:

- The student was evaluated in all areas related to the suspected disability.

Team decision regarding the presence of a disability:

- The student does not meet the criteria as a child with a disability under the IDEA.

Extended School Year Flow Chart



**Wilson Elementary School District
Exceptional Education Department
Checklist-Individualized Education Program (IEP)**

Student Name: _____ **Case Manager:** _____

Checklist must be completed and signed for every IEP meeting for which you are the case manager.
Turn in to SPED secretary no later than a week after the meeting.

- Opened PWN
- Anticipated duration of IEP Beginning/End dates (DO NOT let IEP expire)
- Evaluation date and Re-evaluation date correct
- Vision and hearing current school year dates and results
- Language Survey date and Results
- If a new MET; read it and consider the recommendations from the psychologist
- Categories are in order of need-speech last
- Participants
- Present Level of Academic Achievement and Functional Performance (PLAAFP) flows with goals-30 parts
- Parent input on academics Parent input on function at home
- Considerations- 10 parts
- Medical Information
- Input from general education teacher(s)
- Related services provider information is complete (SLI, OT, PT, HI, VI...)
- AZELLA-ELL considerations are accurate and addressed on Form C & F
- Goals are individualized and flow from needs in PLAAFP; are measurable and clear -SDI
- Benchmarks are included for MIID/MOID categories
- Accommodations; are specific for this student Modifications
- ESY statement
- All necessary paperwork applicable to Alternate Assessment
- Behavior Plan if needed
- Service page- is accurate and complete including dates, minutes, clarification for least restrictive environment and potential harmful effects
- Level of service Elementary minutes Primary minutes
- Audit button–checked for missing information
- PWN was given to parent/guardian prior to implementing IEP services
- IEP is complete and was sent to the parent/guardian
- IEP is locked and in force
- Notify the administrative assistant of LRE or Category changes

I verify that the checklist above was used and the IEP and PWN are complete.

Case Manager Signature Date

Related Service Considerations

When considering addition or dismissal of a related service, a meeting of the full IEP team must be held either in person or via phone conference. (These procedures apply to the consideration of related services: SLI, Counseling, OT, PT, APE, HI, VI, Educational Interpreting.)

Consideration to ADD a Related Service- Evaluation Needed

Note: Related service consideration can occur at an Annual IEP or outside of an Annual IEP (including during a MET process). Required documentation depends on when the initial discussion takes place:

1. Obtaining Parent Permission- 1st Meeting

| Documents- Outside of an Annual IEP (or when a MET is already in process) | Documents- At an Annual IEP |
|--|--|
| Ad Hoc Meeting Notice Ad Hoc Permission Ad Hoc Parent Conference Summary Ad Hoc Related Service Consideration PWN | Only the Ad Hoc Permission is needed; all other documentation utilizes the Annual IEP. Clearly describe the discussion and decision in the PWN that accompanies the IEP. |

2. Evaluation and Report

- You have 60 days to complete your evaluation and hold a team meeting with parents*.
- Write your report using a PDG template obtained from ExEd Coordinator.
- Forward the report to the ExEd department for uploading into _____.

*Note- When a parent submits a written request for related service consideration, a meeting must be held within 15 school days. If evaluation is warranted, the 60-day timeline begins on the date the parent submitted the request to the school (not on the meeting date).

3. Sharing Results- 2nd Meeting

| Documents- Outside of an Annual IEP Meeting (but not part of a MET) | Documents- Outside of an Annual IEP Meeting (when part of an ongoing MET process) | Documents- Annual IEP Meeting |
|--|--|---|
| Ad Hoc Meeting Notice Conference summary Related service consideration PWN If eligible, Amendment and PWN If not eligible, Conference Summary & send PWN | Ad Hoc Meeting Notice or MET Meeting notice stating that the related service evaluation will be reviewed | Include all information on the Annual IEP and accompanying PWN. |

Consideration to ADD a Related Service- Evaluation not needed

This procedure applies when parents have provided an outside evaluation report that is current and meets the WSD standards of practice. Be sure that classroom data support the student's need for the related service; include this supporting information in the PLAAFP. This process is often completed in one meeting.

| Documents- Outside of an Annual IEP | Documents- At an Annual IEP |
|---|---|
| Ad Hoc Meeting Notice Ad Hoc Parent Conference Summary Ad Hoc Related Service Consideration PWN If eligible, Amendment & accompanying PWN If not eligible, send PWN Forward the outside report to the ExEd department for uploading (do not upload it yourself). | All documentation utilizes the Annual IEP or Amendment documents. Clearly describe the discussion and decision in the Related Service Consideration PWN. Forward the outside report to the ExEd department for uploading (do not upload it yourself). |

