



West Bonner County School District #83

Special Education Handbook

Policy and Procedures
Updated June 2025

West Bonner County School District #83 Special Education Procedural Manual

Mission Statement:

The mission of the West Bonner County School District Special Education Department is to empower every student with exceptionalities by providing individualized, high-quality services that foster academic achievement, functional independence, and social-emotional growth.

Vision:

The West Bonner County School District envisions a future where all students with disabilities are fully included, actively engaged, and supported to reach their fullest potential. We strive to cultivate a culture of belonging and high expectations, where individualized support leads to lifelong learning, meaningful contributions to society, and confident, capable graduates.

Foundations:

Individuals with Disabilities Education Act (IDEA):

A federal law ensuring services to children with exceptional needs. The IDEA governs how states and public agencies provide early intervention, services for exceptional needs and related services to individuals with disabilities. Infants and toddlers with disabilities (birth to 2) and their families receive services under IDEA Part C. Children and youth (ages 3 to 21) receive special education and related services under IDEA Part B.

Americans with Disabilities Act (ADA):

A federal law prohibiting discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities, transportation, and telecommunications. An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered.

Free and Appropriate Public Education (FAPE):

FAPE means that the child with disabilities will receive the same education as a child without disability or handicap. FAPE can be achieved by giving the child special services, usually written in an Individualized Education Plan (IEP). These services may include accommodations for children who use adaptive equipment, services for academic needs, speech and language services and modifications to make a learning environment more comfortable for children with disabilities. This law falls under the Individuals with Disabilities Education Act (IDEA) and also the Rehabilitation Act.

Family Educational Rights and Privacy Act (FERPA):

FERPA is a federal privacy law that gives parents certain protections with regard to their children's education records, such as report cards, transcripts, disciplinary records, contact and

family information, and class schedules. As a parent, you have the right to review your child's education records and to request changes under limited circumstances. To protect your child's privacy, the law generally requires schools to ask for written consent before disclosing your child's personally identifiable information to individuals other than you.

Resources:**IDEA**

<https://www.congress.gov/crs-product/R41833#:~:text=Visual%20impairment-,To%20be%20covered%20under%20IDEA%2C%20a%20child%20with%20a%20disability,to%20benefit%20from%20public%20education.>

Procedural Safeguards

<https://www.sde.idaho.gov/sped/sped-forms/files/dispute-resolution/Procedural-Safeguards-Notice.pdf>

Idaho Special Education Manual

<https://www.sde.idaho.gov/sped/sped-manual/>

Idaho SESTA Quick Guides

https://idahotc.com/Portals/0/Resources/1253/Quick_Guide_Booklet_New_Teacher.pdf

Table of Contents

- Chapter 1:** [The Referral Process](#)
- Chapter 2:** [The Evaluation Process](#)
- Chapter 3:** [Transferring & Special Education Records](#)
- Chapter 4:** [Eligibility Preparation and the Meeting Process](#)
- Chapter 5:** [Eligibility Determination](#)
- Chapter 6:** [Individualized Education Plan Meeting Planning](#)
- Chapter 7:** [Individualized Educational Plan](#)
- Early Childhood
 - School Aged
 - Secondary Transition
 - Student Involvement
 - Progress Reports
- Chapter 8:** [Least Restrictive Environment](#)
- Chapter 9:** [Behavior & Behavior Intervention Plans](#)
- Chapter 10:** [Physical Restraint and Seclusion](#)
- Chapter 11:** **Discipline, Suspension and Manifestation Determination**
- Chapter 12:** **Accommodations, Adaptations, and Supplementary Aids and Services**
- Chapter 13:** **Programs & Services**
- Extended School Year
 - Preschool Program
 - Special Education Transportation
- Chapter 14:** **Transitions**
- Preschool to Kindergarten
 - Elementary to Junior High School
 - Junior High School to High School
 - High School to Graduation
- Chapter 15:** **Discontinuation of Services**
- Due to Eligibility

- Due to Moving out of District
- Due to Graduation

Chapter 17: Forms (Under Construction)

- Deliberation/Sufficiency Review (School Psychologist only)
- MTSS Referral
- Meeting Minutes
- Seclusion and Restraint Parent Contract
- Discontinuation of Services: Parent Request (Example)
- Assistive Technology Evaluation Request
- Goal Attainment Scale (Chapter 19)

Chapter 1

The Referral Process

I. The Pre-Referral Process

Screening

Screening is an informal, although organized process, of identifying students who are not meeting or who may not be meeting Idaho Content Standards or Idaho Early Learning Guidelines (eGuidelines). A variety of methods may be used to screen students, including performance on statewide assessments, curriculum-based measures, daily work in the classroom, teacher observations, hearing and vision screeners, developmental milestones, and/or kindergarten readiness measures.

Screening for instructional purposes is not an evaluation. The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.

Although screening is an important part of the Child Find system, screening cannot be used to delay processing a referral to consider a special education evaluation *where immediate action is warranted*.

General Education Problem Solving

Establishing a Problem-Solving Team

The district shall establish a problem-solving team (i.e. MTSS team) and a process to plan accommodations and interventions in general education and to ensure that referrals to consider a special education evaluation are appropriate. Team membership is established by the school or the district and would likely involve general educators and administrators, and could include counselors, specialists, and special education personnel. While parent/adult student involvement is valuable and encouraged, the district is not required to include the parent/adult student on the team. When problem solving involves a child three to five (3-5) years of age, the team should seek input from family members, child care programs, private preschools, or Head Start Programs, as appropriate. An early childhood problem-solving process needs to consider early childhood environments and the preschool student's need for supported instructional interventions in order for the student to participate in appropriate activities. IDEA Part B funds cannot be used to provide CEIS to preschoolers.

Referrals to the Problem-Solving Team

Referrals to the problem-solving team may come from a variety of sources including parents, students, other family members, public or private school personnel, agencies, screening programs, or as a result of annual public notice. Referrals may be made for a variety of reasons dealing with academic and behavioral concerns and may involve, but are not limited to, teaching strategies, material accommodations, social skills training, cooperative learning concepts, classroom organization, and scheduling.

