



GERMANTOWN
Municipal School District
Inspiring Personal Excellence

Exceptional Student Education Procedural Manual

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Germantown Municipal School District

Exceptional Student Education

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INTRODUCTION

This manual is designed for use by teachers, administrators, parents, service providers, professionals, and others involved in the identification, evaluation and education of students with disabilities in Germantown Municipal School District. The manual is intended to guide the user in complying with federal and state legal requirements as they apply to the District's interaction with students with disabilities and their parents. The Mission of Germantown Municipal School District is to cultivate the knowledge and skills that empower our students to achieve their full potential as lifelong learners and contributing global citizens. The vision is Inspiring Personal Excellence. The goal of the Exceptional Student Education Department is to facilitate educational opportunities based on best practices through collaborating with all stakeholders to: develop a plan, monitor progress and celebrate the steps each student makes in reaching his/her fullest potential. This document has been developed and adapted from multiple sources including the TDOE Procedural Safeguards and Special Education Framework.

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CHILD FIND

The Child Find mandate, included in the IDEA, requires schools to seek out, identify, and evaluate all youth (ages 3-22) with disabilities, whether or not they are homeless or enrolled in public or private school, regardless of the severity of their disability. In addition, Child Find responsibilities apply to students who are migrants, ELs, and those in correctional facilities.

Due to the impact of an educational disability, it is important that effective, ongoing efforts are made to inform the general public of the Child Find responsibilities placed upon school districts to locate all children who may need special services. In order to achieve the overall goal of locating and effectively serving all children within Germantown Municipal School District with potential disabilities that could impact learning, GMSD utilizes the following three components:

1. Child find procedures for each school include:
 - a. Universal screenings
 - b. Monthly Response to Intervention (RTI) team meetings to identify at-risk students
 - c. Teacher and parent referrals
2. Interagency cooperation: GMSD has partnerships with the following agencies within district:
 - a. Preschools
 - b. Private schools
3. Public awareness: In an effort to provide public awareness, GMSD:
 - a. Posts information regarding special education services on the website
 - b. Shares social media posts with stories about the ESE population (sometimes picked up by news outlets)
 - c. Schools are consistent with parent communication regarding any concerns.

Response to Intervention and Instruction (RTI²)

GMSD follows Tennessee's Response to Intervention and Instruction (RTI²) process.

RTI² is Tennessee's framework for teaching and learning that begins with high-quality, differentiated instruction throughout the day and emphasizes intervening with students when they first start to struggle to avoid prolonged academic difficulties.

Tennessee's Special Education Guidelines and Standards require all districts and schools to use RTI² to determine the eligibility of students to receive special education services for SLDs; however, identification is not the sole purpose of RTI².

RTI² also offers additional instruction with multiple entry and exit points based on students' needs: a student who is on grade level may receive high-quality Tier I instruction and

enrichment; another student who is showing slight deficits in specific areas may receive targeted interventions through Tier II for a specific period of time; alternately, a student who has significant needs may receive extended, intensive interventions through Tier III.

Special education services are a continuation of the path through the RTI² tiers. A student who does not show growth in response to an appropriate intervention that is delivered with fidelity in Tier III may be eligible for the most intensive services available, special education services. However, the RTI² model provides instructional opportunities for all students and is not exclusively a path to special education eligibility.

Student Screenings

RTI² includes universal screenings and survey-level assessments. However, students may need to be screened for other concerns, including, but not limited to:

- Speech and/or language screening
 - GMSD speech-language pathologists have articulation and language screening tools that may be utilized if concerns arise. The school-level SLP should be contacted to discuss concerns and if a screening or referral for special education evaluation is warranted.
- Gifted screening
 - GMSD follows child find procedures including a systematic screening process for all students completed yearly. The screening process includes reviews of multiple sources of data, including:
 - State achievement testing
 - RTI² screening data
 - Teacher checklists
 - Group-administered criterion- or normed-referenced assessments
 - Based on the systematic screening results, school teams determine if further individual screening is needed or if the student should be referred for a comprehensive evaluation. State screening permission forms and result forms are to be utilized. Individual screening involves multiple components. These components involve:
 - parent information
 - observations and checklists
 - a review of the continuum of programming including interventions that have been attempted
 - individual achievement assessments and/or academic measures
 - creative thinking rating scales or assessments

PROCEDURAL SAFEGUARDS

Procedural safeguards are in place to ensure that the rights of children with disabilities and their parent(s)/legal guardian(s) are protected. Although the goal should always be to resolve disputes at the local level, sometimes situations require the assistance of persons not directly involved with the issues at hand. Parent(s)/legal guardian(s) who file an administrative complaint, request mediation, or request a due process hearing must submit their requests to the department's division of special populations.

IDEA requires schools to provide parent(s)/legal guardian(s) of a child with a disability a notice containing a full explanation of the procedural safeguards available under the IDEA and U.S. Department of Education and Tennessee laws and regulations.

A copy of the safeguards notice must be given to parent(s)/legal guardian(s) annually or when one of the following events takes place:

- upon initial referral or parent(s)/legal guardian(s) request for evaluation;
- upon receipt of the first state complaint under and upon receipt of the first due process complaint under in a school year;
- when a decision is made to take a disciplinary action that constitutes a change of placement; and
- upon parent request.

This procedural safeguards notice includes a full explanation of all of the procedural safeguards available under IDEA, including, but not limited to:

- Independent educational evaluations;
- Prior written notice;
- Parental consent;
- Access to education records;
- Opportunity to present and resolve complaints through the due process complaint and State complaint procedures

When meetings are held virtually, an electronic version of procedural safeguards is sent to the parent for review prior to the IEP meeting.

PRIOR WRITTEN NOTICE

A Prior Written Notice is required for any change to a student's special education eligibility or plan. This includes the following: IEP team proposal, IEP team refusal, initial evaluation (consent meeting), re-evaluation, change in educational status (eligibility, termination of eligibility, change in placement, graduation, etc.). The Prior Written Notice is a summary of the IEP team's recommendations and changes that occur *during* the meeting. It is not to be completed before the meeting.

How to complete:

- Purpose of Notice: *Mark all relevant options*
 - Has been referred for initial evaluation - *Mark for initial consent meetings*
 - Has been referred for a re-evaluation - *Mark for triennial re-evaluation meetings*
 - On _____, IEP Team Meeting was held to discuss a change in education - *Mark for IEP meetings*
 - On _____, a Services Plan meeting was held to discuss a change in education - *Mark for service plan meetings*
 - Revocation of Services by Parent Request - *Mark if parent is revoking services*
 - Other: *Mark for if purpose not listed (ex. evaluation results only)*
- The school district: *Mark one option*
 - Proposes to initiate or change areas marked below - *Mark if proposing change (most often)*
 - Refuses to initiate or change areas marked below - *Mark if refusing change*
- The school district actions were proposed in the following areas: *Mark all relevant options*
 - Identification/Eligibility - *Mark for any change in eligibility, including recertification*
 - Evaluation/Re-evaluation - *Mark for initial consent and re-evaluation meetings*
 - Review/Revise Individualized Education Program (IEP)(Provision of FAPE) - *Mark for annual IEP and addendum meetings*
 - Educational Placement (includes change in educational placement, graduation and termination of eligibility) - *Mark for initial IEP meetings, changes in educational placement, graduation, and termination of eligibility*
 - Other: *Mark for if area not listed (ex. evaluation results only)*
- Items 1 through 6 should be completed with a narrative of what occurred during the meeting. ALL items must have information. "N/A," "none," or "no options considered" is not acceptable.

A copy of the Prior Written Notice is always given or sent to the parent if they were not in attendance. *See Appendix J for a blank Prior Written Notice form.*

ADVOCACY SERVICES

The following information is from TDOE Notice of Procedural Safeguards (May 2016). GMSD provides this notice to all families and provides additional support as meets the parent request or need. There are many agencies and organizations that offer support, information, training, and assistance in advocating for persons with disabilities in Tennessee. The following are a few of these organizations that provide services at no cost. A more extensive list of service organizations can be accessed via Tennessee Disability Pathfinder (<http://vkc.mc.vanderbilt.edu/vkc/pathfinder/>).

Disability Rights in Tennessee:
(800) 342-1660
GetHelp@disabilityrightstn.org

Support and Training for Exceptional Parents (STEP)
(800) 280-7837 (English)
(800) 975-2919 (Spanish)
information@tnstep.org

Tennessee Voices for Children
(800) 670-9882
info@tnvoices.org

The Arc of Tennessee
(800) 835-7077
info@thearctn.org

PROCEDURES FOR PRESCHOOL REFERRALS

Intake

1. GMSD ESE Analyst will enter the demographics into our confidential Google Drive account.
2. Files will be kept in GMSD ESE Analyst's office in a locked drawer for necessary staff to view. Additionally, GMSD's confidential Google Drive will be utilized.
3. GMSD ESE Analyst will make a file with the following paperwork for the transition meeting
 - Procedural Safeguards
 - 3 and 4 year old developmental milestones - Ages and Stages
 - Whale Story
 - GMSD Phone Log
 - Preschool Referral Tracking log (complete online)
 - Parent Input (electronic copy)
 - Teacher observation form (Systematic Behavior- electronic copy)
 - Release of Confidential Information (3-4) (electronic copy)
 - Medical form (electronic copy)
 - Doctors Orders for any child receiving PT
 - Skyward Step Sheet

Transition Meeting

Tennessee Early Intervention Services (TEIS) only

Meeting

1. The transition team meets
 - Present Procedural Safeguards to parents
 - Review all records and determine if screening or evaluation is appropriate. If screening is appropriate use ASQ-3. (Show flow chart as explaining all options)
 - Complete releases for all service providers
 - Give parents a packet with information and the play based assessment and the documents listed above.
 - **Invite parents to play-based assessment. If in person, ask parents to sign the invitation for the consent meeting.**
2. GMSD ESE Analyst will record all documents received in our Google Drive then email the team. The GMSD ESE Analyst will fax or email the service providers for updated assessments.
3. The play-based team will review records prior to the children attending the play-based assessment.

GMSD ESE Analyst will add the following items to the file for the play-based assessment:

- Consent for evaluation
- Procedural Safeguards
- Prior Written Notice
- Evaluation Minutes
- Vision and Hearing Screening Forms

Play-Based Assessments

1. Staff will review the procedural safeguards, gain consent and complete a prior written notice with the parent. Children will enter the assessment room after consent is obtained. All documents are copied and given to the parent upon completion of evaluation and IEP meeting to determine eligibility is scheduled.
2. Parent(s) will be asked to complete any relevant information while their child is being assessed. This may include background information and/or rating scales. At times, further information will be requested via interview with the parent by the play-based team.
3. Staff will perform vision, hearing screening. The team will evaluate the children using activities and formal assessment, as appropriate.
4. GMSD ESE Analyst will enter the consent and prior written notice into EasyIEP.
5. The play-based team will complete the evaluation report and submit to Google Drive.

Eligibility Meeting

GMSD ESE Analyst will place in the folder:

- Procedural Safeguards
- Prior Written Notice
- Minutes
- Invite a general education teacher for the date

1. Staff will print the eligibility form
2. Staff will meet and determine eligibility.

Eligible:

- GMSD ESE Analyst will contact the school (if the child is eligible).
- GMSD ESE Analyst will be responsible for finalizing the eligibility and enter the information into EasyIEP.
- The assigned school schedules an IEP meeting with the parent and notifies them.
- GMSD ESE Analyst enters data into district database

REFERRALS FOR SPECIAL EDUCATION EVALUATION

Pursuant to IDEA Regulations, a parent or the school district may refer a child for an evaluation to determine if the child is a child with disability. If a student is suspected of an educational disability at any time, he or she may be referred by the student's teacher, parent, or outside sources for an initial comprehensive evaluation based on referral concerns. The use of RTI2 strategies may not be used to delay or deny the provision of a full and individual evaluation to a child suspected of having a disability.

School Referrals

Upon referral, all available information relative to the suspected disability, including background information, parent and/or student input, summary of interventions, current academic performance, vision and hearing screenings, relevant medical information, and any other pertinent information should be collected and must be considered by the referral team. The team, not an individual, then determines whether it is an appropriate referral (i.e., the team has reason to suspect a disability) for an initial comprehensive evaluation. The school team must obtain informed parental consent and provide written notice of the evaluation.

The referral should be completed on the GMSD referral form with all associated documentation. The referral packet is then turned into the school-level ESE clerical for processing. Initial consent meetings should be held within a reasonable time frame from the date of referral.

Parent Request for Referral and Evaluation

If a parent/legal guardian refers/requests their child for an evaluation, the school must meet within a reasonable time to consider the request following the above procedures for referral.

- If the district agrees that an initial evaluation is needed, it must evaluate the child. The school team must then obtain informed parental consent of the assessment plan in a timely manner and provide written notice of the evaluation.
- If the district does not agree that the student is suspected of a disability, it must provide prior written notice to the parent/legal guardian of the refusal to evaluate. The notice must include the basis for the determination and an explanation of the process followed to reach that decision. If the district refuses to evaluate or if the parent/legal guardian refuses to give consent to evaluate, the opposing party may request a due process hearing.

See Appendix A for IDEA Timelines

Vision and Hearing Screenings

The vision and hearing guidelines were developed to provide assistance to districts for the rule-out of vision and hearing deficits as the primary cause of a disability when a student is suspected to have a disability. *See Appendix B for vision/hearing screening consent.*

General Education Vision Screening Guidelines

Vision screening is the responsibility of the general education program. Each school system in the state of Tennessee is required to conduct system-wide grade level screening. Vision screening is required two times during grades K-3, and twice during grades 4-8. Students in all classrooms in the specified grade level must be screened. This screening **does not** require parental permission; however, parents should be notified of screening results. Other students who should be screened are those who are new to the school system and those suspected of having a vision problem by their teachers. School systems may utilize school personnel, volunteers, or agencies to conduct their system-wide screening. Minimum procedures for vision screening include distance and near vision acuity. Muscle balance, visual field, depth perception, and color perception may also be included. The *Vision Screening Results Form* may be used to record the results of vision screening. If a student fails any of the areas below, a second screening should be done as confirmation of the problem. This second screening is a continuation of the initial screening and should be administered on a different day, if possible. The practice of confirming the results of the initial screening should reduce errors and/or over-referrals. Failure in one or more of the following areas should be confirmed by a second screening:

- An acuity of 20/40 or less in either eye for distance or near vision for children grades K through 3
- An acuity of 20/30 or less in either eye for distance or near vision for children grades 4 through 12
- A difference of two lines or more between eyes

It is not necessary for students who have already been identified with visual impairments to undergo vision screening and/or a referral to an eye specialist.

Referral for Eye Examination

A vision screening program must include a referral for an eye examination. Follow-up procedures should include appropriate medical examination and intervention. Screening personnel should notify those responsible for follow-up when students fail the screening. Results of the final screening should be recorded in the student's cumulative record.

Methods of Screening for Possible Vision Problems

Screening of Distance Vision

Screening of distance vision may be done in three major ways:

1. Screening at optical distance using a stereoscopic instrument,
2. Screening at physical distances using a variety of charts or cards which are manipulated by the screening personnel, and
3. Photo-screening.

The room selected for vision screening using the second method should be quiet and provide good lighting. If distance screening is to be conducted in the same room as the other areas to be screened, the room must be large enough to accommodate the screening distance indicated on the chart.

INITIAL CONSENT FOR ELIGIBILITY EVALUATION

Once written parental consent is obtained, the district must conduct all agreed upon components of the evaluation and determine eligibility within 60 calendar days of the district's receipt of parental consent.

Definition of Parent

At the scheduled consent meeting, parent consent is needed to conduct an initial evaluation. Parent is defined as the biological parent or legal guardian. A foster parent may act as a parent if the biological or adoptive parent's authority to make educational decisions on the child's behalf has been terminated under Tennessee law; and (2) The foster parent: (a) Has an ongoing relationship with the child for more than one (1) year in duration; (b) Is willing to make the educational decisions required of parents under the law; and (c) Has no interest that would conflict with the interest of the child. When working with foster parents, it is important to also contact the social worker case manager. In some cases, a surrogate parent may be needed (ex. Foster child w/ less than 1 year with the foster family). A surrogate parent must have knowledge and skills that ensure adequate representation of the child, including a functional understanding of the educational rights of children with disabilities; must participate in whatever training program might be offered to ensure that they will have knowledge and skills to provide adequate representation of the child; must represent the child throughout the special education decision making process of identification, evaluation, program development, initial placement, review of placement, and reevaluation, as appropriate; must be acquainted with the child and his or her educational needs; must attempt to ascertain the child's educational needs and concerns; must respect the confidentiality of all records and information; must become familiar with the assistance provided by other human service agencies in the community that affects the child or that might be helpful resources; and must monitor the child's educational program and placement.

Consent Meeting

During the initial consent meeting, the parent or guardian will be presented with the procedural safeguards and offered an explanation of any area in which they may have questions at that time. Consent is gained through the generated initial consent form on EasyIEP with any areas in which testing will be needed. Once the LEA receives the signed consent form, the team then has 60 calendar days to conduct the evaluation and meet with the results. If an assessment area is requested and the specific assessment specialist is not present in the meeting, communication following the meeting is required. Communication should include either a formal memo and/or an email to the assessment specialist and clerical.

Revocation of Consent

If a parent revokes consent, the revocation must be in writing and the revocation is not effective until it is received by the LEA to which consent was granted. Any testing prior to revocation will be presented to the parent.

EVALUATION

Timelines and Extensions

- Initial Evaluations:
 - When a referral for an **initial** evaluation/parental consent is received:
 - Evaluation must be completed within 60 calendar days.
- Students referred from Tennessee's Early Intervention System (TEIS):
 - When a student is referred through TEIS:
 - Initial evaluation must be completed within 60 calendar days of receiving parental consent for evaluation. This requirement applies to all children.
 - For late referrals, less than 90 days prior to the child's third birthday, all reasonable effort must be made to have an IEP in place by the child's third birthday. When this is not possible, at a minimum the 60 calendar days to determine eligibility following parental consent and the subsequent 30 days to implement the IEP are still in effect. For evaluations completed outside of the 60 calendar day timeline, an Evaluation Timeline Extension may only be requested if the reason for delay is considered one of the following exceptions:
- An extension of the evaluation timeline may only be requested in the following instances:
 - The parent and local education agency agree in writing to extend the timeline pursuant to 34 CFR 300.309(c) pending determination of the existence of a specific learning disability via the responsiveness to intervention process;
 - the parent of a child repeatedly fails or refuses to produce the child for the evaluation; or,
 - the child enrolls in another local education agency after the timeframe has begun and a determination of eligibility was not completed by the local education agency that commenced the initial evaluation process, the succeeding local educational agency is making sufficient progress to ensure completion of the evaluation, and the parent and the succeeding local education agency agree on a specific timeframe within which the evaluation will be completed.

Any other reason for delay will be captured on the IEP creation page of EasyIEP as a rule of completion when an initial evaluation exceeds 60 calendar days.

Release of Information

If it is determined at any point that confidential records of education, psychological, medical or other evaluations are available from other agencies, the parent should provide these reports directly or complete and sign the Release of Confidential Information form. This form allows

permission for agencies to share relevant documentation for evaluation purposes. *See Appendix C for Release of Information Form.*

Medical Information

Medical Information should be requested when a student's health and wellness is suspected to be adversely impacting academic abilities. The Medical Information Form (*See Appendix D*) provides the following information from a licensed medical provider (i.e., licensed physician, physician's assistant, or nurse practitioner):

1. Medical assessment and documentation of the student's health;
2. Any diagnoses and prognoses of the child's health impairments;
3. Information, as applicable, regarding medications; and
4. Special health care procedures, special diet, and/or activity restrictions.
5. Other relevant medical history and/or outside evaluation reports

Eligibility Areas

- Autism
- Deaf-Blindness
- Deafness
- Developmental Delay
- Emotional Disturbance
- Functional Delay
- Hearing Impairment
- Intellectual Disability
- Intellectually Gifted
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disabilities
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

Further information regarding eligibility standards can be found on TDOE's website:

<https://www.tn.gov/education/student-support/special-education/special-education-evaluation-eligibility.html>

INDEPENDENT EDUCATIONAL EVALUATIONS

General

As described below, a parent has the right to obtain an independent educational evaluation (IEE) of their child if they disagree with the evaluation of their child that was obtained by GMSD. If a parent requests an independent educational evaluation, GMSD must provide the parent with information about where they may obtain an independent educational evaluation and about the school district's criteria that apply to independent educational evaluations. (Both at the end of this section)

Definitions

Independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of your child. Public expense means that the school district either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you, consistent with the provisions of Part B of the IDEA, which allow each state to use whatever state, local, federal and private sources of support are available in the state to meet the requirements of Part B of the IDEA.

Parent Right to Evaluation at Public Expense

Parents have the right to an independent educational evaluation of their child at public expense if they disagree with an evaluation of their child obtained by GMSD, subject to the following conditions:

1. If they request an independent educational evaluation of their child at public expense, GMSD must, without unnecessary delay, either:
 - a. file a due process complaint to request a hearing to show that its evaluation of the child was appropriate; or
 - b. provide an independent educational evaluation at public expense, unless GMSD demonstrates in a hearing that the evaluation of their child that the parent obtained did not meet the school district's criteria.
2. If GMSD requests a hearing and the final decision is that the school district's evaluation of the child is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense.
3. If the parent requests an independent educational evaluation of their child, the school district may ask why the parent objects to the evaluation of their child obtained by GMSD. However, GMSD may not require an explanation and may not unreasonably delay either providing the independent educational evaluation of the child at public expense or filing a due process complaint to request a due process hearing to defend GMSD's evaluation of your child. The parent is entitled to only one independent

educational evaluation of their child at public expense each time GMSD conducts an evaluation of their child with which the parent disagrees.

Parent-Initiated Evaluations

If the parent obtains an independent educational evaluation of their child at public expense or the parent shares with GMSD an evaluation of their child that the parent obtained at private expense:

1. GMSD must consider the results of the evaluation of the child, if it meets the school district's criteria for independent educational evaluations, in any decision made with respect to the provision of a free appropriate public education (FAPE) to your child; and
2. The parent and GMSD may present the evaluation as evidence at a due process hearing regarding your child.

Requests for Evaluations by Administrative Law Judges

If an administrative law judge requests an independent educational evaluation of a child as part of a due process hearing, the cost of the evaluation must be at public expense

School District Criteria

If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the school district uses when it initiates an evaluation (to the extent those criteria are consistent with your right to an independent educational evaluation). Except for the criteria described above, a school district may not impose conditions or timelines related to obtaining an independent educational evaluation at public expense.