Consideration to DISMISS- Evaluation needed

This procedure applies when an evaluation is needed to determine if dismissal is appropriate, and in cases where a parent disagrees with the team's dismissal recommendation and requests an evaluation. This can occur at an Annual IEP or outside of an Annual IEP (including during a MET process). Required documentation depends on when the initial discussion takes place, as follows:

1. Obtaining Parent Permission- 1st Meeting

| Documents- Outside of an Annual IEP | Documents- At an Annual IEP |
|--|--|
| Ad Hoc Meeting Notice Ad Hoc Permission Ad Hoc Parent Conference Summary Ad Hoc Related Service Consideration PWN | Only the Ad Hoc Permission is needed; all other documentation utilizes the Annual IEP. Clearly describe the discussion and decision in the PWN that accompanies the IEP. |

2. Evaluation and Report

- You have 60 days to complete your evaluation and hold a team meeting with parents.
- Write your report using a PDG template obtained from ExEd Coordinator.
- Forward the report to the ExEd department for uploading into _____.

3. Sharing Results- 2nd Meeting

| Documents- Outside of an Annual IEP | Documents- At an Annual IEP |
|---|---|
| Ad Hoc Meeting Notice If dismissing or changing services, complete an IEP Amendment and accompanying PWN. If not complete: Conference Summary and Related Service Consideration PWN | Include all information on the Annual IEP and accompanying PWN. |

Consideration to DISMISS- Evaluation not needed

This procedure applies when the team is considering dismissal of a related service AND parent agrees.

| Documents- Outside of an Annual IEP | Documents- At an Annual IEP |
|--|--|
| Ad Hoc Meeting Notice Ad Hoc Parent Conference Summary IEP Amendment & accompanying PWN | All documentation utilizes the documents contained in the Annual IEP or Amendment. Clearly describe the discussion and decision in the PWN that accompanies the IEP, and be sure PLAAFP information supports dismissal |

Related Service Descriptions

| | |
|--|--|
| Adaptive Physical Education (APE) | Adaptations to physical education programs to meet the specific needs of children with disabilities that present with delays in motor skills. |
| Activity of Daily Living (ADL) | Daily self-care activities. The ability or inability to perform ADLs is affected by disability. |
| Audiology | Reviews the results of audiological evaluations. Tests and monitors all amplification equipment. Trains students and teachers to use equipment. |
| Educational Interpreter | Professionally trained, subject-matter expert in providing curriculum and communication access to deaf and hard of hearing students using ASL or other sign communication. |
| Speech-Language Pathologist | Addressees the student's ability to communicate successfully in their educational environment. Includes production of speech sounds, use and understanding of language, social communication, and alternative and augmentative communication. |
| Nursing | Assesses students' health care needs and uses nursing judgement to determine the expertise needed to safely delegate and train personnel for necessary care needed while attending school |
| Occupational Therapy (OT) | Addresses student's occupational performance (how a student functions in the role of a student) when needed for the student to benefit from their specially designed instruction |
| Orientation and Mobility | Training for safe movement within environments in school and community. Includes using other senses, white cane, and remaining vision. |
| Physical Therapy (PT) | Addresses the student's ability to physically access the school campus and general curriculum when needed for the student to benefit from their specially designed instruction. |
| Social Worker | Assesses and provides support for the social emotional needs of students in schools |
| Transportation | Travel to and from school, travel between schools, travel in and around school buildings, and any specialized equipment (such as special or adapted buses, lifts, or ramps) needed to provide special transportation to a child with a disability. |

Skills Checklist Forms

Skills Checklist - WRITING

Student: _____ Date: _____

Reporting Teacher: _____

| SKILL | YES | NO | N/A |
|---|-----|----|-----|
| Student complete sentences when required (i.e., class work, worksheets, tests, etc.) | | | |
| Student legibly records data | | | |
| Student spells high frequency words correctly | | | |
| Student uses a variety of word choices | | | |
| Student uses a variety of sentence structures | | | |
| Student uses correct conventions | | | |
| Student uses the writing process (i.e., prewrite, plan, draft, revise, edit, final copy, proofread and publish) | | | |
| Student uses pre-writing strategies | | | |
| Student clearly identifies and narrows a topic | | | |
| Student writes a thesis statement | | | |
| Student uses organizational patterns that demonstrate knowledge of beginning, middle, and end/intro, body, conclusion | | | |
| Student includes relevant details to support main idea | | | |
| Student effectively writes a multi-paragraph essay | | | |
| Student uses appropriate voice for situation and audience | | | |
| Student expresses writing using content areas (i.e., persuasive, expository, etc.) | | | |
| Student uses note taking skills | | | |
| Student uses resources (i.e., dictionary, word lists, thesaurus etc.) | | | |
| Student applies writing skills to a variety of situations | | | |
| Student is performing at grade level in the area of writing | | | |