Interventions

- a. Interventions in general education or an early childhood environment shall be attempted before a student is referred to an evaluation team, unless the student's performance indicates an evaluation is warranted or a parent makes a request for a referral for a special education evaluation.
- b. Interventions shall be of sufficient scope and duration to determine the effects on the student's educational performance and should be clearly documented.
- c. Documentation of the success or failure of accommodations and interventions shall be reviewed and discussed by the problem-solving team.

Problem-Solving Team Decisions Following General Education Intervention

Based on a review of data and information presented by the referring party and others, the team has several decision options. In the case of a preschool student, data and information shall be gathered and reviewed from such settings as child care programs, private preschools, Head Start Programs, or the home. Following an intervention, the problem-solving team shall review progress monitoring data from the intervention and other relevant information to determine what action is warranted. The team considers a variety of options, including whether to:

- a. continue the general education intervention because the student is making adequate progress but needs more time to reach goals;
- b. continue the intervention in a modified form;
- c. explore services or programs outside of special education (such as Title I of the Elementary and Secondary Education Act, including English language programs; Section 504 accommodations; counseling); or
- d. make a referral to consider a special education evaluation.

Although problem-solving activities are an important part of the system, they cannot be used to delay processing a referral for consideration of a special education evaluation ***where immediate action is warranted***. Either a parent or a public agency may initiate a request for an initial evaluation. If a parent initiates a referral for a special education evaluation, the Referral to Consider Special Education Evaluation Meeting cannot be delayed or denied due to the child not completing the general education intervention process.

Types of Initial Referrals

In-District Referral

In-district referrals may originate from any WBCSD staff member who has concerns regarding the possibility that a student experiences a disability which **may be impacting their education to the extent that special education is necessary**.

- A Multi-Tiered Student Support (MTSS) referral form must be submitted to the school's MTSS/problem solving team and/or principal.

- A direct referral may also be made to the school principal or counselor when a staff member has knowledge of current or relevant outside testing and/or suspects a significant disability (i.e. intellectual disability).
- A [Referral to Consider a Special Education Evaluation](#) form must be completed **prior** to the Referral team meeting whenever the student is being referred by the school's problem solving (MTSS) team or by school district personnel.
 - This form must be accompanied by supporting progress monitoring data that identifies specific Tier 1 and Tier 2 interventions, frequency (weekly) and minutes (per session) as well as intensity (individual or small group).
- If SLD is suspected, please complete the [Referral Guidance when SLD is Suspected document](#) and complete the [Intervention Progress Monitoring Graphing Tool](#)
- The MTSS referral form must be given to the school psychologist at a minimum of 10 days prior to the referral meeting.
- **Incomplete MTSS referral forms or referrals that do not include supporting progress monitoring data may be sent back to the MTSS team at the school psychologist's discretion.**

Out-of-District Referral

A written document (i.e. letter, email, etc.) submitted to WBCSD from a parent, student, private citizen, public agency, and/or health care professional requesting special education testing and/or services **must** be honored and a Referral Team meeting **must** be held within a reasonable time frame.

- The school staff person who receives the referral **notifies the School Psychologist** and provides a copy of the referral document immediately so the process aligns with legal parameters and timelines.
- A [Referral to Consider a Special Education Evaluation](#) form must be completed **prior to or during** the Referral team meeting.
 - This may be completed by the referring person, school counselor or a school staff member familiar with the student.

Note: In the case of a verbal referral, notify the school psychologist **immediately**. The school psychologist will contact the referring person to discuss the concerns and determine the next step.

II. The Referral Process

Referral Team Meeting

A Referral Team meeting ***must*** take place for ***any*** student referred to consider a special education evaluation. **See above for specific steps.*

Referral Team

The Referral Team is the group of people established by the IDEA that has the responsibility for making decisions regarding evaluation, assessments, and eligibility. The composition of the reevaluation team will vary depending on the nature of the student's suspected disability and other relevant factors.

The Referral Team shall include:

- Parent/guardian, student (as appropriate), general education teacher, an administrator, the school psychologist (must be involved), and any other persons with concerns for the student (i.e. interventionist, specialist, school counselor, speech language pathologist, occupational therapist, physical therapist).

Scheduling a Referral Meeting

- When a referral is received, the District shall respond to the referral within ***10 school days*** to determine whether or not a meeting needs to be scheduled.
- The team has the flexibility of conducting business with or without a meeting.
- The school psychologist will review all submitted information and evidence prior to scheduling a meeting.
- The parent/adult student shall be included in the Referral Team and shall be given the opportunity to indicate whether he or she wishes the team to hold a meeting with all members attending.
- A Referral Team meeting is scheduled by the school psychologist with the consideration of the parent's and other members' schedules.

Referral Meeting

- Procedural Safeguards are activated when a referral to consider a special education evaluation is made.
 - A copy of the Idaho State Procedural Safeguards shall be provided to the parent/guardian at the Referral Team meeting.
- Meeting minutes must be taken and documented through the Written Notice. A written notice must be completed and sent to the parent within 7 days of the referral meeting with the decision of the referral team. The school psychologist will maintain a file of all documentation.

- The Referral Team meeting is the time to discuss any concerns, review evidence, and gain a better understanding of student strengths and challenges.
- During this meeting, the following options are considered courses of action/next steps (refer to flow chart):
 - a. Consideration of additional supports
 - b. Begin or continue the Response to Intervention process
 - *Written consent must be obtained by the MTSS facilitator or Administrator for any assessments utilized during the MTSS process.*
 - c. Development of a 504 or Intervention Plan (accommodations for students with an identified or suspected disability impacting them educationally).
 - *Building administrator or counselor facilitates the 504 Plan process).*
 - d. Evaluation to consider eligibility for special education services and the School Psychologist will move forward with creating a Consent to Assess following a team determination of appropriate areas to be assessed.

