

Mandated Timelines

(Days are *calendar* days, unless specified as *school* days)

Request for an Evaluation

Written response from school district within **5 school days** of receipt of written request.

Evaluation (Initial or Re-evaluation)

Evaluations must be completed within **30 school days** from receipt of parent consent.

Team Meeting and Provisions of Proposed IEP and Placement (Initial and Re-evaluation)

45 school days from receipt of parent consent for evaluation.

2 copies of proposed IEP and placement pages provided to the parent within **3-5 days**.

Invitation to Team Meeting

Written notice must be provided **at least 10 days** prior to the meeting. (Email not sufficient)

Provision of Evaluation Reports

Made available to parents **2 days** prior to Team meeting.

Parent Response to Proposed IEP and/or Placement

30 days from receipt of proposed IEP and/or placement.

At the 20th day with no response, designated staff will call parents.

After 30 days with no response, letter sent home to parents from Pupil Services Office.

School District Response to Rejected IEP/504 and/or Placement

Within **5 days** of receipt of rejection, the school district shall send written notice to the Bureau of Special Education Appeals (BSEA).

Annual Review Meetings

Within **12 months** of last Annual Review. No extensions are legal.

3 Year Re-evaluation

Every **3 years** or sooner if determined by staff.

Extended Evaluation

With parent consent, an Extended Evaluation may be developed to extend **no more than 8 weeks and no less than one week**. Extended Evaluations can only be developed if a student is found eligible for special education and the Team has determined that additional evaluation is needed to develop a full IEP.

Independent Evaluation

Within **10 school days** from the school district's receipt of the IEE report, the Team must convene to consider the findings of the evaluation and determine if a new or amended IEP is needed.

Evaluation Guidelines and Procedures

The XXXXX Public Schools adheres to the following evaluation guidelines and procedures to determine eligibility for special education:

- Evaluations are completed within 30 school days from receipt of the parent's written consent and reports are made available at least 2 days prior to the Team meeting.
- Tests and assessments are administered to evaluate all areas of suspected disability(ies).
- Team members carefully consider all referral questions and concerns to determine which evaluation assessment components are needed to provide enough information.
- Tests selected as evaluation instruments are considered valid, reliable instruments and are as free as possible from cultural and linguistic bias.
- A classroom observation is conducted for each evaluation process.
- Tests and assessments provide a broad spectrum of relevant information needed, however they are not the sole sources of considered data used to determine eligibility for special education services.
- The evaluation process will also include information regarding the student's daily school performance, student work and information from the student's parents.
- Optional evaluations include, but are not limited to: Psychological, Health, Speech/Language, Occupational Therapy, Physical Therapy, and Home.
- For a child being assessed at age 3, an observation of that child occurs in the natural or early intervention environment. Current assessments from Early Intervention can be considered to avoid duplication of testing.
- Written reports are made available to parents at least 2 days prior to the Team meeting. Reports must include assessment results, diagnostic impressions, and educational recommendations. They should be written in language that is easily understood and uses commonly understood terms. (Please see the **Evaluation Report Checklist** in this binder)

Evaluation Report Checklist

Identifying Information

- Is the information complete?
- Is the information accurate?

Concerns/Reason for Assessment

- Is the reason for the assessment clearly stated?
- Is the source of the referral (initial evaluation) cited?

Relevant Background Information

- Is the information provided educationally relevant?
- Is there information that can be omitted?

Assessments Administered

- Are all the assessment procedures listed (formal and informal) ?
- Are the names of tests correct with the current edition noted?

Behavioral Observations

- Does this section help the reader visualize the student's behavior?
- Are the observations objective?
- Do testing behavior observations relate to the areas of concern?

Assessment Interpretation

- Is there a description of each evaluation tool?
- Is there a table of results with descriptors?
- Are standard scores and percentile ranks used? (No age or grade equivalents should be reported)
- Are strengths and areas of concern noted?

Evaluation Results Summary

- Does this section restate the major themes and how the testing addressed the reason for assessment and areas of concern?
- Is the information provided in an organized way?

Recommendations

- Do the recommendations guide the direction and focus of instruction?
- Can each recommendation be supported by information in the report?

General Checklist

- Is the report professional in appearance?
- Is the report free of spelling and grammatical errors?
- Are there page numbers on all pages?
- Is the report clear and written in language that is easily understood?