Return To:

Skills Checklist - MATH

Student: _____ Date: _____

Reporting Teacher: _____

| SKILL | YES | NO | N/A |
|---|-----|----|-----|
| Student solves addition and subtraction problems | | | |
| Student solves multiplication and division problems | | | |
| Student solves one-step equations | | | |
| Student solves two-step equations | | | |
| Student solves multi-step equations | | | |
| Student solves decimal problems | | | |
| Student solves problems involving fractions | | | |
| Student understands place value | | | |
| Student identifies symbols and terminology (i.e., +, %, >, etc.) | | | |
| Student understands and applies appropriate units of measure (i.e., feet, miles, gallons, liters, meters, grams, etc.) | | | |
| Student recognizes/identifies 2- and 3- dimensional geometric shapes | | | |
| Student identifies and counts/completes problems involving money | | | |
| Student solves word problems at grade level or grade _____ | | | |
| Student uses problem-solving strategies | | | |
| Student accurately measures using <input type="checkbox"/> direct <input type="checkbox"/> indirect measurement <input type="checkbox"/> with tool (ruler, etc.) <input type="checkbox"/> with improvised tool | | | |
| Student graphs an equation | | | |
| Student is performing at grade level in the area of math | | | |

Return To:

Skills Checklist - READING

Student: _____ Date: _____

Reporting Teacher: _____

| SKILL | YES | NO | N/A |
|---|-----|----|-----|
| Student reads and understands class work/worksheets | | | |
| Student reads and understands tests/assessment | | | |
| Student is able to complete bookwork independently | | | |
| Student decodes words fluently | | | |
| Student recognizes high frequency words | | | |
| Student reads grade-level text fluently | | | |
| Student understands new vocabulary | | | |
| Student determines the meaning of unknown words | | | |
| Student identifies/produces antonyms, synonyms, homonyms and rhyming words | | | |
| Student recognizes elements of literature | | | |
| Student identifies the main idea | | | |
| Student identifies significant supporting details | | | |
| Student sequences a series of events | | | |
| Student predicts what will happen next | | | |
| Student recognizes figurative language | | | |
| Student identifies rhyme, repetition, and/or poetry | | | |
| Student recognizes the organizational pattern used (i.e., compare/contrast, cause/effect) | | | |
| Student asks relevant question in order to comprehend text | | | |
| Student is performing at grade level in the area of reading | | | |

Return To:

Skills Checklist – AVID

Student: _____ Date: _____

Reporting Teacher: _____

| SKILL | YES | NO | N/A |
|--|-----|----|-----|
| Student is <ul style="list-style-type: none"> • able to with prompting put a proper heading on papers • consistently puts a proper heading on papers | | | |
| Student is <ul style="list-style-type: none"> • able to with prompting fill out agenda and uses ink • consistently fills out agenda and uses ink | | | |
| Student creates and fills in relevant daily and weekly goals | | | |
| Student keeps proper supplies in binder pouch | | | |
| Student keeps binder organized by subject and date order | | | |
| Student keeps backpack/homework folder neat and free of unnecessary papers | | | |
| Student is able to make the Cornell note format | | | |
| Student is able to write notes <ul style="list-style-type: none"> • With Assistance • Independently | | | |
| Student is able to summarize notes and answers the E.Q. | | | |
| Student has agenda signed by parent every week | | | |
| Student has grade check signed by parent bi weekly | | | |
| Student fills out tutorial request form independently | | | |
| Student fills out tutorial reflection form independently | | | |
| Student earns community service hours | | | |
| Student collaborates with other students | | | |
| Student is able to identify WICOR in the classroom setting | | | |
| Student able to work through complex problems <ul style="list-style-type: none"> • With Assistance • Independently | | | |
| Student is performing at grade level in the area of AVID | | | |

Return To:

Teacher Reports/Observations

Student Name:Click or tap here to enter text.

Date:Click or tap to enter a date.

Subject:Click or tap here to enter text.