Chapter 2

The Evaluation Process

Evaluation

Evaluation is the process taken to determine eligibility of special education services through the use of assessment tools to gather relevant functional, developmental, and academic information about the student, as well as information provided by parents.

Assessment includes both formal and informal processes of systematically observing, gathering, and recording reliable data to assist in answering evaluation questions.

Evaluation Team

The Evaluation Team is the designated group of individuals with the responsibility to make decisions regarding evaluation, assessments, and eligibility. Evaluation Team members include:

- School Psychologist (Facilitates the evaluation process)
- Administrator or Designee
- Parent/Guardian or Adult Student
- Special Education Teacher
- General Education Teacher
- Related Service Provider(s), when appropriate
- Student, when appropriate

Types of Evaluation and Processes

2.A Initial Evaluation

An ***Initial Evaluation*** is the process of assessing a student to determine if they meet Idaho State eligibility criteria to receive special education services. In rare instances a student, whose eligibility has expired but continues to require special education, may participate in an “Initial” evaluation. Consent is obtained only by the School Psychologist for an initial evaluation following a Referral Meeting (refer to Chapter 1).

Process for an Initial Evaluation:

1. School Psychologist provides the evaluation team with a description of the process of evaluation and eligibility determination for special education services.
2. ***Only the School Psychologist obtains written consent*** from parents to move forward with assessment.
3. In the case when parents are not living together but share custody, both parents must be provided a copy of the written consent. The District must make reasonable efforts to gain signed consent from both parents.
4. Ensure that parents are provided *Procedural Safeguards*.

5. Evaluation team identifies areas of need (functional, developmental, social, emotional, behavioral and/or academic) for assessments to be completed.
6. Any additional information is shared by team members and noted by the School Psychologist.
7. School Psychologist completes a Written Notice and provides it to the parent within a reasonable amount of time before evaluation is initiated.
8. Evaluation team has 60 calendar days from the date the District Office receives the signed consent to complete an Initial Evaluation (excluding days when regular school is not in session for 5 or more consecutive days).
9. Evaluation team members (conducting assessments) complete their section in the Eligibility Report including the Evaluation Summary and Adverse Educational Impact statements.
10. The School Psychologist will be responsible for giving out and collecting parent, teacher, and student input forms. It is recommended to call and/or email the parent when input forms are being sent home.
11. The School Psychologist will stay in communication with the evaluation team on the status of signed consent, the evaluation process, and due dates.
12. The special education teacher or case manager, with consideration of the School Psychologist's and parent (s) availability, will schedule an Eligibility Team meeting that includes all members of the evaluation team (listed above) and any other staff members, as appropriate. ***Any specialist who participates in the evaluation must be invited to the meeting.*** Results of the evaluation are reported with team determining eligibility for special education according to Idaho State criteria:
 - a) **Meets Idaho State disability criteria**
 - b) **The disability adversely affects educational performance**
 - c) **The impact of the disability results in the need for specially designed instruction and related services.**
13. All discussions and decisions (considered and rejected) are documented in Meeting Minutes and Written Notice.
14. A Written Notice is to be completed by the School Psychologist and provided to the parent within a reasonable time after the eligibility determination meeting.
15. If the student is eligible to receive special education services, completion and implementation of the IEP will **not exceed 30 calendar days** from the eligibility determination date.

Notes about Initial Evaluation

- *An Initial Evaluation may not proceed without signed parent consent. If consent is refused by the parent or parent fails to respond, the evaluation process does not proceed.*
- *In the case where parents are not living together, share legal custody (they must provide documentation) and do not agree on how to proceed, the school district will put the evaluation process on hold so the parents are able to come to a consensus.*
- *In **allowed** circumstances, all parties may agree in writing to an extension of the 60-day Initial Evaluation period. Please refer to Idaho Special Education Manual, Chapter 4, pg. 40.*

2.B. Re-Evaluation/Triennial Evaluation

Re-Evaluation is the process of assessment deemed necessary by the IEP team (including parent and school psychologist) when data is needed to:

1. Identify a different or additional eligibility.
2. Consider a significant change of placement and/or services within the three-year Triennial timeline.
3. Consider if a student's eligibility from another state aligns with Idaho State eligibility criteria.
4. Consider exiting a student from services for exceptional children.
5. Comply with a parent/adult student, or the student's teacher's request for a re-evaluation.

The IEP team must follow the Referral for Consideration for a Re-Evaluation Process (refer to Chapter 1).

Only the School Psychologist obtains consent for a re-evaluation.

- *The exception to this occurs when a student is identified as having a speech impairment (articulation only) which does not impact them academically or socially. If this is the case, the Speech Pathologist obtains consent.*

2.C. Re-Evaluation Process

1. The School Psychologist (or the SLP) discusses the re-evaluation with the student's Case Manager who may then schedule a re-evaluation planning meeting with the IEP members. A planning meeting is optional.
2. In the case of a Triennial evaluation, the case manager will ensure that the process begins at **a minimum of two months prior** to the date the eligibility expires.
 - *Note: The IDEA allows the process of reviewing existing data and determining what, if any, additional assessments are required without a meeting. The School*

Psychologist will notify team members if this decision is made after discussing with the parent and team members who provide services according to the IEP.