Educational Assessments Part B

Teachers:

A classroom assessment is mandated by federal and state law for Team evaluations. Your classroom assessment of this student **will become part of the student record**, which will be shared with parents at the Team meeting. Please **type** or use **black ink** to complete. Feel free to use a separate sheet if you need additional space in responding.

The purpose of this form is to request your input regarding the classroom performance of the student so that the appropriateness of the student's current educational program may be evaluated. It is suggested that isolated value judgements (e.g. the student is bright, troublesome, lazy etc.) be avoided and that, whenever possible, objective statements be used (e.g. the student has not done his homework for four of the past five days, the student has received a 75 or better on the last three quizzes etc.). When objective statements may be appropriate, qualifying words or phrases should be used (e.g. seems to be, suggests, appears that, etc.)

Your classroom assessment of this student will become part of the overall Team assessment, parts or all may be shared with parents at the Team Meeting. If you have any questions, please see the Team Chairperson or Special Education Department Head.

Thank you in advance for your cooperation in this matter.

Rosemary Reidy
Director of Pupil Services

Please return to _____ by _____

Required Team Membership

The following membership roles must be filled at Team meetings:

- Parent(s) of the student;
- Student, when appropriate;
- Not less than one general education teacher;
- Representative of the Local Education Agency (LEA) who has the authority to commit resources;
- Individual education teacher;
- Not less than one person can interpret evaluation results;
- At the parent or agency's discretion, other individuals who have knowledge of the student.

Team members may fill multiple roles at the meeting. For example, the special education teacher may also be able to interpret evaluations.

Attendance not Necessary

A required member of the IEP team (by role) does not have to attend an IEP meeting, in whole or in part, if the parent(s) and the LEA agree in writing that the Team member's attendance is unnecessary because the member's area of curriculum or related services is not being modified or discussed. **There must be a signed agreement.**

Excusal

When the IEP meeting involves a modification or discussion of a required Team member's area of curriculum or related services, that member may be excused, in whole or in part, only if:

- Parent(s) and the district representative agree the member is to be excused.
There must be a signed agreement.
- Individual who is filling that role submits written input into the development of the IEP to the parent(s) and the IEP team prior to the meeting.

TEAM MEETING

Role of the General Educator

A general education teacher must attend IEP meetings if the student participates in any general education class. You will be invited **at least 10 days prior** to the Team meeting if your attendance is needed. Preparing for meetings is critical to the Team process.

What documents should be reviewed?

- Current IEP, if applicable
- Assessment reports, if applicable
- Cumulative file

What information should be presented?

- Student strengths (think academic and social)
- Accommodations/teaching strategies that are effective
- Areas of need/focused areas of growth (think academic and social)
- Additional general education strategies that could be helpful

IEP MEETING AGENDA/CHECKLIST

- Welcome and introduce TEAM members

- Review purpose for meeting (annual review, re-evaluation, initial, review report etc.)
- Briefly Review Parent’s Rights and Procedural Safeguards-they should have received a copy in September (have one on hand in case they want one)
- Review Page 1 information for errors or changes
- Discuss time parameters

Remind everyone:

- “The IEP paperwork brought to the table today is a DRAFT. We will use it as a reference point and make any changes on any of the material as a team. (not initials or reevals)
- Ask parents and/or student their concerns
- Share any assessment reports and discuss present levels of performance
 - General Education Teacher
 - Special Education Teacher (annual, re-eval)
 - School Psychologist
 - Other Specialists (SLP, OT, PT, Vision, APE)
- Review and Determine eligibility (initial or re-evaluation only) *use colored guide*
- Discuss TEAM vision for student
- Review Autism checklist (from Esped)(if appropriate to disability)
- Develop goals and objectives and service delivery.
- Determine accommodations (PLEP A and PLEP B)
- Determine participation in state and district wide assessments
- Discuss bullying
- Determine placement
- Transition discussion (if age appropriate)
- Review what is being proposed -Provide parents with summary sheet and DRAFT IEP.
- Explain parent’s right to accept or reject the IEP and state the 30 day time period for their signature. Ensure parents understand that any changes (goals, etc.) will not be implemented, or in the case of an initial, began, until we have received a signed IEP.

