

South Valley Policies
Special Ed Procedures
Handbook (3)

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June 2012 Update

RIGHT TO EDUCATION POLICY STATEMENT (34 CFR § § 300.101-300.102)

The South Valley Multi-District Special Education Unit assures that all children with disabilities ages 3 through 21 have the right to a free appropriate public education (FAPE) including children with disabilities who have been suspended or expelled from school. This policy includes all children with disabilities in accordance with definitions as listed in IDEA 2004 (Public Law 108-446) and North Dakota Century Code (NDCC). FAPE means that an eligible student with a disability receives special education and related services at public expense, and that services are provided in conformity with an individualized education program (IEP). Special education includes specially designed instruction to meet the unique needs of the student which, in turn, involves adapting the content, methodology or delivery of instruction in order for the student to be involved in and make progress in the general curriculum, and to participate in extracurricular and other non-academic activities. Related services means transportation and developmental, corrective, and other supportive services that are necessary for a student with a disability to benefit from special education or to access the general curriculum.

The South Valley Multi-District Special Education Unit affirms the goal of providing full educational opportunity to all children with disabilities ages 3 through 21.

In accordance with N.D. Admin. Code § 67-23-03-02 South Valley Multi-District Special Education Unit submits reports on child identification to the NDDPI.

IDEA Definitions and Disabilities

ND Guidelines Evaluation process defines the following:

A child with a disability is as defined in the IDEA 2004. The categories used in North Dakota are: specific learning disabilities, hearing impairment, deafness, visual impairment including blindness, deaf-blindness, intellectual disability, emotional disturbance, orthopedic impairment, other health impairment, traumatic brain injury, autism, Non-Categorical Delay, and speech or language impairment.

Non-Categorical Delay (children aged three through nine experiencing developmental delays) includes such a child –

1. Who is experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas:
 - a. Physical development
 - b. Cognitive development
 - c. Communication development
 - d. Social or emotional development
 - e. Adaptive development
2. Who, by reason thereof, needs special education and related services.

Autism means a developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age three, which adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

A child who manifests the characteristics of autism after age three could be identified as having autism if the above criteria are satisfied.

Deaf-Blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing; with or without amplification that adversely affects a child's educational performance.

Emotional Disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, that adversely affects educational performance:

- a. An inability to learn which cannot be explained by intellectual, sensory, or health factors
- b. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers
- c. Inappropriate types of behavior or feelings under normal circumstances

- d. A general pervasive mood of unhappiness or depression
- e. A tendency to develop physical symptoms or fears associated with personal or school problems.

Emotional Disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

Hearing Impairment means impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

Intellectual Disability means significantly sub average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

Orthopedic Impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Other Health Impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment that –

- (i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and
- (ii) Adversely affects a child's educational performance.

Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations including conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Disorders not included: Specific Learning Disability does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

Speech or Language Impairment means a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment, that adversely affects a child's educational performance.

Traumatic Brain Injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term

applies to open or closed head injuries resulting in impairments in one or more areas such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual, and motor abilities, psychosocial behavior, physical function, information processing and speech. Traumatic Brain Injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

Visual Impairment Including Blindness means impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Child Identification

Regulation 34 CFR: 300.111

Policy

The South Valley Special Education Unit assures that all children, aged 3-21 residing within the Unit boundaries, who have disabilities and who are in need of special education and related services will be identified, located, and evaluated.

Procedure

The South Valley Special Education Unit participates in ongoing efforts to identify, evaluate, and serve children with disabilities. The unit provides follow-up screening and evaluative services. Child Find information is disseminated throughout the year using brochures, local newspapers, parent-teacher meetings, and professional organizations (Southeast North Dakota Head Start, ND Department of Human Services).

The special education unit as the local coordinating agency begins the program planning process for children suspected of having disabilities, three through 21

Project Child Find

The South Valley Multidistrict School District annually publicizes Child Find activities and search efforts in the community; referrals are accepted and acted upon to identify and serve children with unmet needs.

Preschool Screening

Children with disabilities, ages 3 through 5, are referred to special education units through child find activities, parents, public health nurses, and other agencies. The South Valley Multi-District participates in interagency screening activities for at-risk children 3 through 5 years of age. Other agencies involved in the screening activities include Head Start, Maternal and Child Health, WIC, SE Human Service Center, ND Right Track System and other local programs.

Scheduled screenings will be held twice a year-once in the fall and once in the spring. Ongoing selective screening process is available year round to young at-risk children who are age 3 or older at the time of screening.

Means of providing information to the public:

A press release is issued to the local newspaper, asking that children who may have disabilities be referred to the school district administrative office.

Information is distributed to the community in printed form, verbal, medical facilities, day care centers, schools and churches.

Selective Screening

The South Valley Special Education Unit provides selective screening to students as an initial step to formal assessment in the following situations:

1. when preschool aged students require follow-up screening due to:
 - a. missed the scheduled child find screening session
 - b. rescreening due to age or parental request
2. screening for speech/language delays
 - a. teacher request
 - b. parent request
3. referral for other agencies for disability confirmation.
4. The South Valley Special Education Unit has established screening and identification procedures for secondary level students who may have dropped out or for other reasons have not received an adequate education program. Services include evaluations, programming and referrals to other agencies when appropriate. An outcome of this activity is to identify students who may have disabilities and provide appropriate supports.

School Referrals

The Response to Intervention Team (RTI) develops plans of intervention for students that are demonstrating difficulties in school. Parents need to be a part of this process. As the team implements these intervention plans the need to collect data to determine if the student is making adequate progress to call the plan successful. The levels/intensity on intervention may increase as the team determines necessary. Teams need to document interventions attempted and data that documents progress or lack of progress. If the interventions are not successful or do not produce the desired results, the team may consider a formal assessment or a request for assistance.

If the Response for Intervention (RTI) determines that formal assessment is necessary, the team would submit the documented interventions with attached data, to the Principal in their school and they will initiate the **Procedures for Initial Evaluation**.

Parent/Agency Referrals

If parents believe their child is not progressing as expected, or they notice particular problems in how their child learns, they may refer the child for a comprehensive evaluation or screening. The school should review the RTI process with the parents to see if they would be willing to proceed with that process before entering into a formal assessment.

If agencies such as Headstart, Medical Professionals, Social Services etc. notice particular problems in how a child learns, they may refer a child for a comprehensive evaluation or screening.

The procedures for parental and agency referrals must be part of the school's written referral process. When the parents/agency request formal assessment, the Principal will facilitate the **Procedures for Initial Evaluation**.

Procedures for Initial Evaluation

Initial evaluations are started with signed approval from the special education director based on data from the RTI process or parent request for evaluation. Referral documentation is forwarded to the appropriate special education staff at the local school districts.

Special Staff (TO DO LIST):

- Tell District STARS person to check move to special education and mark South Valley Special Education Unit.
- Call parents to inform them of the referral and set up a meeting time for Assessment Planning.
- Complete and send home **Prior Written Notice** include a copy of the **Parental Rights: Notice of Procedural Safeguards**. (Additional Prior Notice addressed to the student if he/she is 15 years or older).
- Notify additional team members of meeting time and location.

NOTE: Prior Notice and Consent for Evaluation forms need to be provided in the Native Language of the parent and/or use an interpreter at a meeting.

Assessment Planning Meeting

A copy of the Parental Rights: Notice of Procedural Safeguards is given to the parents and parental rights are reviewed. Before beginning the student profile discussion an explanation of the evaluation process is explained to the parents and parental consent for evaluation is obtained.

Two Scenarios for determining eligibility that could occur at this meeting are as follows:

Scenario One:

- Team discussion and completion of the Student Profile form including a review of the following information: Cognitive Functioning, Academic Performance, Communicative Status, Physical Characteristics, Social and Emotional Development, Adaptive Characteristics, Ecological Factors, and Transition, if appropriate.
- Team determines that no additional information is needed
- Team discusses and documents eligibility decision on the IWAR (parental input is required and documented)

Scenario Two:

- Team discussion and completion of the Student Profile form including a review of the following information: Cognitive Functioning, Academic Performance, Communicative Status, Physical Characteristics, Social and Emotional Development, Adaptive Characteristics, Ecological Factors, and Transition, if appropriate.
- Team determines additional information is needed
- Team develops Assessment Plan
- Team schedules another meeting within 60 calendar days to discuss Assessment results
- Team meets to discuss assessment results and eligibility decision documented on the IWAR (parental input is required and documented)

In either scenario if the student is determined eligible then written Consent for Initial placement in special education is obtained.

Special Education Staff (TO DO LIST):

- Obtain signed parental consent for evaluation
- Document discussion on Student Profile
- Complete Assessment Plan (if necessary)
- Document eligibility determination on IWAR
- Obtain signatures on IWAR
- Obtain written parental consent for placement in special education
- The Team may also decide to begin developing an IEP at this meeting or choose to schedule another date within 30 days.

Procedures for Reevaluation

Three Scenarios for determining eligibility that could occur at this meeting are as follows:

Scenario One – same as initial evaluation with no consent for initial placement needed

Scenario Two - same as initial evaluation with no consent for initial placement needed

Scenario Three –

- o The school and parents agree that a reevaluation is not necessary to determine eligibility.
- o Advantages and disadvantages of completing an evaluation are documented on the Student Profile form
- o Signatures are obtained from the LEA and Parents
- o Team discusses and documents eligibility decision on the IWAR (parental input is required)

Considerations for the Assessment Process

1. Assessments and other evaluation materials:
 - a. Are selected and administered so as not to be discriminatory on a racial or cultural basis
 - b. Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer
 - c. Are used for the purposes for which the assessments or measures are valid and reliable;
 - d. Are administered by trained and knowledgeable personnel and
 - e. Are administered in accordance with any instructions provided by the producer of the assessments.
2. Consideration of all evaluation sources: The assessment team must consider all information brought to the summary meeting.
3. Classroom Observation: Observational data must be gathered by person(s) other than the student's classroom teacher and data should be incorporated in the report.

4. Non-discriminatory Procedures: The team must be careful not to identify a disability for students whose educational concerns are primarily related to cultural, environmental, sensory or economic issues. A statement concluding that these factors did not have an effect on the determination of a disability must be included.
5. Consensus of team members: Each assessment team member must sign the Integrated Written Assessment Report. Signatures represent agreement with the written report and with the determination of a disability.
6. Statement of Disagreement (if applicable): When a team member does not agree with the written report and/or the determination of disability, that member would not sign indicating agreement but would, instead, write a Statement of Disagreement.
7. Independent Education Evaluation: If a parent disagrees with the results of a completed evaluation the parent has a right to an independent education evaluation at public expense, subject to the conditions in statute 200.502(b)(2). (NDDPI Guidelines: Evaluation Process, June, 2007)
8. For reevaluations after three attempts to involve the parents in a meeting. The team may proceed with development of the Student Profile Form and Assessment Plan. The information from the Student Profile Form and Assessment Plan must be reviewed with parents for their input. Written consent for evaluation is still required prior to any eligibility determinations or assessments being completed.

Considerations for Assessments for Specific Disabilities

Information regarding identification for specific disability areas is found in the North Dakota Guidelines. <http://www.dpi.state.nd.us/speced/guide/index.shtm>

Individualized Education Program Policies and Processes

Individualized Education Program Process

Individualized Education Program Process

REGULATION: (20 USC sec. 1414(d)-(f); 34 CFR §§ 300.320 – 300.328)

Policy

The South Valley Multi-District Special Education Unit adheres to the policies, standards, and procedures relating to the individualized education program as set forth in *Guidelines: Individualized Education Program (IEP) Planning Process* © June 2007.

When the assessment process indicates that a student has a disability, which qualifies him/her for services under IDEA, then a multidisciplinary team shall be convened to determine the Individualized Education Program (IEP) of the child for special education services. If the team determines that special education services are necessary, then initial placement shall be made for the delivery of services and/or related services. The IEP meeting shall occur no more than 30 calendar days after the Individualized Written Assessment Report conference. South Valley Multi-District Special Education Unit shall ensure that an individualized education program (IEP). The IEP will be reviewed at least annually.

Procedures for completing IEP

The IEP meeting must be held **before** the anniversary date. Initial Individual Education Plan (IEP's) must be within 30 calendar days from the date of the eligibility meeting (IWAR).

A new student who moves into the District with an active IEP:

- The case manager is responsible for scheduling an IEP review meeting within 30 days of the new student's arrival.
- At this meeting all areas of the IEP must be considered for revision.
- A new IEP reflecting current placement must be created in TIENET. If the student already has a file in TIENET, copying from previous documents to create a new IEP is permissible.
- If additional assessment information is needed, follow procedures for Student Profile and Assessment Planning meeting.
- Send Parent Prior Notice form for IEP review meeting to all team members.
- Enclose Parental Rights for Public School students Receiving Special Education Services: Notice of Procedural Safeguards brochure for parent.
- When the IEP is written or revised, if the file does not contain Consent for Initial Placement obtain Consent for Initial Placement in Special Education

Special Education Staff (TO DO LIST)

- Contact required team members to set up the IEP meeting.
- Complete ALL sections of the Prior Notice.
- Send Prior Notice and Parental Rights for Public School Students Receiving Special Education Services.

Demographic Section

Parent(s) List each legal parent/guardian, not less than one regular education teacher, not less than one special education teacher in area(s) of disability, An LEA representative, an individual who can interpret evaluation results, Student.

- ✓ If attendance of any required team member is not possible, the team member may be excused when:
 - The parent and agency agree due to the fact that the member's curriculum area is not being modified or discussed. Written agreement by parents and school to excuse team member is needed. Excusal of Required IEP Team Members. No written report necessary.
 - The parent and agency agree IEP Team Member's curriculum area or related service is being modified or discussed. Written consent by parents and school to excuse team member is needed. Complete Excusal of Required IEP Team Members. Member submits in writing to parent and IEP team input into development of IEP prior to the meeting.
- ✓ Transition services participants. Include these people in the **To:** section of the notice to document the invitation of this team member. The student should also be given a separate Prior Notice to document their invitation.
 - For students who have transition service providers (VR, DD, Job Service, Independent Living) as a part of the team, complete the Request to Invite Outside Agency Representatives to the IEP Meeting for Secondary Transition Planning and obtain necessary permission prior to sending a prior notice to that person. This has to be completed yearly. (if they are not yet eligible for services there is no need to invite them),

Not attending the IEP meeting does not relieve the school personnel of responsibility for implementing portions of the IEP assigned to that person. Student invitation is mandatory to all transition IEP meetings.

If the language spoken in the home is other than English, document in the Notices/Consents/Rights/Assessments/IEPs/ who the person was that translated/interpreted the information to or for the parents or keep a translated copy of all documents.

If the student has surrogate parents or foster parents document the identity and contact information of the surrogate/foster parent. Verify that the information in the IEP is consistent with information in the schools office's enrollment records.

Special Education Staff (TO DO LIST)

- If the student did not attend, document his/her preferences.

- ❑ If a parent did not attend the meeting, document at least three contact attempts using different methods (note, registered mail, telephone or offers to include parents in a teleconference) on demographic page of IEP.
- ❑ Complete ALL sections/information of the demographic/cover page.

T-1 Measurable Post Secondary Goals

Draft appropriate measureable postsecondary goals that cover education or training (example: Mike WILL receive on the job training at the grocery store), employment (example: Mike WILL be a carryout at the grocery store), and independent living, as needed (example: Mike will live in a group home.) If you include an independent living goal there MUST be T-3 activities to coordinate with that goal. These goals have to be updated annually. If there are no changes made document that in the Present Level.

Present Levels of Academic and Functional Performance (PLAAFP)

In drafting the Present Level of Academic and Functional Performance (PLAAFP) consider the following:

- ✓ Cite data from a variety of sources (people and tools) remember to ALWAYS to include **parents**.
- ✓ Describe strengths & educational needs (including baseline information)
- ✓ Statement of how the child's disability affects the child's involvement in **general education curriculum progress (including functional developmental, academic information) or for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities.**
- ✓ For students entering the transition age (16) include information/results from transition assessment. At least two different forms of transition assessment must be included and updated annually.
- ✓ Document parent input and concerns.

Consideration of Special Factors

Complete the Consideration of Special Factors making sure that each item marked yes is addressed in the IEP document, Adaptation Section, Goals, and Objective Section or separate document such as a Behavior Plan.

- ✓ In the case of a child with Limited English Proficiency (LEP), there needs to be documentation in the IEP or Special Education file that the IEP team considered the language needs of the child as they relate to the IEP.
- ✓ If the child is blind or visually impaired, the IEP provides for instruction in Braille and the use of Braille, unless the IEP team determines, after an evaluation (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child.
- ✓ If the child is deaf or hard of hearing, there is documentation in the IEP and/or Special Education file that in the development of the IEP, the IEP Team considered the communication needs of the child, including: 1) opportunities for direct communications with peers and professional personnel in the child's

- language and communication mode, academic level, and 2) full range of needs including opportunities for direct instruction in the child's language and communication mode.
- ✓ The IEP and/or file contains documentation that in developing the IEP, the IEP team considered whether the child required assistive technology devices and services. If the team determined that provision of an AT device will enable a child with a disability to be educated in a less restrictive environment, it should be provided.
 - ✓ If the child's behavior impeded his/her learning or that of others, there is documentation in the IEP and/or special education file that the IEP team considered strategies, including a functional behavior assessment prior to developing positive behavior interventions, and supports to address that behavior.

T-2 Course of Study

Complete the Course of Study making sure that courses listed enable the student to meet their post-secondary goals. Include all graduation requirements. There should be a correspondence between courses and post secondary goals. Tech Ed courses if they are going to be a carpenter, plumber or electrician. All academics if 4 year university is a goal, not functional courses. Job shadowing or work study should be included when possible. Complete ALL four years at the initial transition IEP. Make changes as appropriate in subsequent years. Use specific course names not "elective 1" "elective 2".

Transfer of Rights

Procedural safeguards associated with IDEA transfer to the student at the age of majority unless parents or other adults have become the student's legal guardian.

- ✓ No later than one year before the child turns 18 (when the child is 16), the IEP must include a statement that the student has been informed of the rights that transfer to the student upon reaching the age of majority (age 18). Having this information also allows the team to discuss educational guardianship, when appropriate, and for parents to initiate the guardianship process.
- ✓ At the age of 18, the school must notify the parent and student of the transfer of rights. This notification may occur on the Parent Prior Written Notice form.
- ✓ The student will sign the Student Transfer of Rights form.
- ✓ If parents or other adults have become the child's legal guardian, the student's file must contain a court order or other legal documentation verifying guardianship.

T-3 Transition Services Strategies and Activities Needed to Assist the Student in Reaching Post-Secondary Goals

Complete the Transition Services Section making sure that these service/activities enable the student to meet their post secondary goals. There should be a correspondence between services/activities and post secondary goals and checkmark at least one activity per area (education/training, employment, independent living-optional). If plans are to attend a four year college, an activity could be a tour of the college. Timelines should include current and upcoming years. Once the activity has been completed, transfer the

information to the present level. Do not list people responsible for these activities if they are not a part of the IEP team.

Annual Goals and Objectives

Develop measureable annual goals related to meeting the child's needs that result from the child's disability, to enable the child to be involved in and make **progress in general education**, and meet the child's other educational needs that result from the child's disability. Documentation of need must be present in the PLAAFP. The goal(s) must contain the intent or purpose, the behavior or skill and the desired ending level of achievement and specific criteria for meeting the goal.

- ✓ At least one annual goal needs to be related to the student's transition services needs.
- ✓ Characteristics of services for each goal must include a description of where, how, and by whom the services will be delivered, unless the goal includes short term objectives that include this information.
- ✓ The IEP must include a description of benchmarks and short term objectives for students taking an alternate assessment based on alternate achievement standards.
- ✓ Describe how the child's progress toward the annual goals will be measured.
- ✓ Describe when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.
- ✓ Parents must receive a periodic review of the child's progress toward the annual goals and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year. The periodic review includes a description of the student's progress toward meeting each goal. The review must utilize the same measurement criteria specified in the goals.
- ✓ Related services are specially designed developmental, corrective, or supportive services that are necessary for the student to benefit from special education. Examples of related services are occupational therapy, physical therapy, transportation, and counseling. Related services can be offered only when necessary to meet an education need and the goals related to that need.

Adaptation of Educational Services

The IEP addresses adaptations of educational services, accommodations, modifications, supports, and other adjustments that enable the student to participate in the general curriculum and other school offerings as fully as possible.

- ✓ The entry here is intended to be a summary of accommodations, supports and adjustments. Consideration must also be given to the special factors identified in the IEP section E.
- ✓ If the student needs instructional and related core materials in an accessible specialized format this format must be documented.
- ✓ The IEP indicates which state assessment the child will take (state assessment without accommodations, general state assessment with accommodations, the

alternate assessment modified achievement standards/AA2, or the alternate assessment/AA1.

- ✓ The IEP contains a statement of any individual accommodations in the administration of state or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment.
- ✓ Accommodations used during testing must match those accommodations already identified in the Adaptations of Educational Services sections and that are allowed as indicated in the ND State Test Coordinator's Manual.
- ✓ The IEP team must provide justification of why the child cannot participate in a particular district-wide or the North Dakota State Assessment, **and** why the alternate assessment selected is appropriate.

Description of Activities with Students Who are Not Disabled

Interactions with peers who are not disabled must be specified in the child's IEP in the areas of Physical education, program options, and nonacademic and extracurricular activities.

- ✓ Document the type of physical education program the student receives and a list of Academic and Nonacademic activities that the student participates in with students who are not disabled.

Educational Environment LRE

The purpose of the LRE discussion is to consider the continuum of educational environments and document decisions made by the IEP team regarding the environment in which the child will receive most of his/her education. The IEP team needs to review and discuss the environment options considered and compare them as a more or less appropriate means to address the student's specific identified needs.

- ✓ The IEP must include documentation that the placement selected and the reason this placement is the most appropriate to meet the student's unique needs. The IEP also documents whether the selected placement will have any potential harmful effect on the student.
- ✓ The statements must be individualized and based on the needs of the student. Document that harmful effects of the child's proposed placement were considered. If the team answers "yes" explain how the harmful effect will be minimized.

Special Education and Related Services

The IEP team must discuss, determine and document the specific service, the amount of time the service will be provided, the starting date for each service, the anticipated duration, the service provider's job title, and where the service is to be provided, in a manner that is clear to all who are involved in both the development and implementation of the IEP. Include the number of minutes that a paraprofessional supports a particular student.

Extended School Year Services (ESY)

The IEP team must answer and support with data the following questions:

1. Will the learning that occurred during the regular school year be **significantly** jeopardized if ESY services are not provided? Significant loss means loss that cannot be recuperated by the end of the first reporting period.
2. Will the child suffer **severe** losses of social, behavioral, communication, academic or self-sufficiency skills during interruptions in instruction?
3. Is the child at risk for experiencing losses because he or she has reached a **critical learning stage** at the end of a school year and needs ESY services to avoid irreparable loss of learning opportunity. Children with severe learning deficits and those at the Early Childhood age need special consideration by the IEP team for critical learning stages.
4. Is ESY the only method that can be utilized for support of skills that must be maintained in order to continue placement in the least restrictive environment (LRE)?

ESY services and length of services will be documented on the student's IEP.

Application for ESY must be made annually.

- ✓ The team needs to document ESY decisions supported with data referring to significant regression without a recoupment in an appropriate amount of time.
- ✓ If the team determines that additional data must be collected before a decision is made for extended school year services, a date for the next team meeting must be recorded on the form. The team's justification for its decision regarding ESY must also be included.

Revocation of Consent

If a parent/guardian revokes consent, in writing, for the continued provision of special education and related services, the district must honor the revocation and provide the parent with the completed Prior Written Notice—Revocation of Consent form.