3. Parents are provided Procedural Safeguards.
4. In the case of a re-evaluation planning meeting, the School Psychologist or SLP Case Manager facilitates the meeting and provides a description of the re-evaluation plan/process.
5. The re-evaluation team identifies areas of need (functional, developmental, social, emotional, and academic) for assessments to be completed. (May be done without a formal meeting)
6. The School Psychologist or SLP will seek to obtain consent from parents before moving forward with the evaluation.
7. The school district may proceed with the re-evaluation without obtaining signed consent should the parent/adult student fail to respond to reasonable attempts to obtain consent. The Case Manager and/or School Psychologist should document all attempts in the Parent Contact Log.
8. School Psychologist, SLP, or the Case Manager completes and provides parents with Written Notice within a reasonable amount of time documenting how the team decided to proceed forward on the re-evaluation.
9. A re-evaluation must be completed before the expiration date of the current eligibility. Eligibility meetings should be scheduled as early as possible, ideally two weeks, before the current eligibility expires.
10. Evaluation team members (conducting assessments) complete their section in the Eligibility Report including the Evaluation Summary and Adverse Educational Impact statements.
11. The School Psychologist will be responsible for giving out and collecting parent, teacher, and student input forms. It is recommended to call and/or email the parent when input forms are being sent home.
12. The School Psychologist will stay in communication with the evaluation team on the status of signed consent, the evaluation process, and due dates.
13. The Case Manager schedules the eligibility meeting in coordination with the School Psychologist's calendar and invites all members of the student's team including parent(s), guardian, student and any specialists conducting assessments.
14. The School Psychologist facilitates the eligibility meeting. Each person conducting assessment reports their findings that include the validity of assessment results.

15. The team considers all data and makes a determination of eligibility.
16. In the event the student continues meeting eligibility criteria, the team may choose to move directly into the IEP meeting to discuss goals, etc. (i.e. amend IEP, change of placement, etc). The IEP **must** be updated before the expiration date of the current IEP.
17. Should the student no longer meet eligibility criteria, the team may recommend that a 504 Plan be put in place should the student demonstrate a need for continued accommodations. The School Counselor or Administrator should be notified prior if this is a possibility.
18. Meeting Minutes will be taken during the eligibility meeting with all discussions and decisions (considered and rejected) being documented in a Written Notice.
19. In the case of amending an IEP, the parent is to provide consent.
20. Parent(s) will receive copies of the finalized Eligibility report, Written Notice and IEP within two weeks of the IEP meeting.

Chapter 3

Transferring & Special Education Records

3.A Obtain Special Education Documents

3.A.1 | WBCSD Cumulative School Records Request

1. School administrative assistant requests the cumulative records for students who enroll into WBCSD.
2. If a parent identifies that the student receives special education services, the school administrative assistant will immediately notify the WBCSD Special Services Administrative Assistant.
3. The WBCSD Special Services Administrative Assistant will request all special education records for students from previous schools.

3.A.2 | Documents Received at District Office

Once special education records are received at District Office, the **Special Services Administrative Assistant** will:

1. Email School Psychologist and Case Manager that records have been received and note the school the student will be attending.
2. Create a file in the IEP platform and current district student information system.
3. Date stamp the paperwork.
4. Scan and upload to the IEP platform.
5. If requested, make copies of most current Eligibility Report & IEP for team members and stamp them “copy.”
6. Have the School Psychologist & Case Manager review the most current Eligibility Report & IEP to determine eligibility and placement.
7. If 7-12th grade, notify the school counselor to confirm classes based on service hours.
8. Create a permanent physical file at the District Office.

Once the steps above are complete, the **School Psychologist and Case Manager** will:

1. Review the most current Eligibility Report & IEP to determine eligibility and placement.
2. Schedule a transfer meeting within 10 days of the student enrolling.

3.A.3 | Documents Received at School

If the school is provided original records, please:

1. Elementary Level

- a. The Case Manager will make a copy of the most recent Eligibility Report & IEP for School Psychologist and Case Manager.
- b. **Send originals** to the WBCSD District Office to the attention of: Special Services Administrative Assistant.

Secondary Level

- a. The Case Manager will make a copy of the most recent Eligibility Report & IEP for School Psychologist and Case Manager.
- b. **Send originals** to the WBCSD District Office to the attention of: Special Services Administrative Assistant.
- c. The School Counselor will have a conversation with the Case Manager and Director of Special Services before scheduling classes for the student.

2. The Special Services Administrative Assistant will enter the new student info IEP platform.
3. The Case Manager will schedule a transfer meeting, with the IEP team, within the first 10 days and update the transfer IEP.

3.A.4 | Documents Not Received

IDEA Law states that *within 10 days of enrollment* documents must be received for students receiving special education services. If necessary special documents are not received by the first week:

1. The Case Manager contacts the WBCSD Director of Special Services via email to request necessary documents.
2. The Special Services Administrative Assistant will send a follow-up request for documentation from the previous school district.
3. The Case Manager or School Psychologist can contact the previous school for general information about the IEP (services, etc.), eligibility data, etc. in order to have some data to provide appropriate services for the student.

3.A.5 | Out of Compliance No Documentation Received

In the event that documentation provided to WBCSD is out of compliance, the school psychologist must initiate the process of re-evaluation. A Referral for Consideration of a Re-Evaluation meeting will be scheduled immediately.

3.A.6 | No Documentation Received

In the event that documentation is not received by WBCSD, the school psychologist must initiate the process of re-evaluation. A Referral for Consideration of a Re-Evaluation meeting will be scheduled immediately.

3.B Transfer Meetings

3.B.1 | Transfer Meeting Process

For all new students entering WBCSD who receive special education services, a transfer meeting must be held within 10 days of enrolling. The purpose of the transfer meeting is to determine if the most current Eligibility and IEP meet Idaho State compliance guidelines and that WBCSD can provide the services/programming reflected in the IEP. The following must occur:

1. Review of Documents

- a.** School Psychologist reviews the Eligibility Report and IEP to determine Idaho compliance.
- b.** The Case Manager reviews IEP to determine Idaho compliance and if IEP can be served as written.

2. Scheduling of a Transfer Meeting

- a.** The Case Manager will work with the school psychologist to schedule a meeting with the IEP team to discuss and determine if the Eligibility report and IEP will be accepted. School Psychologist and the parent must be included in the transfer meeting.
- b.** If it is determined that the Eligibility report is not in compliance, the School Psychologist will obtain consent for a re-evaluation.
- c.** If it is determined that the IEP is not able to be served as currently written, IEP must be amended so appropriate service can be provided.
- d.** The School Psychologist and/or Case Manager will document all decisions through Written Notice. A final copy of the Written Notice will be provided to the parents.