Guidelines for an Effective Team Meeting

Before Team Meeting

- At least 10-14 days prior to the date of the Team Meeting, send Meeting Invitation (N3) and Attendance (N3A) Ensure that all required team members are included.
- Provide parents access to any reports 2 days prior to the meeting.
- If a staff member is unable to attend, they must submit a written report to the parent prior to the meeting whenever possible. Excusal form must be filled out.
- Check in with all staff attending to ensure they are prepared and will complete their part of the DRAFT IEP at least 1 school day before the meeting.
- Remind Team members that any assessment report should be *summarized* at the meeting.
- Have templates of Eligibility Flowchart (initials and re-evaluations), disability definitions, and enough copies of a DRAFT IEP (Service Delivery NOT filled in) ready.
- Have a Procedural Safeguards sheet available in case a parent needs it.
- Plan on a designated person welcoming the parents and escorting them to the meeting place. Think ahead to seating --it matters!!
Be sure not to make parents wait for the meeting to start. BE PROMPT!

During the Team Meeting

- Drinks are not allowed at the Team meeting. If a Team member must have a water only, it must be kept on the floor and not on the table.
- Do introductions. Provide parents with an extra Attendance Sheet for their reference during the Team meeting.
- Pay attention to the voice tone and body language of everyone during the Team meeting.
- Avoid educational jargon, be sensitive to how you and others are giving information.
- Keep the meeting moving forward-handle any contentious situations with calm and class.
- If things get out of control, do your best to bring people back to focus, if impossible, end the meeting and reconvene when hopefully cooler heads will prevail.
- Response for something unexpected: *We are not prepared to discuss _____ at this time. We will need 2 weeks to collect data and will reconvene at that time.*
- If you are keeping personal notes, do not share them with others at the meeting, once you share them at the meeting, they then become part of the student's record.

See back of sheet for additional notes

After the Team Meeting

- Designate a Team member to escort parents out.

- Keep the door open until parents have left the area.
- Remind staff to go back into the IEP and make changes and corrections as soon as possible. Remind them to check spelling, grammar, and content.
- Within 3 -5 days, provide parents with 2 IEP's and Placement pages. Send or drop off packet to Pupil Services Office at West Street. Be sure all the necessary paperwork is included.
- Director of Pupil Services will read all IEP's. If there is an error or question, you will either get a telephone call or an email detailing the issue. Please remedy or have the staff member remedy the situation immediately. Once complete, call the Pupil Services Secretary at West St. to let her know it is fixed.
- Team Chair or Special Education Department Head monitors the 30 day time period. If the IEP is not signed by the parent at the 20th calendar day, **call** the parents to inquire and offer to answer any questions they might have. Remind them that no changes will be implemented until the IEP is signed.

Bullying Prevention for Student's with Disabilities Procedure

IEP Teams must document that issues of bullying, harassment, and teasing were considered at the Team meeting and, if necessary, the skills and proficiencies to address these issues were

incorporated into the IEP. The documentation of the consideration should be included in both the N1 and Additional Information.

The XXXXX Public Schools has specific programs in place to address anti-bullying. These programs provide elements of the school-wide bullying prevention and intervention plan that encompasses clear procedures for responding to and investigating reports of bullying or retaliation and strategies for protecting from bullying or retaliation.

The Team has considered _____'s vulnerability to acts of bullying and/or harrassment and has carefully discussed whether goals/benchmarks, services, supports, instruction, and/or accommodations should be included in the IEP. It is the consensus of the Team that

_____ is not at risk and no additions are necessary.

Is at risk and the following _____ has been included in this IEP.

IEP Checklist and Reminders

Initial / Re-evaluation / No Eligibility

_____ Administrative Data Sheet

- _____ N1 (page 1 of 2, 2 of 2) Notice of Proposed School District Action
- _____ N1A Consent Form
- _____ N3 Meeting Invitation
- _____ Attendance Sheet
- _____ Assessments
- _____ Classroom Observation
- _____ Specific Learning Disability Report
- _____ ED1 Special Education Eligibility
- _____ IEP
- _____ PL1
- _____ PL 2
- _____ PL 3
- _____ Other

Annual Review

- _____ Administrative Data Sheet
- _____ N3 Meeting Invitation
- _____ Attendance Sheet
- _____ N1 (page 1 of 2, 2 of 2) Notice of Proposed School District Action
- _____ IEP
- _____ PL 1
- _____ PL 2
- _____ PL 3

Writing an N1 - Proposed Action
General Guidelines

Please note: All N1s follow the same format; however, the N1 should always reflect the unique nature of the particular case. This is a tool to provide support. Please be specific and detailed when writing an N1.