Grade:Click or tap here to enter text.

Teacher Name:Click or tap here to enter text.

Please fill out the areas below according to your observation of the students' performance in your classroom. Please complete and return to the Exceptional Education department by 2-23-2022.

Academic information:

| | Strengths | Weaknesses/Needs |
|---------|---------------------------|---------------------------|
| Reading | r tap here to enter text. | r tap here to enter text. |
| Writing | r tap here to enter text. | r tap here to enter text. |
| Math | r tap here to enter text. | r tap here to enter text. |
| Other: | r tap here to enter text. | r tap here to enter text. |

Click or tap here to enter text.

Accommodations? (To insure access to curriculum)

a. Modifications? (Curriculum changes)

Click or tap here to enter text.

b. Class work

Click or tap here to enter text.

c. Homework

Click or tap here to enter text.

d. Test results, please attach copies of DIBELS, ATI, I-Ready, Lexile, Quantile, etc.

Click or tap here to enter text.

e. Comparison with peers' work

Click or tap here to enter text.

II. Motivation/Interest/Attitudes/Behavior

****Please provide extra information on emotions, attitudes, energy level...

Click or tap here to enter text.

III. Peer Interactions

Click or tap here to enter text.

IV. Attendance

Click or tap here to enter text.

V. Organizational skills

Click or tap here to enter text.

Comments, any other relevant information:

Click or tap here to enter text.

Skills Checklist Form
BEHAVIOR/WORK HABITS

Student: Click or tap here to enter text.

Date: Click or tap to enter a date.

Reporting Teacher: Click or tap here to enter text.

Based on your time working with this student, how would you describe this student? Please check all that apply.

| | | |
|---|--|---|
| <p style="text-align: center;"><u>WORK HABITS</u></p> <input type="checkbox"/> works independently <input type="checkbox"/> follows rules <input type="checkbox"/> completes assignments most of the time <input type="checkbox"/> needs supervision to stay on task <input type="checkbox"/> does not follow rules <input type="checkbox"/> does not complete assignments Other: Click or tap here to enter text. | <p style="text-align: center;"><u>PARTICIPATION IN CLASS</u></p> <input type="checkbox"/> always participates <input type="checkbox"/> frequently participates <input type="checkbox"/> occasionally participates <input type="checkbox"/> seldom participates <input type="checkbox"/> no participation <input type="checkbox"/> requires encouraging Other: Click or tap here to enter text. | |
| <p style="text-align: center;"><u>SELF-CONCEPT</u></p> <input type="checkbox"/> Positive <input type="checkbox"/> Negative | <p style="text-align: center;"><u>MOTIVATION</u></p> <input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low | <p style="text-align: center;"><u>PEER INTERACTION</u></p> <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor |
| Comments: Click or tap here to enter text. | Comments: Click or tap here to enter text. | Comments: Click or tap here to enter text. |
| <p style="text-align: center;"><u>DISCIPLINE – BEHAVIOR</u></p> <input type="checkbox"/> no behavior problems <input type="checkbox"/> cooperative and friendly <input type="checkbox"/> appears happy and enthusiastic <input type="checkbox"/> demonstrates good judgment <input type="checkbox"/> requires redirects and prompts to stay on task <input type="checkbox"/> non-compliant; refuses adults requests <input type="checkbox"/> often loses temper <input type="checkbox"/> often argues <input type="checkbox"/> deliberately does things to annoy others <input type="checkbox"/> blames others for own mistakes <input type="checkbox"/> is easily annoyed <input type="checkbox"/> is often angry or | <p style="text-align: center;"><u>CONCENTRATION - ATTENTION</u></p> <input type="checkbox"/> able to concentrate/attend, not an issues <input type="checkbox"/> classroom behavior is appropriate <input type="checkbox"/> transitions well from one activity to another <input type="checkbox"/> easily distracted <input type="checkbox"/> difficulty waiting turn <input type="checkbox"/> difficulty sustaining attention <input type="checkbox"/> often talks excessively <input type="checkbox"/> often interrupts others <input type="checkbox"/> often does not listen <input type="checkbox"/> often loses things <input type="checkbox"/> fidgets in seat <input type="checkbox"/> often blurts out answers to questions before they have been completed | |

| |
|--|
| Classroom Accommodations |
| Does the student require accommodations in your class? <input type="checkbox"/> YES <input type="checkbox"/> NO |
| List the accommodations you use that are effective: Click or tap here to enter text. |
| How long have you been using these accommodations? Click or tap here to enter text. |