For all new incoming students receiving special education services in WBCSD, all necessary documents are to be received within 10 days of enrollment (IDEA Law).

Necessary documents to hold transfer meeting are:

1. Current Eligibility Report (with assessment scores)
2. Current Individual Education Program

These two documents are needed for deliberation and ensure appropriate services are provided.

If documents are *not* received by the previous district or provided by the parent within *four* days of the students first day of class, the Case Manager contacts the WBCSD Special Education Director and Administrative Assistant via email to request special education documents. WBCSD Special Services Administrative Assistant will request documentation from the previous school district. If documents are still not received, WBCSD Director of Special Services will be contacted and will request the documents.

In the absence of documentation, WBCSD is still responsible for providing FAPE. Therefore, services are provided by any information shared by the parent and data collected.

3.B.2 | Transfer IEP

The School Psychologist (or district level designee) and Case Manager will review the newly enrolled WBCSD student's IEP from the previous school district to ensure that the goals and services align with the eligibility data. This should then be reviewed with the IEP team at the transfer meeting. Any changes must be determined by this team and documented in an IEP Amendment. If the student has received a service provided by a specialist (speech pathologist, physical or occupational therapist, etc), that provider must be consulted prior to amending the IEP.

3.B.3 | Entering Student in Specialized Program Placement

For students entering WBCSD who have been served in past placement of a specialized program such as Life Skills, the entering students will be directly placed in these programs. For students, who were served in a specialized program that WBCSD does not have (i.e. specific ASD program, behavior diagnostic, or alternative school), the student will first be served in the Least Restrictive Environment (LRE) by the assigned zoned school until the IEP team determines LRE. This determination can occur before the student begins school if all necessary documentation has been reviewed and the appropriate LRE has been determined by the IEP team.

3.C Student Transfers from WBCSD to Another District

When a student receiving special education services transfers from WBCSD to another school district, the following procedures will ensure timely and accurate records transfer and compliance with IDEA:

3.C.1 | Notification of Transfer

- When a parent or guardian notifies the school of a student's withdrawal or transfer to another district, the school's administrative assistant or Case Manager must notify the WBCSD Special Services Administrative Assistant immediately.
- The Case Manager will confirm the student's exit and determine the receiving school/district.
- All special education records requests from the new school must be submitted to the WBCSD Special Services Administrative Assistant.

3.C.2 | Records Preparation and Transfer

- The WBCSD Special Services Administrative Assistant will:
 - Print and prepare copies of the most recent Eligibility Report, IEP, Written Notice, and any recent evaluation data.
 - Date stamp all documents to indicate date of release.
 - Upload final documentation to the IEP platform and maintain a copy in the district-level permanent student file.
- If the receiving district formally requests records, the Special Services Administrative Assistant will:
 - Ensure parent consent for records release is on file or request it, if not already available.
 - Send the most recent special education documentation securely (electronically or hard copy) within five school days of the request.
 - Confirm receipt of records with the receiving district.

3.C.3 | Case Manager Responsibilities

- The Case Manager will:
 - Communicate with the receiving district, if needed, to answer questions about services, program placements, or student needs.
 - Document the student's exit and any communication with the family or receiving district.

- For secondary students, collaborate with the school counselor to ensure any class schedule or service changes are closed out appropriately.

3.C.4 | Documentation and Compliance

- The WBCSD Special Services Administrative Assistant will:
 - Close the student's record in the IEP platform with the exit date and reason.
 - Remove the student from active caseloads in the district's student information system.
 - Archive all physical records in accordance with WBCSD records retention procedures.

3.D Special Education Services Identification in Cumulative File

The Case Manager is responsible for placement and confirmation of documentation in students' cumulative file receiving services for exceptional children. After each annual IEP meeting, the Case Manager will place a copy of the previous IEP's final progress report and the current IEP's Student Snapshot document in their cumulative file.

Chapter 4

Eligibility Preparation and the Meeting Process

1. The School Psychologist coordinates the Eligibility Report process. A “Consent In” email will be sent to all staff participating in the evaluation as well as the Special Services Administrative Assistant when students are known to have Medicaid coverage.
2. Evaluation team members conducting assessments complete their section in the Eligibility Report as well as the three prongs section of eligibility at the end of the report (the Summary and Adverse Educational Impact statements) preferably at a minimum of one week prior to the meeting).
2. The Case Manager, in coordination with the school psychologist, will determine when the eligibility meeting should be scheduled (typically 1.5 to 2 weeks prior to the evaluation due date). The parent is typically contacted so as to coordinate, as much as possible, with their schedule.
3. The Case Manager schedules an Eligibility Team meeting that includes the parent/guardian, student (as appropriate), general education teacher(s), an administrator or their designee, school psychologist and other staff members as appropriate.
4. Any specialist who participates in the evaluation and/or provides services must be invited to the meeting. Staff members should receive a Google Calendar invitation ASAP.
5. Parent contacts must be documented in the Parent Contact log.
6. Parents may choose to invite outside agencies, etc. Should a parent indicate that they will be inviting legal representation, the Director of Special Services must be notified as soon as possible and invited to the meeting.
7. A completed draft of the Eligibility Report is provided to the parent at the meeting. It must be marked “Draft”.
8. The School Psychologist facilitates the Eligibility Meeting.
9. Results of the evaluation are reported with team determining eligibility for special education according to Idaho State criteria (the 3 prongs):
 - ☐ Meets Idaho State disability criteria;
 - ☐ The disability adversely affects educational performance;
 - ☐ The impact of the disability results in the need for specially designed instruction and related services.

10. Meeting minutes are taken using the district Meeting Minutes form and all discussions and decisions (considered and rejected) are documented in a Written Notice as completed by the Case Manager.
11. All meeting participants must sign the cover page of the Eligibility Report. In the case when a participant attends via phone or video connection, every effort will be made to obtain the signature. Parents must sign for an Initial Eligibility meeting.
12. The school psychologist will obtain a signed Consent for Initial Placement from the parent/guardian.
13. Should the student meet eligibility criteria and the team determine that specially designed instruction is appropriate, the team may choose to move directly into the IEP meeting. Parent(s) should be given the option of this and if so chooses, the IEP development meeting may be scheduled for another day/time.
14. If a student is eligible to receive special education services, completion (of the IEP document) and implementation of IEP will not exceed 30 calendar days from the eligibility determination date.
15. A finalized Eligibility Report will be sent to the parent/guardian/adult student within 10 days of the eligibility meeting. The school psychologist will sign the cover page, as this may be needed for outside community support programs.
16. All test protocols and Medicaid billing forms (completed by each specialist) will be sent to the Special Services Administrative Assistant to be filed.
17. The school psychologist will send in all relevant documents for the Special Education file including but not limited to:
 - ✓ Consent for Assessment
 - ✓ Medicaid Consent
 - ✓ Exchange of Confidential Information
 - ✓ Referral for Special Education Evaluation
 - ✓ Meeting Minutes (referral, eligibility and IEP meetings)
 - ✓ Consent for Initial Placement
 - ✓ Invitations to Meetings (referral, eligibility and IEP)
 - ✓ Written Notices
 - ✓ Finalized Eligibility Report
 - ✓ Other documents relevant to the case

Chapter 5

Eligibility Determination

Determination of eligibility for special education services is the process that the Evaluation team goes through in making the decision of whether a student is eligible to receive special education services. This is accomplished through the review and consideration of all assessment information following the referral meeting and subsequent evaluation. The school psychologist is responsible for facilitating the eligibility process.

Eligibility Report

The school psychologist opens the eligibility report. Each person who completes a formal or informal assessment in their domain (communication, academic, etc.), provides a detailed description of his/her specific assessment results including:

- Name and title of person completing the assessment
- Date of assessment
- Name and description of the assessment
- Standard scores and percentiles
- Assessment observations (this is important in that it relates to the student's participation and validity of the results)
- Statement of validity of results
- A summary of the domain assessment results is entered at the end of the eligibility report in the "Evaluation Summary" section.
- A statement of the adverse educational impact for that domain is entered in the "Adverse Impact" section following the "Evaluation Summary" section.
- Do not enter any information under the "Need for Specially Designed Instruction" section until after the eligibility team meeting.

This data is then entered into the eligibility report. The Evaluation team reviews, discusses, and considers the data within the eligibility report which leads to a determination of eligibility for special education services by meeting eligibility criteria.

Required Criteria for Eligibility

Required eligibility criteria is the guideline that the Idaho State Department of Education Division of Special Education has set for the Evaluation Team to determine if a student meets eligibility for special education services. This Criteria is often referred to as the "Three Prongs of Eligibility".

Prong 1: Identification of a Disability

There are 15 disability categories recognized within the Idaho Special Education Manual. The eligibility report must conclude with a determination that the data supports identification of a disability in one of the following categories. Occasionally, the team may determine that there is a

primary category of eligibility as well as a secondary category of eligibility.

1. Autism Spectrum Disorder	9. Specific Learning Disability
2. Intellectual Disability	10. Multiple Disabilities
3. Deaf-Blindness	11. Orthopedic Impairment
4. Deafness	12. Speech or Language Impairment: Language
5. Developmental Delay	13. Speech or Language Impairment: Speech
6. Emotional Disturbance	14. Traumatic Brain Injury
7. Other Health Impairment	15. Visual Impairment Including Blindness
8. Hearing Impairment	

Prong 2: Adverse Educational Impact (Specialists only)

The adverse impact to a student's educational performance is determined by the evaluation team. The student's progress is impeded by his/her disability and educational performance is **significantly** and **consistently** below the level of peers of similar age peers, preventing the student from benefiting from general education. Educational performance refers to:

- Academic Achievement
- Developmental Skills
- Functional Skills

Prong 3: Needs Specially Designed Instruction (School Psychologist only)

The student **needs** specially designed instruction. When identifying the need for specially designed instruction, the eligibility team must consider the unique needs of the student's disability and identify the content, methodology, or delivery of instruction needed to meet the student's individual needs. Specially Designed Instruction allows a student to access the general curriculum so that he/she can meet Idaho Content Standards or Idaho Core Standards.

The 3 Prongs of Eligibility: Guiding Questions

Prong 1

The student meets state eligibility requirements for a specific disability.

- What are the specific criteria (according to the Idaho Special Education Manual 2019) needed to meet requirements for the suspected disability?
- What evidence has the team collected to show that the student meets the eligibility requirements for a specific disability?

Prong 2

The student's educational performance measure is significantly and consistently below the level of similar aged peers preventing the student from benefiting from general education.

- Does the student's progress or assessment data measure significantly below similar age peers?
- Does the impact of the disability show consistently throughout the comprehensive assessment administered by the evaluation team?
- What evidence has the team collected to show that there is an adverse impact from the disability on the student's educational (academic and non-academic) performance?
- Identify the specific area of concern or impact according to evidence collected during the evaluation process.

Prong 3

The need to modify instruction (content, methodology, or delivery of instruction) as appropriate to meeting the needs of the eligible student.

- What are the unique needs of the student eligible for services according to information collected as part of the comprehensive evaluation process?
- What are the adaptations of content, methodology, or delivery of instruction needed to ensure access to the general education content?
- How will the proposed modifications meet the needs of the disability and identified area of concern?

Chapter 6

Individualized Education Plan Meeting Planning

Individualized Education Plan (IEP) meetings are held for the purpose of discussing, reviewing, and developing a specific and detailed program that describes a student's specially designed instruction and related services through a team process.

6.A Types of IEP Meetings

6.A.1 | Initial IEP

An Initial IEP meeting is to discuss, review and develop a written document that describes and provides detailed information related to specially designed instruction and related services. IEP must be developed within 30 calendar days of students found eligible for exceptional children services.

6.A.2 | Annual Review IEP

An Annual Review IEP meeting takes place at least annually, or once every 365 days. The IEP review includes the following purposes:

1. To determine whether the student's annual goals have been achieved;
2. To discuss Educational Benefit;
3. To revise the IEP if there is a lack of expected progress toward annual goals and in the general education curriculum, where appropriate;
4. To determine whether any additional assessments are necessary and to address the results of those conducted;
5. To address information about the student provided to, or by, the parent(s)/guardian(s)/Adult Student;
6. To address the student's anticipated needs;
7. To monitor the continuing eligibility of the student base on an evaluation or review of a variety of data;
8. To write a new IEP;
9. To consider a reevaluation to determine if a student is no longer eligible and special education services should be discontinued.

6.A.3 | Following a Triennial Evaluation or Re-Evaluation

A Triennial Evaluation must take place every 3 years. A Re-Evaluation may occur at any time between the three-year Triennial timeline. *A Re-Evaluation meeting does not reset the Triennial due date.* Whenever possible, align the Annual IEP date with the Triennial due date. In the case of a Re-Evaluation, the IEP may be amended to incorporate any new goals (based on the new assessment data) or discontinue a goal that has been met and is no longer necessary. Always complete a Written Notice delineating the team consensus for such decisions.

6.A.4 | Additional Reasons for an IEP Meeting

Any member of the IEP Team can reasonably request to hold a meeting at any time. Once a request is made, the IEP Team meeting must be held in a reasonable amount of time. An IEP meeting can be held for the following additional reasons:

1. Change of placement;
2. If another school district fails to deliver transition or other services outline within the IEP;
3. To consider revisions to the IEP if there is lack of expected progress toward annual goals or in the general education curriculum before annual review meeting;
4. To review behavioral intervention strategies and/or develop a behavioral plan of the IEP;
5. To address IDEA discipline requirements;
6. To review the results of any reevaluation or independent educational evaluation.

6.B. Elements of IEP Meetings:

6.B.1 | Team Decision Making

IEP team members are expected to work toward consensus regarding the student's Free Appropriate Public Education (FAPE). Consensus means consent of IEP team members to support the decision of the team, which requires that all members of the team have had an opportunity to provide meaningful participation.

Lack of consensus between:

1. Parent/adult student, school district, and other IEP team members: School personnel on the IEP team should seek consensus within the school team and make the decision providing written notice to the parent/adult student.
2. School personnel: District representative on the IEP team shall make the decision and

provide written notice to the parent/adult student.

6.B.2 | Members and Roles

The IEP Team is a group of individuals responsible for developing, reviewing, or revising an IEP for a student with a disability. Required IEP Team Members & Role:

- Parent/Legal Guardian
 - Provide feedback and gain input of the student's strengths, challenges, concerns, etc.
- Adult Student or Student (required if 16 years of age or older)
 - Provide personnel input on his/her strengths, challenges, interests, etc.
- General Education Teacher:
 - Provide discussion of the student's involvement and progress in the general education classroom.
- Special Education Teacher
 - Provide a discussion of the student's involvement and progress in annual goal.
- Service Provider (e.g., SLP, OT, PT)
 - Provide discussion of the student's involvement and progress in annual goal.
- District Representative (Administrator or Designee)
 - Provide discussion of the student's involvement and progress in annual goal; Provide guidance on district or state requirements; Lack of consensus shall make the decision and provide written notice to the parent/adult student.
- Other Attendees:
 - Transition Representative
 - Private School Representative
 - School Psychologist

** If a student receives services provided by a private agency, it is the parent's responsibility to invite them to the IEP meeting.*

6.B.3 | Invitation to Meeting

The following requirements *must* be met when scheduling an IEP meeting:

1. Written invitation- *Invitation to Meeting*;
2. The parent/adult student and the district must make reasonable attempts to find a mutually agreement on meeting time;

3. Invite the parent and/or adult student and, if appropriate or required by age, to the meeting **10 days** in advance to ensure that he/she can attend. Record of the invitation should be kept and include:

- The purpose, time, and location of the meeting.
- Who will attend the meeting by role.
- Information regarding the parent's/adult student's right to bring other individuals to the meeting.

**For secondary, notification that post-secondary goals and transition services will be discussed and signed consent must be received by parents to invite outside agencies such as Vocational Rehabilitation (Voc Rehab).*

4. In considering transition services, the invitation shall:
 - Indicate this purpose;
 - Invite the student; and
 - Identify any other agency that will be invited, with parent's/adult student's consent, to send a representative.
 - ***Consent to Invite Agencies related to transition must be signed by the parent/adult student***
5. Ensure that appropriate action was taken for the parent(s) to participate and understand meeting proceedings (i.e., invite interpreter as needed).

6.B.4 | Attendance

All IEP team members must be in attendance. If for, an unavoidable reason, a team member is not able to attend, you must:

1. Notify the parent 24 hours before the meeting to get approval of a team member excusal.
2. Have the parent sign an excusal form **prior** to the start of the meeting.
3. Document in Written Notice how individuals contributed to the meeting, circumstances surrounding the absence, and attempts made to ensure attendance of the parent/adult student.

If Parent/Adult Student is not able to attend or cannot be convinced to attend:

1. Alternative methods to hold the IEP meeting must be offered and documented to gain his/her participation in the development of the IEP. Examples include: a conference call or virtual meeting via Google Meets or Zoom.
2. Document reasonable attempts to contact the parent. Log telephone calls or conversations, copies of correspondence sent to the parent/adult student and any responses received, and detailed records of any visits made to the parent/adult student.

***Documentation of participation can be complete by the listing of team members with role and a marking of attendance next to the name.*

****Attendance of participants does not reflect agreement or disagreement with the IEP; it is only and indication of attendance. If the parent(s)/guardian(s)/adult student does not agree to IEP, a written objection can be filed.*

6.B.6 | Etiquette

IEP Team meetings can be intimidating and overwhelming for parent(s)/guardian(s)/the adult student. It is essential to create an open and welcoming atmosphere that encourages participation.

The following suggestions will assist in the creation of a comfortable environment.

1. Introductions. Do not assume that everyone knows each other
2. Start with a positive
3. Briefly and clearly explain purpose and process of meeting
4. Provide Agenda
5. Provide Draft IEP for each team member
6. Encourage and provide opportunity for participation
7. Do not use acronyms

6.B.7 | Agendas Are Required

For all essential and pertinent information to be addressed and discussed in an Eligibility/IEP meeting Individual Education Program (IEP) or , the meeting must move forward with efficiency and stay on topic. To assist with this process, the use of an agenda is important and required for every eligibility and IEP meeting. Please be mindful to adjust the agenda according to the specifics of each student's meeting and including meeting topics.

6.B.8 | Meeting Minutes

IEP Meeting Minutes are a critical element of an IEP meeting as they document the substantive information and are the written record of the meeting. Minutes should document each major topic and important aspects discussed throughout the meeting. The school district provides a standardized Meeting Minutes form that is recommended for use.

Meeting Minutes must include:

- Provide a list of IEP meeting participants.
- Provide meeting purpose.
- Document discussion of all required IEP elements.
- Document discussions relating to decisions about all components of the IEP.
- Document parent participation (input and feedback). If parent is silent, document all attempts to elicit participation.
- Document ALL parent questions with the district team's response or action items related to questions.
- Document clarification, elaborations, and/or explanations of items.
- Document ALL parent requests and the district team's response to each.
- Document discussion of agreements.
- Document discussion of disagreements and provide a specified space of IEP for parent/advocate to document disagreements under signature page.
- Document discussion of services and reflect the child's needs.
- Document a single offer of FAPE that is consistent with the offer in the body of IEP.
- Document discussions of placement options, placement change if necessary, and appropriate LRE.
- Review notes with the team.

Note-Taking Guidelines:

- Use "topic titles" in notes to indicate agenda items
- Use position title in documenting participants and sharing of information, not individual name
- Provide a summary of discussions, not verbatim records
- Notes are objective
- Use appropriate "tone"
- Use proper grammar and spelling
- Use full sentences with no abbreviations and slang
- Use Open Language:
 - All goals were met at recommended levels or above
 - The requested program is not appropriate based on....
 - District staff use a variety of intervention strategies based on the unique needs of the student
 - The goals are designed to address the student's individual needs and to make progress
 - Parent shared a private academic report from an outside therapist....
 - Speech Therapist review data indicating that....
 - Parents report that they are happy with students' reading progress
 - Parents were asked if they agree with the team's recommendation for ...
 - Proofread notes prior to finalizing the IEP

Effective IEP Meeting Minutes Taking:

- IEP facilitator should not be the note taker
- IEP note taker needs to be WBCSD staff
- And should be an IEP team member
- Use word processing program for notes if possible (use Google Doc or the WBCSD standardized form)

6.C. Meeting Process

6.C.1 | Prior to the IEP Meeting

1. Case manager schedules IEP meeting. Remember to schedule the meeting two week early due to various schedules to consider. If Initial IEP, meeting can occur directly after Eligibility Meeting.
2. Complete *Invitation to Meeting* and send to parent(s)/guardian(s)/Student Adult and other team members with a reasonable timeframe. *No more than 3 days after the meeting is scheduled.*
3. To make sure IEP is close to the final draft for IEP meeting, case manager is responsible for ensuring that the PLAAFP for each area of need is completed.

***It is appropriate to bring a DRAFT copy of the IEP to the meeting with “DRAFT” clearly labeled on the IEP. No IEP components may be completed prior to the actual meeting, as you will need input from team members to finalize.*

6.C.2 | During the IEP Meeting

1. Designate an individual to take notes.
2. Provide parent(s)/guardian(s)/Adult Student copy of Procedural Safeguards.
 - a. Procedural Safeguards can be denied, but it must be documented on the signature page in the IEP.
 - b. Also document in meeting notes and Written Notice that Procedural Safeguards were offered but not taken.
3. Introductions. Do not assume that everyone in the meeting knows each other.
4. Provide attendees a DRAFT copy of the IEP.
5. Provide attendees an Agenda. Ask if any topic would liked to be added to the agenda.
6. If necessary by request or if information is relevant, review Eligibility Report.

7. Review DRAFT IEP using the agenda to make sure every component of the IEP is discussed and opportunity for input is provided. For Annual Review IEP meetings, it is essential to discuss Educational Benefit.
 - a. For Initial IEP meeting, parents must provide signature on *Written Consent for Initial Placement*. This is critical as *services cannot begin until consent is provided*.
 - b. Complete *Medicaid One Time Consent* form by parent(s)/guardian(s)/Adult Student providing authorization to bill Medicaid, if necessary.
 - c. Review IEP meeting notes.
 - d. Provide a copy of the IEP meeting notes for parent(s)/guardian(s)/Adult Student

6.C.3 | After the IEP Meeting

1. Case manager and related service therapists complete the IEP with any revisions determined by the IEP team during the meeting.
2. Final IEP must be sent to parent(s)/guardian(s)/adult student within ***two weeks*** of the IEP meeting.
3. Case manager provides a copy of the Services page documenting transportation needs.
4. Case manager provides copy of the Accommodations to each general education teacher and staff working with the student.
5. Send final IEP to District Office.

6.D. Objection to the IEP

If parent(s)/guardian(s)/adult student disagrees with an IEP program or placement change proposed by the district, a written objection to all or parts of the proposed change must be postmarked or hand delivered within ten (10) calendar days of the date of receiving written notice. If the objection to the IEP is filed after the ten (10) days calendar days, the student shall remain in the placement described in the IEP, and IEP is implemented as written until the disagreement is resolved.