- An N1 should be written for **any meeting** that is held in regards to the IEP. This includes review of reports, progress meetings, etc.
- An N1 can also be used to document any action taken in regards to a Team meeting.
- The N1 is a factual document, not an opinion document.
- Remember you are proposing Placement along with IEP's.

SAMPLE

1. What action is the school district proposing to take?

The XXXXX Public Schools is proposing an IEP and Placement for _____.

2. Why is the school district proposing to act?

Following a meeting held on _____ the XXXXX Public Schools in proposing this action (IEP and Placement) based upon _____'s presenting disability and the need for specialized instruction in the goal areas of _____, _____, and _____'. _____'s placement reflects a (ex. full or partial inclusion) setting. The XXXXX Public Schools has determined that this proposed Placement represents the Least Restrictive Environment.

3. What rejected options were considered and why was each option rejected

There were no options proposed and rejected at the Team meeting

OR

_____ 's parents requested a 1:1 Instructional Assistant for _____ throughout the day. This option was rejected by the XXXXX Public Schools based upon data and documentation that indicate _____ is benefitting and making effective progress with the level of special education services in previously proposed IEP's.

4. What evaluation procedure, test, record, or report was used as a basis for the proposed action?

(For an annual review)

The XXXXX Public Schools used recent informal assessments and documentation of _____'s progress provided by special education service providers as well as general education teachers. In addition, the TEAM reviewed MCAS/PARCC results and progress reports from the previous IEP.

OR

(Reevaluation)

The XXXXX Public Schools completed a reevaluation that included (ex. educational, psychological, and speech -language testing). The evaluation reports were used as a basis for this proposed action as well as reports from general education teachers and from the parents.

5. What other factors were relevant to the school district's decision?

No other factors were considered as relevant to this proposal.

OR

The XXXXX Public Schools reviewed information from the (ex. school nurse) regarding _____ and the need for _____.

6. What steps, if any, are recommended?

Enclosed are two copies of the IEP and Placement. The XXXXX Public Schools will implement the IEP and Placement proposed immediately upon receipt of parent's consent. (here you can also add information as needed regarding progress meetings, unique communication with parents, etc.)

Writing an N2 - Finding of No Eligibility
General Guidelines

1. What action is the school district refusing to take?

The XXXXX Public Schools does not find _____ eligible for Special Education services.

2. Why is the school district refusing to act?

The XXXXX Public Schools refuses to act based on assessment results and information presented at _____ (an initial, or a re-evaluation) meeting held on _____.

3. What rejected options were considered and why was each option rejected?

There were no options proposed and rejected at the Team meeting.

OR

_____’s parents requested _____. This option was rejected by the XXXXX Public Schools based upon data and documentation that indicate _____.

4. What evaluation procedure, test, record or report was used as a basis for the refusal to act?

The XXXXX Public Schools refuses to act based upon the results of _____ (List assessments and results here)

5. What other factors were relevant to the school district's decision?

Other relevant factors considered include _____

6. What next steps, if any, are recommended?

(Parent/Guardian names) have the right to dispute the finding of no eligibility. Contact information for the Bureau of Special Education Appeals (BSEA) is located in the Parents’ Notice of Procedural Safeguards, or parents may notify the school district directly in writing within 30 days if they wish to dispute the finding.

Guidance on When to Develop a New IEP or an Amendment

Amendment

Minor changes

A decrease in service delivery only to show child is making progress

MCAS accommodations
Movement to a lesser restrictive grid (ex. C to B, or B to A)

Development of a New IEP

Major changes that include one or more of the following:

Adding services

Adding goals

Movement to a more restrictive setting (ex. A to B, or B to C)

Adding Key Evaluation result that lead to additional services/goal

*As a rule, if a Team finds that changes/additions are being made to multiple pages of an IEP, that should constitute a new IEP, written from 1 year from the Team meeting when the changes are being made.

Reconvene Meeting

A Team meeting *is not required* if the IEP is going to be amended. Parents need to be informed (document how you contacted and the nature of the conversation) regarding the Amendment. The Amendment (form A1, A2) needs to be sent to the parents with an N1 and parental consent is required prior to the implementation of the Amendment.

A Team may choose to reconvene to settle disputes, clarify questions, add additional information, and make adjustment to the existing IEP.