Criteria for an IEE

The following are GMSD's criterion for Independent Educational Evaluations:

1. The IEE examiner must be a psychologist or psychiatrist licensed by the State of Tennessee.
2. The IEE examination must be conducted within 75 miles of GMSD's Central Office complex, 3350 S. Forest Hill Irene Road, Germantown, TN 38138.
3. The IEE examiner shall not recommend specific methodologies or materials.
4. The IEE examination must be based upon the personal observation and testing of a psychologist or psychiatrist licensed by the State of Tennessee. No IEE results may be based in whole or in part by any testing or observation conducted by a person that is not a licensed psychologist or psychiatrist licensed by the State of Tennessee.
5. The parent of the student must agree to provide consent for the IEE examiner to provide to GMSD the results of the IEE and an explanation of test protocols and the IEE examiner must provide GMSD the results of the IEE and an explanation of test protocols.

6. No relative of the student may be employed by the same employer as the IEE examiner.
7. The IEE examination shall not exceed the customary IEE assessment rate in Shelby County, Tennessee as of _____(date requested)_____. Payment for fees that exceed said customary IEE assessment rate in Shelby County, Tennessee as of __ (date requested)_, may be precluded. If the parent selects an IEE evaluator whose fees fall outside the customary IEE assessment rates in Shelby County, Tennessee as of _ (date requested)____, the parent must demonstrate to GMSD that unique circumstances justify payment of the IEE that exceed said customary IEE assessment rate.
8. The parent of the student must provide consent for the IEE examiner to provide to GMSD the entire evaluation report and not just scaled scores and the IEE examiner must provide the entire evaluation report and not just scaled scores to GMSD.
9. The IEE examiner shall be provided a copy of GMSD's IEE examination criterion, prior to the engagement of the IEE examiner.
10. If a parent believes that unique circumstances exist which justify the selection of an IEE examiner who does not meet the aforementioned criterion, parents are encouraged to present to the GMSD Assistant Superintendent of Exceptional Student Education, such justification prior to the engagement of the IEE examiner.

The following is a list of names, addresses and telephone numbers of all IEE examiners of whom GMSD is aware that meet the aforementioned criterion:

Dr. Scott Beebe
2034 Exeter Rd #4
(901) 301-8150

Dr. Lori Keith
Christian Psychological Center
3950 Central Avenue
(901) 458-6291

Dr. Mary Wanat
Cordova Psychological Associates
1147 Cully Road, Suite 102
(901) 624- 6390

RE-EVALUATIONS

Vision/Hearing Screenings

A Consent form for vision/hearing screenings will be sent home at least 30 days prior to the re-evaluation meeting. *See Appendix E for re-evaluation vision/hearing consent.*

A re-evaluation must be conducted **at least every three years** or earlier, if conditions warrant. Re-evaluations may be requested by any member of the IEP team prior to the triennial due date (e.g., when teams suspect a new disability, when considering a change in eligibility for services, or no longer suspects a disability). This process involves a review of previous assessments, current academic performance, and input from a student's parents, teachers, and related service providers, which is to be documented on the Re-evaluation Summary Report (RSR).

The documented previous assessments should include all assessment results obtained as part of a comprehensive evaluation for eligibility or any other partial evaluation. Teams will review the RSR during an IEP meeting before deciding on and obtaining consent for re-evaluation needs. Therefore, it is advisable for the IEP team to meet at least 60 calendar days prior to the re-evaluation due date. Depending on the child's needs and progress, re-evaluation may not require the administration of tests or other formal measures; however, the IEP team must thoroughly review all relevant data when determining each child's evaluation need.

Some of the reasons for requesting early re-evaluations may include:

- concerns, such as lack of progress in the special education program;
- acquisition by an IEP team member of new information or data;
- review and discussion of the student's continuing need for special education (i.e., goals and objectives have been met and the IEP team is considering the student's exit from his/her special education program); or
- new or additional suspected disabilities (i.e., significant health changes, outside evaluation data, changes in performance leading to additional concerns).

The IEP team may decide an evaluation is needed or not needed in order to determine continued eligibility. All components of the RSR must be reviewed prior to determining the most appropriate decision for re-evaluation. Reasons related to evaluating or not evaluating are listed below.

Evaluation is **NOT** needed:

- The team determines no additional data and/or assessment is needed. The IEP team decides that the student will continue to be eligible for special education services with his/her currently identified disability/disabilities.

- The team determines no additional data and/or assessment is needed. The IEP team decides that the student will continue to be eligible for special education services in his/her primary disability; however, the IEP team determines that the student is no longer identified with his/her secondary disability.
- The team determines no additional data and/or assessment is needed. The student is no longer eligible for special education services.

Evaluation is needed:

- The team determines additional data and/or assessment is needed for program planning purposes only. This is a limited evaluation that is specific to address and gather information for goals or services. This evaluation does not include all assessment components utilized when determining an eligibility NOR can an eligibility be determined from information gathered during program planning. If a change in primary eligibility needs to be considered, a comprehensive evaluation should be conducted.
- The team determines no additional data and/or assessment is needed for the student's primary disability. The IEP team decides that the student will continue to be eligible for special education services in his/her primary disability; however, the IEP team determines that the student may have an additional disability; therefore, an evaluation needs to be completed in the suspected disability classification area to determine if the student has a secondary and/or additional disability classification. In this case, the student continues to be eligible for special education services with the currently identified primary disability based on the date of the decision. The eligibility should be updated after the completion of the secondary disability evaluation if the team agrees a secondary disability is present (this should not change the primary disability eligibility date).
- The team determines an additional evaluation is needed to determine if this student continues to be eligible for special education services with the currently identified disabilities. A comprehensive evaluation is necessary anytime a team is considering a change in the primary disability. Eligibility is not determined until the completion of the evaluation; this would be considered a comprehensive evaluation and all assessment requirements for the eligibility classification in consideration must be assessed.
- For out-of-state transfers: The team determines additional data and/or assessment is needed when a student transferred from out of state due to insufficient data to meet Tennessee eligibility standards. Therefore, the IEP team decides that the student would be temporarily eligible for special education services in Tennessee with their previously out-of-state identified disability/disabilities while a comprehensive evaluation to determine eligibility for Tennessee services is conducted.

Transfer Students

Inter-District Transfers

When a student transfers to another school in the Germantown Municipal School District, use the following procedures:

- Do not inactivate the student in EasyIEP. The records will transfer once the student is enrolled in the Student Information System
- Complete a Record Receipt Form
- Send the student's special education file with two copies of the Record Receipt Form to the new school's ESE Clerical. Retain one copy for your records.

In-State Transfers

When a student transfers between districts within Tennessee (i.e., an in-state transfer), the team will need to review transferring records in a timely manner (e.g., create a new IEP **within 30 calendar days**) and provide comparable services from the date of enrollment until which time an IEP is finalized. If all components (e.g., evaluation criteria supporting eligibility, signed eligibility report, signed IEP, etc.) are provided to the new school district, the IEP team does not need to complete a new eligibility report, and the student's eligibility date remains the same.

The IEP team should meet to:

- discuss the current IEP,
- determine if any changes need to be made based on current present levels of performance, and
- create a new IEP (i.e., an addendum or annual) to either:
 - adopt the current IEP,
 - revise the IEP, or
 - develop/implement a new IEP.

A prior written notice must be written documenting the team decisions.

If components are missing from an in-state transfer student's records, the IEP team will complete the **RSR** to review existing evaluation data to determine what assessments are needed in order to make a decision concerning the student's continued eligibility and need for special education services. Once assessments are complete, the IEP team will reconvene to determine the student's eligibility for services and complete a new eligibility report.

Out-of-State Transfers

When a student transfers to a district in Tennessee from another state, the team will need to review transferring records in a timely manner, (e.g., hold a re-evaluation and IEP meeting

within 30 calendar days) and provide comparable services of the current IEP from the date of enrollment until which time an IEP is finalized. The IEP team will complete the RSR to review existing evaluation data and determine whether these assessments are sufficient for determining the student's eligibility according to Tennessee state standards.

If an out-of-state transfer student's records are complete and sufficient for determining eligibility, the IEP team will complete an eligibility report. The referral date will be entered as the date the school district was made aware that the student previously received special education services, and the consent date will be entered as the date the parent(s)/legal guardian(s) consented to the file review for eligibility purposes (i.e., the date they signed the RSR). The IEP team should discuss the current IEP, determine if any changes need to be made based on current present levels of performance, and create a new IEP either adopting the current IEP or developing/implementing a new IEP. A prior written notice must be written documenting the team decisions.

If an out-of-state transfer student's records are not complete or sufficient for determining eligibility, the IEP team will indicate the assessment decision on the RSR. On the eligibility tab, the referral date will be entered as the date the school district was made aware that the student previously received special education services, and the consent date will be entered as the date the parent/legal guardian signed consent for additional assessments. The IEP team will generate and sign an "out-of-state transfer" eligibility report which provides eligibility during the initial evaluation timeline.

A prior written notice must be written documenting the team decisions.

When assessments are complete, the IEP team will reconvene to review evaluation results and determine eligibility according to Tennessee state disability definitions and standards. At this time, an eligibility report will be completed and signed to reflect the current eligibility date and disability or non-eligibility. If the student is found eligible, an amended IEP will also be created to reflect the eligibility date and data collected from the re-evaluation/assessment.

For additional clarification on IEP development, please *refer Appendix F for the Transfer Student Flowchart*.

Terminations of Services

Evaluation is not needed when the team determines no additional data and/or assessment is needed. The student is no longer eligible for special education services.

(i.e., goals and objectives have been met and the IEP team is considering the student's exit from his/her special education program); or

Dropping Secondary

Evaluation is not needed when the team determines no additional data and/or assessment is needed. The IEP team decides that the student will continue to be eligible for special education services in his/her primary disability; however, the IEP team determines that the student is no longer identified with his/her secondary disability.

Suspicion for Primary Disability Change

The team determines an additional evaluation is needed to determine if this student continues to be eligible for special education services with the currently identified disabilities. A comprehensive evaluation is necessary anytime a team is considering a change in the primary disability. Eligibility is not determined until the completion of the evaluation; this would be considered a comprehensive evaluation and all assessment requirements for the eligibility classification(s) in consideration must be assessed.

UNILATERALLY PLACED PRIVATE/ HOMESCHOOLED CHILDREN

Pursuant to IDEA Regulations at 34 C.F.R. §300.131, school districts must identify, locate, and evaluate all unilaterally placed private school children, including children who are unilaterally placed in a home-school program in the geographic area served by the district. If a unilaterally placed child is determined eligible as a child with a disability, the district is responsible for providing equitable services. This can be accomplished through one of the following:

- The student is enrolled in a district in order to receive special education and related services.
- The student remains in the unilateral placement and receives equitable services determined by a proportionate share through a “services plan” which may provide a limited amount of special education and related services as determined by the district.
- Parent has right to decline services offered and remain at the parentally placed private school.

The district has an obligation under 34 C.F.R. §300.131 and 300.303 (b), to conduct a re-evaluation while the student is attending a private or homeschool.

If a student with a disability who previously attended a private/home school returns to GMSD, the district is obligated to convene an IEP meeting and develop an appropriate IEP for that child. If a re-evaluation was not conducted while the child attended a private or home school, the district must conduct a re-evaluation upon re-enrollment in public school. As with any re-evaluation, depending on the child’s functioning, this may not require the administration of tests or other formal measures. However, the IEP team must thoroughly review all relevant data when determining each child’s evaluation needs (OSEP Letter to Goldman, 2009).

GMSD Procedures for Private School/Homeschool Evaluations

ESE team member takes request/referral information (by phone or in writing) when parent makes request for testing

- Intake form is completed and consultation with appropriate personnel (school psychologist or SLP) takes place to determine:
 - Initial or re-evaluation
 - Assign a psychologist to the case and consult with SLP, OT, and/or PT if these areas are relevant to the case.
- If the referral is for speech or language evaluation, the school building clerical will be notified to schedule the consent meeting for the student after the parent has completed registration through the district office.
- For psychological evaluations, an ESE team member schedules a consent meeting with the parent and maintains a checklist as paperwork is received.

- Consent meetings and testing may take place on the same day if schedules allow.
- Parents are responsible for registering for the designated school so records can be maintained through EasyIEP.
- Eligibility meeting is scheduled within the 60 day timeline.
- Once eligibility is determined, the IEP team will discuss options based on eligibility.
- If a student is deemed eligible, the team has 30 days to develop an IEP or Service Plan and schedule a meeting appropriately.

LEA Eligibility (Child Find)

GMSD shall demonstrate to the satisfaction of the State Department of Education that it does the following in regards to private schools:

- (a) Ensures that children with disabilities who are enrolled in private schools or facilities by the LEA are provided special education and related services, in accordance with the IEP, at no cost to them or to their parents.
- (b) Ensures that children with disabilities who are enrolled in private schools by their parents have an opportunity for special education services and that the amount spent to provide those services is a proportionate amount of the federal funds made available to the district. No unilaterally placed private school child with a disability has an individual entitlement to receive some or all of the special education and related services that the child would receive if enrolled in a public school.

SERVICES FOR INCARCERATED STUDENTS WITH DISABILITIES

There is not a list of personnel providing IEP services to incarcerated youth because there is not a facility in Germantown, TN that holds individuals longer than 24 hours before either releasing or transferring to a more secure facility located in Memphis/Shelby County. Therefore, any student ages 18-21 with an IEP that has not graduated with a degree and is not currently enrolled in GMSD, the Memorandum of Understanding and procedures will apply.

HOMEBOUND PLACEMENT GUIDELINES

1. A homebound placement is instruction provided at home, hospital or related site to children with disabilities who are eligible pursuant to IDEA and state regulations. Instruction provided to children with disabilities in homebound placements shall be provided by qualified personnel, pursuant to IDEA and state regulations.
2. Eligibility for Homebound Placements.
 - a. Eligibility for instruction as a child with a disability pursuant to IDEA and state regulations shall be established prior to implementation of homebound services. Children with medical conditions of a short duration or temporary nature, and not previously certified as eligible pursuant to IDEA and state regulations, shall not be eligible for homebound placements pursuant to this regulation, and special education funds shall not be used to fund homebound placements for such children.
 - b. The IEP team shall consider a medical homebound placement only upon certification by a licensed doctor of medicine or osteopathy that a child with a disability needs a homebound placement, is expected to be absent from school due to a physical or mental condition for at least (10) consecutive school days and that the child can receive instruction in a homebound placement without endangering the health of personnel providing it.
3. Use of Homebound Placement.
 - a. All homebound placements shall be temporary. Homebound placements shall not exceed thirty (30) school days duration. The IEP shall contain a goal of returning the child to a less restrictive environment within the school year, unless there is a medical necessity that requires extended homebound instruction, in which case additional homebound placements of thirty (30) school days or less may be instituted.
 - b. An IEP containing a homebound placement shall be reviewed at intervals of thirty (30) school days by the child's IEP team to ensure appropriateness of the provision of instruction and appropriateness of continuing the homebound placement.
 - c. Where behavioral and/or disciplinary issues cannot be safely addressed in any other educational setting, the IEP team may consider a homebound placement. Such changes in placement may be instituted strictly on an emergency basis and for a temporary period of time not to exceed thirty (30) school days to determine how to best address the child's needs. The IEP team must document that a homebound placement is necessary, temporary and consistent with requirements for the provision of a free appropriate public education.

- d. The frequency and duration of instruction necessary to provide a free appropriate public education (FAPE) during a homebound placement will be determined by the IEP team.
- e. IDEA Part B funds may be expended only for instruction in homebound placements of children with disabilities who are eligible for special education pursuant to IDEA and state regulations.
- f. The school based case manager is responsible for collaborating with the homebound teacher to develop Annual or Addendum IEP's, completing any re-evaluation paperwork, and supporting the homebound teacher with materials needed for instruction.
- g. The homebound teacher will serve as special education teacher for the 30 day homebound meetings.

48 HOUR RULE (effective March 12, 2019)

Electronic consent or email documentation from a parent giving consent for email delivery of any documents related to students' IEPs shall be on file or in the parent contact tab on EasyIEP.

Clerical Responsibilities:

- Clericals call the parent/guardian to set up a meeting (one month prior to the due date).
- Clerical asks the parent how they would like the draft to be delivered - email PDF, per student, or pick up copy at the school office. If no draft is requested, the parent should indicate choice on the invitation sent home.
- Clerical notes preference and option in EasyIEP contact tab
- Clerical sends a Google Calendar invite to the whole team. Invite includes parent preference of draft/no draft and date it will be sent to the parent.

Teacher Responsibilities:

- The case manager will draft the IEP no later than 72 hours prior to the meeting, show the draft to the administrator assigned to the meeting, and send the draft the next day (48 hours prior) by parent preferred method.
- Draft - All areas are created in the work space with the exception of service hours and the LRE statement and draft is created. **Draft should not be modified once it is sent home.**

The IEP team meets and alters the IEP draft based on team input, services (and accommodations) are discussed and added to the IEP.

The Case manager finalizes the document after the meeting is held and all changes/additions are agreed upon. The final copy is then shared with the parents.

Related Service Providers and Case Managers must communicate. All areas are included in the created draft.

Initial eligibility and initial IEP meetings will be held separately. IF held on the same day, there should be two separate meeting invitations, IEP Minutes, and Prior Written Notices.

Calendar Guide for Scheduling IEP Meetings and Compliance with 48 Hour Rule

If meeting is scheduled...	Draft is sent to admin for review... (72 hours prior)	Draft is shared with parents... (48 hours prior)
For a Monday	Tuesday before meeting	Wednesday before meeting
Tuesday	Wednesday before meeting	Thursday before meeting
Wednesday	Thursday before meeting	Friday before meeting
Thursday	Friday before meeting	Monday before meeting
Friday	Monday before meeting	Tuesday before meeting

** Don't forget to account for holiday breaks.

IEP TEAM REPRESENTATIVES

The IEP team must initially develop, and annually review and revise, the IEP. The IEP team is required to include individuals who know the student and his or her unique needs and who can commit the resources of the school to address the student's needs. To develop an appropriate IEP for the student, a group of individuals with knowledge and expertise about the student's strengths and individual needs—as well as knowledge about the curriculum and resources of the school—must consider the student's evaluation information to make decisions in an effective and efficient manner.

The composition of the IEP team is prescribed by the federal Individuals with Disabilities Education Act (IDEA). The school district is responsible for ensuring that the IEP team for each child with a disability includes the following:

1. The **parents and/or guardian** of the child
 - a. For guidance on how to proceed if parent/legal guardian cannot attend, see below*.
2. Not less than **one regular education teacher** of the child (if the child is, or may be, participating in the regular education environment).
3. Not less than **one special educator** of the child, or when appropriate, not less than one special education provider of the child
4. A representative of the public agency (LEA) who:
 - a. is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - b. is knowledgeable about the general education curriculum; and
 - c. is knowledgeable about the availability of resources of the public agency (school district).
5. An individual who can interpret the instructional implications of evaluation results, for example)
 - a. A **school psychologist** will be able to interpret the results of an intelligence test such as the Wechsler Intelligence Scale for Children-5th Edition and the implications of the student's low working memory has in regards to his/her ability to remember complex or multiple step directions, the content of long text passages when answering reading comprehension questions, or recalling information that was presented in only one format.
 - b. A **speech-language pathologist** will be able to interpret the results of a language evaluation, such as the Comprehensive Evaluation of Language Fundamentals-5th Edition, and implications of how language deficits impact educational performance in reading, writing, responding, and understanding instruction.

- c. A student’s general education teacher or a teacher qualified to teach the student, (i.e., English as a second language (ESL) teacher, special educator) will be able to provide data on academic progress through a variety of classroom assessments and daily observations, as well as provide information shared by parents. This team member can also provide knowledge of the student’s language needs and understand cultural differences and how they impact language development.
6. At the discretion of the parent and/or the school district, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate.
 - a. For example, depending on student needs, professionals may include one or more of the following: school psychologist, speech-language pathologist, Response to Instruction and Intervention (RTI2) professional, literacy coach, instructional coach, school counselor, ESL instruction professional if the student is an EL, audiologist, occupational therapist, physical therapist, behavior specialist, or other professional such as a translator, who has knowledge of the student useful for planning and developing an IEP. If the school district does invite such an individual to join the IEP team, it is the district who determines whether the individual has the requisite “knowledge or special expertise” about the child.
 - b. The parent/legal guardian of the student has the right to invite individuals to participate in their child’s IEP meeting. If the parent(s) choose to exercise this right and invite another member to participate on the IEP team, he or she must have knowledge or special expertise about the child’s strengths and individual needs, and the party inviting the person—in this case, the parents—decides whether the individual meets that criterion.
7. When appropriate, a school counselor participates on the IEP team.
 - a. School counselors may be providing direct or support counseling services to the student. Student support services can include consulting with school personnel or outside agencies to coordinate appropriate services for the student and their families.
 - b. School counselors may also provide academic advising and programming assistance for students with special education needs. Students receiving the most intensive interventions outside of the regular education class require special consideration in regard to their class schedule, especially in high school, to ensure that they will earn all required credits to graduate on time.
8. Whenever appropriate, the child with a disability attends and participates in their own meeting.
 - a. If a student is **under 14 years old**, he or she is not legally required to attend the IEP meeting, but his or her participation is encouraged as appropriate.

- b. If a student is 14 years old or older, he or she is legally required to be invited to the IEP meeting. (If the student will turn 14 during the course of Annual IEP then they are invited to attend the IEP meeting).

Excusing a Member from an IEP Meeting

Certain members of the IEP team may be excused from an IEP meeting under specific conditions. These conditions will vary depending on whether the team member's area of expertise is going to be discussed or modified in the meeting. The parent and the school system must both agree in writing that the member's attendance is not necessary. Outlined below are the federal regulations in existence followed by most effective practices for ensuring full participation by all IEP team members. *See Appendix G for GMSD Service Provider Excusal Form.*

IDEA 2004 Guidelines for Excusing an IEP Team Member

- 1) ATTENDANCE NOT NECESSARY - A member of the IEP Team shall not be required to attend an IEP meeting, in whole or in part, if the parent of a child with a disability and the local educational agency agree that the attendance of such member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.
- 2) EXCUSAL - A member of the IEP Team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if—
 - a) the parent and the local educational agency consent to the excusal; and
 - b) the member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting.
- 3) WRITTEN AGREEMENT AND CONSENT REQUIRED - A parent's agreement under clause (i) and consent under clause (ii) shall be in writing.

***If Parent Cannot Attend**

There are instances when the parent(s)/legal guardian(s) are unable to attend the IEP meeting. When this arises, it is required, and imperative, to ensure parent/legal guardian participation by using other methods of communication that are agreed upon by the school district and the parent(s)/legal guardian(s). As an example, this can be accomplished by having individual or conference telephone call, or video conference calls.

IDEA does include provisions that permit a public agency to hold an IEP meeting without the parent(s)/legal guardian(s) in attendance (either in attendance or via alternative methods), but this may only occur if the public agency has been unable to confirm parent/legal guardian attendance and has documented all such attempts to do so.

If the public agency has not been able to assure parent/legal guardian attendance, then the agency must keep a record of attempts to arrange a mutually agreed-on time and place, such as the following:

- detailed records of telephone calls made or attempted and the results of those calls;
- copies of correspondence sent to the parent(s)/legal guardian(s) and any responses received;
- detailed records of interpreters/translators offered to provide service during the meeting; and
- detailed records of visits made to the parent's/legal guardian's home or place of employment and the results of those visits.

Documentation of all attempts to contact parent/guardian should be logged in “contacts” in EasyIEP.

Parental Involvement

Parents must be given the opportunity to participate in meetings with respect to the identification, evaluation, educational placement, and the provision of FAPE to their child. Not only is parental involvement a requirement of the law, it is best practice for the LEA. Parents may share their insights into their child's needs and learning styles which can greatly assist in the development of meaningful IEPs. Further, a strong, positive relationship between parent/legal guardian involvement and improved academic achievement has been found across families of all economic, racial/ethnic, and educational backgrounds and for students at all ages.

Parent Participation

IDEA requires schools to provide parents of students with disabilities a “notice” containing a full explanation of the procedural safeguards (i.e. rights) available under federal and state laws and regulations **at least annually** and in any of the following instances:

- Upon initial referral or parental request for an evaluation
- Upon receipt of a state complaint
- Upon receipt of due process hearing request
- Upon disciplinary action that results in change of placement
- Upon parental request
- Upon any proposal/refusal to initiate or change identification, eligibility, or educational placement or the provision of FAPE

The IDEA also requires that parents be given the opportunity to be a participant in a manifestation determination. 34 CFR 300.530

GMSD must take steps to ensure that one or both of the parents of a child with a disability are present at each IEP team meeting or are afforded the opportunity to participate

GMSD must take whatever action is necessary to ensure that a parent understands the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is not English.

Parents and GMSD IEP team members are equal participants. The IEP team should work toward a general agreement, but GMSD is ultimately responsible for ensuring the IEP includes services that the child needs in order to receive a FAPE.

GMSD must determine the appropriate services and provide the parents with prior written notice of GMSD's determinations regarding the child's educational program and the parents' right to seek resolution of any disagreements by initiating an impartial due process hearing or filing a state complaint.

THE IEP WRITING PROCESS

Narratives

Writing robust and descriptive IEPs sets the standard for a meaningful education for students with disabilities. Narrative summaries introduce the student and must be written in a way that provides a strong foundation for educational planning and instructional decision making. The practice of following a “stranger test” will assist another district/teacher in beginning instruction immediately given the details in the IEP. The stranger test refers to narratives, present level of educational performance, and goals for a student that are written in such detail that a person unfamiliar with the student could read the description, understand it, and feel prepared to implement the IEP without further resources being required.

Narrative Snapshot

- Student’s strengths
 - Includes academics but is not limited to academics (narrative form -no quantitative data for this section)
- Parent concerns
 - In the parents’ own words to the greatest extent possible (completed in the meeting)
- Adverse impact statement on the student’s access and participation in instruction
 - **How** the disability impacts the student
- Medical information
 - If there are no concerns, you must still write a statement of no concerns.

Student Strengths

In an IEP, write the student’s strengths that are relevant to supporting them as a learner and active participant in the school environment. It is important when describing the child’s current strengths, abilities, and how (s)he learns best, to deliver this information in positive terms. This information may come from a variety of sources including, but not limited to, student work samples, general education teacher input, special education teacher input, parent input, classroom observation data, behavior logs, and if appropriate, ESL teacher input.

Example: Riley’s receptive language skills, math calculation skills, and conversational skills are strengths. Riley exhibits good attention in class, perseveres on tasks, and enjoys working with her peers.

Parent Concerns

To ensure meaningful participation in the development of the IEP, parent concerns must be considered and reflected in the IEP. Input provided by the parent(s)/guardian(s) or any concerns

they have for their child's current performance should be provided in a thorough narrative that is written using the parent's words whenever possible. Information to be addressed in this section can include, but is not limited to, academic concerns, social/personal concerns, interactions with peers and educators, any relevant family information that may be affecting the child's performance at school, or concerns about an upcoming transition. If the parent or guardian did not attend the meeting, you should still make attempts to include his or her input through questionnaires or discussions. If attempts to gain parent contact and input are unsuccessful, note the dates and the types of attempts you made. **Do not leave this section blank.**

Example: Donna's parents are concerned about behavior problems Donna has with others. When she is in a new place, she tends to have behavior problems initially but then adapts to the situation. They are also concerned that Donna may be struggling with learning to read, but they are proud of the academic progress she has made.

Adverse Impact on Educational Performance

Describe **how** the child's disability affects his/her involvement and progress in the general curriculum. For preschool children, describe how the child's disability affects his/her participation in age-appropriate activities. This statement should describe the second prong of eligibility. It explains how the student's disability impacts them to a degree that it warrants the most intensive intervention, special education, as opposed to the many other interventions offered in general education.

Example: Hope's expressive language impairment impacts her ability to answer questions, use subject-specific vocabulary, and express herself clearly in class. This impacts her ability to demonstrate her knowledge and skills in academic areas.

Medical Information and Concerns

In this section, the IEP team documents any medical conditions that have been reported and/or impact the student's education. All information included in a student's IEP, including noted medical conditions, are to be considered in the case of a manifestation determination. Based on this medical information, if the team suspects the presence of another primary or secondary disability, the IEP team should initiate an evaluation for the suspected disability. The medical information field must have a statement. If the student does not have any medical concerns at the present time, then a statement explaining this should be included.

Consideration of Special Factors

The consideration of special factors is an opportunity for the IEP team to ensure that they have considered the whole child prior to designing the services to meet the student's needs.

The IEP team must also consider the peripheral skills or needs that are related to the student's disability or their access to instruction. Some of these may be a direct relationship, such as a student needing an augmentative alternative communication system (i.e., a touch screen computer). Others, not related to the disability, must be considered in the design of the instruction, such as a student whose first language was not English.

1. Does the student have limited English proficiency (LEP)? If yes, what is his/her primary mode of language?
 - a. If a student has exited EL status, the student is no longer identified as LEP. Instructional concerns that may arise as rigor intensifies through the grade levels will need to be addressed through accessibility of content in the general education setting.
 - b. The IEP team can help plan and decide the accommodations necessary for classroom instruction and assessment, as well as the training that will be required to use the accommodations effectively in the general curriculum.
 - c. If the student is identified as LEP, the IEP team determines language needs as related to the IEP (e.g., collaboration, teacher training, and materials). The LEP identification and eligibility for testing accommodations are noted in both the IEP and LEP plan/documentation.
2. Is the student blind or visually impaired? If yes, does the student need instruction in Braille?
 - a. Is the student currently using Braille to access print?
 - b. Does the student need instruction in Braille?
 - c. Is the student reading print or Braille, or are they relying on technology? If yes, then a plan for learning how to read print or Braille should be considered to develop literacy skills including reading and writing.
3. Does the student have communication needs? If yes, what are they?
 - a. In determining the child's communication needs, the IEP team should ask:
 - i. What communicative demands and opportunities does the child have?
 - ii. Does the child have the skills and strategies necessary to meet those communicative demands and take advantage of the communicative opportunities?
 - iii. Can the child fulfill his or her need, and desire, to communicate in a variety of educational settings?

- iv. Does the child communicate appropriately and effectively, and if not, why?
 - v. How would the deficit in communication be defined?
- b. Considering Students' Communication Needs
- i. Communication can be a special factor for children with a variety of disabilities. The ability to communicate one's wants and needs and interact with others are critically important skills in school and in life. For students whose disability has impacted their communication skills, individuals need to understand the causes of the communication needs, the impact of communication breakdowns, and what interventions will help the child learn the necessary skills.
 - ii. For example, does a child with an emotional disability hesitate to speak due to anxiety? Does a child with autism not understand nonverbal communication cues? Does a child with a speech impairment need to improve articulation in order to be understood by others? If the answer to any of these questions is "yes," it points to the need for specialized instruction or accommodation to be written in the child's IEP.
4. Is the student deaf or hard of hearing? If yes, did the IEP team consider: (a) the student's language and communication needs, (b) opportunities for direct communications with peers and professional personnel in the student's language and communication mode, and (c) necessary opportunities for direct instruction in the student's language and communication mode?
- a. The student's language and communication needs will include consideration of the following:
 - i. Does the student use sign language and what language (i.e., ASL, SEE)?
 - ii. Does the student have access to academic instruction?
 - iii. Does the student need communication supports to actively participate in the classroom discussions and learning?
 - b. Opportunities for direct communication with peers and professional personnel in the student's language may include consideration of the following:
 - i. Is there a plan that provides opportunities independently or through the use of an educational interpreter to facilitate communication?
 - ii. Are there opportunities for a student who uses sign language to communicate with other individuals who sign?
 - iii. Are there opportunities for engagement with peers independently?
 - iv. Are there any considerations in planning the classroom structure and seating to facilitate access and participation based on the communication needs?

- c. Necessary opportunities for direct instruction in the student’s language and communication mode should include consideration of the following:
 - i. How will the student learn new vocabulary?
 - ii. What does the student need to learn to actively participate in instruction?
 - iii. What skills does the student need to learn to participate in social opportunities?
 - iv. What skills does the student need to learn to increase independence?
- 5. Is assistive technology necessary in order to implement the student's IEP?
 - a. The team should ask:
 - i. What, if any, assistive technology devices or services does the student need to achieve her or his annual goals?
 - ii. Does the student require special assistive technology to participate in the general education curriculum or environment?
 - iii. Does the student need to learn new skill or improve skills to use assistive technology devices and/or services?
- 6. Does the student's behavior impede his/her learning or that of others?
 - a. If behavior is impeding a student's learning, it should be addressed regardless of the primary disability category.
 - b. Does the student have a FBA and/or a BIP?
 - c. What are the student’s behavior goals (and objectives if applicable)?
 - d. Does the student have accommodations and/or modifications with regard to behavior?
 - e. If special education services are needed to address the student’s behavior needs, are the needs addressed in the IEP (e.g., in PLEPs, goals and services as appropriate)?
- 7. Does the student demonstrate cognitive processing deficits that impact his/her classroom performance and warrant consideration in the development of the IEP?
 - a. Refer to the student’s psychological evaluation and/or **consult with a school psychologist** to determine the presence of a cognitive processing deficit.
 - i. Cognitive processing deficits refer to deficits of mental processes, such as perception, memory, language, problem solving, and abstract thinking.
 - ii. Examples of cognitive processing areas include: working memory, fluid reasoning, verbal comprehension, processing speed, auditory processing, long term retrieval, etc.
 - b. Provide evidence of cognitive processing deficits.
 - i. Does the student demonstrate overall cognitive impairment based on his/her full scale IQ score or best estimate of cognitive ability?
 - ii. Does the student demonstrate deficits in specific area(s) of cognitive processing within his/her cognitive profile?

- c. Describe how the deficit impacts performance and demonstrate a need for accommodations.
 - i. Examples:
 - 1. Working memory deficits may result in difficulties processing complex information in a typical amount of time compared to peers. Efforts to process information may feel draining and increase the likelihood of mistakes, even on simple tasks. Students may benefit from visually presented, in addition to verbally presented information, additional time to complete tasks, or chunking of work.
 - 2. Processing speed deficits can impair the ability to complete tests and assignments within usual time frames. Additional time may be needed on such tasks.

Present Levels of Educational Performance

Present Levels of Educational Performance (PLEP) should clearly describe the student's current skills for each area identified and/or considered as exceptional in the evaluation, prior IEP, and team concerns. The PLEP should provide the foundation for the data-based decisions the IEP team is required to make with regard to a student's goals, supports, accommodations, modifications, and services for the next year. The PLEP provides the data and information necessary to link the identified areas of exceptionality to the skills deficits that will need to be addressed in the measurable annual goals. The PLEP also provides information for selecting appropriate interventions and supports and services, including the LRE. Student performance is a reflection of both the academic skills and non-academic skills that a student has mastered or needs to master in order to become increasingly independent, and, ultimately successful in attaining his/her postsecondary and/or career goals.

In developing the IEP immediately following an evaluation, it is best practice to reflect on all assessment data within the PLEPs in order to accurately express the areas determined exceptional, and as a result, the required MAG(s).

Additionally, the PLEPs provide information to all members of the team so everyone is informed and shares a common understanding. Ensuring all team members understand the student's current skill level in relationship to the expected level based on age and grade will equalize participation and create opportunities for rich, student-centered discussions.

Examples of Data Sources:

- Evaluation data (achievement scores or adaptive scales results) for Initial placement
- Recent student performance on state and district wide assessments (TN Ready and CASE 21)
- Universal screening data (Most recent EASYCBM or Aimsweb Benchmarks)
- Progress monitoring data (e.g. academics, behavior logs, checklists)
- Curriculum based measures within intervention program
- Progress monitoring data towards previous IEP goals
- STAR reading assessments
- KTEA III -Brief
- Brigance
- ABLLS
- Relative English language proficiency data

Development of Present Levels of Educational Performance

The PLEP, written in positive terms without judgment, should:

- Identify the student's level of performance using current data

- Include data from a variety of sources.
- Describe the student’s current level of performance
 - Use the data to define skills mastered, in progress, and of concern
 - Reflect and describe any accommodations and/or modifications that were effective in supporting the student’s access and participation instruction
 - Identify instructional supports and services that were previously supportive and used by the student
 - Address why this current level is of concern
- Specifically describe the impact of each exceptional area on mastery of core content standards. (i.e., If the student has a specific learning disability in the area of math calculation, the statement should reflect how the student’s progress toward grade-level standards in math are impacted.)
- Explains why the student’s current skill level is of concern in relation to their success in school both in accessing instruction and mastery of standards. In the case of giftedness, this includes an explanation of identified needs for learning beyond current grade-level standards.
- Identify the impact the non-academic skill level has on the student’s access and participation in general education classroom instruction.

Six Steps to Writing a Sound PLEP

1. Bring current data (academic and non academic) to the IEP meeting.
2. Be very specific and make sure it is an accurate reflection on how a student functions consistently not on a particular day (show a pattern).
3. Review current test scores, progress monitoring, and evaluation results prior to the meeting.
4. Ensure understanding of the student’s specific needs and current functioning levels
5. Write in positive terms.
6. Use the “stranger test” to assess the PLEP.

Measurable Annual Goals

Development of Measurable Annual Goals

MAG's address a student's specific area of deficit and will align to PLEPs. Interventions aligned to the goal will build/enhance the foundation or prerequisite skills and strategies needed to access the general education curriculum.

MAGs focus on the knowledge, skills, behaviors, and strategies to address the student's needs. A student's individual needs relate to skill domains such as, but not limited to, reading, writing, mathematics, listening comprehension, oral expression, organization, physical development, motor skill, social skills, visual perception, auditory perception, inattention, and behavior. The goals in a student's IEP relate to the student's individual need for specially designed instruction to address the student's disability needs and those needs that interfere with the student's ability to participate and progress in the general curriculum.

Measurable Annual Goals Are:

- the pathway to address skills acquisition—not the curriculum standard—that will enable the student to be involved and make progress in the general curriculum
- based on the individual needs of a student that result from the associated deficits of the identified disability
- directly linked to the exceptional area(s) of the PLEP
- very specific and detailed include criteria for mastery
- written using language that can be understood by parent(s)/legal guardian(s), educators, and/or related service providers (e.g., no acronyms)
- descriptions of what the student can reasonably be expected to accomplish in each area during the life of the IEP as a result of the provision of special education intervention and related services
- guides for instruction and intervention
- guidance for monitoring student progress on specific skills to determine if the interventions and services are effective

Measurable Annual Goals Are Not:

- a restatement of the student's grade-level academic standard(s)
- a list of everything the student is expected to learn in every curricular content area during the course of the school year
- reflective of areas not affected by the student's disability
- general concepts or ideas
- developed based solely on the student's disability label

The IEP team should develop Measurable Annual Goals that answer these questions:

1. What specific skill(s), academic and non-academic, does the student need in order to master the content of the curriculum and close the gap identified in the deficit area?
2. What skills are required to demonstrate proficiency on assessed state standards?
3. For a student eligible as gifted, what is required to build on his/her strengths?

*** Ask yourself, “What skills does the student require to access the curriculum?

RATHER THAN

“What curriculum content does the student need to master?”

Example Template:

Given__ (*condition/materials/setting/accommodation*) , (*student name*) will (*do what / observable skill/behavior in functional terms*) , (*to what extent/how well to determine mastery*) , (*# of times/frequency/how consistently*) , by (*how often*) , evaluated/determined by (*measure*) .

Short-Term Objectives

Short term objectives are required for students who are assessed on an **alternate assessment**. The short-term objectives are required for each MAG and follow the same format: Condition, behavior/skill, criteria, a measurement tool, and schedule.

Short-term objectives assist in the isolation of the myriad of skills the student is required to synthesize in order to meet the larger goal.

Measurable annual goals are larger skills that require the integration of many smaller, more discrete skills. For students assessed on the alternate assessment, identifying these smaller skills within the short-term objectives assist the team in planning and delivering meaningful instruction, intervention, accommodations, and/or modifications in order to meet the larger goal.

As with MAG’s, the focus of short-term objectives is on increasing access and participation and the skills within the objectives and may support multiple skills the student is working on beyond the goal to which they are aligned.

In summary,

Short-term objectives are:	Short-term objectives are not:
<ul style="list-style-type: none">● Skills that need to be directly taught● Student behaviors that demonstrate understanding and application of skills● Separate skills required to meet the goal● Skills and behaviors that a student must master to achieve independence that are generalizable beyond the school setting	<ul style="list-style-type: none">● Accommodations● Interventions or programs of curriculum● Projected timelines of mastery aligned to progress reporting● Skills specific to the classroom or school setting only

Accommodations and Modifications

Accommodations for Core Instruction, Intervention, and Assessment

Accommodations provide equitable access during instruction and assessments and do not change the construct being assessed nor compromise the integrity or validity of the assessment or content. An accommodation is defined as a change in the routine conditions under which students access and participate in instruction and assessment. Accommodations change how the student is taught or expected to learn. Accommodations are intended to reduce the effects of a student's disability; however, accommodations **do not** reduce learning expectations. Although accommodations do not change the construct intended to be measured by the assessment or the meaning of the resulting scores, they do provide equity and serve to level the playing field for students with disabilities. The accommodations provided to a student on accountability assessments must be generally consistent with those provided for classroom instruction and classroom assessments. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. There may be consequences (e.g., not counting a student's test score) for the use of some accommodations during state assessments. It is very important for educators to become familiar with policies regarding accommodations during assessments.

Accommodations should:	Accommodations should not:
<ul style="list-style-type: none">● enable students to participate more fully in instruction and assessments and better demonstrate their knowledge and skills● be based upon individual student need, and not upon the category of disability, level of instruction, or program setting● be aligned with and part of daily instruction● be provided on a regular basis during instruction● foster and facilitate independence for students, not dependence● provide access not advantage	<ul style="list-style-type: none">● remove instructional content or standards● eliminate participation or opportunities within general education● be introduced only for high-stakes testing● be provided solely as a way to help ensure proficiency

It is important to ensure that performance in the classroom and on assessment is influenced as little as possible by a student's disability. Providing effective accommodations during instruction and assessment is critical to achieving this important goal.

When determining appropriate accommodation use, IEP teams should consider the four areas below:

- How the materials are presented? For example, provide large-print or Braille, pre-teach vocabulary, or use media/technology.
- How the student responds? For example, allow student to dictate to a scribe, use word processing for writing, or respond orally for formative tests.
- What is the environmental setting? For example, allow student to work at a table instead of desk or in a group of two rather than four; dim lights in the classroom; test in a small group or a separate setting.
- What are potential changes for timing or scheduling? For example, allow student to complete small portions of an assignment at a time, have extra time to complete a large project, have choice of activity or work from two, or take the test in short intervals or at a specific time of day.

Select Accommodations Based on Individual Student Need

As part of each annual IEP meeting, accommodations will be considered and discussed individually for each content area, course, setting, and assessment. Any accommodation selected by the IEP team must directly relate to the impact of the student's deficit(s) and increase their access to core instruction and assessment. The IEP team should select the appropriate accommodations for each subject and/or course for the individual student as needs vary by content area. An accommodation does not eliminate the need for the student to continue to learn new skills in the identified deficit(s), but rather minimizes the impact of the deficit while learning the skills. For example, a student may require read aloud to access grade-level texts; however, this does not negate the need for the IEP team to consider additional interventions and supports. Each member of the IEP team must be informed of responsibilities related to implementing the student's IEP. Those responsibilities include selecting, administering, and evaluating accommodations during instruction and assessment. The team must select accommodations on the basis of the individual student need(s), and educators must use those accommodations consistently for instruction and assessment.

- **IEP teams should consider the following questions when determining instructional accommodations:**
 - Are the recommended accommodations related to the student's PLEPs?
 - Are the recommended accommodations necessary for access to the core instruction or assessment process?
 - Has the student previously been provided the recommended accommodations, and have they proven to be effective?
 - Will the recommended accommodations lessen the integrity of the core instruction or assessment?

- How do the student's specific areas of deficit affect the achievement of grade-level content standards?
- What specialized instruction and intervention (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards?
- What accommodations will increase the student's access to core instruction by addressing the student's specific learning needs and reducing/mitigating the effect of the student's disability? These may be new accommodations or accommodations the student is currently using.
- What accommodations are regularly used by the student during core instruction?
- How does the use or elimination of accommodations affect the student's performance?
- Did the student report that the accommodation was helpful in accessing and participating in class?
- Did the parent(s)/legal guardian(s) and/or school personnel report that the accommodation was helpful in accessing and participating in class?
- What difficulties did the student experience previously when using accommodations?
- Should the student continue to use an accommodation, are changes needed, or should the use of the accommodation be discontinued?
- How do multiple accommodations support or work against one another?
- **Additionally, IEP teams should consider the following specifically for large-scale assessments:**
 - IEP teams must consider and discuss accommodations individually for each state assessment mandated for the student's grade level and should not broadly assign accommodations across all assessments.
 - Students should receive the accommodation they need in order to participate in the assessment but should not be given more accommodations than are necessary to participate meaningfully.
 - Accommodations are not to be used to compensate for a student's lack of knowledge and skills.
 - Students need opportunities to learn what accommodations are most helpful for them in day-to-day classroom instruction and assessment, as well as on large scale assessments.
 - The more input students have in selecting an accommodation, the more likely they are to use that accommodation.
 - The use of any accommodation must be considered in light of the student's disability and must be necessary for the student to access the assessment due to his/her disability.

- Keep in mind four different types of accommodations:
 - Presentation
 - Response
 - Setting
 - Timing
- Schools must not provide accommodations solely as a way to help ensure proficiency on the assessment. The team must be sure that the accommodation(s) recommended for each student is providing access, not advantage.
- If no accommodations are being considered for the student, the informational fields must be completed with a statement explaining the IEP team has considered the accommodations but none are required at the present time.

Not all accommodations available within the classroom for a student are allowed on large scale assessment. For guidance on allowable and special accommodations, visit the Tennessee Department of Education’s [accommodations webpage](#) and review the [Accessibility Guide](#).

Unique Accommodations

If the instructional accommodation is more permanent in nature and is not permitted on a state assessment, decision makers should consider whether the accommodation alters what the test measures. If, after considering these steps, the appropriateness of using an accommodation is not clear, contact district or state personnel about its use, or apply for a Unique Adaptive Accommodation.

Requests regarding accommodations not listed in accommodations for students with disabilities will be reviewed on a case-by-case basis using the Unique Adaptive Accommodations Request Form (UAARF). All Unique Adaptive Accommodations Request Forms should be received by the department **no later than one month** prior to the assessment(s) to which they apply.

- **IEP teams should consider the following guidelines when determining the need for a Unique Adaptive Accommodations Request:**

- The unique accommodation must be currently documented in the student’s IEP.
- The unique accommodation does not have to be documented on the current Allowable/Special Accommodations section, but a copy of the approved UAARF should be attached to the IEP.
- The accommodation must be used for the purpose of student access to the general education curriculum.
- The accommodation shall be age appropriate, related to the student’s disability, and must meet the individual instructional needs of the student.
- The accommodation must be part of the student’s regular instructional program and used consistently throughout the school year for all related classroom

assignments and tests. The accommodation may not be introduced for the first time on an assessment.

- The student must be proficient in the use of the accommodation.
- Any accommodations that change the standards measured by altering the number of items/choices on the test or simplifies the language used on the assessment will not be considered.

Modifications to Core Instruction, Intervention, and Assessment

A modification is a change to the content of the standard, which will mean identifying standards that are fundamentally related but also *developmentally appropriate*. Modifications change what the student is taught or expected to learn. The *least dangerous assumption* would be that students are able to participate within the core curriculum without modifications unless student performance data indicates otherwise.

For many students with disabilities, making modifications to the content of the standard is an appropriate support. Understanding the difference between the two types of instructional supports for students with disabilities is crucial for all educators. Further, it is imperative that educators and administrators are informed about the types of information to consider when making decisions concerning accommodations and/or modifications. The IEP team should also consider the long-term ramifications of modifications to content. For example, modifications can impact grades, diploma options, course work, and/or LRE.

Students must meet the eligibility requirements to be assessed using the alternate standards.

Accommodations for Career & Technical Education (CTE) Safety Examinations

Several CTE courses require students to complete a safety examination with 100 percent proficiency in order to participate in the course. This is most relevant in hands-on, laboratory-based courses that are focused on development of technical skills related to particular machinery, equipment, procedures, and Occupational Safety & Health Administration (OSHA)-related health and safety practices.

It is important for these courses, just as it is with all CTE courses, that students are not denied access, nor discouraged from enrolling in these courses, based on a specific disability alone. Safety examinations must not be used as a barrier for entry for students with disabilities; however, it is important to consider the best fit for the student and the course.

If a student with disabilities is interested in a CTE course with a safety examination requirement, consider the following:

- As with all courses, CTE instructors and special educators should both be involved in assisting students with appropriate course selection and the development of the IEP course of study, based on course standards, students' interests, and abilities.
- All students have access to CTE and are not prevented from participating based on the safety test.
- CTE instructors should be aware of, and trained in the use of, the accommodations for a specific student outlined in their IEP. Accommodations can and should be employed during the safety content instruction and examination of students.
 - CTE instructors should differentiate appropriately for students with disabilities when presenting safety instruction and new material.
 - CTE instructors should employ appropriate accommodations listed in a student's IEP when testing students on safety material.
 - CTE instructors should understand all appropriate ways students with disabilities can demonstrate knowledge of safety material other than a written examination. This demonstration should be in accordance with accommodations outlined in the IEP and should be reflective of all of the content covered on a written exam. If a CTE instructor is unfamiliar with alternate testing methods, they should coordinate with the special educator of record to determine the best approach.
 - CTE instructors should not modify content of safety examinations or change expectations of proficiency for students with disabilities.

Least Restrictive Environment

All students are general education students first and must be provided access to core instruction. General education teachers are experts in core instruction and are essential members of a student's instructional team. The general education curriculum is the full range of courses, activities, lessons, and materials routinely used by the general population of a school. Access to the core curriculum is defined by active engagement in learning the content and skills being taught to all students. To participate with success in the general curriculum, a student with a disability may need additional supports and services, such as instructional supports for learning, accommodations, and/or modifications, scaffolding, or assistive technology and services.

The LRE for students is the setting in which special education services and supports will be provided to the student.

“Least restrictive in legal terms, is that environment with the most access to nondisabled peers; not as some educators believe, the environment in which it would be the easiest to teach the desired curriculum or behaviors. IDEA 34 CFR 300.114, 20 USC 1412(a)(5), since its inception, has been based in RTI logic. That is, data that demonstrates non-responsiveness to a lower tier of intervention is required prior to consideration of changing environments or adding interventions.”

IEP teams should begin the LRE discussion by considering the general education classroom setting. If the evidence and data supports the need to select a more restrictive setting for that student (e.g., a student receives social skills and emotional regulation intervention for an hour a day within a special education setting), efforts should be made to consider skills necessary for the student to move toward a less restrictive setting following the IEP.

Please Note:

It is necessary for the school district to make data-based decisions when determining a student's LRE and should not assume a student requires a more restrictive environment, such as another setting or classroom assistance, without the data to support that decision.

The “least dangerous assumption” states that in the absence of absolute evidence, it is essential to make the assumption that, if proven to be false, would be least dangerous to the individual. Considering general education first for all students, regardless of disability, is a critical component of the least dangerous assumption. Evidence and data collected should be discussed at each IEP meeting before making the determination that a student requires a more restrictive setting.”

An LRE decision is about where a student will receive core instruction, not what the student is being taught. All students, regardless of disability, should be provided core instruction in English language arts and math.

LRE refers to a related set of requirements aimed at providing individuals with disabilities:

- the greatest interaction with children, youth, and adults without disabilities
- the appropriate education
- the special assistance needed for success in the general education setting
- LRE is not contingent on funding issues

This means that GMSD must educate students with disabilities in the regular classroom with appropriate aids and supports, referred to as “supplementary aids and services” to the extent appropriate. Not all students require a special educator within the general education setting during core instruction. Many students can access core instruction without a special education teacher or a paraprofessional. Less restrictive options should be considered when determining a student’s needs in core instruction and intervention related to a student’s area of deficit.

The “continuum of services” refers to the scope of services, ranging from the least intensive to the most intensive services and supports, which must be made available to students with disabilities within a school district so that they may be served in the LRE.

A continuum of services is available at all levels from general education to special education with special education interventions being the most intensive. There are a range of interventions, specialized instruction, and related services that are determined by individual needs and are not defined by specific locations or programs. The desired outcome of the IEP is for students to progress to their highest possible level of independence and participation in general education instruction. Instructionally appropriate IEP goals will direct the student’s success toward independence.

LRE Considerations

All students receive core instruction. Intervention is provided in addition to, not instead of, core instruction. There are many factors for the IEP team to consider regarding the student’s LRE for each portion of the school day.

IEP teams should consider the following questions when determining a student’s LRE:

1. How much of the core instruction (i.e., English language arts and math) is the student receiving in general education?
2. What accommodations and/or modifications does the student require to be successful in the general education setting?

3. Is it possible for these accommodations and/or modifications to be provided within the general education setting?
4. What supports are needed to assist the teacher and other personnel in providing these accommodations and/or modifications?
5. How will receipt of special education services and activities in the general education setting benefit this individual?
6. How much of the core instruction will the student miss when leaving the general education setting? How will this instruction be delivered so that the student with a disability is receiving comparable core instruction to his/her peers?
7. Why does the student need to receive instruction outside of the general education setting? (i.e., intervention toward IEP goals, present levels compared to grade level expectations, meeting student need)
8. Can the student be served in the school that he or she would attend if nondisabled? If not, can the student be served as close to his/her home as possible?

IEP teams should make LRE decisions based on the following:

- characteristics and needs of the individual student
- goals, objectives, and services required to address the student needs
- supplementary aids and supports needed by the student
- general education curriculum
- intervention implementation
- educational benefit of each service and setting being considered for the individual academic opportunities and settings that nondisabled individuals experience
- non-academic and extracurricular activities in which nondisabled individuals participate

IEP teams may decide one of the following outcomes for a student's LRE:

- A special education teacher or paraprofessional is needed to support the student within the general education curriculum to provide:
 - instruction,
 - scaffolds, and/or,
 - accommodation, instruction and implementation.
- A special education teacher is needed to consult with the student's general education teacher(s) to provide planning assistance, answer student-specific questions, and problem solve difficulties within the classroom. However, if a student receives consultation services only, the IEP team may need to conduct a re-evaluation to determine if special education services are still appropriate.
- A special education teacher is needed to provide the most intensive intervention to address specific IEP deficits. Students may receive this level of intervention in one or more settings through one or more sessions a day.

- Service delivery may be a combination of special education supports within the general education setting and specialized instruction within academic and non-academic portions of the school day. The location, frequency, and duration of each special education service is decided by the IEP team on an individual basis. Specific services may be for a portion of, or all of, the IEP year; however, the student should have at least one special education service throughout the annual IEP.

Access to Career and Technical Education (CTE)

All students in high school should have the option to participate in CTE. CTE is a program of study in a career field that is a clearly defined, progressive sequence of courses grouped by knowledge and skills, including a rigorous set of standards. CTE courses are aligned with postsecondary and industry opportunities, and programs of study are grouped into nationally recognized career clusters and typically contain 3–5 courses.

The students may require accommodations, modifications, or direct support within the CTE setting from a special education teacher. The IEP team should address these needs in the IEP services and accommodations. The safety test must be provided according to the student's IEP and should not be used to prevent course participation.

Services

Direct Services

Direct special education services can be provided in the general education or special education setting by certified or non-certified staff. Teachers/staff provide the services directly to students. These services include, but are not limited to:

- Speech and language therapy in the general education or special education setting
- Co-teaching, which is a delivery model which includes a certified general education teacher and a certified special education teacher delivering coordinated instruction in the general education classroom.
- Paraprofessional support in the general education setting.
- Pull-out services in the special education setting
- Deficit-based intervention services

Interventions are provided as a direct service to address students' deficits as decided by the IEP team through the student's PLEPs and MAGs. A student may also need support within the general education curriculum, perhaps homework assistance or additional practice; this would be considered a direct service, but not an intervention, because the content being taught is grade-level curriculum rather than skill-deficit gap closure. The frequency and duration of an intervention is an IEP team decision based on the needs of the individual at that time, including their current PLEPs and goals. However, since special education is the most intensive intervention, it must be more intensive than the intervention that a student would receive in Tier II or III of general education.

Intervention effectiveness should be monitored through progress monitoring assessments. As students begin to close the gap, attempts should be made to reduce the intensity or the restriction of the environment in an effort to move the student toward more successful participation in the general education classroom within core instruction. The goal for all special education services is to provide the instruction, supports, and accommodations needed for a student to grow and to attain desired postsecondary outcomes.

Related Services

IEP teams may determine that related services are necessary for students to benefit from special education. These services typically include developmental, corrective, and other supportive services. Related services should support the special education program outlined in the IEP with a clear correlation between the related services and the IEP goals. Related services examples include, but are not limited to, the following:

- Behavioral health services
- Counseling services
- Hearing/auditory services

- Nursing services
- Occupational therapy
- Physical therapy
- Psychological services
- Recreation services
- School health services
- Work-based learning
- Aides in general education setting
- Sign-language interpreter
- Speech therapy
- Language therapy
- Vision services
- Orientation and mobility services

Consultation

Consultation is a service option for students when direct services are not deemed necessary or as an additional service to supplement direct services. Consultation is considered an indirect service, meaning the service does not require face-to-face time with the student. Rather, the objective of a consultation service is to allow service providers a time to collaborate with parents and other staff members, monitor generalization of goals, and observe the student across multiple settings engaged in a variety of academic, vocational, or social situations. Consultation may be provided by a special education teacher, speech-language pathologist, and/or related service provider. Consultation is a useful and meaningful way to indirectly support students, but providers must ensure that services are delivered and documented according to the IEP.

Consultation may include, but is not limited to:

- Discussion on the implementation of the current IEP
- Review of current accommodations and progress on goals
- Implementation of behavior plan and/or behavior data
- Collaboration to revise/develop future IEP's

Collaboration with General Education

General educators are expected to provide instruction to students with a broad range of learning, behavioral, and developmental differences. For this, schools rely on support services, such as special education teachers and other professionals of varied backgrounds to work closely with one another, making collaboration a “crucial dimension to the planning, delivery, and evaluation of special education and related services... and a means to achieving inclusion.”

This collaboration may occur throughout the school day during grade-level professional learning community (PLCs), weekly team planning meetings, monthly planning meetings, or during common planning time.

Collaboration may include, but is not limited to:

- training teachers on accommodations and helping plan for use
- discussing progress and data
- assessing and adjusting instruction

Extended School Year Guidelines

Make every effort to hold IEP Team meetings for students needing ESY programs or services and complete all paperwork. If the IEP Team meets early in the school year, the team should reconvene no later than the first week of April to develop the ESY program to ensure the information is current and accurate. Information that is more than 2 months old should not be used for ESY programming.

1. STEP 1 - Consider the Need for Extended School Year Services

- Extended School year (ESY) eligibility must be addressed on all IEPs. The IEP Team should indicate on the IEP whether or not ESY services are required.

2. STEP 2 - Examine the Data

- The IEP Team should examine data and have discussions when determining whether an Extended School Year program is required. Data to be examined should include: IEP evaluation, information standardized testing, anecdotal records from parents, and school personnel. Documentation of reasons for or against ESY should be included in the minutes of the IEP Team meeting and in the ESY portion of the IEP. This document should be used as a guide to discuss ESY with the IEP team. *See Appendix H for ESY Discussion Document.*

3. STEP 3 - Determine the Objectives for the ESY Program

- The IEP Team should determine objectives on the IEP that are critical to the attainment of long-term goals. These objectives should be carefully written as ESY objectives. The objectives must be written in clear, measurable, behavioral terms and need to be realistic for the time period selected. The objectives must pass the “stranger test.” This means the objective and the method for determining whether the objective has been met need to be clear even to people who do not know the child.

4. STEP 4 - Determine the Services

- If ESY services are recommended, the IEP Team should complete the Extended School Year Addendum to define the services, which are necessary to achieve the targeted objectives. The anticipated dates should coincide with the summer school program. If dates must be extended beyond that time period, a representative from the Special Education Division should be included in the IEP Team planning process.
- Special Transportation should be indicated if needed. The Transportation Department will notify parents of the approximate pickup and delivery times. All requirements, which apply, to transportation during the regular school year will also apply during the summer months.
- The parents should indicate whether or not they plan for their child to participate in the ESY program and reason for rejection given, if appropriate.

5. STEP 5 - Send in the Forms (may be electronic submission)

- The teacher will provide the ESY coordinator at the Special Education Department the following forms and materials and in the following order:
 - i. ESY Addendum- fully completed and signed
 - ii. ESY Information Form- including information on equipment needed
 - iii. ESY Equipment Move Request- be sure to tag the equipment
 - iv. Minutes of the IEP meeting when ESY was discussed
 - v. Most recent complete IEP (include all goals and objectives)
 - vi. Goals and objectives for all ESY areas
 - vii. A Transportation Request form if student does not have special transportation during the school year
 - viii. Student Information Form- the parent must complete a new copy at the ESY IEP Team meeting
 - ix. Current Functional Behavior Assessment
 - x. Current Behavior Intervention Plan
 - xi. Current Health Care Plan

6. STEP 6 - Send in the materials and arrange for equipment to be moved

- All materials needed for instruction on the student's objectives must be sent in a sturdy box. (Boxes should be the size of a carton of duplicating paper).
- Each student should have a box for the classroom at Extended School Year. If the student receives related services, the student should have an additional and separate box for each service. Do not place therapy materials in the student's classroom box.
- These materials should be sufficient for 3.5 hours per day of instruction. ESY teachers have no additional materials for teaching during the summer. The therapy materials should be sufficient for the recommended amount of time for that service.
- The school year personnel must prepare all worksheets, flashcards, workbooks, textbooks, manipulatives, etc.
- Extra materials for maintenance activities and breaks should also be sent in case the students make faster than expected progress toward the objectives. Reinforcers should also be provided by the teacher. If the parent will be providing edible reinforcers for the student, this should be noted.
- Each piece of material inside the box should be labeled with the student's name, the student's school, and the teacher's name to which the materials should be returned.
- A Box Lid Inventory form must be completed and taped inside the lid of the box.
- The student's teacher must assemble an ESY notebook. These notebooks should contain an objective sheet and a data sheet for each ESY objective. Teachers

should provide detailed information pertaining to the instruction and materials for each objective. When developing ESY notebooks, please remember that anyone, even those not familiar with the student, should be able to easily pick up and begin working with the student on the first day of ESY.

- If the student is receiving related services, the student's school year therapist must make a separate therapy notebook. Completed notebooks must be placed inside the student's therapy box.
- Each piece of equipment must be labeled with a Delivery Tag form. Equipment to be moved must be listed on both the Extended School Year Information Form and the Equipment Move Request Form. Remember to include the bar code for the equipment. Equipment refers to items that cannot be put in a box.

**Refer to the ESY Handbook for forms and additional information*

Special Transportation

The school system can provide special transportation if it is necessary, but this issue should not be taken lightly. Students who reside less than 1.5 miles from school are designated as living in the Parent Responsibility Zone. Students who reside more than 1.5 miles from school are eligible to ride a regular school bus, if they are able. The Transportation Division can make changes in regular bus routes to accommodate children with special needs, but must be consulted prior to such changes becoming a part of the IEP. If the IEP Team anticipates making a decision that a nurse and/or an assistant will be necessary to accompany a child on the bus, or if an alternate program recommendation will be made, the transportation supervisor must be present at the meeting.

Special Transportation is indicated only if:

1. The student is attending school out of district because the appropriate program does not exist at the student's home school. The IEP Team should determine whether special transportation would still be required if a program should be added to the child's home school. This should be discussed routinely at annual reviews.
2. The student has significant problems (such as a physical disability) making it impossible for the student to ride a regular bus or be transported by parents.
3. If the IEP Team determines that special transportation is required...
4. Changes/additions for Special Transportation will take place as soon as possible, usually within five working days of the date the request was received in the transportation office.

Specific procedures for arranging special transportation or for making changes in the existing routine or equipment:

The IEP Team must make any decision regarding special transportation, completing the IEP as indicated.

Any request for other than routine transportation services should be discussed with the Transportation Supervisor before being agreed upon in the IEP Team meeting. In the event it becomes necessary to make changes in the transportation procedures or equipment already in place, the IEP Team should be reconvened to obtain the signatures of IEP Team members regarding those changes. The IEP Team should make the changes on the IEP, initial and date the changes and complete a minute's form. Consider all aspects of transportation at each annual review. All attempts should be made to reconvene as quickly as possible. If a parent insists on receiving 10 days notice, they should be informed that the school district has the option of suspending a student from bus service until the IEP Team can meet and make recommendations for safe transportation. The Principal/Designee has the authority to make this suspension for up to ten days. The Principal/Designee should then notify the Transportation Division of the suspension.

If a parent refuses to come or cannot come to the requested IEP Team, the IEP Team should convene and make recommendations without the parent's presence. The parent should be notified of the changes recommended. Attempts to request parent participation should be documented. However, in the case of a safety issue, repeated attempts to reschedule IEP meetings before taking action would not be advised.

Hardship Waivers:

Requests for hardship waivers (to pick up or drop off a student at a location other than their residence) should be handled by the Principal in the same manner as for other requests. The Principal should consult with the Transportation Department before granting any hardship waivers.

Student Information Form:

Having current addresses and telephone numbers on file is critical for the Special Transportation Department. An up-to-date Student Information form must be completed twice a year, one within the first week of school and another by May 1.

One copy of the current Student Information Form should be maintained at the school.

TRANSITION

The transition plan is the road map that facilitates the movement from high school to postsecondary. Through a high-quality transition plan that begins at age 14, IEP teams develop actionable steps to make the student's postsecondary goals attainable. The educational school setting prepares students for career and college readiness as soon as they enter the school system.

Transition Assessments

The purpose of a transition assessment is to identify student preferences, interests, needs, and strengths (PINS). These assessments are a portion of the PLEP and inform transition planning, including MAGs. Transition assessment is an individualized, ongoing process that includes meaningful participation by the student and family. Age-appropriate transition assessments must include information about the academic achievement and functional performance of the student. Previous, pre-vocational assessment data can also be reviewed as a part of this assessment process to inform current assessment. Transition assessment instruments and methods must be selected to help the student determine career interests, strengths, and aptitude for tasks related to student preferred employment, education, training, and independent living. Assessment must be individualized and can be both formal and informal. Assessments should be based on the skills the students will need to be successful in all life roles, and the supports they will need before, during, and after the transition to adult life, and include these areas:

- Functional academics: reading, math, grammar, spelling, communication skills, etc.
- Learning styles: best methods of instruction, decision-making skills, etc.
- Vocational aptitudes: mechanical/clerical/organizational/spatial skills
- Vocational interests: likes and dislikes for jobs, work site preferences, working conditions, etc.
- Daily living skills: budgeting, money management, transportation, shopping, etc.

Measurable Postsecondary Goals

Measurable Postsecondary Goals (MPSGs) The transition plan, beginning with the IEP during which the student will turn 14, must include MPG's in the two required areas of education and/or training and employment. The student's postsecondary goals must be a reflection of their strengths, interests, and preferences that are derived from the age-appropriate transition assessments. In other words, these are the goals the student hopes to achieve after leaving high school. Some students may have MPSGs in the optional areas of independent living skills and/or community involvement depending on their needs and the preference of the IEP team. Transition services are designed to support the student in achieving these goals. Characteristics of Measurable Postsecondary Goals (MPSGs):

- Goal can be measured or observed
- Reflects the preferences, interests, strengths, and needs of the student

- Based on the results of the PLEP
- Identifies the goal, not the steps toward the goal
- Indicates the outcome is postsecondary
- Includes “will” statements; not “want” statements
- Achievement will not be attained until after the completion of secondary school
- Updated annually Measurable Annual Goals (MAGs)

For the IEP in which the student will be turning 14, measurable annual goal(s) that address transition and are directly related to the student’s MPSGs must be developed. An effective practice is to write triangulated annual goals that incorporate the student's postsecondary goal(s), skill deficit(s), and industry standards.

Transition Services

The areas to be considered for transition services are as follows: Instruction, Related Services, Community Experience, Employment and Postsecondary Living Objectives, Daily Living skills, & Functional/Vocational evaluation.

Instruction refers to formal instruction that takes place in the school, home, or community, including community-based instruction, academic and career/technical education courses, self determination and self-advocacy training, and extracurricular activities. Examples include:

- Personal finance
- Budgeting
- Food preparation
- CTE courses (Career Technical Education)
- WBL (Work Based Learning)
- Self-determination or self-advocacy courses

Related services are supportive services assisting with transition services in special education and beyond. Developmental, corrective, or other supportive service as required to assist a child with a disability to benefit from special education. Examples include:

- Assistive technology
- Occupational therapy assessment in the workplace
- Physical therapy assessment in the workplace (for ergonomic workstation, safe mobility, access to facility, and emergency egress planning)
- Behavioral counseling

Community experience are transition services occurring in the community, delivered by the school or other agencies, that provide students with the opportunity to practice skills in the actual settings in which they will be used. Examples include:

- Participate in local recreation events
- Join the YMCA
- Shop for food or clothing at local retailers
- Observe a courtroom
- Visit the library
- Open a bank account at the local bank
- Obtain a driver's license or state ID

Employment and postsecondary living objectives are experiences provided by the school or other agencies that provide the education and training needed for a future career and important adult activities. Examples include:

- Attend a career fair
- Meet with a military recruiter
- Practice filling out job applications and interviews
- File application for admittance to Vocational Rehabilitation and meet with counselor
- Memorize Social Security number
- Explore conservatorship procedures
- Develop a budget and practice various methods of bill payment
- Collect information about housing options
- Meet with social security benefits planner
- Visit adult service providers

Daily living skills are those skills required for day-to-day functioning. Examples include:

- Prepare meals
- Keep body in optimal state of cleanliness
- Learn to use an alarm clock
- Learn to wear clothing appropriate for the season and for the occasion
- Communicate needs in an acceptable manner
- Laundry
- Ride a bus; follow a bus schedule
- Obtain a driver's license

Functional/Vocational evaluation is an assessment process focused specifically on providing information about job or career interests, aptitudes, and skills. Evaluation examples include:

- Produce observable work samples
- Demonstrate safety skills in various home, school, and community settings
- Complete a picture career interest inventory

Student Participation

A student must be invited to his or her IEP team meetings beginning with the IEP during which the student will turn 14 years of age. A student invitation should be created separate from the parent/legal guardian invitation. The student should be notified as soon as the meeting date is set; he or she should be afforded the same time consideration as a parent/legal guardian. A copy of the student's invitation should be placed in his or her permanent file for documentation. How teachers can adequately prepare the student to participate in the IEP team meeting:

- Inform parent(s)/legal guardian(s) of this requirement prior to the meeting and articulate the integral role it plays in preparing the student and family for a successful transition.
- Promote student engagement—explain the purpose of the IEP team meeting to the student.
- Utilize self-advocacy and self-determination assessments/materials to secure student input
- Role play IEP team meeting events so that students can become at ease being present in the meeting.
- Select tasks for students to complete at the meeting so that they feel comfortable.
- Hearing from a student directly carries much more weight than a faculty member reading assessment results. Allow the student to communicate through a variety of means—visual, textual or auditory.
- Secure information from students who choose not to participate at the meeting; however, teams should make every effort to encourage and support the student attending.

Outside Agency Participation

The IEP team should create connections for the student and their family with outside agencies that can provide service for the young person after they leave school. School staff should be knowledgeable about the services and policies of community agencies in order to invite the appropriate people. Outside agency representatives invited to the IEP meeting may include*:

- Tennessee Division of Rehabilitative Services (Vocational Rehabilitation)
- Career Center–Workforce Investment and Opportunities Act (WIOA)
- Independent living center staff
- Disability support staff from a postsecondary educational
- Technical school person knowledgeable about assistive technology
- Person knowledgeable about financial benefits such as supplemental security income (SSI) and Medicaid or Medical assistance (MA)
- Personal care or health care providers, including mental health care providers
- Probation officer or teacher from a juvenile justice center
- Leisure and recreation service providers
- Transportation agency staff
- Child Advocacy Centers (CASA)

The financial responsibility for meeting a student's transition goals are not meant to apply solely to the education system, but also to the agencies that the IEP team involves in meeting the transition objectives set out in the IEP.

**Not an exhaustive list. Visit www.transitiontn.org for a more comprehensive list of supports and partnerships.*

Pre-Employment Transition Services

The Pre-ETS Program provides transition services for youth with disabilities who are between the ages of 14-22 and who are still in school. GMSD has a Transition School to Work coordinator to oversee Pre-ETS at all GMSD schools. The purpose of the program is to help prepare students for the transition from high school to a post-secondary career path which could include post-secondary education, training or employment.

Pre-ETS is a collaboration between high schools and Vocational Rehabilitation (VR).

- The students do not have to be VR clients.
- Students can be in public, private, or Home Schooled.
- Receiving Pre-ETS services does not guarantee that a student would be eligible for Vocational Rehabilitation Services.

Pre-ETS is available to all students with disabilities who meet the below requirements:

- Have a documented disability (via an IEP, 504 or physicians note)
- Still in school (have not graduated from high school or are in an extended transition program in their high school), can be in Post-Secondary Education program
- Between the ages of 14-22

Pre-ETS is a FREE program because the program is federally funded by the WIOA.

This means the Pre-ETS Program does not use the family's household income or resources to establish eligibility. This also means there is not a long application process and "lots" of documentation to provide in order to apply for services or be determined eligible for services.

There are 5 categories of Pre-ETS services: workplace readiness, work-based learning, career exploration, post-secondary counseling, and self-advocacy. All students who are receiving special education services are given a transition assessment and the TSW coordinator, with input from the case manager, will determine what specific Pre-ETS services each student should be receiving as well as how often they will receive them.

Course of Study

For students with an IEP, the focused plan of study will become the course of study on the IEP. It is a multi-year description of coursework to achieve the student's desired MPSGs, from the student's current year to the anticipated exit year. At a minimum, the course of study should identify the courses and functional skills that the student will need that relates directly to helping the student meet their postsecondary goals, as well as graduation diploma requirements. This description gives the student the opportunity to see the relationship between high school courses and achieving their MPSGs. As students approach the end of middle school, preparations begin for movement to high school. Each student, including students with disabilities with the assistance of their family and school personnel, will develop a focused plan of study. Prior to ninth grade, or age 14, all students will develop an initial four-year plan of focused and purposeful high school study. For students with disabilities, the plan of study must be developed within the IEP to be in effect when the student turns 14 (or younger, if determined appropriate by the IEP team). The plan will be reviewed annually and will connect the student's academic and career goals to school.

Transition Procedures by Grade:

- **7th Grade:**
 - Administration of at least two different transition assessments covering all three areas of transition:
 - Employment
 - Independent Living
 - Education
 - Written reports/summaries/checklists required
 - Completion of a Parent Transition Questionnaire
 - All transition assessment information will be used to develop the IEP.
- **8th Grade:**
 - Administration of at least two different transition assessments covering all three areas of transition:
 - Employment
 - Independent Living
 - Education
 - Written reports/summaries/checklists required
 - Completion of a Parent Transition Questionnaire
 - All transition assessment information will be used to develop the IEP.
- **9th Grade:**
 - Administration of at least two different transition assessments covering all three areas of transition:
 - Employment

- Independent Living
 - Education
 - Written reports/summaries/checklists required
 - Completion of a Parent Transition Questionnaire
 - All transition assessment information will be used to develop the IEP.
 - Students will participate in any state mandated testing necessary for graduation such as the Alt assessment or EOC testing.
- **10th Grade:**
 - Confirm with school psychologist by September 30th all students who will need a re-evaluation prior to graduation (Students with SLD, OHI, and Intellectual Disability) for post-secondary purposes.
 - Administration of at least two different transition assessments covering all three areas of transition:
 - Employment
 - Independent Living
 - Education
 - Parent questionnaire
 - Written reports/summaries/checklists required
 - All transition assessment information will be used to develop the IEP.
 - Students will have the opportunity to participate in the PSAT test if appropriate, students will also participate in any state mandated testing necessary for graduation such as the Alt assessment or EOC testing.
- **11th Grade:**
 - Confirm with school psychologist by September 30th all students who will need a re-evaluation prior to graduation (Students with SLD, OHI, and Intellectual Disability) for post-secondary purposes.
 - Administration of at least two different transition assessments covering all three areas of transition:
 - Employment
 - Independent Living
 - Education
 - Parent transition questionnaire
 - Written reports/summaries/checklists required
 - All transition assessment information will be used to develop the IEP
 - Students will participate in the ACT if appropriate, as well as alt assessment or any EOC testing that is mandated by the state.

- **12th Grade:**
 - Identify and document at least one outside agency who will be able to provide needed support to the student (based on assessment) and invite a representative to the IEP meeting.
 - Confirm with school psychologist by September 30th all students who will need a re-evaluation prior to graduation (Students with SLD, OHI, and Intellectual Disability) for post-secondary purposes.
 - Administration of at least two different transition assessments covering all three areas of transition:
 - Employment
 - Independent Living
 - Education
 - Parent transition questionnaire
 - Written reports/summaries/checklists required
 - All transition assessment information will be used to develop the IEP.
 - All students will be provided the opportunity to attend college meetings in the counseling office.
 - Students will be provided the opportunity to take the ACT, if appropriate.
 - All 18 year old male students will be provided the opportunity to access information concerning the registration process for Selective Service.
 - All students will be provided the opportunity to access information on voter registration and the voting process.
 - A Summary of Performance will be written for each graduating Senior.

PROGRESS MONITORING REQUIREMENTS

Data-Based Decision Making

Ongoing assessment of student learning provides continuous feedback on the effectiveness of instruction and intervention and is essential in determining areas where a change in instruction and intervention may be required. Ongoing assessment is a method for tracking and comparing an individual's or a group's performance and progress through data collection. Through this process, data can be used to make decisions regarding instruction and intervention. Once several data points are collected, a pattern of response can be investigated.

Assessment is a major component of data-based decision making when reporting the PLEPs and developing MAGs on a student's IEP. The IEP must indicate the evaluative criteria, evaluation procedures, and schedules to be used to measure progress toward meeting the annual goal.

Instructionally relevant data can include but are not limited to:

- Structured observations of targeted behaviors
- Student self-monitoring checklist
- Written assessments
- Behavior charting
- Work samples
- Summative assessments
- Formative assessments
- Classroom assessments

A single data source should not determine a child's experience!

Throughout the decision making process, IEP teams should consider qualitative data, as well as specific types of quantitative data, including screening, diagnostic, and progress monitoring (grade level and/or instructional level).

Questions for IEP Teams to Consider Regarding Intervention

Assessment data from multiple sources should be collected and analyzed to inform intervention decisions, intervention fidelity, and intervention changes. In this analysis, IEP teams should consider the context of assessments, the type of assessments, and the combination of assessments in order to synthesis the data to inform decisions. For example, since a screening assessment and a 90 diagnostic assessment have differing purposes, each should be considered in context and in comparison to one other. Teams can discuss guiding questions to consider if additional data is needed and/or what intervention adjustments may be needed.

1. Further assessment to refine the focus:
 - Have we used a diagnostic assessment to determine the student's most basic skill deficit or strength?
 - Have we applied the results of the diagnostic assessment to the intervention plan for the student?
 - Have we set a realistic, student-specific, measurable goal for the student?
2. Intervention adjustments:
 - Does the progress monitoring adequately address the skill that is being intervened on?
 - Does the student need to receive the intervention at a different interval, at a different time of day, or in a different (least-restrictive) setting?
 - Is the provider trained to teach the intervention?
 - Is the intervention being implemented as designed?

Types of Progress Monitoring

Progress monitoring is an essential component in determining student response to intervention. It is a process, thus data should include multiple sources of evidence with a focus on individual students.

Progress monitoring is used to:

- assess a student's academic performance,
- quantify a student's rate of improvement or responsiveness to instruction, and
- gauge the effectiveness of teaching.

Progress monitoring is relevant for classroom teachers, special educators, and school psychologists alike because the interpretation of this assessment data is vital when making decisions about the adequacy of student progress and formulating effective instructional programs. When educators monitor student progress, teacher decision making improves and students become more aware of their own performance, thus raising achievement.

Questions to consider for Mastery Measurement

Mastery Measure (Narrow/Needs-based)

- Did the student learn what I taught today/this week?
- Testing something small to make statements about something big (i.e., assessing two digit addition to tell how the student adds two digit numbers)
- More frequent (often daily)
- Assessments can change with the student
- Comparison to a clear criteria for mastery

- The label mastery may be misleading- assess for maintenance/generalization
- Provide student strengths and needs to inform instructional decisions

Mastery measures contribute to understanding the more immediate instructional decisions regarding progress with specific skills being taught. It provides information about whether or not a student is gaining the skills specifically taught during intervention.

- Mastery measure probes are:
 - Often teacher-created or may be included within intervention resources
 - More sensitive to change than general outcome measures
 - Specific to areas of deficit, including basic reading skill(s), reading fluency, reading comprehension, mathematics calculation, mathematics problem solving, and written expression

Sample Mastery Measure Goal:

Given 10 two syllable pseudo words with vowel teams, Johnny will read with 90% mastery on 4 of 5 opportunities per quarter as measured by weekly data collection.

IEP Goal Measurement Considerations

Based on high-quality present levels, the IEP team writes annual goals which are specific to the student and related to the specific area of need in order to accurately reflect student performance and growth. The goals must indicate the evaluative criteria, evaluation procedures, and schedules to be used to measure progress toward meeting the annual goal. Goals should address what the student needs to close the gap in the identified deficit area and include the:

- Condition (e.g., materials, settings, etc.) with which the student will perform the task
- Clearly defined behavior, or what the student will do
- Criteria for mastery and schedule for evaluating mastery

If the goal is designed to be measured by a mastery measure, then it is designed to answer a more specific question, such as “Has the student mastered reading two-syllable words with vowel teams?”

IEP teams should consider writing mastery measure goals to more effectively guide instruction and measure incremental progress.

IEP Effectiveness

Student progress must be monitored closely and instructional adjustments should be made as needed. For example, if a student masters an IEP goal quickly within the timeframe designated by the IEP, the IEP team should reconvene to adjust the student’s goals. Conversely, if a student is not on track to master an IEP goal within the identified time frame, the team should meet to

determine what is inhibiting the student's progress, problem solve, and make necessary adjustments to the IEP. Goals should be based on current, detailed PLEPs and **should not** roll over from year to year.

The goal for all special education services is to assist the students in learning the skills necessary to no longer require any special education services and to no longer require an IEP. As students begin to close the gap, attempts should be made to reduce the intensity of interventions and/or amount of time in more restrictive environments in an effort to move the student toward successful full participation in the general education classroom and core instruction. These decisions should be based on the needs of the child and informed by multiple data sources, and that information must be shared with the student's parents. The IEP team should include parents in the discussion to reduce services and communicate with them prior to removing or reducing services, making sure to appropriately document their actions. Additionally, it may be helpful to reduce services slowly to determine how it will impact the child and readjust as needed.

Progress Monitoring for Specific Learning Disabilities

Progress monitoring for students identified with a Specific Learning Disability, *must* occur weekly to biweekly. This is a requirement to support either continued eligibility or non-eligibility. Progress monitoring should occur in the identified areas of deficit and align with the student's IEP goals. If there are questions or concerns regarding where to monitor and provide intervention for a student, request consultation with an interventionist and/or school psychologist.

Progress Monitoring for Other Eligibility Areas

For areas of disability other than SLD, students should be progressed monitored at least bi-weekly using EasyCBM/Aimsweb, if appropriate, for area(s) of deficit. Otherwise, teachers may use teacher created probes or any progress monitoring tools provided within the interventions being used. Teachers should keep ongoing records for each student using some form of data tracker forms. Data books for individual students (specialized instruction/preschool) or a single data binder (resource/co-teach) with dividers for the teacher's caseload is recommended.

PROGRESS REPORTS

Documentation of Services

Once the team has agreed upon an IEP, documentation will not only assist teachers and service providers with the monitoring of progress and effectiveness of the goals and accommodations, but it also serves as a record that services have been delivered. Parents have the legal right to request their child's educational records.

Integration of Data Collection in Service Delivery

Teachers and service providers can develop various methods of monitoring the implementation of the IEP services and annual goal progress. Service providers may choose paper methods to monitor goals, while others find electronic data collection to be more effective. Regardless of the format, data needs to be taken on a **regular basis**(bi-weekly) to inform the team of the student's progress, or lack thereof. Goals can, and should, be monitored by any team member across environments, unless the goal is designed for a specific activity or time of day. Data collected by multiple providers/teachers can provide useful information about the student's performance across his or her day and identify trends in positive or negative performance.

Progress Reports

If goals are written to be measurable, and data is collected regularly, progress reports should then be less challenging to complete. It is important that the progress reports are completed in a timely manner, based on the window established by the district and are accurately reflective of the student's performance based on data. Quantitative and qualitative data must be present in the progress report to inform the team on the appropriateness of the IEP goals, based on whether or not the student made adequate progress. GMSD uses the narrative progress reports in EasyIEP. Timeline for completion of nine weeks progress reports is as follows:

- Related service providers will complete progress reports by the last day of the nine weeks.
- Case managers will complete and finalize progress reports one day prior to the date report cards go home
- Progress reports will be emailed no later than report card date unless the parent did not give consent, in which case it will be mailed.

ALTERNATE ASSESSMENT

Eligibility

The alternate assessment is administered to students who meet the criteria listed below and who are the ages commensurate with typical students in the grades that are tested in the general assessment programs. To participate in an alternate assessment, a student must demonstrate a significant cognitive disability which results in performance that is substantially below grade-level achievement expectations even with the use of accommodations and modifications. The student must also possess current adaptive skills requiring extensive direct instruction and practice in multiple settings to accomplish the application and transfer of skills necessary for application in school, work, home, and community environments. The IEP team must rule out that the inability to achieve the state grade-level achievement expectations is not the result of excessive or extended absences or social, cultural, or economic differences.

A student with a significant cognitive disability requires substantial modifications, adaptations, or supports to meaningfully access the subject area content and requires intensive individualized instruction in order to acquire and generalize knowledge. The student's instruction should be based on the Alternate Assessment Standards, which provide access to the general education curriculum.

Students who meet the eligibility criteria for alternate assessment may be classified in any of the disability categories listed in the Individuals with Disabilities Education Act (IDEA), as long as there is documentation that the student has a significant cognitive disability or severe intellectual disability and significant adaptive skills deficits.

The IEP team must make an annual decision regarding how students will participate in state and district-wide testing. It is recommended that a copy be maintained with the notes from the meeting as documentation required by IDEA Section 614 (d)(1)(A)(VI)(bb) to provide for state monitoring of student files (34 C.F.R. §§ 300.149 and 300.600 through 604.)

The decision for participation in the alternate assessments should be based on a holistic analysis. Possible sources of data the IEP team may consider reviewing include: psychological evaluation reports, results of individual cognitive ability tests, adaptive behavior skills data, results of individual or group-administered achievement assessments, district-wide alternate assessments, individual reading assessments, findings of communication or language proficiency assessments, teacher-collected data from classroom observations, progress monitoring data, and IEPs.

The Tennessee Department of Education offers alternate assessments based on alternate achievement standards in compliance with the U.S. Department of Education federal regulations

and guidance. A student must have an Individualized Education Plan (IEP) and the primary disability must be recognized under the Individuals with Disabilities Education Act (IDEA). The term “significant cognitive disability” is not a category of disability. It is a designation given to a small number of students with disabilities for purposes of their participation in the state assessment program. For a student to be determined as having a significant cognitive disability for the purpose of participation in the alternate assessment system, all of the following statements must be true as determined by the student’s IEP team.

The three eligibility criteria that students must meet in order to be eligible for the alternate assessments are:

1. The student has a significant cognitive disability.
2. The student is learning content linked to (derived from) Tennessee Academic Standards.
3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.

Implications

The IEP team should be aware that participation in the alternate assessment means that the student is participating in a curriculum that does not lead to a high school diploma. The achievement expectations for the alternate assessment are not the same as the expectations for the general assessment. Parents must be informed during the IEP team meeting to discuss assessment participation that participation in the alternate assessment does not align to the state’s general high school diploma criteria. Students must earn units in the core content as a requirement for a high school diploma, and participation in the alternate assessment precludes a student from doing so. IEP teams should also be aware that if a student without a significant cognitive disability participates in the alternate assessment, the results will not reflect what the student knows and can do. The assessment results may not be valid, and the student may be considered as not participating in assessment for state and federal accountability purposes.

GMSD Alternate Assessment Approval Process

In order for a student to participate in alternate assessment, the school psychologist **must** review and approve through EasyIEP for the option to be accessible for the IEP team. If there are concerns for a student that may need alternate assessment, consult with your school psychologist. The process for alternate assessment approval *can* begin as early as first grade. However, this decision is an IEP Team decision and is not dependent on a student’s age or grade. Therefore, students who are receiving significant supports through their IEP in first grade should be brought to the school psychologist’s attention for review and consideration of alternate assessment before the state’s Second Grade Assessment is administered.

Students with disabilities enrolled in Tennessee public schools must participate in the assessment system in one of the following ways:

1. General grade-level assessment (TNReady), with or without accommodations
2. Alternate assessment based on alternate academic achievement standards

IEP teams must first consider student participation in the general grade-level assessment, with or without accommodations, before considering student participation in an alternate assessment.

Students with disabilities who are not able to show what they know and can do on the general grade-level assessment, even with appropriate accommodations, must be assessed with an alternate assessment.

ASSISTIVE TECHNOLOGY DEVICES AND SERVICES

The IEP must describe any assistive technology devices and/or services needed for the student to benefit from education, including whether the use of a school-purchased assistive technology device is required to be used in the student's home or in other settings in order for the student to receive a free and appropriate public education (FAPE).

When a student needs an assistive technology device or service, the IEP team should consider what instruction the student might require for use of the assistive technology device, as well as any supports and services the student and/or the student's teachers may need related to the use of the device including training, programming, and device maintenance.

This Assistive Technology Guide serves as a general reference for administrators, teachers, and related service providers employed by Germantown Municipal School District (GMSD) when assistive technology is being considered or currently being used to help implement a student's Individualized Education Plan (IEP) as mandated by the "Individuals with Disabilities Education Act" (IDEA).

What is Assistive Technology?

Generally, assistive technology (AT) can be defined as equipment, procedures, and strategies that allow individuals with disabilities to participate in activities at school, at home, and/or in the workplace and to become as independent as possible in these settings. In the educational setting in particular, AT can contribute to helping individuals meet the goals and objectives of their Individualized Education Program (IEP) and in accessing the school program to the maximum extent possible.

Assistive technology includes a wide spectrum of devices from low technology to high technology. Toward the low end of the technology spectrum, AT can be a ramp at the school door, adaptations to water fountains and restroom facilities, modified seating, or a page-turner made from a dowel rod and a rubber eraser that can be used to support a student in performing tasks required in his/her school program. Toward the higher end of the technology spectrum, AT can include computers with specialized software or sophisticated voice output devices.

What are the roles of the GMSD Assistive Technology Team?

The GMSD AT Team is available to help guide the IEP team in making decisions about what technology might be appropriate to help students achieve their IEP goals and objectives and to access the curriculum and participate in school activities to their maximum ability. The GMSD AT Team can suggest solutions from low-tech to high-tech on a case-by-case basis according to

educational necessity. Many AT Team referrals are related to problems with physical functioning, vision, hearing, health, motor abilities, and the speech mechanism.

When, Who and How to Contact the GMSD AT Team

Below are sample scenarios that may arise during the school year when it would be appropriate to contact the GMSD AT Team. The Case Manager, an administrator, the ESE Clerical, and/or related service provider may contact the AT Team by emailing Lesley Parker at Lesley.Parker@gmsdk12.org

- The IEP team has determined that assistive technology may be necessary for a student to meet his/her goals and objectives on the current IEP.
- A teacher or related service provider needs input or assistance with AT materials for use with a student or students.
- A student has a GMSD-owned device (whether it is being used or not) and there are questions about how to use the device or there is a problem with the device.
- A GMSD assistive technology device has been issued through ESE but is not being used or is not functioning properly.
- A parent or other IEP team member requests training on a device from an outside agency (whether the device is owned by the student or GMSD).

How to Make a Referral to the GMSD AT Team

In most cases, consultation with the GMSD AT Team services should come **before** requesting a formal assistive technology assessment. This allows for communication and consultation between IEP Team members and the GMSD AT Team to best meet the needs of the individual student in the most efficient manner.

The following procedures should be followed to refer a student to the GMSD AT Team:

A contact person for the IEP team (either the case manager, an administrator, an ESE clerical or a related service provider) should email Lesley Parker (Lesley.Parker@gmsdk12.org). The email should include the student's first and last name, school, and a brief explanation of the reason for the referral as well as the name and role of the person requesting the referral.

The AT team will respond by reaching out to team members working with the student as part of the consultation process. Recommendations made as a result of the consultation may include a trial period with one or more devices and/or other AT strategies or materials that may be used to support the student in his or her school program.

How to Request a Formal Assistive Technology Assessment

****IMPORTANT: BEFORE requesting a formal AT Assessment in writing at an IEP meeting, contact the GMSD AT Team to arrange a consultation.****

When the IEP team has consulted with the GMSD AT Team and a formal AT assessment has been recommended, following the procedures below will facilitate the process:

During the IEP Team meeting, the specific reason for the AT Assessment must be noted in the IEP Minutes and a copy of those minutes should be submitted to the AT Team.

During the IEP Team meeting, the student's parent or guardian must sign a Consent for AT Assessment form. A copy of this consent form must be faxed to Felicia Mathis at 901-757-6479 within 24 hours of the IEP meeting.

A member of the GMSD AT Team will contact the Case Manager to plan for the AT evaluation.

One or more members of the GMSD AT Team will visit the school and work with school staff and the student to complete the AT assessment, after which an AT Team member will notify the school's special education clerical assistant that the report has been completed and will request that an IEP Team meeting be scheduled to review the results of the evaluation.

Who conducts an assistive technology assessment?

A quality assistive technology assessment depends on active participation and input of all who are involved in the instruction of the student at school as well as the student's parents. The GMSD AT Team will work with the student's school-based teaching staff, related service providers, and parents to gather information as part of the evaluation process. The AT assessment team varies according to the needs, skills, and disabilities of the student.

Members of the GMSD AT Team receive training on a yearly basis within their disciplines and within the area of assistive technology. This training keeps them aware of new technologies, best practices information, and strategies for using assistive technology to support a student. The GMSD AT Team may include any combination of the following people, depending on the needs of the student:

- Parent
- Assistive Technology Practitioner
- Speech-Language Pathologist
- Occupational Therapist (OT)
- Physical Therapist (PT)
- Vision Teacher
- Special Education Teacher
- General Education Teacher
- Audiologist
- Educational Psychologist

GMSD AT Team Support for the Student's IEP Team

At the IEP Team meeting, the GMSD AT Team will make recommendations and discuss options. If AT devices are needed, changes may be made to the student's IEP at that time. If assistive technology is recommended to support the student's educational program, the IEP Team has the following responsibilities:

- Consider the recommendations of the GMSD AT Team.
- Plan for and use the AT device or materials in appropriate settings, with appropriate teaching staff and at appropriate times of the school day.
- Specify in the Minutes of the IEP meeting the details about when, where and by whom the assistive technology is to be used. The IEP Team may enlist the help of the GMSD AT Team in creating an "implementation schedule" that explains when the student will begin using the device and in which settings.
- Request any additional equipment and/or training from the GMSD AT Team that is required in order to implement the technology described in the student's IEP. Please note: the GMSD AT Team will provide training in the use of AT materials to GMSD staff. Training by an outside source should **not** be listed in the IEP or in the Minutes.
- Write a detailed Present Level of Performance. This present level should reflect both what the student is able to do **without** the use of assistive technology as well as **with** the use of AT.
- **Never** write a brand name in an IEP. Instead, list only the general type of the device. For example, indicate "keyboarding device," not Alpha Smart or "communication device," not Dynavox or iPad with LAMP WFL).
- In EasyIEP Supplemental Aids/Services, AT can be added by selecting from the pull-down list (example: AT-Adapted Computer Switches). Enter the "Number of Sessions" and "Session Length" in EasyIEP.
- In the section entitled "Consideration of Special Factors for IEP Development," answer "Yes" to the question "Is assistive technology necessary in order to implement the student's IEP?" Then list the **type** of device being used, e.g., keyboarding device, to answer the question, "If yes, what is needed?"
- When creating measurable annual goals and objectives, focus on the skill rather than the device, e.g., the student will request reinforcers. The type of device may be listed in the "Program Modifications/Supports for School Personnel" field that follows each goal.
- *Please note: Assistive technology should NOT be listed as a related service on the service hours page of the IEP.*

Training and Technical Support for AT Devices Used in the School System

School staff as well as the parents of students who use AT devices can request training and/or technical assistance from the GMSD AT Team by contacting Lesley Parker at Lesley.Parker@gmsdk12.org.

The GMSD AT Team must be contacted prior to any request for help from an outside agency. In most cases, the GMSD AT Team can handle training and/or assistance with set-up or troubleshooting with a device.

If a parent or other IEP team member wants to request that an outside agency provide training or other tech-related services (whether the device is owned by the student or by GMSD), the case manager should contact the GMSD AT Team.

Implementation of the IEP Involving Assistive Technology

When assistive technology is included in the student's IEP, the IEP Team members must specify how AT will be used to meet goals and objectives. The team must also indicate how progress will be documented. Part of the role of the GMSD AT Team is to provide support in developing and carrying out this plan. Examples of questions to consider for implementation of AT are as follows:

- What will the student be able to do with AT that he/she couldn't do before?
- Who are the persons responsible for implementing the use of AT and tracking progress?
- What training is required for whom, by whom, and when?

Technology Check-Out Agreement

If the student's IEP Team determines that an AT device (owned by Germantown Municipal School District) is needed outside the school day to implement IEP goals and objectives, a Student Equipment Agreement Form must be signed by the parents and approved by ESE Supervisor *prior* to the device being taken home. Contact Lesley.Parker@gmsdk12.org to get the form. The form must be completed by the Case Manager, signed by the parent, and submitted to Lesley Parker.

Follow-Up and Periodic Review

An Assistive Technology team member will follow-up after the initial consultation or evaluation through the following processes:

- Train the student, teacher, appropriate staff members, and/or family as needed on the use of the Assistive Technology device, materials, and/or strategies. Observe the student using the AT device, materials, and/or strategies within the school environment.

- Document how the teaching staff and/or related service providers are using the AT device, materials, and/or strategies.
- Troubleshoot any AT breakdowns and handle repair and replacement of devices as necessary.
- Attend IEP meetings at the school as appropriate to review progress and determine any changes that may need to be made to the students IEP.
- Continue to reassess the student's needs periodically as appropriate.

What to do at the Annual IEP Meeting when AT is Being Used

When planning for a student's annual IEP Team meeting when assistive technology is being considered or already being used, the special education clerical at the school should contact an AT Team member to alert them about the IEP meeting. It may or may not be appropriate for the AT Team member to attend the meeting, which will be communicated to the clerical at that time.

Teachers and/or related service providers should write a detailed present level of performance that documents the student's performance and progress using any assistive technology. The present level should include the student's level of independence using the technology.

IEP Team members should also consider how AT continues to be needed to implement new IEP goals. The team should discuss whether the device or service continues to be appropriate or whether any changes need to be made.

End of the School Year and School-Transfer Procedures

When a student will be transferring to a different school during the school year, whether it is within the GMSD district or not, the Case Manager should contact Lesley Parker at Lesley.Parker@gmsdk12.org so that the AT Team is alerted to the change.

Case Managers and related service providers will be notified in the spring regarding the procedure for summer check-out of devices, transport of devices to the ESY site, and storage and inventory of materials issued through the GMSD AT Team.

School-based Assistive Technology Dos and Don'ts

- DON'T recommend an AT assessment unless you have spoken with a GMSD AT Team member concerning the issue.
- DO contact a GMSD AT Team member immediately after an IEP meeting where the possible use of assistive technology is mentioned.
- DO contact the GMSD AT Team at any time if there are questions about using a device or if a device isn't working properly. Communication between school staff members is essential to the success of the device!

- DO have a student's parent sign a Release of Confidential Information form and place the form in the student's ESE file whenever you expect to communicate with an outside agency about AT for the student. This includes physicians, private therapists, and representatives from companies that make or sell AT devices. The GMSD AT Team must be contacted prior to making contact with any non-GMSD agency regarding assistive technology devices or materials.
- DO keep data on how the student is doing with the AT device, including and how often, in what settings, with whom and at what level of independence. (If a device is only being used for 30 minutes per week over a period of several months, it may not be necessary for the implementation of the student's IEP.)
- DON'T list the name of a specific AT device in a student's IEP! Instead, use a generic name such as "keyboard device" or "voice output device."
- DO note in the IEP who is expected to provide the device (the school, ESE, the parents).
- DON'T agree to let the student take a device home without following the proper procedures. This is an IEP Team decision and must involve a GMSD AT Team member.
- DO consider all forms of assistive technology for the student. The fact that a device is more expensive or higher on the technology spectrum does not mean it is a better or more appropriate device for that student.
- DO make sure that all staff members and the student (and parents) understand usage, safety, and care guidelines for the device being used. Talk to them about the costs involved in replacing or repairing the device and their responsibilities in caring for the device.

REMEMBER . . .

Providing assistive technology alone is not the goal. Rather, the goal is to provide AT to help the students attain their educational goals.

Goals and objectives should be developed first and then the need for assistive technology should be addressed.

There should be a clear relationship between the student's goals and objectives and how assistive technology can facilitate accomplishing those goals and objectives.

It is the responsibility of the Case Manager and other service providers to request support from the Assistive Technology Team as needed for each student.

An AT device alone isn't the solution when there is lack of progress on goals and objectives. Assistive technology is only good as an educational tool when it is appropriate to a student's

needs and skills set and when the technology is well understood and systematically implemented by teachers, paraprofessionals, related service providers, and families.

DISCIPLINE PROCEDURES

The purpose of this section is to assure that all personnel are familiar with the fundamental rules and regulations regarding the suspension and expulsion of students with disabilities. These rules and regulations are based on federal law [IDEA 2004] and take precedent over state and local rules and regulations. It is imperative that school personnel be aware of those students who are classified as disabled under either the IDEA or Section 504. Please consult the Exceptional Student Education Department with any questions, as this is not a comprehensive discussion of suspension and expulsion.

Keep careful documentation of all attempts to assist students with behavior problems. Often schools go to extraordinary lengths to help students correct behaviors before suspensions are implemented. It is very important to document those attempts.

- 1. Suspensions** - A principal can remove a child with a disability from his/her current educational placement for no more than 10 school days in a school year without providing educational services. Bus suspensions count towards these days if this is a service on the IEP.
- 2. Manifestation Determination Reviews** - If a student is to be suspended for more than 10 days in the school year, an IEP Team meeting must be held. This meeting should be held immediately, if possible, but no later than 10 days of the suspension decision in order to review the relationship between the child's disability and the conduct subject to the disciplinary action. At that meeting the Manifestation Determination form is completed by the IEP Team. If the child's disability is not the cause or manifestation of the behavior, the child can be suspended in the same manner in which children without disabilities are suspended. However, during the suspension the child must receive FAPE (Free Appropriate Public Education) as determined by the IEP Team. If the child's disability is the cause of the behavior, the child cannot be suspended beyond the 10 days. However, the IEP Team can consider more appropriate placements in order to continue the implementation of the child's IEP.
- 3. Providing FAPE** - The school system must provide FAPE (Free Appropriate Public Education) during the time of suspension to children when they are suspended for more than 10 school days in a school year. The child's IEP Team determines the extent of which services are necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's IEP.
- 4. Functional Behavior Assessments/behavior Intervention Plans** - Another legally mandated function of the IEP Team is to develop Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP) for children who are at risk of being removed for more than 10 school days in a school year. FBAs and BIPs should be viewed

as one task rather than two separate ones. The FBA/BIP becomes part of the child's IEP and, therefore, becomes part of the commitment between the school system and the parent. Functional Behavior Assessments and Behavior Intervention Plans should be filed on the left inside front cover of the child's most current special education folder.

*Refer to GMSD's Preschool Manual for information regarding discipline of preschool children.

FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)

A formal assessment process for understanding a student's behavior is an FBA. An FBA involves data gathering from various sources (e.g., direct observations, teacher and parent input, developmental history, behavior tracking systems) to help determine reasons why an individual is displaying behaviors (i.e., the function of the behavior) in order to for teams to create an effective behavior plan. An FBA can be completed for students with and without disabilities. However, an FBA, or if one already exists, an FBA review, is legally required when a student with an IEP engages in behavior that results in a change of placement for the student of more than 10 days. However, if a student's behavior continues to significantly impede their learning, the learning of others, or is unsafe, an IEP team may choose to conduct an FBA at any time.

Consent for FBA

An FBA is an individualized evaluation and therefore, in accordance with IDEA, written, informed parental consent is required. A copy of the GMSD FBA Consent Form is located in the *Appendix I*.

The FBA Process

An FBA is a problem-solving process for gathering information which describes and seeks to understand the student problem behavior(s). This is a critical step for supporting students with complex or unsafe behavior and should be thoughtfully completed with all vested stakeholders who have firsthand knowledge about the student, including his/her family. A variety of data should be collected for the team to review including teacher and parent interviews, observations, behavior and data collection, discipline records, IEP goal progress monitoring, prior BIPs, and any additional data available.

Teams can collect data on the problem behaviors as part of direct observations as well as other behavior data methods such as documenting the rate/frequency, duration, and intensity of behaviors. Part of the data collection methods should include antecedent information (e.g., settings, environment, people, and/or event that occurred just prior to the problem behavior) and consequences (i.e., what happened as a result of the presented behavior).

The completed FBA will help the team determine at a minimum:

- Student strengths and weaknesses
- Operationally defined target or undesirable behaviors (i.e., description of the behaviors in terms that are observable and measurable by any one)
- Antecedents present when the student is engaging in the undesirable behavior (i.e., setting, course/content, task, peer/adult interaction, etc.)
- Antecedents present when the student is engaging in a preferred behavior

- A baseline of the frequency, duration, and intensity of the undesired behavior prior to interventions
- Consequence of the target behavior(s) (e.g., response of others, changes to environment or setting, etc.) and how that impacted the frequency (i.e., increase or decrease of undesirable behavior) or intensity of the behavior (i.e., escalation or escalation of undesirable behaviors)
- Hypothesized (reason) function of the behavior (i.e., escape, affiliation or attention, tangible, sensory)
- Replacement (preferred) behavior or coping strategies

An FBA may be conducted by school personnel and does not require a specific licensure or degree. However, school teams may seek to include a behavior specialist or school psychologist to guide the discussions, conclusions, and intervention or BIP development.

When conducting an FBA, a team should collect data from a variety of sources and base any conclusions on the holistic data rather than a single piece of information or assumptions based on prior student evaluations. Correctly identifying the function can minimize the time guessing and trying new behavior plans by the team and instead focus on refining the plan to both meet the needs or function of the behavior, while simultaneously teaching the student alternative behaviors or coping strategies that are safer than the target behavior and allow the student fuller access to instruction.

This is not a simple, one-time process and may need to be revisited several times throughout the year. A full IEP meeting is not necessary each time the team reviews a student's FBA; however, if the results of the FBA (or FBA review) may impact a student's provisions of services and supports through the IEP, an IEP team meeting must be held to make any changes to the IEP. In addition, if a student's unsafe or highly impacting behaviors are increasing, the IEP team may need to reconvene to determine if the student's current service delivery model is meeting his/her needs or if a new, more intensive, LRE needs to be considered. For more information or guidance on FBAs, please contact Laura Freeman or Erin Rhodes.

BEHAVIOR INTERVENTION PLAN (BIP)

A BIP is a plan that includes positive strategies, program modifications, and supplementary aids and supports aimed to decrease problem behaviors and reinforce replacement behaviors that allow the child to be educated in the LRE. The BIP should be developed using the data and recommendation from the FBA. A BIP should, at a minimum, outline the following:

1. A clear description of the target behavior(s). This is the one that the team is attempting to extinguish or reduce.
 - a. A current baseline for the target behavior
 - b. Function (i.e., reason) of the behavior
2. Clearly defined replacement behavior
 - a. How the replacement behavior will be taught or the intervention
 - b. When and where the intervention will take place
 - c. How the intervention will be progress monitored
3. A positive reinforcement plan for the use of the replacement behavior and/or decrease of the target behavior
4. Environmental or other strategies/accommodations to reduce the antecedent(s) to the target behavior(s)
5. Consequence plan for when the target behavior occurs
6. For unsafe behavior, a crisis plan or safety plan the student
7. Staff members required for BIP implementation and team member responsibility(ies)
8. Identify any training or additional information needed by any staff members
9. Date and time to reconvene and review student progress on the BIP goals

The BIP should be perceived as a playbook that outlines the actions of the adults to create a single coherent and consistent plan for the student. Using clear, observable descriptors will help ensure the same understanding of all staff supporting and interacting with the student on a regular basis. The team should also consider informing, and when needed, training the support staff that engages daily with the student such as the cafeteria staff, office staff, and bus driver(s). Working together as a team will help the student to understand both the expectations and the rewards of the replacements behavior(s).

A student's behavior will not change simply because a BIP was created. It is the thoughtful and consistent implementation of the plan that supports the student in learning and achieving his/her goals. As with academic interventions, if the intervention is not working or the progress the student is making is very slow, change the intervention. Additionally, as the student grows and develops, the strategies and behavior intervention(s) need to grow and develop as well. Most importantly, the strategy(s) selected need to be ones that the whole team feels they can implement with fidelity to increase the likelihood of a successful BIP.

**Forms necessary for completion of a FBA and BIP can be located in the Appendix I.*

RESTRAINT AND ISOLATION

In an ideal situation, a comprehensive FBA leads to a fully developed BIP that ensures a student's behavior remains safe, targeted behaviors are extinguished, and the student uses the replacement behavior(s) consistently. However, this is not always the case. There are a few students for whom their behavior or disability impacts them to such a degree that they are unsafe to themselves or others. In these emergency situations isolation (seclusion), and/or restraint may be necessary for the student's safety and/or the safety of those around them.

The Tennessee Special Education Behavioral Supports Act provides the following definitions:

- "Isolation" or "seclusion":
 - Means the confinement of a student alone in a room with or without a door, or other enclosed area or structure pursuant to § 49-10-1305(g) where the student is physically prevented from leaving; and
 - Does not include time-out, a behavior management procedure in which the opportunity for positive reinforcement is withheld, contingent upon the demonstration of undesired behavior; provided, that time-out may involve the voluntary separation of an individual student from others;
- "Physical holding restraint" means the use of body contact by school personnel with a student to restrict freedom of movement or normal access to the student's body; § 49-10-1305. Restrictions on administration of, or use of, isolation or restraint.
 - Administering a chemical restraint to a student receiving special education services, as defined by § 49-10-102, is prohibited; provided, that nothing in this subsection (a) shall prohibit the administration of a chemical restraint when administered for therapeutic purposes under the direction of a physician and with the child's parent or guardian's consent to administer such chemical restraint.
 - Administering a noxious substance to a student receiving special education services, as defined by § 49-10-102, is prohibited.
 - The use of any mechanical restraint on any student receiving special education services, as defined by § 49-10-102, is prohibited. Both isolation and restraint minimize or prevent freedom of movement. This is an important part of the definition to understand in order to prevent restraint or isolation when it is not an emergency situation.

Some students require equipment for positioning, maintaining physical health, communication, etc. The equipment may limit movement, such as a chair for positioning that includes a seat belt. This equipment is important for the student's health and success. However, staff should ensure that it is not used to force compliance, obedience, or prevent a student from leaving the area. Disabling or removing any equipment or device required by the student, such as a wheelchair or

augmentative communication device, as a means of coercion, punishment, convenience, or retaliation is prohibited.

Restraint, either by physically minimizing a student's movement or physically directing the movements made by the student, or an isolation within a room in which the student's exit is restricted shall only be imposed by school personnel who have been certified for completing behavior intervention training. Only if no trained personnel are available, is it permissible for other school personnel to restrain/isolate the student. A student may not be locked in a room or physical space that is structurally built to prevent the student's ability to leave once calm. Any exit plan needs to be developed with the intention of the isolation or restraint ending as soon as the student is safe. Procedures or protocols for the student to demonstrate that they are calm and ready to exit should be designed with the expectation of a rapid exit and based on the knowledge the team has of the individual student.

Pre-Planning for Restraint/Isolation

In order to ensure that school personnel are prepared for an emergency, a school should develop a plan for restraint and/or isolation. Just as with other emergency plans such as a fire evacuation plan (fire drill) or tornado drill, the plan is developed with the hope that it is never needed or used.

One strategy to prepare for a crisis situation is to create a "hallways clear" code or drill. This drill, when used, would signal to students that they are to remain in their current classroom, engaged in instruction until notified the drill is complete. Keeping the hallways clear then provides an opportunity for a student who is unsafe to be calmed, or restrained without an audience or peers being placed at risk. This same drill may be found useful for other situations such as a student who is injured and will need to be treated by paramedics or ambulance, parents loudly arguing or confronting one another, or to prevent injury while a student who has eloped from class and is actively running in the hall. School personnel may wish to identify a space that can be used for isolation. This space must:

- be unlocked
- be free of any condition that could be dangerous to the student
- be well-ventilated
- be temperature controlled
- be well lighted
- allow continuous visual contact from school personnel
- be at least 40 foot square
- be in compliance with all state and local fire, health, and safety codes.

Reporting the Restraint and/or Isolation

In accordance with Tenn. Code Ann. § 49-10-130455, the Special Education Behavioral Supports Act, administrators must be notified when a student has been restrained/isolated. In addition, parents must be notified, orally or in writing, on the same day their student has been restrained/isolated, including the length of time the restraint/isolation was imposed and to what degree (physical hold or held within an area and blocked for leaving). If the student has been restrained/isolated and has no prior FBA or BIP completed, the school should request permission to begin an FBA in order to prevent further escalation to the degree that requires restraint/isolation.

Additionally, any restraint must be noted in a report within EasyIEP. If the team is unclear whether the actions of a staff member/team was an isolation or restraint, it is better to err on the side of caution and report it to the parents, administrator, and document appropriately. This choice provides the opportunity for open, honest, and transparent data of the student's behavior and the staff response.

In a situation where the student's behavior required both restraint and isolation, the team should report both situations into EasyIEP. For example, a student becomes upset and begins running around the classroom trying to stab the adults and peers with their pencil. Two trained staff members restrain the student and use a restraint transport to safely move the student to the isolation room. The staff is able to let go and exit the isolation room and the student remains isolated until they have sufficiently calmed down to remain safe upon leaving. In this scenario, the team would first complete a restraint report and then complete the isolation report. This dual reporting provides more accurate information both to the parents and to the student's IEP team on their behavior needs and crisis, or unsafe behavior pattern.

Training in Restraint and Isolation

The Special Education Behavioral Supports Act, T.C.A. § 49-10-1303, defines the legal requirements for training, use, and reporting of isolation and restraint. School personnel who may be involved in isolation and/or restraint should be knowledgeable of these requirements.

The GMSD ESE Department provides crisis management training in Crisis Prevention Institute (CPI) and Professional Crisis Management (PCM) to all special education teachers, paraprofessionals, administrators, and other necessary staff members. After the initial certification course, re-certification is provided annually.

Important Reminder about Isolation and Restraint

- A single instance of restraint should not last longer than 5 minutes unless specified and agreed upon within the student's IEP and BIP.

- Isolation time should not exceed 1 minute per the student's age. For example, if the student is 7 years of age, isolation should last no longer than 7 minutes.

MAINTENANCE OF INDIVIDUAL SPECIAL EDUCATION FILES

The special education clerical assistant and special education teachers/therapists are responsible for maintaining each student's individual file.

- All records, reports, and pertinent information must be filed
- All records should be securely bound. Create a second file if the first one gets too thick.
- Special Education documents should be filed on the right hand side of the folder
- Place the following documents on the left side of the folder: Functional Behavior Assessment, Behavior Intervention Plan and Health Care Plan

All files contain at least the following:

- Records Review Form
- Record of Telephone Calls (for those that don't have access to log contacts in EasyIEP)

Order of File Documents

Files should be arranged in chronological order, with oldest documents on bottom and newest on top, as much as possible.

Consent meeting

- Notice of IEP Team Meeting/Invitation for a Meeting
- Consent for Initial Evaluation/Consent of Initial Assessment
- Prior Written Notice
- Minutes

Eligibility Meeting

- Notice of IEP Team Meeting/Invitation for a Meeting
- Hearing and Vision Screening Results
- Teacher Observation Forms
- Evaluation Report(s) [Psychological, Speech/Language, audiological, functional vision, medical, OT, PT, etc.]
- Eligibility Report (on blue paper)
- Prior Written Notice
- Minutes

IEP Meeting

- Notice of IEP Team Meeting/Invitation for a Meeting
- Pre-vocational Checklist
- IEP
- Prior Written Notice

- Minutes
- IEP Progress Reports (on top of IEP at the end of the IEP period when applicable)
- Option 1 Bi-weekly form (when service is provided on a consultation basis) [filed on top of IEP at the end of the school year]

Reevaluation Meeting

- Notice of IEP Team meeting/Invitation for a Meeting (for reevaluation)
- Teacher Observation Forms (at least 2)
- Reevaluation Summary Report
- Eligibility Report (on blue paper)
- IEP
- Prior Written Notice
- Minutes
- IEP Progress Reports (on top of IEP at the end of the IEP period when applicable)

Additional information is filed chronologically as it is received.

Special Education files must be kept current. All IEP goals and objectives should be evaluated using the IEP Progress Report each 9-week period and at the end of the IEP. The progress report is sent home to parents each 9-weeks; a paper copy is filed at the end of the IEP and at the end of the school year.

IEP team minutes should be completed each time the IEP team meets.

A new Eligibility Report should be completed and signed each time the student goes through the re-evaluation process.

Each eligible student's IEP must be evaluated and rewritten at least on an annual basis.

CONFIDENTIALITY AND SECURITY OF SPECIAL EDUCATION FILES

Each local school shall maintain an individual case record (Special Education File) for each student receiving special education services of any nature.

These records are to be treated as CONFIDENTIAL. Special Education files are to be maintained in a locked file cabinet and locked room, as they contain personally identifiable information and must be protected in a secure place.

A record must be kept of parties obtaining access to special education files. This Record Review Form is to be located on the inside cover of IEP folders. It must be located in the permanent records for all district exceptional students. This form must be signed by anyone examining student records.

Parents must be permitted to review individual records upon request without unnecessary delay and before any meeting regarding the student.

Non-custodial parents have the same rights as the custodial parent regarding major educational decisions, attendance at IEP meetings, and access to student records unless formally terminated by court order.

As professionals with knowledge of various personal and educational facts regarding students and their families, it is of utmost importance to protect the privacy of those individuals and family units by never discussing student information in public with anyone or in private with others who are not primarily involved with the issues. The right to privacy extends to public displays of names or other identifiable information on computer screens, interschool envelopes, note pads, or printed materials left unattended on teacher's desks. GMSD protects the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

Individual Education Plans or any other document protected under confidentiality laws should only be shared with persons who have a legitimate educational interest. (i.e. the persons who are directly responsible for carrying out any component of the IEP). Examples of people who would have a legitimate educational interest would be the special education teacher, any general education teacher who works directly with the student, building administrator, school psychologist, related service providers, paraprofessional (if applicable), and substitute teacher. Please note that this is not an exhaustive list.

It is imperative that everyone involved with carrying out the IEP is aware of their role. The following is the process for sharing of IEP's and related information.

1. Special Education Teacher (case manager) makes a copy of the IEP At A Glance for each regular education teacher that works with the student. These copies must be made and distributed at the start of each school year, and within 2 working days of any IEP meetings or revisions that are done throughout the school year.
2. The general education teacher then has 2 working days from the receipt of the specially designed instruction to sign the "Documentation of IEP Review by Other Teachers not in Attendance" indicating that they have received this information.
3. Each special education teacher is required to keep documentation that they distributed the copies of the IEP At-A-Glance to the appropriate team members for every student on their roster.
4. Each general education teacher is required to keep documentation of receipt of the IEP At-A-Glance. It is recommended that this information be kept in a central location.

Anyone reviewing a Special Education file must sign it out through the Special Education Clerical Assistant. Use the Special Education File Check-Outs for documenting persons reviewing files. No special education file is to leave the vicinity of the Special Education file area unless it has been checked out through the Special Education Clerical Assistant. IEP teams will need the file for meetings, but great caution should be exercised when taking the file from the file area, as special education files contain strictly confidential information available only to those staff members who provide a service to the student.

Special Education files are never to leave the school building (unless called for by the Exceptional Student Education Department). They must be returned to the Special Education Clerical Assistant and locked up by the end of the school day that they are checked out.

MAINTENANCE OF EFFORT PROCEDURES

Germantown Municipal School District takes many steps to ensure Maintenance of Effort funding is met from year to year. The finance department, which consists of Chief Financial Officer, Kevin Jones, and Latoya Cohen, Senior Accountant, sends monthly reports to ensure GMSD is actively monitoring expenditures and the accounts they are coded to. Mr. Jones and the Assistant Superintendent of ESE, Ms. Huffman, meet weekly in Cabinet meetings with the Superintendent to discuss financial expenditures and concerns. Both Mr. Jones and Ms. Huffman also attend and participate in crafting budget planning meetings, board meetings, and strategic plan development meetings.

APPENDIX A

Required IDEA Timelines (as of August 2019)



Timelines in Special Education

Action	Timeline
Referral for Initial evaluation/parental consent received	60 calendar days of receiving parental consent <i>34 C.F.R. 300.301 (c)(1)(i)</i>
Initial placement meeting for special education services	30 calendar days from eligibility determination <i>34 C.F.R. 300.323 (c)(1)</i>
IEP Review	At least annually <i>34 C.F.R. 300.324 (b)(i)</i>
Written request for an IEP team meeting from parent	Within 10 school days <i>TN Rule 0520-01-09-.14</i>
LEA schedules an IEP team meeting with parent	At least 10 calendar days before the IEP meeting <i>TN Rule 0520-01-09-.15</i>
Parent request to inspect and review records	Without unnecessary delay and before any meeting regarding an IEP, and in <u>no case more than</u> 45 calendar days after the request <i>34 C.F.R. 300.613 (a)</i>
Parent request to amend records	Within a reasonable period <i>34 C.F.R. 300.618 (b)</i> Decision to amend or not within 10 school days of receipt of the request <i>TN Rule 0520-01-09-.22</i>
Re-evaluation	Must occur at least once every 3 years <i>34 C.F.R. 300.303 (b)(2)</i>
Disagreement on IEP team decision to change program	No change for 14 calendar days to afford parent the opportunity to request a due process hearing <i>TN Rule 0520-01-09-.13</i>
Draft IEP	Requires parents receive a copy of a draft IEP at least 48 hours before a scheduled IEP meeting, <u>if the school or district creates such a draft.</u> <i>TN Rule 0520-01-09-.15</i>
LEA response to Administrative Complaint allegations	The LEA must provide a response to the department <u>no later than</u> 15 calendar days from the date of notification, unless an extension is granted by the department. <i>T.C.A. 49-10-604</i>
Manifestation Determination review meeting	May be conducted on at least a 24-hour notice to the parents <i>TN Rule 0520-01-09-.15</i>
Disciplinary removal from educational placement	10 school days per academic year <i>34 C.F.R. 300.530 (b)</i>

Prior Written Notice	At least 10 school days <u>prior</u> to an LEA either proposing or refusing to initiate or change the identification, evaluation, or educational placement of the child, or the provision of FAPE to the child <i>TN Rule 0520-01-09-.16</i>
Appointment of surrogate parent	Allow 30 calendar days for a response from parent before appointment <i>TN Rule 0520-01-09-.20</i>
Homebound placement for discipline reasons	On an emergency basis only and a period time <u>not to exceed</u> 30 school days to determine how to best address the child's needs <i>TN Rule 0520-01-09-.07</i>
Homebound placement for medical necessity	Reviewed at intervals of 30 school days <i>TN Rule 0520-01-09.07</i>
Use of isolation/restraint	If the student's IEP does not provide for the use of isolation or restraint for the behavior precipitating such action or if school personnel are required to use isolation or restraint over an extended period of time as determined by department rules, then an IEP meeting <u>must</u> be convened within 10 calendar days following the use of isolation or restraint. <i>T.C.A. 49-10-1304 (d)(2)</i> An IEP team meeting pursuant to <i>T.C.A. 49-10-1304</i> may be conducted on at least 24 hours' notice to the parents. <i>TN Rule 0520-01-09-.23</i>
Administrative Complaint	Investigated and resolved within 60 calendar days <i>34 C.F.R. 300.152 (a)</i>
Mediation	In a timely manner <i>34 C.F.R. 300.506 (b)(5)</i>
Due process hearing sufficiency determination	Within 5 calendar days of receiving the request <i>34 C.F.R. 300.510 (d)(2)</i>
Due process resolution session	Within 15 calendar days of receiving request <i>34 C.F.R. 300.510 (a)</i>
Due process hearing decision	<u>No later than</u> 45 calendar days after the resolution process <i>34 C.F.R. 300.515 (a)</i>

APPENDIX B



PARENT CONSENT FOR VISION/HEARING SCREENING

Parent/Guardian Name: _____

Address: _____

City/Zip: _____

Student Name: _____ Grade: _____

School: _____ Teacher: _____

Date Sent: _____ Date Received: _____

We are requesting permission to conduct vision and hearing screenings on your child in order to rule out any possible difficulties he/she may be having in school as a result of vision or hearing problems. Please sign and date this form and return it to the school. When the screenings have been completed, the results will be shared with you.

Your prompt reply is appreciated as your permission is needed in order for the screenings to take place. Please check one of the following:

_____ **I give my permission for vision/hearing screenings.**

_____ **I do NOT give my permission for vision/hearing screenings.**

_____ **Signature of Parent/Guardian** **Date:** _____

If you have any questions, you may contact the following:

_____ **Name of Person** _____ **Title** _____ **Telephone Number**

APPENDIX C



GERMANTOWN MUNICIPAL SCHOOL DISTRICT
RELEASE OF CONFIDENTIAL INFORMATION
EXCEPTIONAL STUDENT EDUCATION
3350 S. FOREST HILL IRENE ROAD
GERMANTOWN, TN 38138
901-752-7900 • Fax: 901-757-6479

Student's FULL Name: _____
School: _____ Grade: _____ Birth Date: _____ Gender (M/F): _____
Address: _____ City/Zip: _____
Student Resides With: _____ Relationship to Student: _____
Home Phone: _____ Work Phone: _____
Type of Special Education Program: _____

Check the appropriate box:

- Information may be obtained from the following individual or agency.
- Information is to be released to the following individual or agency.
Name and address of individual or agency:

Pursuant to Federal Guidelines concerning the right to confidentiality, I authorize:

- Germantown Municipal School -or- Other (listed above)
to release my child's medical, psychological, and/or educational records to:
- Germantown Municipal School -or- Other (listed above)

I specifically consent to the release of information or medical, psychological, and/or educational records pertaining to : (check all that apply)

- student's previous special education placement and/or services including educational, psychological, medical, speech, language, and audiological assessments.
- verbal communication between appropriate Germantown Municipal School District personnel and above stated individual/agency
- other (specify): _____

I understand that I may revoke this consent to release information at any time; however, I also understand that any release which has been made prior to my revocation and which was made in reliance upon this authorization shall not constitute a breach of my right to confidentiality. Unless I revoke this authorization prior to such time, this authorization shall expire.

- within one year from date of the signature
- as otherwise specified here: (start date, event, condition of expiration)

At that time, no express revocation shall be needed to terminate my consent.

(If the client is under age eighteen, or has a guardian appointed by the court, this release must be signed by the client's parent or guardian.)

Signature of parent, legal guardian, or client age 18 or older _____
Date: _____

Signature(s) of witnesses:

APPENDIX D



Germantown Municipal School District

3350 S. Forest Hill Irene Road

Germantown, TN 38138

(901)752-7900 • Fax (901)757-6479

Medical Information/Certification Form

Health Impairment, Physical (Orthopedic Impairment), Traumatic Brain Injury

Autism, Emotional Disturbance

Physician: *This student is being evaluated by Germantown Municipal School District to determine if additional education services are needed due to a possible medical condition that might significantly impact school performance. The information below is a necessary part of the evaluation to help the IEP Team determine whether or not the student requires in-class interventions, direct or related services in Special Education and/or services in order to progress in the general curriculum. The information will be confidential and used only by persons directly involved with the students.*

Student _____ Birth Date _____ School _____

Parent(s) _____ Address _____

Date of Evaluation _____

General Health History and Current Functioning

Diagnosis/Etiology _____

Prognosis _____

Medications _____

How does this medical or health condition impact school behavior and learning?

Recommendations _____

Special healthcare procedures, special diet, and/or activity restrictions

Does the student have any other medical condition or disorder that could be causing the educational and/or behavioral difficulties? _____

If yes, explain _____

Physician's Name Printed: _____

Address: _____

Physician's Signature: _____

Date: _____

Germantown Municipal Schools offers educational and employment opportunities without regard to race, color, creed, national origin, religion, sex, age, or disability and adheres to the provisions of the Family Education Rights and Privacy Act (FERPA).

APPENDIX E



PARENT CONSENT FOR REEVALUATION VISION/HEARING SCREENING

Dear _____:

_____ (child's name) needs a vision and hearing screening as part of their Special Education Reevaluation Process. This process occurs every three years to ensure that your child is eligible for Special Education services. The Exceptional Student Education clerical will conduct a vision screening and the hearing screening. The results of the vision and hearing screening will be used to rule out any vision or hearing issues before the reevaluation process begins.

Please sign this Consent for Individual Vision and Hearing Screening and return to _____ at your child's school. You will be notified of the results of the screenings when you have your child's reevaluation meeting in the near future. If you have any information that you would like to share pertaining to this notice and request for permission, please forward to the person named above.

Please check one of the following:

_____ **I give my permission for individual vision/hearing screening.**

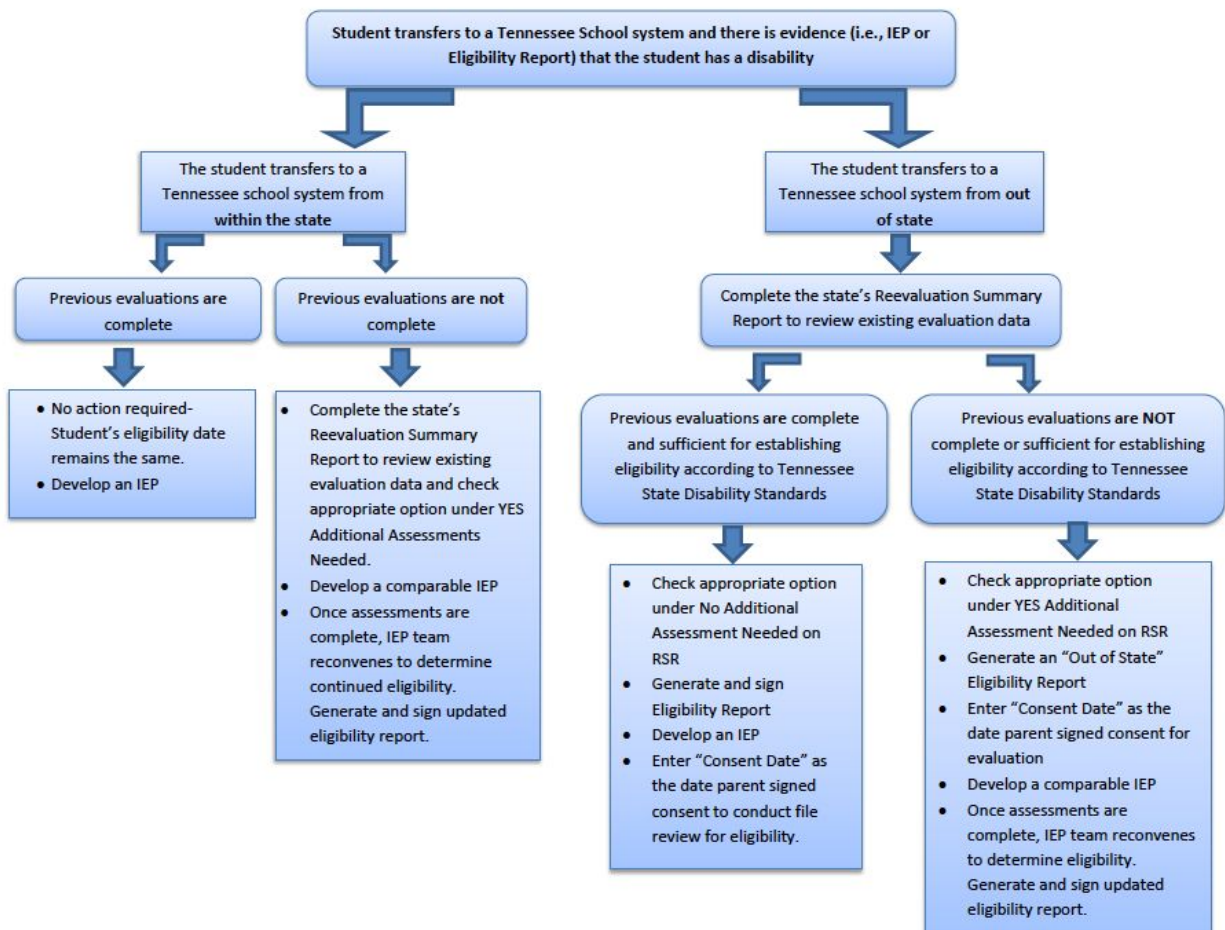
_____ **I do not give my permission for individual vision/hearing screening.**

_____ **Date:** _____
Signature of Parent/Guardian

Comments:

School _____	Teacher _____
Date Received from Parent ____ / ____ / _____	Grade _____

APPENDIX F TRANSFER STUDENT FLOW CHART



APPENDIX H

ESY Team Discussion Page

IEP teams should consider, discuss and answer the following guided questions. This data should be added to the tab supplemental services and aids under ESY on the student's addendum/annual IEP. Decisions are made annually based on progress monitoring data of the student's skills. Social/Emotional Skills should be considered when answering questions below.

1. Looking at data after breaks (Fall Break, Holiday Break, Spring Break, Summer), did the data show regression of skill/s? If so, which skills?
2. If there was identified regression of skill/s after breaks, how long did it take to recoup the skills and what data was used to track this?
3. Are continued supports and services necessary for the student to continue to make progress toward his/her IEP goals?
4. Other discussion points:

Based on the information above, the IEP team determined ESY services are required/are not required to meet FAPE.

Additional Information:

APPENDIX I

FBA/BIP Process Checklist

Student: _____ Date: _____

Person Completing Assessment/Developing Plan: _____

Step 1: Gather Information		Consent for FBA signed – Date: <i>(Must be less than 12 months old.)</i>	
		Review of IEP, Psychological, or other reports	
		Setting/Environment Checklist (optional)	
		Parent Interview	
		Teacher Interviews <i>(all personnel who work with student)</i>	
		Student Interview <i>(if appropriate)</i>	
Step 2: Target Behavior		Define Target Behavior(s)	
Step 3: Collect Data		A-B-C Data	
		Frequency Data	
		Other:	
		Other:	
		Other:	
Step 4: Data Analysis		Determine Function - QABF	
		Hypothesis / Summary Statement	
		Determine Pre-requisite Skills needed	
Step 5: Behavior Intervention Plan		Determine Replacement / Alternative Behavior <i>(Skills to be Taught)</i>	
		Determine Positive Reinforcement Strategies	
		Determine Environmental / Curricular Strategies	
		Determine Negative Consequences	
		Determine need for and implementation plan for Crisis Intervention	
		Write up a summary report including strategies to be implemented	
Step 6: IEP meeting		Update present levels	
		Add behavior goals/objectives to the IEP	
		Agree on data collection to chart progress	
		Sign consent to have on file to continue process for upcoming year.	
Step 7: Chart Progress		Create documentation and/or task analysis to progress monitor goals and objectives throughout the year.	



Department of Exceptional Children Consent For Assessment

Student: _____

Grade: _____

School: _____

ID #: _____

The IEP Team recommends the following assessments for your child for the purposes of educational programming only. The results of these assessments or evaluations will be shared with you.

Vision/Hearing Screening

Audiological Evaluation

Gross/Fine Motor Assessment

Assistive Technology Assessment

Functional Behavior Assessment *

Classroom Observations

*A *Behavior Intervention Plan* (BIP) should be developed as a result of the Functional Behavior Assessment.

_____ **I give permission for the above assessments to be conducted.**

_____ **I do NOT give permission for the above assessments to be conducted.**

Signature of Parent or Guardian

Date

Functional Behavior Assessment: Student Interview

STUDENT:	DATE:
SCHOOL:	INTERVIEWER:
GRADE:	CASE MANAGER:

A = Always S = Sometimes N = Never

1. In general, is your work too hard?	A	S	N
2. In general, is your work too easy?	A	S	N
3. When you ask for help appropriately, do you get it?	A	S	N
4. Do you think work periods for each assignment are too long?	A	S	N
5. Do you think work periods for each assignment are too short?	A	S	N
6. When you do seatwork, do you do better when someone works with you?	A	S	N
7. Do you think people notice when you do a good job?	A	S	N
8. Do you think you get the rewards you deserve when you do well?	A	S	N
9. Do you think you would do better in school if you received more rewards?	A	S	N
10. Are there things in the classroom that distract you? Like what?	A	S	N
11. Do you like to go to school? Why or why not?	A	S	N
12. Do you have problems, or get into trouble at school? If yes, describe when and why you think these problems occur.	A	S	N
13. When are your best times at school? Why?			

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14. What changes could be made so that you would have fewer problems at school?	
15. What kind of rewards would you like to earn for good behavior or good school work?	
16. Who encourages you to do your best in behavior and classwork at school? At home?	
17. What are your favorite activities at school?	What are your favorite activities at home?
18. If you had the chance, what activities would you like to do that you don't have the opportunity to do now?	
19. <i>Interviewer: Please add comments regarding the attitude of the student, willingness to complete the task, etc.</i>	

Functional Behavior Assessment: Parent Interview

Student Name:		Date Completed:
School:	Grade:	Parent/Guardian:

To better understand how we can support your student at school, we are conducting a functional behavioral assessment. Your opinion is one important part of this assessment. The functional behavior assessment involves getting information from staff, the parent/guardian, and the student. Additionally, observations of your child in classroom and non-classroom settings are conducted.

The purpose of this tool is to get information from you about four key things: 1) What are your child's strengths/preferences 2) What behaviors you are concerned about 3) Situations where you have observed the behavior 4) How you and other family members respond when the behavior occurs. Any information you can provide will be extremely helpful in this process. We know you are extremely busy and appreciate the time you are taking to complete this assessment tool.

Please return to _____ by _____.

1. What are some observed strengths and preferences?

Positive Things About My Child	My Child's Preferences/Interests	Learning Conditions that Work Well for My Child
<input type="checkbox"/> Friendly <input type="checkbox"/> Helpful <input type="checkbox"/> Sociable <input type="checkbox"/> Organized <input type="checkbox"/> Natural Leader <input type="checkbox"/> Liked by peers <input type="checkbox"/> Has lots of friends <input type="checkbox"/> Self starter <input type="checkbox"/> Socially aware <input type="checkbox"/> Follows directions <input type="checkbox"/> Honest <input type="checkbox"/> Easygoing <input type="checkbox"/> Attentive to instruction <input type="checkbox"/> Kind to adults <input type="checkbox"/> Kind to other students <input type="checkbox"/> Kind to very young children <input type="checkbox"/> Good sense of humor <input type="checkbox"/> Has a positive outlook/attitude <input type="checkbox"/> Communicates well <input type="checkbox"/> Hard worker <input type="checkbox"/> Other: <input type="checkbox"/> Other: <input type="checkbox"/> Other: <input type="checkbox"/> Other:	List known or suspected preferences:	Lessons/activities that: <input type="checkbox"/> Encourage reflective thinking <input type="checkbox"/> Use analytical skills <input type="checkbox"/> Involve building/constructing <input type="checkbox"/> Involve applying concepts or formulas <input type="checkbox"/> Involve experiments or testing <input type="checkbox"/> Use creative writing <input type="checkbox"/> Utilize the computer <input type="checkbox"/> Allow for artistic expression of concepts <input type="checkbox"/> Other: <input type="checkbox"/> Other: <input type="checkbox"/> Other: <input type="checkbox"/> Other:

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2. What does your child like to do in his/her free time?

Likes for free time:
Dislikes for free time:
With whom does he/she like to spend time? What do they do together?
Out of school activities with same age peers:

3. How does your child perform at home and school?

School Likes	School Dislikes
List any behaviors that occur at home or school that you are concerned about:	
Thinking about the problem behaviors you are concerned about, when do behaviors typically occur?	
<ul style="list-style-type: none"> <input type="checkbox"/> When asked to do a chore or helping task <input type="checkbox"/> When it is time to do homework <input type="checkbox"/> When told to do something non-preferred <input type="checkbox"/> When held to a time limit (e.g., curfew or time for class) <input type="checkbox"/> Tasks that are difficult or confusing to my child <input type="checkbox"/> When working/playing/entertaining independently <input type="checkbox"/> When working in group activities <input type="checkbox"/> Not prepared with materials <input type="checkbox"/> Multi-step work or projects <input type="checkbox"/> Lecture: with or without note-taking <input type="checkbox"/> Public response required (e.g., read aloud) <input type="checkbox"/> Other: 	<ul style="list-style-type: none"> <input type="checkbox"/> Being teased or being joked around with <input type="checkbox"/> Transition at the beginning of a class/routine/activity <input type="checkbox"/> Unstructured situations or settings <input type="checkbox"/> When given a direction to follow <input type="checkbox"/> When corrected <input type="checkbox"/> When he/she can not have something wanted <input type="checkbox"/> Preferred peer group present <input type="checkbox"/> When given an ultimatum <input type="checkbox"/> When he/she is told "no" or "stop" <input type="checkbox"/> When there is a change in routine <input type="checkbox"/> When adult attention is on others <input type="checkbox"/> When there are visitors in the setting <input type="checkbox"/> Other:

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When problem behavior occurs, how do you or other family members typically respond?	
<input type="checkbox"/> Give a non-verbal cue (e.g. give look) <input type="checkbox"/> Verbally correct or prompt <input type="checkbox"/> Help my child to get on task <input type="checkbox"/> Speak to my child afterward <input type="checkbox"/> Take away activity or free time <input type="checkbox"/> Take a privilege away <input type="checkbox"/> Other:	<input type="checkbox"/> Let him/her have what they are asking for <input type="checkbox"/> He/she gets out of or delays doing the task <input type="checkbox"/> Provide a reminder of what is and isn't appropriate <input type="checkbox"/> Try to explain and discuss the issue <input type="checkbox"/> Other:
What is your best guess as to why the problem behavior is occurring?	
To Get out of / Escape	To get / Gain access to
<input type="checkbox"/> Situations/work that is too hard <input type="checkbox"/> Situations / work that is perceived as boring / irrelevant <input type="checkbox"/> Situations where he/she may be embarrassed or need to save face <input type="checkbox"/> Situations where he/she is not sure what to do or what is expected <input type="checkbox"/> Situations that are too stimulating <input type="checkbox"/> Other: <input type="checkbox"/> Other:	<input type="checkbox"/> Validation of peers (reputation/perceived popularity) <input type="checkbox"/> Time alone <input type="checkbox"/> Control over the situation and/or predictability <input type="checkbox"/> Adult attention (even if its negative) <input type="checkbox"/> Peer attention (even if its negative) <input type="checkbox"/> To get something he/she wants (preferred item) <input type="checkbox"/> Other: <input type="checkbox"/> Other:

4. Is your child currently on medication or under the supervision of a physician? Yes No

Medical diagnosis(es):		Physician's Name:	
Medication:	Dosage/Frequency:	Prescribed for:	
Any other medical information:			

5. How does your child express emotions?

In general, does your child seem happy?
Does your child express feelings easily? With whom?
When your child becomes upset, what is the best way to deal with the situation?

6. Please include any additional information that you feel would be beneficial when working with your child.

Germantown Municipal School District

Return to:

by:

Functional Behavior Assessment: Teacher Interview
--

STUDENT:	DATE:
SCHOOL:	TEACHER:
GRADE:	SUBJECT / PERIOD:

1. General impressions of student: *Check all that apply:*

<p>Physical:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Healthy <input type="checkbox"/> Physically active <input type="checkbox"/> Picky eater <input type="checkbox"/> Skips meals <input type="checkbox"/> Often seems hungry <input type="checkbox"/> Has a difficult time staying awake <input type="checkbox"/> Takes medication: <input type="checkbox"/> Known medication side effects <input type="checkbox"/> Appears or complains of illness <input type="checkbox"/> Appears or complains of discomfort/pain <input type="checkbox"/> Has allergy symptoms <input type="checkbox"/> Seizures <input type="checkbox"/> Chronic health conditions (specify): <input type="checkbox"/> Other: 	<p>Learning and self-regulation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Able to read texts <input type="checkbox"/> Difficulty with comprehension <input type="checkbox"/> Tolerates change well <input type="checkbox"/> Participates in hands-on activities <input type="checkbox"/> Participates in group activities <input type="checkbox"/> Self-starter <input type="checkbox"/> Attentive to instruction <input type="checkbox"/> Follows directions <input type="checkbox"/> Hard-worker <input type="checkbox"/> Learning difficulties (specify below): <input type="checkbox"/> Low frustration tolerance <input type="checkbox"/> Impulsive <input type="checkbox"/> Short attention span <input type="checkbox"/> Poor organizational or planning skills <input type="checkbox"/> Anger management problems <input type="checkbox"/> Atypical sensory needs <input type="checkbox"/> Other:
<p>Social-emotional:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Friendly with adults <input type="checkbox"/> Has friends <input type="checkbox"/> Helpful <input type="checkbox"/> Honest <input type="checkbox"/> Easygoing <input type="checkbox"/> Good sense of humor <input type="checkbox"/> Positive outlook/attitude <input type="checkbox"/> Communicates well <input type="checkbox"/> Anxious <input type="checkbox"/> Irritable or agitated <input type="checkbox"/> Depressed, sad, or blue <input type="checkbox"/> Responds in an extreme manner to disappointment (explain): <input type="checkbox"/> Atypical family relations (explain): <input type="checkbox"/> Difficulty with specific peers (specify): <input type="checkbox"/> Chronic / acute stress in home or community (specify): <input type="checkbox"/> Other: 	<p>Environment and Routines:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Natural leader <input type="checkbox"/> Organized <input type="checkbox"/> Follows daily routines along with peers <input type="checkbox"/> Likes staying on schedule <input type="checkbox"/> Likes personal space <input type="checkbox"/> Invades personal space <input type="checkbox"/> Routine has been recently altered; change in activity, order, pacing <input type="checkbox"/> Routine is consistently changed/disrupted (specify): <input type="checkbox"/> Change in teacher or para <input type="checkbox"/> Absence of preferred teacher or para <input type="checkbox"/> Change in school placement (specify): <input type="checkbox"/> Change in living environment (specify): <input type="checkbox"/> Other:

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<p>2. What specific behaviors occur in school that <i>interfere</i> with this student’s learning/social relationships? List any interfering behaviors specifically. Describe the ACTUAL behavior. (“Aggressive” or “Apathetic” are general terms. “Hits closest peers” or “does not complete assignments” are specific descriptions.)</p>	
<p>3. When are these behaviors most likely to occur?</p>	
<p>4. Are there certain persons, events, or situations that consistently trigger the onset of these behaviors?</p>	
<p>5. Student academic strengths:</p>	<p>Student social strengths:</p>
<p>6. Student academic weaknesses:</p>	<p>Student social weaknesses:</p>
<p>7. Does student attend school willingly and consistently?</p>	
<p>8. Does the student participate in class activities?</p>	

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<p>9. Have you had a conference with parent/guardian about this problem behavior(s)?</p> <p>Date(s): Results / Changes made:</p>
<p>10. Describe previous interventions and indicate the degree of success of each, including rewards and punishments.</p>
<p>11. What are the student's favorite things to do, have, etc.? List any possible reinforcers.</p>
<p>12. Reinforcers / strategies that do not work with this student:</p>

Any other information:

Questions About Behavioral Function (QABF)

Paclawskyj et al (2000)

Name: _____

Target Behavior: _____

Rate how often the student demonstrates the behaviors in situations where they might occur. Be sure to rate how often each behavior occurs, not what you think a good answer would be.

3 – Often 2 – Some 1 – Rarely 0 – Never X – Doesn't apply

Score	Number	Behavior
	1.	Engages in the behavior to gain attention.
	2.	Engages in the behavior to escape work or learning situations.
	3.	Engages in behavior as a form of self-stimulation.
	4.	Engages in behavior because he/she is in pain.
	5.	Engages in behavior to get access to items such as preferred toys, food, or beverages.
	6.	Engages in the behavior because he/she likes to be reprimanded.
	7.	Engages in the behavior when asked to do something (get dressed, brush teeth, work, etc.)
	8.	Engages in the behavior even if he/she thinks no one is in the room.
	9.	Engages in the behavior more frequently when he/she is ill.
	10.	Engages in the behavior when you take something away from him/her.
	11.	Engages in the behavior to draw attention to himself/herself.
	12.	Engages in the behavior when he/she does not want to do something.
	13.	Engages in the behavior because there is nothing else to do.
	14.	Engages in the behavior when there is something bothering him/her physically.
	15.	Engages in the behavior when you have something he/she wants.
	16.	Engages in the behavior to try to get a reaction from you.
	17.	Engages in the behavior to try to get people to leave him/her alone.
	18.	Engages in the behavior in a highly repetitive manner, ignoring his/her surroundings
	19.	Engages in the behavior because he/she is physically uncomfortable.
	20.	Engages in the behavior when a peer has something that he/she wants.
	21.	Does he/she seem to be saying, "come see me" or "look at me" when engaging in the behavior?
	22.	Does he/she seem to be saying, "leave me alone" or "stop asking me to do this" while engaging in the behavior?
	23.	Does he/she seem to enjoy the behavior, even if no one else is around?
	24.	Does the behavior seem to indicate to you that he/she is not feeling well?
	25.	Does he/she seem to be saying, "give me that (toy, food, item)" when engaging in the behavior?

Results:

Attention		Escape		Non-social		Physical		Tangible	
1. Attention		2. Escape		3. Self-stim		4. In pain		5. Access to items	
6. Reprimand		7. Do something		8. Thinks alone		9. When ill		10. Takes away	
11. Draws		12. Not do		13. Nothing to do		14. Physical problem		15. You have	
16. Reaction		17. Alone		18. Repetitive		19. Uncomfortable		20. Peer has	
21. Come see		22. leave alone		23. Enjoy by self		24. Not feeling well		25. Give me that	
Total:		Total:		Total:		Total:		Total:	

Functional Behavior Assessment

Name		Date	
Teacher		Grade	
School		DOB	
Person(s) completing the form / Position			

Background Information and Relevant Social History

Relevant Medical Information (including current medications)

Student Communication: Mark all that apply.

<input type="checkbox"/>	Gestures	<input type="checkbox"/>	Pictures	<input type="checkbox"/>	Sign Language
<input type="checkbox"/>	Single Words	<input type="checkbox"/>	Phrases	<input type="checkbox"/>	Fully Verbal
<input type="checkbox"/>	Communication Device	<input type="checkbox"/>	ESL:		

Student strengths and weaknesses:

Academic:

Social:

Description of Behaviors:

Describe the behavior:

a)

Frequency and duration of problem behavior(s):

a)

last name, first name

When and where does the problem behavior(s) occur?

X		Specify:
	With a certain person?	
	Certain area of the school?	
	Certain time of the day? (e.g. subject, lunch, recess, hall, bathroom)	
	Certain activity? (e.g. whole vs. small group, seatwork, transition)	
	In response to direct request or instruction	
	In response to reprimand – correction	
	When left alone	
	When ignored	
	When denied certain activity/privilege	
	When routine is changed unexpectedly	
	Other:	

Describe what actually happened following the problem behavior:

As a result of the problem behavior, the student:

Got:		Avoided:	
	Attention		Difficult task
	Activity/Tangible		Teacher/Adult demand
	Sensory Stimulation		Certain activity/person

Hypothesis

Function of the Behavior:

_____ completed the *Questions About Behavioral Function form*, a 25-item rating scale, developed to assist in identifying the function (purpose) for each of the problem behaviors. Scores may range from 1-15, with 15 being the highest. Please see the results below.

a) BX?

Attention	Escape	Non-Social	Physical	Tangible

The results of the QABF indicate that the primary function of *behavior a* is

last name, first name

- Attention (look at me)
- Escape (getting away / out of something)
- Non-Social (automatic behaviors)
- Physical (pain or discomfort)
- Tangible (access to something preferred)

Perceived functions of behaviors:

When, the student may in order to

Possible triggers/signs of escalation:

Skills that need to be addressed in order for student to be successful include:

Note About Academic Tasks:

Positive Behavior/Replacement Behavior to be taught:

Data collection included: *Mark all that apply.*

<input type="checkbox"/>	Parent interview	<input type="checkbox"/>	Teacher interview	<input type="checkbox"/>	Student interview
<input type="checkbox"/>	Classroom observations	<input type="checkbox"/>	ABC data	<input type="checkbox"/>	Frequency data
<input type="checkbox"/>	Latency data	<input type="checkbox"/>	Reinforcement Survey(s)	<input type="checkbox"/>	Anecdotal observations
<input type="checkbox"/>	QABF	<input type="checkbox"/>	Interval data	<input type="checkbox"/>	Other:

Team Members involved in Assessment:

Name	Position

Tennessee Department of Education, Division of Special Education

last name, first name

Behavior Intervention Plan

Name		Date	
Teacher		Grade	
School		DOB	
Person(s) completing the form			

Draft – Date Finalized _____

1. Description of the problem behavior and the function of this behavior:

a)

Functions of the behaviors:

a)

2. Positive behavior(s)/ skill(s) to be taught which will serve the same function:

•

How they will be taught and who will teach them:

Positive Target Behavior:	How to Teach:	Who will Teach:

3. Positive reinforcement that will occur when the new behavior is exhibited, or when the problem behavior is avoided:

•

Meaningful and Motivational Items include:

4. Environmental/curricular strategies/modifications to be used:

In order to develop the necessary survival skills needed for academic success, certain prevention strategies can be used.

5. Consequences that will occur when the problem behavior is exhibited:

6. Crisis management plan, if the problem behavior presents a risk or harm:

The student is not displaying crisis behaviors at this time.

If student engages in physical contact with others, the team will first attempt to redirect back to another task or activity, while providing minimal or no attention to the behavior.

If the behavior persists, staff will give verbal directive such as, "hands down" or "sit down." Staff will use personal safety procedures as outlined in Professional Crisis Management and/or Crisis Prevention Institute to "Block and Move" out of the way.

Staff should always make attempts to isolate the situation. If physical contact occurs and "blocking and moving" takes place, the special education case manager will document and notify the parents that day, along with an administrator.

If student displays continuous aggression, continuous self-injurious behavior, and/or continuous high magnitude disruption (destroying or damaging the environment), trained and certified practitioners may implement a CPI/PCM (Crisis Prevention Institute/Professional Crisis Management) transportation procedure. This should only be used as a last resort.

If the transportation breaks down (student nearly escapes or injures self or others), an immobilization procedure may be used to keep all involved safe.

Anytime a physical transportation or immobilization procedure is used, the case manager will document and both administration and parents and will be notified.

Last name, first initial

2

7. Documentation of increase in appropriate behavior or decrease in problem behavior:

How and when will success be measured and reported?

Name	Position	Agreement Y/N	Date

Tennessee Department of Education, Division of Special Education

**APPENDIX J
PRIOR WRITTEN NOTICE**

District Name: _____

Address: _____

Student: _____

School: _____

Grade: _____

Meeting Date: _____

Date Sent: _____

Teacher/Case Manager Contact Name: _____

Teacher/Case Manager Contact Number: _____

To:

Purpose of Notice:

- Has been referred for initial evaluation:
- Has been referred for a re-evaluation:
- On _____ IEP Team Meeting was held to discuss a change in education
MM/DD/YYYY
- On _____ a Services Plan meeting was held to discuss a
MM/DD/YYYY
change in education: _____
- Revocation of Services by Parent Request: _____
- Other: _____

The school district:

The school district actions were proposed in the following areas:

- Identification/Eligibility
- Evaluation/Re-Evaluation
- Review/Revise Individualized Education Program (IEP) (Provision of FAPE)
- Educational Placement (includes change in educational placement, graduation and termination of eligibility)
- Other: _____

1. Description of the action proposed or refused by the school system:

2. Explanation of why the school system proposes or refuses to take this action:

3. Description of any options the school district considered prior to this proposal:

4. Reasons the above listed options were rejected:

5. Description of evaluation procedures, tests, records, or reports the school district used as a basis for the proposal or refusal:

6. Other factors relevant to the action proposed are:

Parents of a child with a disability are entitled to certain procedural safeguards as outlined in the brochure entitled Notice of Procedural Safeguards. Rights include the right to request a Due Process Hearing or to request mediation if there is disagreement with the services planned.

If the parent was not present at this IEP meeting, a completed Individual Education Program (IEP) for this student must accompany this form.

APPENDIX K

IEP Team Meeting Minutes Germantown Municipal School District

Student: _____ Date: _____

Time: _____ Location: _____ Teacher: _____

List of IEP Team Members:

- _____ Parent
- _____ LEA Representative (Principal, Designee)
- _____ Special Education Teacher
- _____ General Education Teacher
- _____ Student (if appropriate)
- _____ Interpreter of Assessment Results
- _____ Related Services Provider (if appropriate)
- _____ Related Services Provider (If appropriate)
- _____ Other

Goal and Purpose of IEP Meeting:

- _____ a. To review your child's educational status and determine what data, if any, are needed to complete your child's evaluation/re-evaluation.
- _____ b. To review the results of your child's initial evaluation/reevaluation and determine eligibility for special education and related services.
- _____ c. To review and/or develop your child's Individualized Education Plan (IEP).
- _____ d. To consider the educational placement of your child (includes a change in educational placement, graduation and termination of eligibility).
- _____ e. To consider a manifestation determination based upon your child's disability prior to a disciplinary action/hearing.
- _____ f. To consider the need for a functional behavior assessment of your child.
- _____ g. To consider the need to create or revise a behavior intervention plan.
- _____ h. To consider the need to develop or revise the student's transition plan. (The student and other agency(s) representative(s) are also receiving this invitation.)
- _____ i. To Review your child's anticipated date of graduation or exit from special education.
- _____ j. Other: _____