If there are *major changes* and the original IEP has not yet been implemented due to lack of parent consent, the IEP should reflect the new date unless the reconvene is less than 30 days from the originally proposed IEP.

Progress Reports

- Parents receive reports on the student's progress toward reaching the goals set in the IEP at least as often as parents are informed of the progress of non-disabled students.

- Progress report information sent to parents should include written information on the student's progress toward the annual goals in the IEP. Information should be specific to the skills involved in the goal area.

Progress Report Due Dates

- Signed, original Progress Reports are due to the Team Chair or Special Education Department Head at least **5 school days** before report cards are to go home.
(Please plan ahead so the Progress Report can be sent home with the Report Card)

High School Graduation or Turning 22

- Where the student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the school district provides the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her post-secondary goals.

EXTENDED SCHOOL YEAR **ESY**

Extended School Year (ESY) services should be discussed at every student's annual review.

- **ESY services are not provided to ensure a student continues to make progress over the summer. ESY is only appropriate to maintain current levels of performance.**

The Team's consideration for the need for ESY service are based on a number of factors. although the specific reason(s) vary from student to student, the need for ESY arises when it is determined the student:

1. *Requires a significant amount of time to recoup a previously acquired skill or knowledge following an extended break from instruction and/or services;*
2. *The pupil is at a critical learning period and interrupting instruction and/or services will severely jeopardize the student's ability to benefit from the program of specialized instruction;*
3. *The break will prevent a student who is in a functional curriculum from attaining or maintaining self-sufficiency skills that allow for personal independence.*

Regression – All students, disabled and non-disabled, experience regression during breaks in instruction. For the purposes of ESY Services, regression is a decline in the performance of a skill or acquired knowledge, as specified in the annual goal(s) of the student's IEP, that occurs during a break in instruction.

Recoupment – A student's ability to regain the skill performance or relearn the acquired knowledge to approximately the same level that existed just prior to the break in instruction.

Significant – Regression/recoupment is significant when the recoupment period is longer than the length of the break in instruction.

In addition to significant regression and/or limited recoupment, other ESY criteria to be applied by a Team, includes the following:

- the degree of the child's impairment is significant
- the parents' ability to provide structure at home is minimal
- the child's rate of progress is slow
- the child's specific behavior and/or physical problems are significant
- the availability of alternative resources is limited
- the child's ability to interact with non-disabled children is limited
- there are specific curricular areas in which the child needs continued attention
- the vocational and transition needs of the child cannot be met without ESY programming

ESY INSTRUCTIONS AND TIMELINES

- Data collection will begin in **October**.
- You should look at long weekends and vacation breaks to document before and after.

- Curriculum based measures should be used to regularly progress monitor and document. (Discussion will be held at individual buildings as to what measures will be used)
- You should document any area/s that you are concerned about regression.
- Forms will be collected once during the school year.

**TEAM CHAIRS should send all student ESY recommendation forms to
the Pupil Services Office on or before
May 1, 2017**

Guidelines for Reasonable Recoupment

After an 8 week summer break is 20 instructional days
After a 1 -2 week vacation break is 3-5 instructional days
After a weekend is 1 instructional day

IMPORTANT:

*An ESY program may include special education and/or related services and **must be specified on the IEP**. Since the ESY program is proposed to avoid substantial regression, the services offered may differ from the type and/or the frequency of these services offered during the school year. The details of the service, “including the type, frequency, and duration, as well as justification, should be placed in the “Schedule Modification” section of the IEP on the IEP-6 page*

XXXXXX Public Schools
Extended School Year Recommendation Form
Due on or before May 1, 2017

Student: _____ School: _____

Entering Grade _____

Team Chairperson: _____

Substantial Regression is based on the following information (e.g., work samples, progress reports, etc.) Attach data.

- Work Samples
- Teacher Observation/Input
- Assessment Scores: (tools considered: DIBELS, DRA, etc.): _____
- Other: (please specify): _____

Please specify services below:

A. Grade Level

- Pre-School K - 2 3 - 5 Middle School High School
- Itinerant

B. Services Recommended—Frequency

- Academics
- Occupational Therapy _____
- Physical Therapy _____
- Speech/Language _____
- Social/Behavioral _____
- Vision Therapy

C. Supports

- ABA IA
- Transport
 - Wheelchair van Monitor Safety seat
- Equipment: _____
- Medical
- Other: _____

Additional Information, if necessary: