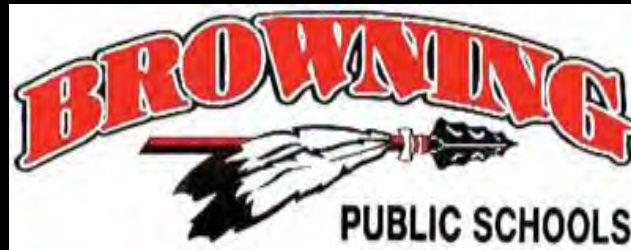


2024-2025

BPS Special Education Operations Manual Procedures & Resource Handbook



SPECIAL SERVICES DEPARTMENT

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Browning Public Schools

**Special Education Procedures &
Resource Handbook**

Introduction

Browning Public Schools Special Education Director, edited this Program Narrative (i.e., procedures manual) to reflect the I.D.E.A. '22.

District special and regular education staff and personnel are asked to consult this manual to answer procedural questions, including the following:

Child find, Referral and Evaluation Plan Guide
Evaluation Report Guide
The Individualized Education (IEP) Guide
Transition Requirements
Montana Administrative Regulations and Rules for
Special Education
Montana State Plan under Part B of the
Individuals with Disabilities Education Act
Aversive Treatment Procedures Guide
Paraprofessional Manual
Private School Guide

All OPI technical assistance manuals and guides are also available at each special education program site and on the OPI Special Education website: www.opi.state.mt.us

In this manual : Parent means a natural, adoptive, or foster parent of a child, a guardian (but not the State if the child is a ward of the State), or an individual acting in the place of a natural or adoptive parent (including a grandparent, stepparent, or other relative) with who the child lives, or an individual who is legally responsible for the child's welfare.

Section 1: Special Education Referrals, Eligibility Determination and Continuum of Program Options

Child Find

We shall actively and systematically seek out all individuals with exceptional needs, ages 0 through 21 years, including children not enrolled in public school programs, children who are homeless, or wards of the State, who reside in the District or are under the jurisdiction of a District or a county office regardless of their disabilities who are in need of special education and related services. For students from birth to 3 years of age, we have “child find” responsibilities for children with low incidence disabilities.

We shall provide for the identification and assessment of an individual's exceptional needs and the planning of an instructional program to meet the assessed needs. Identification procedures shall include systematic methods of utilizing referrals of students from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modification of the general instructional program. **A student shall be referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized.**

Potential sources for referral

- **Parents** have the right to request in writing that their child be assessed to determine eligibility for special education services.
- Through the **Building- Level Student Intervention Team (BLSIT)** process, a student may be referred for assessment to determine eligibility for special education services.
- **Private school personnel** may make a referral in writing to have a student assessed to determine eligibility for special education services.

Process for Parent Referral

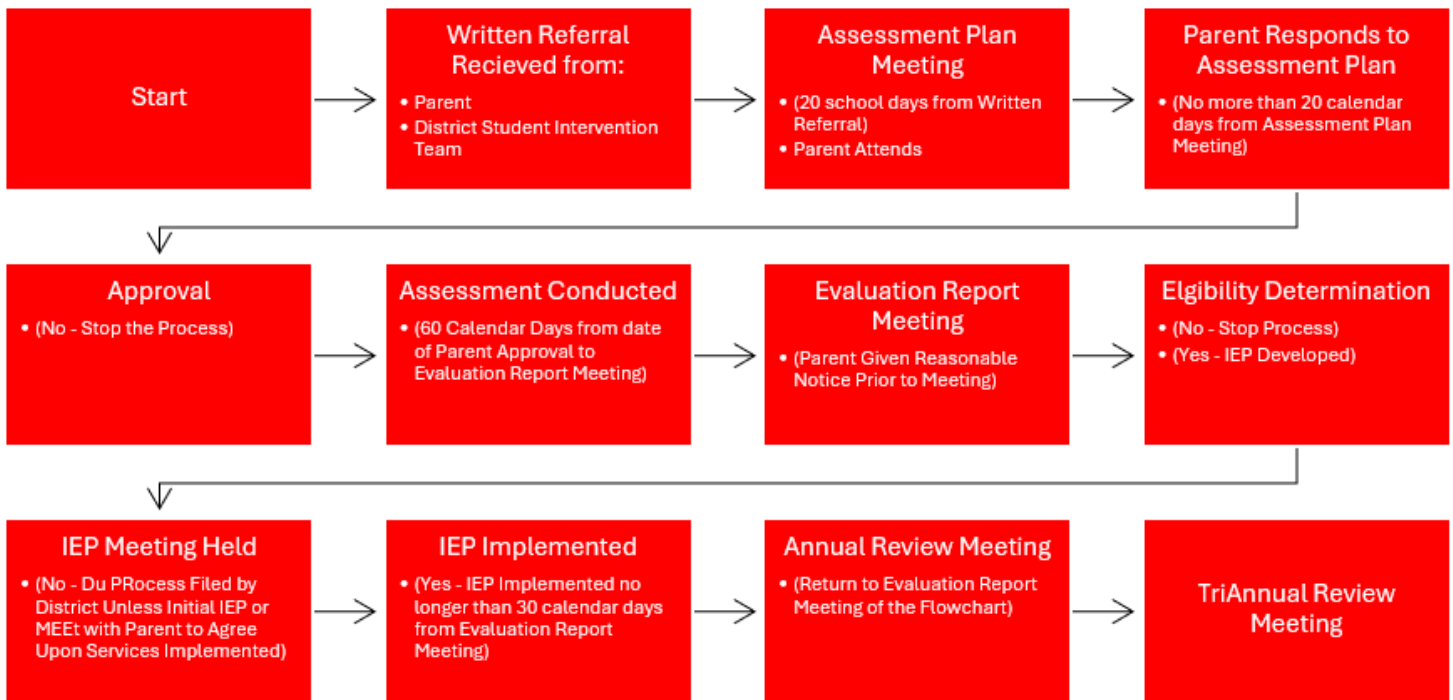
The parent requests, in writing, that her/his child be assessed to determine eligibility for special education services. Within 20 days of the referral, the parent shall be given, in writing, a proposed assessment plan. A copy of the notice of parent rights shall be attached to the assessment plan. A written explanation of all the procedural safeguards shall be included. No assessment shall be conducted unless the written consent of the parent is obtained. The parent shall have at least 20 days from the receipt of the proposed assessment plan to arrive at a decision. Assessment may begin immediately upon receipt of the consent. At this point the 60 day timeline for assessment begins.

Process for Building-Level Student Intervention Team (BL-SIT) Referral to the District-Level Student Intervention Review Team (DL-SIRT)

A Building-Level Student Intervention Team (BL-SIT) may refer a student for assessment to determine eligibility for special education services. Prior to referral, the BL-SIT will generally consider and/or review the interventions, adaptations, and modifications that have been (or may be) made in the general education environment in order to meet the educational needs of the student. The BL-SIT is established by the district and is a function of the general education program/process. The Team lead for BL-SIT will request a District Level Student Intervention Review Team Meeting in email to the Special Services Director. The DL-SIRT has 5 school days to respond to a meeting day and time.

The BL-SIT will present the information gathered to the District-Level Student Intervention Review Team (DL-SIRT). At the meeting, the DL-SIRT will determine if the BL-SIT has completed the referral process completely and accurately. The DL-SIRT will either recommend additional interventions that need to be attempted prior to entering the Special Education Referral process or they will approve the student to the Special Education Referral process.

Special Education Process Flow Chart



Timeline

An Individualized Education Program (IEP) shall be developed and implemented within a total time not to exceed 30 days from the date of receipt of the parents written consent of the IEP.

In Montana, we use the 60-day timeline for the completion of the Evaluation Report (all assessments for special education eligibility). We then have 30 days after that to develop and implement the IEP. For us, the 60-day timeline includes all calendar days and does not give an allowance for any school breaks during that timeline.

When a referral for special education is made within 30 days or less of the end of a school year, the assessment shall be completed and an IEP developed within the first 30 days of the subsequent school year. TO AVOID this we ask for any Student Intervention Team Referrals be SUBMITTED NO LATER THAN March 15 of each school year.

Referral

The identification of students with exceptional needs shall be coordinated with school site procedures for identifying those students whose needs have been found to be beyond the resources of general education interventions. The Assessment Plan shall address **all areas of suspected need**. Within 20 calendar days of receiving a written referral for special education assessment, an assessment plan shall be developed and presented to the parent. The parent has no more than 20 calendar days to provide consent for the proposed assessment. No assessment shall be conducted without parental consent. If consent for assessment is refused, in the case of an initial referral, the District need not pursue consent through due process. If the student is already identified as having a disability, the District must pursue consent through mediation or due process.

An Evaluation Case Manager as appointed by the District is the School Psychologist assigned to the building/grade-level(s). The Evaluation Case Manager is generally responsible for the following:

- Bridge the primary contact with the parent and other agencies.
- Reviewing the proposed assessment plan with the parent and explaining parent rights and special education timelines and procedures.
- Ensuring that all required notices are provided to parents and that required parent signatures are obtained.
- Coordinating observations and assessments.

An IEP Case Manager as appointed by the District is the Special Education Teacher assigned to the student. The IEP Case Manager is generally responsible for the following:

- Ensuring all IEP timelines are met.
- Scheduling the IEP team meeting and inviting all team members.
- Ensuring that all IEP data is entered into SpEd Forms and that all required forms are prepared for the IEP team meeting.
- Maintaining the IEP file according to District guidelines.

Parental Consent

The district is required to obtain informed consent from the parent of a child for an initial assessment to determine eligibility for special education and related services. Under the following circumstances the district could proceed with Due Process based on the MT OPI SPED Guidance document, under the following circumstances:

- Despite reasonable efforts to do so, the District cannot discover the whereabouts of the parent of the child
- The rights of the parent of the child have been terminated in accordance with state law.
- The rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial assessment has been given by an individual appointed by the judge to represent the child.

The 2006 IDEA regulations state that any of the following individuals may be a “parent” for purposes of rights and responsibilities under the law:

- A biological or adoptive parent.
- A foster parent.
- A guardian authorized to act as the parent, or authorized to make educational decisions for the child (but not the state, if the child is a ward of the state).
- An individual acting in the place of a biological or adoptive parent (including grandparent, stepparent, or other relative) with whom the child lives.
- An individual who is legally responsible for the child’s welfare.
- An appropriately appointed surrogate parent.

Consent for initial assessment may not be construed as consent for initial placement or initial provision of special education and related services.

Parental consent is not required before reviewing existing data as part of an assessment or reassessment or before administering a test or other assessment that is administered to all children.

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 assessment for eligibility for special education and related services. A screening includes basic tests administered to or procedures used for all children in a school, grade or class. Massed screenings used in connection with child find activities are not considered evaluations and thus do not require prior parental notice and consent requirements that apply to initial evaluations.

If a parent refused to respond or consent to a District's request to conduct an initial assessment for special education eligibility, the District may request due process to override the lack of consent.

If a parent refuses all services after having consented to them in the past, the District shall file a request for due process. If the parent consents to special education and related services, but not all components of the IEP, those components to which the parent consents shall be provided. If the components of the IEP to which the parent has not consented are necessary to provide a FAPE, the District shall initiate due process and the decision shall be binding.

Assessment

Once consent for assessment has been given by the parent, the case manager shall distribute a copy of the Assessment Plan to all staff conducting the assessment. All assessments must be completed and an Evaluation Report meeting scheduled within 60 calendar days. If parental consent is not given in the case of an initial referral, the referral form and other related documents should be placed in the student's permanent file.

All assessments shall be administered by trained and properly credentialed, qualified staff. Qualified means a person who has met federal and state certification, licensing, registration or other comparable requirements that apply to the area in which he/she provides special education or related services. The assessment shall be:

- Administered in the student's primary language or other mode of communication unless it is clearly not feasible to do so;
- Selected and administered so as not to be racially, culturally or gender biased;
- Validated for the specific purpose for which it is intended;
- Tailored to assess specific areas and provide information to determine the student's educational needs.

No single procedure shall be used as the sole criterion for determining eligibility for special education. The student shall be assessed in all areas related to the suspected disability. No service will be included on the IEP unless an appropriate assessment has been conducted by personnel credentialed in the designated area of need, i.e. LSH, APE, Vocational, etc.; and the student meets local and state eligibility criteria requirements.

Parents as well as school personnel may request additional assessment information in other areas related to the suspected disability. Their request shall include the reason for additional assessment. Parents and other sources should be contacted to determine if there have been any previous assessments that should be reviewed. Copies of any needed reports should also be requested.

It is recommended that IEP team members share their results with other team members prior to the IEP meeting. Meeting prior to the IEP meeting allows team members:

- Time to share thoughts and compare program responsibilities.
- Review eligibility criteria.
- Conserve time in the actual IEP meeting.
- Facilitate more appropriate placement.
- Formulate tentative goals and benchmarks. (Note: This information-sharing session is not intended to replace the IEP Team meeting. Draft goals and benchmarks are to be developed for discussion purposes only.)
- Any assessment conducted must be shared with the parent(s) in an IEP meeting. However, it is good practice also to share with parent(s) the assessment results and thoughts relative to possible student needs prior to the scheduled IEP meeting.
- Copies of all assessment reports must be provided to parents at the IEP meeting or prior to the meeting, if requested by the parents.

Written Assessment Report

Those persons assessing a student shall maintain a complete and specific record of diagnostic procedures and assessments employed, the instruments utilized, the conclusions reached and the proposed education or treatment alternatives indicated by the assessment results. Assessment team members shall prepare written reports that address areas included in the assessment plan.

The results of each assessment shall include the identification of the primary disability and the disabling condition, if any, including the appropriate eligibility criteria. The report shall include, but not be limited to, the following:

1. Results of any relevant, previous assessments.
2. Relevant behavior noted during testing sessions and any observation in the classroom.
3. The relationship of that behavior to the student's academic and social functioning.
4. The educationally relevant health, development and medical findings, if any.
5. Specific test scores for all assessments administered. An error analysis and integration of assessment data depicting strengths and weaknesses as related to ability/performance levels within the areas of academic achievement, language development, cognitive development, selfhelp, visual/auditory functioning, and sensory motor skills.
6. Determination of the effects of environmental, cultural and economic disadvantages upon overall performance level. This shall include, as appropriate, a review of the student's school and/or developmental history, as well as his/her English language proficiency.
7. For students with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services.
8. A summary of the findings and characteristics which identify the student as an individual with special needs and which document the need for special education and/or related services.
9. Relevant information from the parent.
10. Information related to enabling access to and progress in the general curriculum.

In the evaluation of assessment findings, it is important to bear in mind what the education code requires for program eligibility if the determinant factor is a lack of instruction in reading or math, limited English proficiency, or other environmental, cultural, or socio-economic disadvantage factors.

Copies of all documents used in making determination with regard to eligibility or needs should be maintained for future reference.

Primary Language Assessment

Materials and procedures used to assess a child with limited English proficiency shall be selected and administered to ensure that they measure the extent to which the student has a disability and needs special education, rather than measuring the student's English language skills.

Evaluations are to be administered in a language and form most likely to yield accurate information on what the student knows and can do academically, developmentally and functionally unless not feasible. Bilingual interpreters may be used to assist school personnel in administering assessment.

Assessment Procedures Which May Lead to Special Education Eligibility Determination

Disclaimer: The following questions and answers are designed to assist special education personnel in navigating through the laws and regulations set forth by the federal and state government as it pertains to assessment and eligibility. This is not meant to be construed as the sole reference or measure for identification of students into special education programs.

1. Why should I be concerned about test normative samples?
 - a. Testing and assessment materials and procedures used for the purposes of assessment and placement of individuals with exceptional needs are selected and administered so as not to be racially, culturally, or sexually discriminatory.
2. How shall I select testing and assessment materials for students with limited language ability?
 - a. Testing and assessment materials should be provided and administered in the student's primary language or other mode of communication, unless the assessment plan indicates reasons when this provision and administration are not clearly feasible.
3. Are they validated for a specific purpose?
 - a. Tests and assessment materials must be validated for the specific purpose for which they are used.
4. Who administers the assessments?
 - a. Trained personnel, in conformance with the instructions provided by the producer of tests and other assessment materials, except that a credentialed school psychologist should administer tests of intellectual or emotional functioning.
5. Are specific areas of need being assessed?
 - a. Tests and other assessment materials include those tailored to assess specific areas of educational need.
6. Are the test results accurate?
 - a. Tests are selected and administered to best ensure that when a test administered to a student with impaired sensory, manual, or speaking skills produces test results that accurately reflect the

- student's aptitude, achievement level, or any other factors the test purports to measure and not the student's impaired sensory, manual, or speaking skills unless those skills are the factors the test purports to measure.
7. Are their multiple procedures being used?
 - a. No single procedure is used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs.
 8. Is the student being assessed in all areas?
 - a. The student is assessed in all areas related to the suspected disability including, where appropriate, health and development, vision, including low vision, hearing, motor abilities, language function, general ability, academic performance, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. A developmental history is obtained, when appropriate.
 9. Are the persons conducting the assessment knowledgeable of the disability?
 - a. Persons knowledgeable of that disability shall conduct the assessment of a student, including the assessment of a student with a suspected low incidence disability.

Eligibility Criteria

To qualify for special education and related services under the IDEA, a student must be between the ages of 3 and 21 and must satisfy both parts of a two-part test. First, the student must meet the definition of one or more of the categories of disabilities specified under the IDEA. Second, the student must be in need of special education and related services as a result of his/her disability or disabilities. When it enacted IDEA 2004, Congress created a special rule for eligibility determination not found in the previous version of the statute or in its implementing regulations. The new regulations stated that a child shall not be determined to be a child with a disability if the "determinant factor" is a "lack of appropriate instruction in reading, including in the essential components of reading instruction as defined in the No Child Left Behind Act". NCLB defines the term "essential components of reading instruction" to mean:

- Explicit and systematic instruction in phonemic awareness
- Phonics
- Vocabulary development
- Reading fluency, including oral reading skills
- Reading comprehension strategies

Additionally, IDEA 2004 retained the previous law's exclusion from eligibility for determinant factors of limited English proficiency and lack of instruction in math. The specific disabling conditions identified in the IDEA are 1. Autism; 2. Developmental Delay; 3. Cognitive Delay; 4. Deaf-Blindness; 5. Deafness; 6. Emotional Disturbance; 7. Hearing Impairment; 8. Orthopedic Impairment; 9. Other Health Impaired; 10. Specific Learning Disability; 11. Specific Learning Disability - Severe Discrepancy; 12. Speech-Language Impairment; 13. Traumatic Brain Injury; 14. Visual Impairment. The decision as to whether or not a student requires special education and related services shall be made by the IEP team which shall include those persons conducting the assessments. The IEP team shall take into account all the relevant material which is available on the student. No single score shall be used as the sole criterion for the decision of the IEP team as to the student's eligibility for special education.

Autism

A student must have at least one characteristic in each of the three areas of social communication; social interaction; and in restricted and repetitive behaviors and interests.

A student must have a total of eight or more characteristics to be identified as a student with autism.

The characteristics below are those which most frequently occur with the student but may not occur in every situation.

Significant difficulties in social communication must be documented for at least one of the following characteristics:

- Initiating or maintaining eye contact while interacting with others;
- Use of facial expressions to communicate with others;
- Identifying and/or understanding the communicative intent of another person's facial expressions;
- Using gestures to direct attention to an object (for example: showing, bringing or pointing out objects of interest);
- Using gestures for communication;
- Responding to or interpreting other's use of gestures;
- Noticing or interpreting other's use of body language;
- Use of own body language for communication;
- Expressive verbal or alternative communication;
- Receptive verbal communication; or
- Interpretation of other's verbal communication (often concrete and literal; for example: does not understand idioms or sarcasm).

Significant difficulties in social interaction must be documented for at least one of the following characteristics:

- Seeking to share enjoyment, interests, or achievements with others;
- Initiating social interaction unless seeking preferred items or help;
- Responding to social interactions initiated by others;
- Initiating a conversation on non-preferred topics;
- Sustaining a conversation on non-preferred topics;
- Explaining another person's perspective (for example: what other people are thinking or feeling);
- Joining play activities of others (solitary play preferred);
- Play lacks elements of make-believe;
- Participating in make-believe play with others; or
- Engaging in social imitative play (for example: playacting, fantasy characters, animals, pretending adult role).

Significant difficulties resulting from restricted and repetitive behaviors and interests must be documented for at least one of the following characteristics:

- Makes repeated vocalizations or verbalizations (for example: repeats same word, phrase or sound);
- Persistent preoccupation with specific objects or parts of objects;
- Engages in repeated, repetitive movements with objects such as sticks or string, lining up toys, flipping objects, spinning objects;
- Preoccupation with particular interests causes difficulties in social interaction and/or academic performance;
- Resists when asked to discontinue preferred or special interest activity;

- Prefers consistency and resists expected and/or unexpected changes (for example: changing activities, leaving activity unfinished, changes in routine or daily schedule); or
- Engages in repetitive physical behaviors such as body rocking, spinning self, finger flicking, hand flapping.

Does the student have at least one characteristic in each of these three areas:

- social communication;
- social interaction;
- restricted and repetitive behaviors and interests.

ADDITIONAL REQUIRED TEAM MEMBERS:

Required team members for the determination of autism must be a school psychologist and a speech-language pathologist, each of whom is qualified to conduct individual diagnostic examinations of children.

Developmental Delay

The student is at least three (3) and not yet nine (9) years old.

The student functions at a developmental level:

- Two or more standard deviations below the norm in any ONE of the following areas of development:
 - adaptive functioning skills
 - cognitive development
 - communication development
 - physical development
 - social and emotional development
- Or, 1.5 or more standard deviations below the norm in TWO OR MORE of the following areas of development:
 - adaptive functioning skills
 - cognitive development
 - communication development
 - physical development
 - social and emotional development
- Documentation of a developmental delay must include:
 - Appropriate developmental assessment that addressed each of the areas above.
 - Observation of the student's communication development and social and emotional development in a classroom or other group setting.

Cognitive Delay

- The student has a significantly subaverage general intellectual functioning; and
- Corresponding deficits in adaptive behavior and educational performance, especially in the area of application of basic academic skills in daily life activities.
- The presence of subaverage general intellectual functioning must occur between conception and the 18th birthday.

DEFINITIONS:

- "General intellectual functioning" means performance on a standardized intelligence test that measures general cognitive ability rather than one limited facet of ability.

- "Significantly subaverage general intellectual functioning" is defined as two or more standard deviations below the population mean on a standardized intelligence test. Error in test measurement requires clinical judgment for students who score near two standard deviations below the mean.
- "Deficits in adaptive behavior" is defined as significant limitations in the student's effectiveness in meeting the standards of personal independence, interpersonal communication, and social responsibility expected for the student's age/grade peers and cultural group as measured by standardized instruments or professionally recognized scales.

ADDITIONAL REQUIRED TEAM MEMBER:

A required team member for the determination of cognitive delay must be a school psychologist, who is qualified to conduct individual diagnostic examinations of children.

Deaf-Blindness

The student:

- Meets the criteria in ARM 10.16.3022 for visual impairment;
- Meets the criteria in ARM 10.16.3020 for speech-language impairment;
- Meets the criteria in ARM 10.16.3016 for hearing impairment or in ARM 10.16.3014 for deafness; **and**
- Is experiencing severe delays in communication and other developmental and educational skills such that services designed solely for students with deafness or for students with blindness would not meet the student's educational needs.

ADDITIONAL REQUIRED TEAM MEMBER:

A required team member for the determination of deaf-blindness must be a speech-language pathologist, who is qualified to conduct individual diagnostic examinations of children.

Deafness

- An audiological report documents that hearing loss is so severe that the student is impaired in processing linguistic information, with or without amplification, to the extent that prevents the auditory channel from being the primary mode of learning speech and language.
- The student's educational performance is adversely affected as documented by specific examples:
 - The results and analysis of a current assessment of language development, as measured by standardized tests or professionally recognized scales appropriate to age level and administered individually, is required to show an impairment in processing linguistic information prior to identification.

DEFINITIONS:

"Adversely affect the student's educational performance" means that there is evidence that measures of student performance (e.g., achievement tests, grades, behavioral assessments, analysis of classroom assignments, or criterion-referenced tests, etc.) indicate a pattern of educational attainment that can wholly or in part be attributed to the disabling condition.

ADDITIONAL REQUIRED TEAM MEMBERS:

Required team members for the determination of deafness must be a speech-language pathologist or an audiologist, each of whom is qualified to conduct individual diagnostic examinations of children.

Emotional Disturbance

A condition, which includes one or more of the following characteristics, is present:

- An inability to build or maintain satisfactory relationships with peers and teachers;
- Inappropriate types of behavior or feelings under normal circumstances, including behaviors which are psychotic or bizarre in nature or behaviors which are atypical and for which no observable reason exists;
- A general, pervasive mood of unhappiness or depression, including major depression and dysthymia, but excluding normal grief reactions;
- A tendency to develop physical symptoms or fears associated with personal or school problems, including separation anxiety, avoidant disorder and overanxious disorder;
- Schizophrenia.

Each of the conditions above shall meet the criteria of having been present:

- To a marked degree,
- Over a long period of time, **and**
- Adversely affecting the student's educational performance.
- The student has been observed in more than one setting within the educational environment; **and**
- The local education agency has planned and implemented one or more positive behavioral interventions specific to the individual student.

Interventions shall not unnecessarily delay appropriate identification when it can be shown through a student's social or developmental history, compiled directly from the student's parents or from records when the parents are not available, the existence of characteristics that clearly identify emotional disturbance.

EXCLUSIONARY FACTORS:

- The student may not be identified as having emotional disturbance if:
 - Delays in educational performance are primarily due to visual impairment, hearing impairment, orthopedic impairment, cognitive delay, health factors, cultural factors or limited educational opportunity.
 - Common disciplinary problems may exist in conjunction with emotional disturbance, but cannot be used as the sole criteria for determining the existence of an emotional disturbance.
 - The term emotional disturbance does not apply to students who are socially maladjusted, unless it is determined that they meet the criteria for emotional disturbance.

DEFINITIONS:

"Adversely affect the student's educational performance" means that there is evidence that measures of student performance (e.g., achievement tests, grades, behavioral assessments, analysis of classroom assignments, or criterion-referenced tests, etc.) indicate a pattern of educational attainment that can wholly or in part be attributed to the disabling condition.

ADDITIONAL REQUIRED TEAM MEMBER:

A required team member for the determination of cognitive delay must be a school psychologist, who is qualified to conduct individual diagnostic examinations of children.

Hearing Impairment

- An audiological report documents a permanent hearing loss in excess of 20 dB better ear average in the speech range (500, 1,000, 2,000 Hz), unaided, or
- A history of fluctuating hearing loss which has interrupted the normal acquisition of speech and language and continues to adversely affect educational performance.

DEFINITIONS:

"Adversely affect the student's educational performance" means that there is evidence that measures of student performance (e.g., achievement tests, grades, behavioral assessments, analysis of classroom

assignments, or criterion-referenced tests, etc.) indicate a pattern of educational attainment that can wholly or in part be attributed to the disabling condition.

ADDITIONAL REQUIRED TEAM MEMBERS:

Required team members for the determination of deafness must be a speech-language pathologist or an audiologist, each of whom is qualified to conduct individual diagnostic examinations of children.

Orthopedic Impairment

- The student is diagnosed by a qualified medical practitioner as having an orthopedic impairment.
- The impairment is severe; **and**
- The impairment adversely affects the student's educational performance.

DEFINITIONS:

- The term orthopedic impairment includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).
- "Adversely affect the student's educational performance" means that there is evidence that measures of student performance (e.g., achievement tests, grades, behavioral assessments, analysis of classroom assignments, or criterion-referenced tests, etc.) indicate a pattern of educational attainment that can wholly or in part be attributed to the disabling condition.

Other Health Impaired

- The student has limited strength, vitality or alertness, including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia or tuberculosis; **and**
- The condition adversely affects the student's educational performance.
- The student has a medical diagnosis of a chronic or acute health problem. (REQUIRED)

DEFINITIONS:

"Adversely affect the student's educational performance" means that there is evidence that measures of student performance (e.g., achievement tests, grades, behavioral assessments, analysis of classroom assignments, or criterion-referenced tests, etc.) indicate a pattern of educational attainment that can wholly or in part be attributed to the disabling condition.

Specific Learning Disability - RtI

RESPONSE TO SCIENTIFIC, RESEARCH-BASED INTERVENTION (RtI)

- The student has been provided learning experiences appropriate to the student's age or grade-level based on state-approved K-12 content standards.
- The student did not make sufficient progress to meet age or grade level based on state-approved K-12 content standards in one or more of the following areas. (check each area in which the student did not make sufficient progress):
 - basic reading skills
 - oral expression

- reading comprehension
- written expression
- reading fluency skills
- mathematics calculation
- listening comprehension
- mathematics problem solving
- The student was determined to have a specific learning disability based on an insufficient response to scientific, research-based interventions resulting in a low level of academic achievement.
- Insufficient response to interventions occurred when, despite the implementation of the interventions over a sustained period of time, the student did not achieve adequately based on the student's age or grade level based on state-approved K-12 content standards.

Scientific, research based interventions were:

- Matched to the specific needs of the student as identified through systematic, data-based processes for examining the presenting problem, including parental input, to identify instructional interventions that have a high likelihood of success;
- Focused on changing the instructional strategies or techniques used with the student; and
- Regularly monitored for student progress and correct implementation via regular and frequent data collection, and analyzed and modified as necessary based on data analysis.

In determining the response to scientific research-based interventions the evaluation team considered data:

- regarding how appropriately the intervention was delivered by qualified personnel, and
- comparing the student's rate of learning and current levels of performance with the student's initial levels of performance.
- The student did not make sufficient response to scientific, research-based interventions, and
- The level of intervention necessary to sustain the response can only be provided through special education services.

Documentation also includes:

- The scientific, research based interventions and instructional strategies used; and
- The student-centered data collected during the implementation of at least two intensive individualized interventions implemented for a sustained period of time.
- The evaluation team documented the student's academic performance in the regular classroom setting through observation.
- Requirements for documentation of observation were met by observation of routine classroom instruction and monitoring of the student's performance that was done before the child was referred for an evaluation, **or**
- At least one member of the evaluation team conducted an observation of the child's academic performance in the regular classroom after the child had been referred for an evaluation and parental consent was obtained.
- If the student was younger than school age or out of school, an evaluation team member observed the student in an environment appropriate for a student of that age.
- Educationally relevant medical findings, if any, were considered; **and**
- Two or more interventions specific to the individual student were implemented.
- Interventions did not unnecessarily delay appropriate identification.

EXCLUSIONARY FACTORS:

The student may not be identified as having a specific learning disability if the student's significantly low rate of progress in meeting age or grade level based on state approved K-12 content standards is

primarily the result of a visual, hearing, or motor impairment; cognitive delay; emotional disturbance; environmental or economic disadvantage; cultural factors; or a lack of appropriate instruction.

ADDITIONAL REQUIRED TEAM MEMBERS:

Required team members for the determination of specific learning disability must be a school psychologist, a speech-language pathologist, or a remedial reading teacher, each of whom is qualified to conduct individual diagnostic examinations of children.

Specific Learning Disability - Severe Discrepancy

- The student has been provided learning experiences appropriate to the student's age or grade-level based on state approved K-12 content standards.
- The student did not make sufficient progress to meet age or grade level based on state-approved K-12 content standards in one or more of the following areas (check each area in which the student did not make sufficient progress):
 - basic reading skills
 - oral expression
 - reading comprehension
 - written expression
 - reading fluency skills
 - mathematics calculation
 - listening comprehension
 - mathematics problem solving
- The student was determined to have a specific learning disability based on a severe discrepancy between the student's intellectual ability and achievement in one or more of the areas listed in ARM 10.16.3019.

Documentation also includes:

- The evaluation team documented the student's academic performance in the regular classroom setting through observation.
- Requirements for documentation of observation were met by observation of routine classroom instruction and monitoring of the student's performance that was done before the child was referred for an evaluation, **or**
- At least one member of the evaluation team conducted an observation of the child's academic performance in the regular classroom after the child had been referred for an evaluation and parental consent was obtained.
- If the student was younger than school age or out of school, an evaluation team member observed the student in an environment appropriate for a student of that age.
- Educationally relevant medical findings, if any, were considered; **and**
- Two or more interventions specific to the individual student were implemented.
- Interventions did not unnecessarily delay appropriate identification.

EXCLUSIONARY FACTORS:

The student may not be identified as having a specific learning disability if the student's significantly low rate of progress in meeting age or grade level based on state-approved K-12 content standards is primarily the result of a visual, hearing, or motor impairment; cognitive delay; emotional disturbance; environmental or economic disadvantage; cultural factors; or a lack of appropriate instruction.

DEFINITIONS:

- a. A severe discrepancy is defined as a 50 percent or higher probability of a two standard deviation discrepancy between general cognitive ability and achievement in one or more of the areas identified in ARM 10.16.3019 when adjusted for regression to the population mean.
- b. Error in test measurement requires judgment for students who score near two standard deviations below the population mean. When exercising this judgment, consideration of additional information, such as classroom performance relative to the student's performance on norm-referenced tests, shall be used as the basis for determining the severe discrepancy.
- c. Alternatives to norm-referenced tests, such as curriculum-based assessments, shall be utilized to determine severe discrepancy whenever cultural factors, test conditions, size of test item sampling for the student's age, or other factors render standardized assessment results invalid. When utilizing alternative assessment procedures, a determination must still be made that a discrepancy between ability and achievement exists at a level of severity similar in size to the discrepancy that would have otherwise been found as described in (a) above.

ADDITIONAL REQUIRED TEAM MEMBERS:

Required team members for the determination of specific learning disability must be a school psychologist, a speech-language pathologist, or a remedial reading teacher, each of whom is qualified to conduct individual diagnostic examinations of children.

Speech-Language Impairment

- The student has a significant deviation in speech such as fluency, articulation or voice, **or**
- The student has a significant deviation in the ability to decode or encode oral language which involves phonology, morphology, semantics or pragmatics or a combination thereof.
- Documentation of the student's interpersonal communication effectiveness in a variety of educational settings by the teacher, parent, speech-language pathologist, and others as appropriate supports the adverse educational effect of the speech-language impairment or oral communication in a classroom or school setting.

EXCLUSIONARY FACTORS:

The student may not be identified as having a speech-language impairment if the speech or language problems primarily result from environmental or cultural factors.

DEFINITIONS:

- The student has a significant deviation in oral performance if the student's performance on standardized test is two standard deviations below the population mean, or between 1.5 and two standard deviations below the population mean, and there is documented evidence over a six month period prior to the current evaluation of no improvement in the speech-language performance of the student even with regular classroom interventions.
- For articulation, a significant deviation is consistent articulation errors persisting one year beyond the highest age when 90 percent of the students have acquired the sounds based upon specific developmental norms.
- If norm-referenced procedures are not used, alternative assessment procedures shall substantiate a significant deviation from the norm.

ADDITIONAL REQUIRED TEAM MEMBER:

A Required team member for the determination of speech-language impairment must be a speech-language pathologist, who is qualified to conduct individual diagnostic examinations of children.

Traumatic Brain Injury

- The student has an acquired injury to the brain caused by external physical force which substantially limits the student's functional or psychosocial ability or both and the student's ability to learn or participate in the general education curriculum.

EXCLUSIONARY FACTORS:

The student may not be identified as having a traumatic brain injury if the injury to the brain is congenital, degenerative, or caused by birth trauma.

DEFINITIONS:

The term traumatic brain injury 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, psycho-social behavior, physical function, information processing, and speech.

ADDITIONAL REQUIRED TEAM MEMBERS:

Required team members for the determination of traumatic brain injury must be a school psychologist and a speech-language pathologist, each of whom is qualified to conduct individual diagnostic examinations of children.

Visual Impairment

- The student has an impairment in vision that, even with correction, adversely affects the student's educational performance; **or**
- The student has a medically indicated expectation of visual deterioration that would qualify the child as having a visual impairment as described above.

Grades, Report Cards, and Transcripts for Students with Disabilities

1. Should a student's grade reflect that accommodations have been made for that student to access the general education curriculum?
 - a. No. A student's grade should not reflect that accommodations have been made. Accommodations provide students with disabilities an equal opportunity to participate in the general education curriculum.
 - b. An accommodation is a change in the course, standard, test preparation, location, timing, scheduling, expectation, student response, or other attributes that provides access for a student with a disability to participate in a course, standard or test, and it does not fundamentally alter or lower the standard or expectation of the course, standard or test.
2. May a student's grade reflect that modifications have been made for that student to access the general education curriculum?
 - a. Yes. If modifications have been made to the curriculum of any course, it is important that the student's grade reflects the student's achievement in the modified curriculum, as long as modified grades are available to all students. However, any modifications to programming, instruction, and grading must be documented in the student's IEP and be directly related to the student's disability. To automatically give modified grades to all special education students would be discriminatory and potentially violate Section 504 of the Rehabilitation Act of 1973.
 - b. A modification is a change in the course, standard, test preparation, location, timing, scheduling, expectation, student response, or other attribute that provides access for a student with a disability to participate in a course, standard or test and it does fundamentally alter or lower the standard or expectation of the course, standard or test.
3. May some type of symbol or code be used on a student's report card to indicate that the student has had a modified curriculum in the general education classroom?

- a. Yes. A symbol or code may be used on a student's report card to indicate that the student has had a modified curriculum in the general education classroom. However, this type of coding should not be used solely for students with disabilities. A policy should be developed that applies to all students.
4. May pass/fail grades be used for students with disabilities in the general education classroom?
 - a. Yes. A student with disabilities may be given a pass/fail grade as long as participation in this grading system is voluntary and is available to all students. In addition, the grading system must meet the student's special needs and must be documented in the IEP.
5. May a student's transcript indicate that the student participated in a modified curriculum?
 - a. Yes. The purpose of the transcript is to present an accurate picture of a student's coursework. If the curriculum content has been modified, the transcript may reflect that modification through some type of symbol or code that indicates that the student received modified grades or completed work at a lower grade level. The explanation of the symbol or code cannot indicate that the student has a disability or that the student is in special education.

Exit Criteria

The IEP Team shall determine the exit decision for each student based upon the following criteria:

1. The student shall be ineligible for special education services when the impairment no longer adversely affects educational performance or when the student no longer meets eligibility criteria.
2. The student's needs can be met in a less restrictive environment or in general education, not necessarily at grade level.
3. A plan to facilitate the student's transition to a less restrictive environment will be developed, including alternative placement if needed, and a plan to assist the receiving teacher.

Section 2: Types of IEP Meetings, Sequence and Facilitation Supports and Roles

When an IEP Meeting Must Be Held

- When a formal assessment (comprehensive evaluation) has been conducted.
- At least annually to review progress, goals, related services and supplementary aids and services and make any revisions to the IEP.
- Every three years to determine continued eligibility.
- Within 30 days when a parent or education staff member requests a meeting to review and/or revise the IEP.
- When a student demonstrates a lack of anticipated progress.
- When placement in a more restrictive program is under consideration.
- Within 30 days after an administrative placement of a transfer student into any special education program.
- For any change of placement, including those involving discipline.
- When a Manifestation Determination must be made due to student discipline issues.

Types of IEP Meetings

Initial IEP

The IEP is convened at the conclusion of the assessments conducted to determine initial eligibility. Anyone may refer for special education eligibility assessment but, of course, parents must be in agreement and give written permission through a signed assessment plan. Assessments must be conducted in all areas of suspected disability. Procedural safeguards & thorough explanations are critical as “informed consent” is the standard. Parents must understand that permission for this assessment may lead to the recommendation for special education eligibility.

The purpose of the initial IEP is to review all assessment data/reports, develop present levels and determine eligibility. If eligible, the team goes on to address all areas of need through goal development, determination of needed supports and services. Once service needs are identified, the team must consider the continuum of placement options and determine where services should be delivered.

What is the student’s least restrictive environment?

The place most closely aligned to the general education placement the student would otherwise attend. Annual reviews, reviews in general and triennials all flow from the initial IEP meeting.

Annual Review

Once a student has been found to be eligible for Special Education and related services, a review of the IEP placement, related services and supplemental aids and services shall be held annually. The annual review procedures should be conducted so that the IEP that is to be the basis of an upcoming school year’s

programming is finalized prior to the start of the new school year. There must be an IEP in effect at the beginning of each school year.

Parents shall be provided with a copy of their Parents' Rights at the annual IEP team review. The case manager shall be responsible for coordination of the annual review. IEP reviews must be conducted by at least the minimum required membership of the IEP Team that made the initial placement. Each IEP review shall be conducted in accordance with the notice and scheduling requirements for the initial assessment. If a parent requests an IEP review the IEP team meeting shall be held within 30 days of the request.

When reviewing a student's progress at the annual IEP review, the IEP team must consider the following when determining whether changes are needed in the student's program:

- Any lack of expected progress toward the student's annual IEP goals and in the general education curriculum, where appropriate.
- The results of any reevaluation.
- Information about the child provided to, or by, the parents.
- The child's anticipated needs.
- Any other relevant matters.

30 Day Administrative Placement/Transfer Students

If a student with a disability (who had an IEP that was in effect in a previous District within the state) transfers to a new District in the same state, and enrolls in a new school within the same school year, the new District (in consultation with the parents) must provide the student with FAPE, including services comparable to those described in the previously held IEP, until it adopts the previously held IEP or develops, adopts, and implements a new IEP. The review IEP must take place within 30 days of enrollment in the new District.

In the case of a student with a disability who transfers school Districts within the same academic year, who enrolls in a new school, and who had an IEP in effect from another state, the District must provide the student with FAPE, including services comparable to those described in the previous IEP, in consultation with the parents until such time as the District conducts an evaluation, if determined to be necessary, and develops a new IEP, if appropriate.

To facilitate either an in-state or out-of-state transfer, the new District where the student now resides shall take reasonable steps to promptly obtain the student's records, including the IEP, any supporting documents and other records concerning the provision of special education or related services. In addition, a student's individualized education program shall be implemented as soon as possible following the individualized education program team meeting.

Manifestation Determination

A "manifestation determination" means the evaluation of the relationship between a student's disability and an act of misconduct that must be undertaken when a District proposes to take specified serious disciplinary actions such as suspension or expulsion. Only if the District concludes, after performing a manifestation determination review that the misconduct was not related to the student's disability, can it impose the proposed disciplinary sanction (except for removals due to special circumstances, i.e., weapons, drugs or infliction of serious bodily injury which can be made without regard to whether the behavior is a manifestation of the disability).

A manifestation determination must be made within 10 days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct. The manifestation review is conducted by the District, the parents, and relevant members of the IEP team as determined by the District and the parent. This review does not have to be conducted by the full IEP team. The individuals involved in making the manifestation determination are charged with reviewing all relevant information in the student's file,

including the IEP, any teacher observations and any relevant information provided by the parent. The purpose of this review is to determine the following:

1. If the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or
2. If the conduct in question was the direct result of the District's failure to implement the IEP, the suspension/expulsion shall not go forward.

Least Restrictive Environment (LRE) Questions for the IEP team to consider:

- Is _____ making educational progress in the regular education setting?
- Does _____ require special education services that are provided outside of the regular ed. classroom?
- Does _____ require special education services in a more restrictive, separate class setting for all or part of the school day?
- Does _____ require special education services in a setting that is not located on a school site?
- If _____ requires special education services in a separate class or separate setting, how will he/she have contact with non-disabled peers?
- Can _____ be provided with an education at the school closest to his/her home and in the school he/she would attend if the student were non-disabled, or does the IEP require some other arrangement?

IEP Team Members

The 2006 regulations to IDEA 2004 identify the IEP team as a group of individuals composed of:

- Parents
 - One or both of the child's parents are considered necessary members of the team. While a school District cannot compel the attendance of parents in the same way it can demand attendance of its own personnel or contractors, it must ensure that parents are invited and encouraged to attend.
- Regular education teacher(s)
 - A child's IEP team must include not less than one regular education teacher, if the child is, or may be, participating in the regular classroom environment. As to the number of regular education teachers needed to be included on the team, the ED, in its discussion accompanying publication of the 2006 final regulations, said the following: "In the situation in which there is more than one regular education teacher, the IEP Team need not include more than one regular education teacher. The regular education teacher who serves as a member of a child's IEP Team should be a teacher who is, or may be, responsible for implementing a portion of the IEP so that the teacher can participate in discussions about how best to instruct the child. If the child has more than one regular education teacher responsible for carrying out a portion of the IEP, the District may designate which teacher or teachers will serve as the IEP member(s), taking into account the best interest of the child. The District also could agree that each teacher attend only the part of the meeting that involves modification to, or discussion of, the teacher's area of the curriculum."
- Special education teacher(s)
 - IDEA requires inclusion on the team of not less than one special education teacher, or where appropriate, not less than one special education provider. The choice of the particular individual(s) is up to the District, but it should select, to the extent possible, the person who is (or will be) responsible for implementing the child's IEP.
 - Also note that a child's related services provider will not always qualify as his special education provider.
- District representative
 - A representative of the school District or other public agency who is qualified to provide or supervise the provision of special education and is knowledgeable about both the general curriculum and school District resources must participate. The representative must be authorized

- to make decisions on behalf of the school District, commit its resources and, according to ED's discussion issued with the 2006 final regulations, be able to ensure that whatever services are set out in the IEP actually will be provided. The requirement that the IEP team contain an agency official follows necessarily from the directive that an IEP be implemented as soon as possible after the IEP meeting. Failure to include an individual with the authority to commit the school District generally will be considered to be a substantive denial of FAPE.
- Evaluation interpreter
 - IDEA mandates that the IEP team must include an individual who can interpret the instructional implications of evaluation results. The law does not preclude other team members (except the parents and the child) from serving in this capacity. Thus, the team's special education teacher may do double duty, as may the District representative, regular education teacher, or any other individual who has been invited to participate by either the District or the parent to share his or her knowledge or special expertise about the child.
 - Other individuals
 - Other individuals in addition to those listed above who have knowledge or special expertise regarding the child, including related services personnel as appropriate, may be included as members of the IEP team "at the discretion of the parent or the agency."
 - Additionally, according to 34 CFR 300.321 (f), in the case of a child previously served under Part C, "an invitation to the initial IEP meeting shall, at the request of the parents, be sent to the Part C services coordinator or other representatives of the Part C system to assist with the smooth transition of services."
 - Student
 - Wherever appropriate, the child must be a member of the Team. A student's attendance is appropriate when the IEP team convenes a meeting to discuss postsecondary goals and the transition services needed to assist the child in achieving those goals. If the student does not attend the transition services meeting, the District must take other steps to ensure his preferences and interests are considered.

Section 3: Accommodations, Modifications, State Testing

Definitions

Accommodation:

Generally, an adaptation that enables a student with a disability to participate in educational programming, complete school work or tests with greater ease and effectiveness, to the extent possible, as if he or she were non-disabled. Accommodations do not alter the fundamental nature of the program, work or service.

Accommodations are not intended to provide additional advantage but rather to “level the playing field” for students with disabilities.

Modification:

More significant levels of alteration of participation in the program, work or service for students with disabilities. Changes rather than simply supporting what the student is required to perform. Modifications, when applied, have the potential to alter scores, credits or evaluation of the work. Accommodations and Modifications should not simply be applied at the time of testing as a means of support. In order to justify the use of accommodations and modifications during testing, a student should also have access to the needed supports during instruction in the classroom.

Accommodations Examples

These lists include accommodations to materials and methods, as well as assistive technology examples. Other accommodations may be available. Please keep in mind that not all accommodations are appropriate for each student.

Skill Area	Method Accommodations	Material Accommodations	Technology Accommodations
Communication	<ul style="list-style-type: none"> • Picture schedules • Repeat directions • Seat student near teacher 	<ul style="list-style-type: none"> • Carry pen and paper for writing 	<ul style="list-style-type: none"> • Electronic device with voice output • Letter/word/icon communication board • Picture schedules • Pocket-size communication book • Word prediction software

Skill Area	Method Accommodations	Material Accommodations	Technology Accommodations
Handwriting	<ul style="list-style-type: none"> • Additional time on written assignments • Chalkboard practice • Examples on desk • “Fill-in-the-blank” tests rather than essay • Multiple choice tests • Not grading handwriting • Paper position • Peer support • Photocopy notes • Tape paper to desk • True or false tests • Write on whiteboard 	<ul style="list-style-type: none"> • Arm stabilizer/arm guide • Clipboards • Correction tape/fluid • Different colors of paper • Different kinds of paper (line, graph, etc) • Different line colors • Different line spacing • Different size pencils/pens • Highlighters • Labels/stickers with name • Marker instead of pencil • Paper stabilizers • Pencil grip adapter • Rubber name stamps • Slant board/wedge • Stencils/templates • Tracing paper • Whiteboard 	<ul style="list-style-type: none"> • Custom keyboards • Keyboard guard • Slant board • Speech recognition systems • Use computer or word processor for writing • Use handwriting font • Wrist supports for typing

Skill Area	Method Accommodations	Material Accommodations	Technology Accommodations
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Math	<ul style="list-style-type: none"> • Avoid mixing “signs” on page for young students • Don’t require copying problems • Extra time for completion • Reduce number of problems • Study carrel for solo work • Study guides • Use calculator 	<ul style="list-style-type: none"> • Enlarge worksheets • Math fact tables • Provide worksheets with partial answers • Reduce number of problems on page • Use whiteboard • Work on graph paper 	<ul style="list-style-type: none"> • Calculator • Large key calculator • On-screen calculator • Talking calculator
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Skill Area	Method Accommodations	Material Accommodations	Technology Accommodations
Organization	<ul style="list-style-type: none"> • Color coding strategies • Daily/weekly assignment schedule • Have student repeat or write down directions • Have student summarize directions • Priority list • Simplify directions • Written directions 	<ul style="list-style-type: none"> • Appointment book • Assignment notebook • Bulletin board reminders • Extra books at home • Homework journal • Locker organizer system • Pocket organizer/schedule • Process or schedule reminder on desk • Schedule in notebook • Storage cubicles • Study guides 	<ul style="list-style-type: none"> • Calendar software • Personal digital assistant (PDA) • Pocket schedule • Timers • Voice recorder for reminders • Wristwatch with alarm

Skill Area	Method Accommodations	Material Accommodations	Technology Accommodations
Written Expression	<ul style="list-style-type: none"> • Accept outlines or notes to reduce written work • Create sentences aloud • Do not grade for spelling • Extra time for completion • Process reminders on chalkboard or desk • Provide writing samples • Shorten assignments Study carrel for solo work 	<ul style="list-style-type: none"> • Pocket dictionary • Pocket thesaurus • Process reminders on chalkboard or desk 	<ul style="list-style-type: none"> • Electronic dictionary • Electronic thesaurus • Spell check • Use computer or word processor for writing • Use tape recorder to do assignments verbally • Word prediction software

Skill Area	Method Accommodations	Material Accommodations	Technology Accommodations
Reading	<ul style="list-style-type: none"> • Extra time for completion • Provide chapter outlines • Reduce reading level on assignments • Shorten assignments • Study carrel for solo work • Study guides 	<ul style="list-style-type: none"> • Color overlays • Enlarged print on assignments • Highlight key words and concepts • Large print books 	<ul style="list-style-type: none"> • Books on tape • Closed Circuit TV to enlarge books • Electronic dictionary • Screen enlarger for computer text • Screen readers • Use markers/ruler to guide reading

Skill Area	Method Accommodations	Material Accommodations	Technology Accommodations
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Spelling, Grammar, Punctuation	<ul style="list-style-type: none"> • Additional time on written assignments • Peer support • Recognition spelling test (identify correctly spelled words in multiple choice) • Reduce assignments • “Word Wall” of common words and punctuations posted in classroom 	<ul style="list-style-type: none"> • List of problem words • Pocket dictionary • Reduce length of written assignments 	<ul style="list-style-type: none"> • Computer spell check • Electronic dictionary • Word prediction software
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Skill Area	Method Accommodations	Material Accommodations	Technology Accommodations
Vision	<ul style="list-style-type: none"> • Frequent breaks from tasks • Longer time to complete tasks • Peer readers • Seating arrangement • Shorter or no homework assignments • Shorter tasks • Typing instead of handwriting 	<ul style="list-style-type: none"> • Bold line paper • Books on tape • Braille textbooks • Braille printer • Change font • Color overlays • Different color paper • Double-space text • Enlarge font size • Enlarge reading materials • Enlarges worksheets • Hand-held (or other) magnifiers • Lighting (changes in) • Raised line paper • Writing with wide marker instead of pencil 	<ul style="list-style-type: none"> • Anti-glare shield • Audio recorder/player • Braille labels on keyboard • Close Circuit TV to enlarge books • Enlarge zoom on computer • Large-key calculator • Large-key computer keyboard • Magnifying glass • Page magnifier • Provide more or less lighting • Rulers - large print • Screen enlarger for computer • Screen readers • Speech recognition systems • Talking calculator • Video magnifiers • Videotape lectures

Modification Approval

Any modifications that are requested need to be submitted to the Special Services Director for Approval prior to being put into the IEP.

State Testing and Reporting System

Montana Comprehensive Assessment System (MontCAS) is the broad category of state required assessments for all students in Montana. Special Education students are required to participate in Smarter Balance. IEP teams decide on an individual basis “how” students will participate, which test versions and with what accommodations/modifications. Depending on the test, accommodations and modifications may vary. Generally the use of modifications (which alter) affects the participation code of validity of the test. All Smarter Balance tests are high stakes and great care and caution must be taken by the IEP team to ensure maximum validity and participation status. Consult the Montana Department of Education (OPI) if unclear.

The following documentation is from MontCAS Policies and Procedures for Participation in State Assessment: “Including Students with Disabilities In general, all school-aged children who are students with disabilities as defined by Section 504 and the Individuals with Disabilities Education Act (IDEA) are entitled to free appropriate public education (FAPE) which includes the opportunity to participate in

state testing regardless of the educational setting (ARM 10.16.3121). Decisions about how to assess students with disabilities must be made by a student’s Individualized Education Program (IEP) Team under IDEA, the placement team under Section 504, or the individual or team designated by a district to make that decision under Title II of the Americans with Disabilities Act (ADA), as applicable, based on each student’s individual needs (ARM 10.56.104). The passage of IDEA prompted the creation of a range of test participation options making it possible for students with even the most significant disabilities to be assessed on a test aligned with general education content standards. Each student who receives special education services must have a written IEP that documents how the student will participate in state assessments. As described in the assessment rules, state assessments must be administered with or without accommodations based on individual student needs. In addition, IEP teams for a student shall determine if the student meets the eligibility criteria for the statewide alternate assessment based on the alternate academic achievement standards. The decision to move a special education student to an alternate assessment has significant implications for the path that a student will take in their K–12 school career. It means the student is not able to participate in the general education curriculum even when provided with accommodations. A student who participates in an alternate assessment requires a modified curriculum (see Eligibility Guidelines for MontCAS Alternate Assessments document). In Montana, AIM/Infinite Campus collects test settings which describe the testing needs for students with IEPs using an individualized, needs-based approach to select accommodations and supports for state assessments (see the AIM/Infinite Campus IEP Editor Flyer). For both IEP and Section 504 students these student supports and accommodations need to be identified prior to assessment administration.”

IEP Updates: Statewide Assessment Editor

Overview

The OPI has launched a significant update to the statewide assessment editor in the IEP. The updates to the editor help to address the need to provide additional support for IEP teams in implementing an individualized, need-based approach to selecting accommodations and support for statewide assessments. The changes help teams to know which accessibility supports are allowable for different assessments and content areas so that testing accommodation irregularities can be avoided. The updates also facilitate communication between case managers and system test coordinators by providing a tool that will document the specific, approved accommodations and supports that are needed for each assessment and content area. These changes will support districts in ensuring that the supports and accommodations documented in the IEP are properly implemented for statewide testing.

What is a need based approach?

During the development of the Smarter Balanced assessment a tool called the Individual Student Accessibility and Accommodations Profile (ISAAP) was created. Smarter Balanced identified seven reasons for supports and accommodations and sorted the accessibility supports available for the Smarter Balanced test into those categories to provide a tool to help educators identify the available supports that are recommended for specific student needs. Montana added an additional category so that IEP teams can document support for students with medical needs.

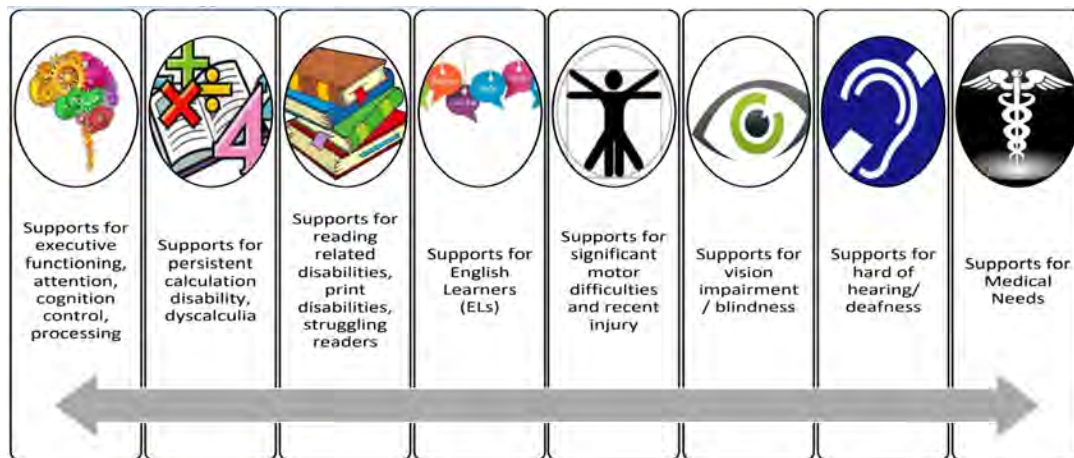
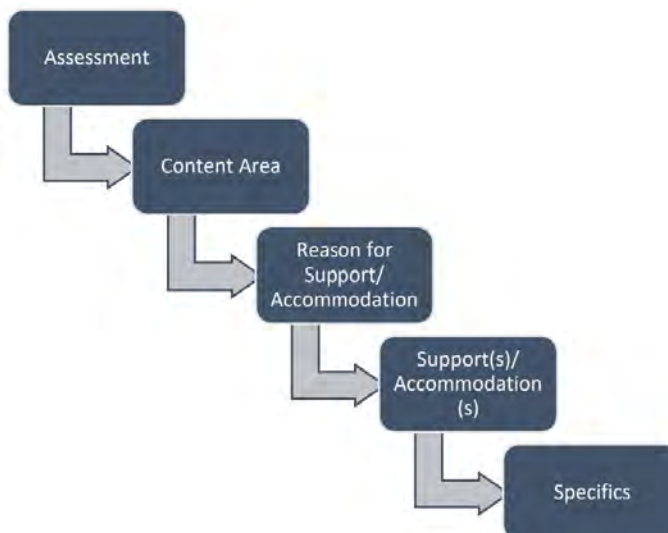


Figure 1: Identifying Accessibility Supports Based on Student Needs

Changes to the IEP Statewide Assessment Editor:

The “with accommodation”, “without accommodations”, and “alternate assessment” checkboxes will remain the same as the previous version. The selection of supports and accommodations is done through a cascade (what appears next depends on the selection in the previous section) of the drop down menus. The hierarchy of the cascade is: assessment, content area, reason for accessibility support, the supports and accommodations that meet the reasons, and a notes section for documentation of accessibility support specifics or documentation of non-routine accommodations.



Procedures Overview:

1. Select how the student will participate in statewide assessments by checking either “without accommodations”, “with accommodations”, or “alternate assessment.”
2. Select the assessment name from the drop down menu.
 - a. When an alternate assessment is selected the team will need to complete the participation criteria checkboxes. Check the box for each participation criteria to affirm that the student meets each requirement.

NOTE: Students must meet all 4 criteria to participate in an alternate assessment
3. Select the content area from the drop down menu.
4. Select the reason for the support/accommodation.
5. Select the support(s)/accommodation(s) from the drop down menu (multiple items can be selected).
6. Use the notes field to document any specifics about the selected supports/accommodations.

- a. Example: A student who is taking the science assessment will be using adaptive furniture; the team documents the specific furniture and how it is used.

NOTE: The team completes this process for each assessment/content area/and reason for support.

NOTE: If there is a support that is not included in the approved list, use the notes section to indicate the support/accommodation that is needed. The case manager must then work with the system test coordinator to request non-routine accommodation. The OPI will then review the request and work with the district.

Required Statewide Assessments

Content Area	Required Grades	Name of Test	Alternate Assessments for Students with Significant Cognitive Disabilities
Reading, Writing, Mathematics	Grades 3-8 and 11	Smarter Balanced (Grades 3-8) ACT (grade 11)	Multi-State Alternate Assessment
Science	Grades 5,8, 11	Montana Science Assessment (grades 5, 8) ACT- (grade 11)	Alternate Montana Science Assessment
English Language Proficiency	English Learners (ELs) in grades K-12	ACCESS for ELLs	Alternate ACCESS for ELLs

Montana Alternate Assessment

[Montana Alternate Assessment Eligibility Guidelines](#)

Section 4: Transition, Post Secondary

Overview of the Requirements

- Prepare students and family for the transition process.
- Help students and family make a connection between the student's abilities and future career/living situation.

- Discuss H.S. Diploma and Certificate of Completion and what each means.
- Encourage students and family to explore adult living and employment options.
- Help the student and family describe the student's disabilities and any accommodations that may be needed.
- Give the student opportunities to discover what he/she can do, cannot do or do with support.
- At age 17 or earlier, discuss Age of Majority and what it means to the student and family.

Gather information from student, parents and school staff regarding:

1. Student's vision for the future
2. Student's present levels of functioning as related to transition in:
 - Work Experience
 - Recreation and Leisure
 - Home/Independent Living
 - Community Participation
 - Postsecondary Training and Learning
 - Related Services

Team Member Roles

Student

Their Role - participates, communicates preferences and interests, communicates strengths, and takes part in the IEP development

Parent/Family

Their Role - supports the student, reinforces the value of an individual program, provides information about a student's strengths and areas where assistance is needed.

Special Education Teacher

Their Role - provides information, provides teaching strategies including accommodations and or modifications, suggests course of study related to student's post school goals; identifies related services, provides input into transition service needs, links student and parents with appropriate postschool services, coordinates all people, agencies, services or program involved in the transition planning process.

General Education Teacher

Their Role - assists in planning course of study, assists in identifying and providing modifications, adaptations, support and positive behavioral strategies or interventions.

District Representative

Their Role - Support staff, allocate resources

- Qualified to provide, or supervise the provision of, specifically designed instruction to meet the unique of children with disabilities
- Is knowledgeable about the general curriculum and availability of resources of the District
- Has authority to commit the District to implement the IEP
- District may designate another staff member of the IEP team if these criteria are met.

Other Specialists

- An individual who can interpret the instructional implications of evaluation results
- Maybe one of the team members already listed.

Other Appropriate Agency Personnel

Their Role - provide information about services, eligibility criteria, explain difference between entitlement of school programs and eligibility of adult services, assist in identifying community or adult services.

Outside Agency Linkages

- An outside agency, other than the public agency (usually the school district), that is likely to provide the needed services, and/or support to help facilitate the student's progression to his or her post school goal or vision.
- A representative from any agency that is likely to be responsible for providing or paying for transition services may be invited to the IEP beginning when the student is 16 or younger if appropriate with parental consent or consent of an adult student.

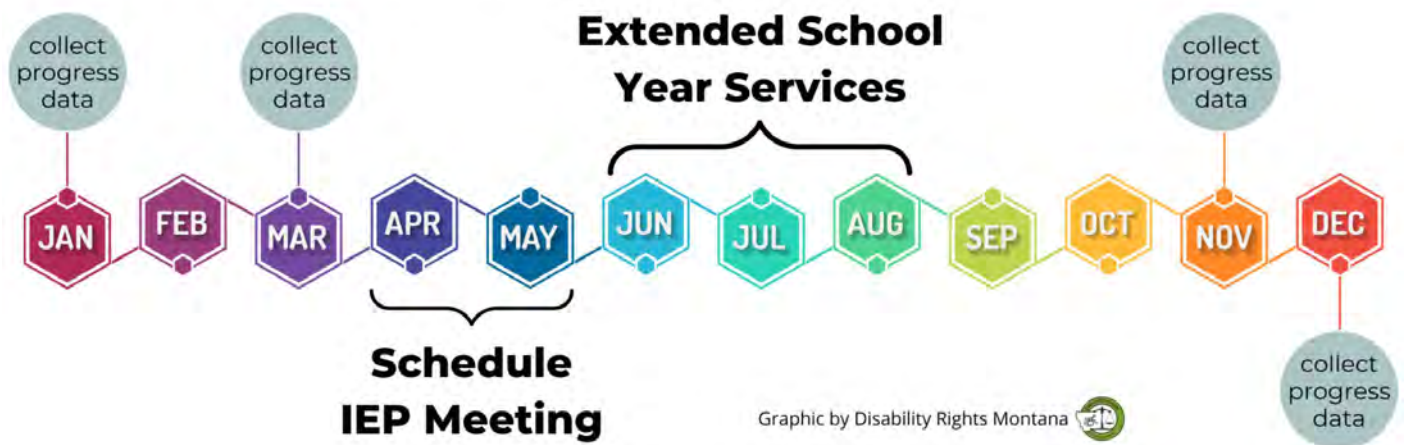
Section 5: Extended School Year (ESY)

Overview of the Requirements

Students with disabilities served under Individualized Education Programs (IEPs) may need Extended School Year Services (ESY) to help address the risk of skill loss during extended school breaks, such as the summer break. In evaluating the need for ESY services, IEP teams look at the student's risk of significant skill regression or anticipated difficulty in recouping skills already acquired in academic, social, emotional, and

behavioral areas. ESY services are usually delivered during summer break, though they can occur at any time (such as after school and on weekends).

Extended School Year Services are not summer school.



Based on the specific student’s IEP, ESY services are designed for the student by their IEP team to address the student’s needs. Schools usually make ESY determinations in the spring based on data collected over previous school breaks (such as the winter or spring breaks) that shows regression.

Now is the time for teachers to collect progress data regarding how their students are performing on their IEP goals. This could come in the form of progress reports, but it is also helpful to have work samples such as homework or classroom tests completed by the student from before and after the winter and spring break. If you think your student may need ESY services to prevent significant skill loss over the summer break, you should call an IEP meeting to discuss ESY no later than April 15 so there is adequate time to address the issue before school ends in June.

Resource Guide

Extended School Year Services

1. What is an extended school year (ESY)?
Extended school year services are special education and related services that are provided to a student with a disability beyond the normal school year. Extended school year services are provided to maintain identified skills and to prevent or avoid substantial loss of previously acquired or emerging skills or behaviors. The ESY services are not summer school. The school district is not required to provide a summer school or other non-ESY services if such services are not available to other non-disabled students. ARM 10.16.3324 Extended School Year Services
2. May a student with a disability participate in summer school?
Yes. Even if a student’s IEP team has determined that ESY services are not necessary, the student may still participate in the district’s summer school program.
3. May ESY services be provided in conjunction with a district’s summer school?
Yes.
4. Must ESY services be provided in conjunction with a district’s summer school?

No. If the IEP team determines that the student needs ESY services, those services may be provided independently of the summer school.

5. Who determines if ESY services are necessary for a student with disabilities?
The IEP team. An individualized determination must be made through the IEP process for each student's need for ESY services. A district cannot approve or refuse ESY services without IEP team input through an IEP team meeting.
6. Must the IEP team for a newly eligible preschool student consider the student's need for ESY?
Yes. If a student turns 3 years old during the summer, the student's IEP team shall decide whether the student needs ESY services during that summer in order to benefit from a FAPE. If, at that initial IEP meeting, the IEP team determines that the preschool-age student does not need ESY services, the IEP team shall identify the date of initiation of services as the first day of the school year.
7. What criteria are used to determine whether ESY services are necessary for a student with a disability?
The IEP team shall determine on an individual basis that ESY services are necessary to avoid a loss of skills that the student could not otherwise regain within a reasonable period of time. The basic standard for this determination is regression/recoupment analysis. This analysis compares the amount of a student's regression as a result of an interruption in education services with the amount of time required to regain the prior level of skill. The IEP team may use a variety of factors to help it determine whether regression/ recoupment of skills requires ESY services:
 - the nature and severity of the student's disability.
 - the ability of the student's parents to provide educational structure in the home.
 - behavioral and physical impairments.
 - the ability of the student to interact with peers.
 - the student's vocational needs.
 - the availability of alternative resources; and
 - whether there are "emerging skills" and "breakthrough opportunities," as when a student is on the brink of learning to read.

When the IEP team does not have sufficient data regarding recoupment and retention issues for a student, the IEP team may consider other information that would indicate the likelihood of regression based on individual student factors. A family's need for childcare is not a factor the IEP team must consider regarding ESY.

8. What information may be used in making the determination of need for extended school year services?
The IEP team's evaluation of student progress, as reported to parents on a regular basis, is crucial to determining the need for an ESY. The IEP team may use records of ongoing assessment of the IEP goals and objectives as they relate to regression and recoupment of a student's progress. Work samples, test results, report cards, homework, progress reports and parent observations are examples of typical information used when determining eligibility for ESY services.
9. What documentation is necessary for the IEP team on the IEP when ESY has been determined necessary?
The IEP must describe the measurable annual goals (MAGs) to be addressed in the ESY program, the beginning and end dates, the frequency and duration, location, and service provider(s) of the ESY services.
10. Must all the special education and related services in the student's IEP be provided during an ESY?
No. The IEP team will determine which measurable annual goals will be addressed in the ESY program.
11. Is it possible for a student to receive only a related service as part of an ESY program?
Yes. Related services may be provided as a sole ESY service when necessary.
12. Must a full continuum of placements be maintained during an ESY program?
No. ESY services are provided during a period of time when the full continuum of alternative placements is not normally available for any student. Therefore, the school district is not required to maintain a full continuum of placements.
13. What information should an IEP team request from an early intervention provider in considering a preschool child's need for ESY?

As part of its evaluation, the IEP team should consider the student's progress throughout early intervention services provided prior to an initial IEP. The IEP team may also consider the results of concurrent, ongoing interventions conducted by qualified personnel including information regarding the intensity and duration of services. An IEP team should request the family support specialist to send written progress reports, evaluations, and other information to the IEP team regarding the student's services and performance that may be relevant to the evaluation of student progress.

14. If an IEP team checks the box that ESY will be considered at a later date, must an IEP meeting be scheduled to finalize the determination?

Yes, the date of the meeting must be documented, and the IEP team is required to meet by that date. ESY is to be considered at the IEP meeting and not included later. If needs for ESY change throughout the year that should be communicated to the Special Education Director as soon as possible.

15. Who is responsible for providing ESY to a student who changes his or her residence during the summer?

If a student changes his or her residence during the summer, to another district within the state (instate transfer) ESY services must be provided either for the duration of time determined appropriate by the newly-designated IEP Team or until the new school district adopts the student's IEP from the previous school district or develops and implements a new IEP for the student.

If the student moves, during the summer, to another district outside of the state (out-of-state transfer) ESY services deemed comparable services must be provided either for the duration of time determined appropriate by the newly-designated IEP Team or until the new school district conducts its own evaluation and eligibility determination, if determined to be necessary by the new school district, and develops and implements a new IEP for the student, if appropriate, that is consistent with State and Federal law.

16. Who is responsible for providing ESY to a student who is transferring to another school district due to the structure of the school districts, not because the student moved residences?

For example, a student is in 8th grade attending a K-8 school district and his or her IEP team determines the student needs ESY services during the summer. The following school year the student will attend a different district for 9th grade (high school). The student has not moved residences, the transfer is based on how the school districts are structured.

A student's IEP team must determine, on an individual basis, that ESY services are necessary for the provision of FAPE. It would be the student's IEP team at the K-8 district determining the need for ESY services. If ESY services are determined necessary for FAPE during the summer of 8th grade, this is an extension of the student's 8th-grade year and the K-8 district would continue to implement the current IEP. The two school districts could also develop a different plan that meets the needs of the individual student.

Section 6: Assistive Technology (AT), Alternative and Augmentative Communication (AAC), Low Incidence

Assistive Technology Overview

NEEDS MUST BE CONSIDERED AT EVERY IEP MEETING

Assistive Technology (AT) is defined as: Any item, piece of equipment, product/system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain, or improve functional capabilities of children with disabilities.

Additionally, assistive technology service is defined as: Any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device.

Augmentative Communication specifically subsumes under Assistive Technology.

The key consideration is that AT serves as a tool for the student to access the curriculum and school environment and assist in independence, be it communication, mobility, or independent living. "AT bridges the

gap between a child's functional skills and his ability to participate in the educational process. It breaks through the barriers associated with vision, hearing, communication, processing and motor skills and allows students to do the same things as their general education peers." (Purcell and Grant, 2002)

Look to AT to enhance the following areas and include the consideration of:

Participation in the School Curriculum:

- Colored overlays
- Visual Structure; including picture symbols, digital photos and picture schedules
- Screen magnifiers
- Braille translation
- Pencil grips, rubber stamps, keyboarding
- Switch adapted toys, switch adapted materials for small and large group activities
- Shared tasks, partial participation
- Word prediction software
- Calculators
- Timers (visual and auditory)
- Social stories, social scripts

Activities of Daily Living:

- Adapted eating utensils
- Dressing aids
- Environmental aides for daily living and transfer systems

Vocational Pursuits and WorkPlace Design:

- Shared work tasks
- Modifications of work stations
- Switch adapted materials / equipment

Computer Access:

- Switches
- Alternate keyboards
- Touch screens
- Arm supports
- Voice recognition software

Seating Positioning and Mobility

- Canes
- Grab rails
- Lever handles
- Wheelchairs
- Move-n-sit cushion
- Dycem (anti skid materials)
- Cube chairs

Communication

- Picture symbols
- Augmentative communication systems with voice output
- Alternative communication methods such as sign language
- Object and picture schedules

Best Practice Interdisciplinary Team Considerations and Collaborations

Infusion Throughout the IEP Process and Document:

In order to address the consideration of the AT needs of a particular student with disabilities, a team of people most knowledgeable about that student would come together to identify the student's strengths, skills, educational tasks, current tools used and any barriers to success. The identified team would meet

and conduct brainstorming sessions to consider all possible solutions. The team may include family members, students (as appropriate), General/Special Ed Teacher, Language Speech and Hearing specialist, school nurse, Resource Specialist Program Teacher, Adapted Physical Education specialist, occupational or physical therapist, administrator, etc. It is also vital to consider team members that may be involved via outside agencies. The team may be changed due to need/resource changes. Consideration of AT needs is a dynamic and ongoing process.

Once an assistive technology need is identified through the team process, it is then infused into the student's IEP document. The required components of an IEP that might logically include AT are:

1. Present Levels of Performance
2. Annual Goals including benchmarks or short term objectives
3. Special education services
4. Related services
5. Supplementary aids and services
6. Program modifications or support for school personnel
7. Modifications to assessments
8. Special factors
9. Transition service needs

AT is very much a dynamic, interdisciplinary team process, which must be individualized to each student based on current performance and needs. Remember to consider AT on every IEP. Collaborate and work together as an IEP team to document AT use and trial periods.

Conduct a trial and include the consumer whenever possible. Purchase a device without really researching the features and assume that the student will automatically want to use it. Consider the individual's present levels and the diagnosis as appropriate to the individual student's profile but stick to the student's individual goals and current needs. Assume that all students with the same diagnosis need the same AT. Train staff, family members and all who would interact with the student using the device or system on the specific features including programming etc. Assume that a school system will program or use a device or system just because one has been purchased. Have a "low-tech" backup for all "high-tech" AT applications. Do not rely solely on a "high-tech" system. There will inevitably be times where devices/systems break down, need repair etc. The individual will still need AT in place in order to participate and meet his/her goals. Try and try and try again. Modify, adapt, individualize, etc. Don't give up! Be sure to document progress and make changes based upon individual student needs. Remember AT that was once considered ineffective may be worth revisiting at a later date based on the readiness of the student.

DO	DON'T
Begin with assessment and present levels of performance in all domains.	Put a specific device or system first.
Design goals and objectives, based on the present levels and CONSIDER if any AT would be appropriate in order for the student to meet his/her goals.	Write goals merely based on a device or system. The AT is the TOOL to help attain the goals.
Develop an action plan for each appropriate IEP team member if a trial of a system or device is agreed upon. Also agree upon how documentation will be collected and when it will be reviewed.	Leave the IEP meeting without a clear plan in place for documentation and timelines.

Begin with the “least restrictive” intervention first.	Begin with a laptop if a pencil grip will work. This is not about saving money but more about doing the “least” first and not adding AT that is not necessary or may make the student feel different.
Conduct a trial and include the consumer whenever possible.	Purchase a device without really researching the features and assume that the student will automatically want to use it.
Consider the individual’s present levels and the diagnosis as appropriate to the individual student’s profile but stick to the student’s individual goals and current needs.	Assume that all students with the same diagnosis need the same AT.
Train staff, family members and all who would interact with the student using the device or system on the specific features including programming etc.	Assume that a school system will program or use a device or system just because one has been purchased.
Have a “low-tech” backup for all “high- tech” AT applications.	Rely solely on a “high-tech” system. There will inevitably be times where devices/systems break down, need repair etc. The individual will still need AT in place in order to participate and meet his/her goals.
Try and try and try again. Modify, adapt, individualize, etc.	Give up! Be sure to document progress and make changes based upon individual student needs. Remember AT that was once considered ineffective may be worth revisiting at a later date based on the readiness of the student.
Work as a team for consideration of AT across settings activities and people.	View AT as an isolated therapy or activity. Keep function first. For example, picture communication systems should not only be used in speech therapy. Repetition and variety of environments is critical.
Get creative!	Rely solely on catalogs for purchasing AT items and systems.
Consider the present levels of performance and the goals/objectives on the IEP regarding specific AT use.	Merely write down that the campus has a computer lab and that the classroom has calculators.
Have a stash of batteries, chargers etc., based on the AT in use.	Forget the juice! The AT is effective only if it is working. This may fall into an IEP team action plan for roles and responsibilities regarding obtaining batteries etc., and who is responsible for charging the device.
Consider AT vendors and companies as “experts” in their specific devices and systems. Contact them for product information, customer service, training etc.	Conduct an AT evaluation with a specific vendor representing one product/line. This is never advisable.

<p>Conduct an AT evaluation as much as possible in the natural environment. AT trials should also occur in the environment where the student would be accessing the device/systems. An AT evaluation should be an interdisciplinary process and include all the appropriate IEP team members.</p>	<p>Use one isolated evaluation session as completely diagnostic of all AT considerations. A clinic-based evaluation can certainly provide valuable information and directions for IEP teams. However, the use and trial of AT should be conducted in the natural environment along with data collection regarding effectiveness of the AT use.</p>
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Section 7: Educational Benefit

Overview

It is critical that we analyze what we are doing over time for individual students to truly measure educational benefit. It is not just a snap shot at the time of a single IEP meeting. In a nutshell, analyze what did the assessments and present levels say about needs, what goals, supports and services were agreed to in response to identified needs, was the IEP implemented and did the student make progress or gain educational benefit. True analysis looks back thru years or the span of time between triennial evaluation.

In preparation for an annual IEP meeting:

Review the following points related to the previous IEP.

1. What did assessments and present levels identify as areas of need?
2. What did the IEP team decide was appropriate in relation to each need?
 - a. Goals?
 - b. Services?
 - c. Accommodations/Modifications?
 - d. Special factors (AT, Behavior Support, Low Incidence needs)?
 - e. Other?
3. Was the IEP implemented appropriately? (Were all support and services provided as written)?
4. Did the child make adequate progress?
5. Did they receive **educational benefits** from the plan?
 - a. If not, what adjustments need to be made to the IEP contents to respond to lack of educational benefit?
 - b. Additional assessment?
 - c. Adjusted goals?
 - d. Different services or level of services?
 - e. Change in location where services are being delivered?

Education Benefit Analysis

Educational Benefit Analysis Over Time

We should be preparing for every annual review with this analysis. When done over a period of years, you have a comprehensive analysis and rationale for the IEP team recommendations over time.

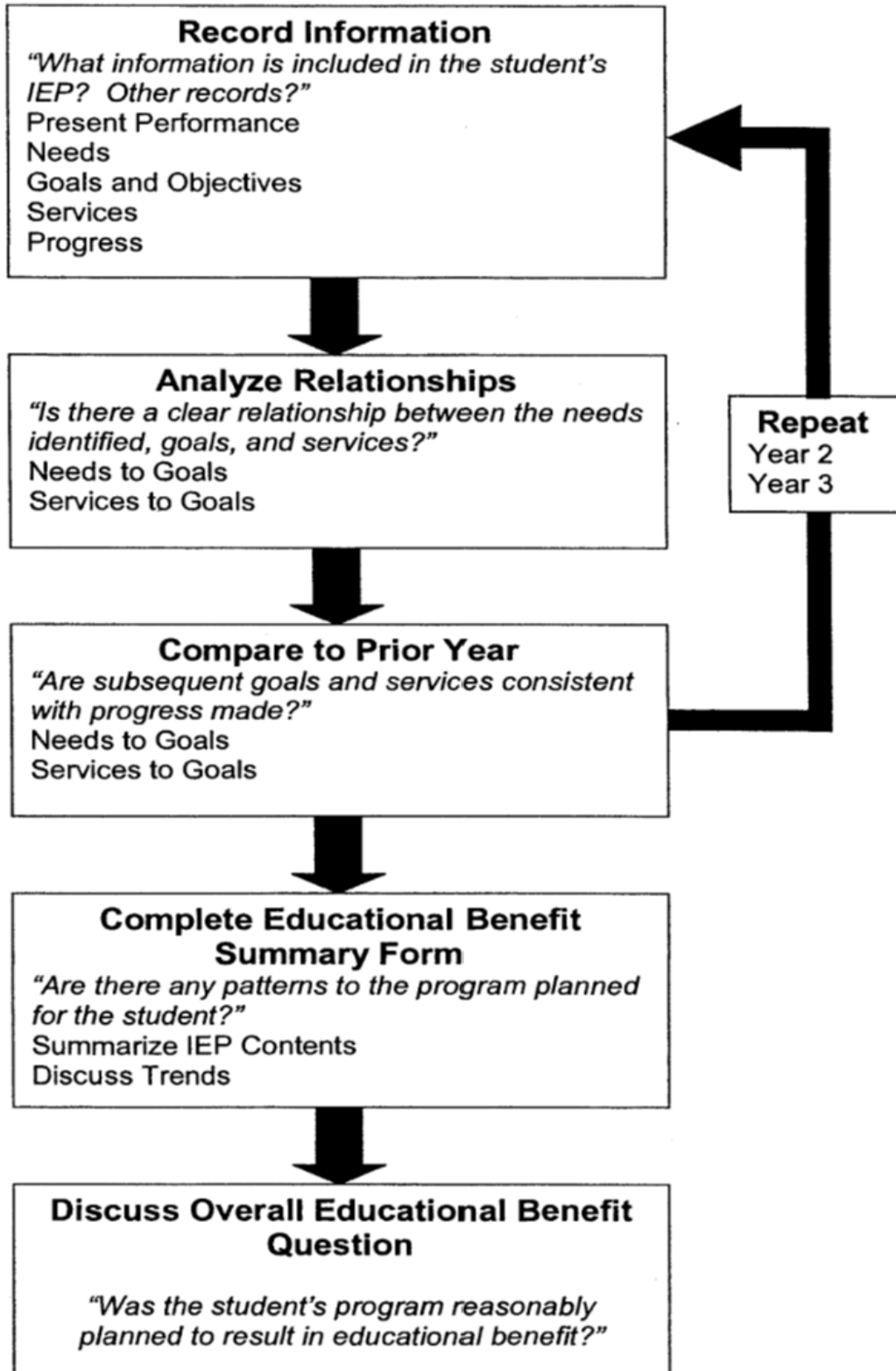
Assuming the IEP's are implemented fully and in compliance, you then have a long term record of the success of a carefully planned and implemented special education program for the student. This process provides proof positive of individual educational benefit.

In Summary

Our programming for students should be analytic, thoughtful and consistently designed based on individual assessed needs and the growth made from one IEP to the next. When you read an IEP you should be able to track threads through the document. Assessment report data should be visible in present levels. Needs should be visible at present levels. Services/supports and goals should be chosen and designed in response to specific, identified needs and measurable growth should result. The result of this process over time is educational benefit.

Educational Benefit Review Process Flowchart

Educational Benefit Review Process



Section 8: Early Start (Birth to 3)

Overview

Early Start ensures early intervention services to children, birth through three years of age, with disabilities and their families in a coordinated family-centered manner.

Two lead agencies are identified and function as the “payer of last resort” for Early Start Service. Early Childhood and Family Support Division of the Department of Public Health and Montana Milestones Part C Early Intervention Program take the lead with other agencies such as Family Resource Network, Public Health, Social Services and Head Start collaborating to meet the needs of eligible children in the context of their families.

Eligibility requirements differ from those of the more familiar (Part B). Little ones, birth to three, eligible through the Regional Center system must demonstrate a 1/3 delay in one skill area. Children being found eligible through education must demonstrate, 1) 50% delay in a skill area or 2) skill areas with 25 % delays in each. Additionally, an established risk, or a solely low incidence condition with a known probability of causing a developmental disability are considered as factors to be considered related to Early Start eligibility.

Established risk conditions are specific and include:

- Certain chromosome and genetic disorders such as inborn errors of metabolism such as Down Syndrome
- Head or central nervous system injuries such as Traumatic Brain Injury (TBI)
- Certain congenital malformations such as Microcephaly
- Solely low incidence disabilities (served by education only) include blind, deaf, blind/deaf and orthopedic impairments

Intake starts with referral and intake, evaluation and eligibility determination plus the development of the Individualized Family Service Plan (IFSP) must be completed within 45 calendar days.

An Example of Early Start Services which may be appropriate includes:

- Audiology
- Family training, counseling, home visits
- Health Services
- Diagnostic Services
- Occupational Therapy/Physical Therapy
- Special Instruction
- Speech and Language Services
- Transportation
- Respite Services

Additional service providing agencies have separate eligibility and entitlement regulations but may include medical services, family reunification (Social Services), food assistance (WIC, food stamps) and childcare.

With the addition of Part C to the Special Education Mandates, a full range of services became available to children and their families from birth-22 years of age depending on eligibility. While focus of Part B is Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), Early Start focuses on the infant or toddler’s needs in the context of the family and in the natural occurring environment for a child of that age.

Section 9: Parentally Placed Private School Students

Overview

Parentally Placed Private School Students

Parents who choose to decline a District of residence's offer of FAPE (on an IEP and offered in the public school setting), give up their individual student entitlement to special education services.

The student may receive limited public school special education service through a "Service Plan" form. These services are decided upon by the school District (proportionate share) where the private school is located and provided by that same school District based on limited funding available for that purpose. When that funding is exhausted for the year, the service may also end. The District consults with the private schools within their boundaries and through that collaboration, decide what service(s) private schools are most desirous of receiving, often speech and language.

Federal and State legislation indicates that the District of Service (location) is responsible for assessment. District of Residence is responsible for the offer of FAPE and District of location is responsible for services on the service plan.

Included in this section is the service plan form used and reviewed annually for students in private schools with special education eligibility and needs. IEPs are not written to carry service for parentally placed private school students.

Students being served on private school service plans are entered into SpEd forms and service plans are completed within that system. Service plan information is submitted with Infinite Campus data by District of location and used to calculate the proportionate share of funding to be spent on services for parentally placed private school students.

At the teacher level related to private school students, you will only be involved with the service plan development and implementation or assessment and FAPE offer.

Section 10: Surrogate Parents

Appointment of Surrogate Parent

Due process ensures parent participation, appropriate assessment, equality of access to special education programs and timely removal from special education programs when special education services are no longer needed or desired by a responsible adult student (18 years of age or older). Congress recognized that special provisions must be made to guarantee that students who do not have parents available to act for them nonetheless have access to the substantive and procedural protections of the IDEA, and included two specific provisions to ensure that all students with disabilities have a “parent” to act on their behalf. The first is a provision that provides an extremely broad definition of “parent,” and the second is a provision that mandates the appointment of another individual to act as the student’s parent whenever the student is without a parent to act on his or her behalf. The second provision is known as the “surrogate parent” mandate.

Parent means a natural, adoptive, or foster parent of a child, a guardian (but not the State if the child is a ward of the State), or an individual acting in the place of a natural or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child’s welfare.

The appointment of a surrogate parent seriously compromises natural parents’ rights to participate in the educational decisions affecting their child. Under IDEA, a surrogate parent need not be appointed for a student who has a known and available parent, guardian, or person acting as a parent. Even in cases where natural parents have lost legal custody of their child, courts have held they still have the right to advocate for the provision of a free appropriate public education. **Natural parents retain their rights with regard to the education of their child unless those rights are expressly abdicated or removed by the court.**

A parent is “unavailable” if, after documented reasonable efforts, the public agency cannot discover the whereabouts of the parent. What efforts are “reasonable” is determined on a case-by-case basis. Any effort that is not both diligent and thorough, however, may not be “reasonable.” It may be reasonable to appoint a surrogate parent during the search for a parent, and to dismiss him or her if a parent is found. **“Reasonable efforts” may include such things as documented phone calls, letters, certified letters with return receipts, and visits to parents’ last known addresses. A parent is not unavailable simply because the parent is non-responsive or uncooperative.** Educational agencies may use telephones, computers and other technology and strategies to gain the parent’s participation.

“Parent” includes “A foster parent if the natural parents’ authority to make educational decisions on the child’s behalf has been specifically limited by court order in accordance with subsection (b) of Section 300.30 of Title 34 of the Code of Federal Regulations. The foster parent must be willing to perform the duties of a parent in the educational setting.

A surrogate parent **always** must be appointed when a student is a “ward of the state”.

A parent may voluntarily explicitly state in writing and, revocable at any time, appoint a surrogate for his/her child.

- The district shall make an effort to appoint a surrogate parent within 30 days.
- The surrogate parent shall not be an employee of the SEA, district or other agency involved in the care or education of the child,
- An unaccompanied homeless youth shall be appointed a surrogate.

While IDEA does not expressly mandate training and support for surrogate parents, state and local educational agencies must ensure that surrogate parents who are appointed have “knowledge and skills” in order to provide adequate representation of the student. To assist surrogate parents in carrying out their responsibilities, state and local educational agencies should provide initial training that includes, at minimum, substantive and procedural information about the special education system and the role of the surrogate parent. Such training could be provided face-to-face by the educational agency or through the use of existing advocacy training sessions, television, videos or other technology devices.

The surrogate parent provision is critical to children with disabilities who are without parents.

The Browning Public School Local Plan will define the responsibility for all components of the Surrogate Parent Program. The need of students to have a surrogate parent will be determined by the district based upon state and federal law. The District will develop and conduct surrogate parent training.

A surrogate parent must meet with the child at least one time and be limited to visitations at the school. Should a home visit appear necessary, it will be made only after contact with the social service guardian agency involved and the district. After the surrogate has received permission to make the home visit, the surrogate is to be accompanied by another person selected by the district for this purpose.

The surrogate parent will utilize the District address and telephone number if it is necessary to provide this information in their role as surrogate. The surrogate parent may also meet with the child at the school on additional occasions, attend the child's individualized education program (IEP) meetings, review the child's educational records, and consult with persons involved in the child's education.

Compensation shall consist of reimbursement for out-of-pocket expenses such as telephone calls, mileage and stamps. The district utilizing the surrogate parent's service will cover these costs.

Surrogate parents will be provided the same insurance coverage as other school volunteers.

Caseloads will be determined by mutual agreement between the surrogate and the district.

The surrogate parent shall comply with federal and state law pertaining to the confidentiality of student records and information, and shall use discretion in the necessary sharing of the information with appropriate persons for the purpose of furthering the interest of the child.

A surrogate parent should be terminated or replaced only when he / she wishes to relinquish his / her responsibilities or when, in the judgment of the multidisciplinary team (which should include the surrogate parent), there is another individual who has closer ties to the student who is willing to be appointed the surrogate parent, or the surrogate is no longer qualified based on federal and state qualifications and standards. Removal of the rights of a surrogate parent may occur for any of the following reasons:

1. The parent or guardian returns and assumes educational responsibility for the student.
2. The student is no longer a ward or dependent of the court and a parent/guardian has been named and located.
3. The court reinstates the right of the parent/guardian to make educational decisions for the student who is a ward or dependent of the court.
4. The student reaches the age of majority unless the student is declared incompetent by a court of law.
5. The student is no longer eligible for special education and related services.
6. The District's Director of Student Services terminates the appointment of the surrogate parent.
7. The surrogate parent is found to have a conflict of interest or otherwise no longer meets the appointment.
8. The surrogate parent takes actions which threaten the well-being of the assigned student.
9. The student moves out of the District.
10. The student becomes emancipated, married, or meets other criteria, which eliminates his or her need for a surrogate parent.
11. The surrogate engages in illegal activities.

When appointing a surrogate parent, the local educational agency shall, as a first preference, select a relative caretaker, foster parent, or court appointed special advocate, if any of these individuals exist and are willing and able to serve. If none of these individuals is willing or able to act as a surrogate parent, the local educational

agency shall select the surrogate parent of its choice. If the student is moved from the home of the relative caretaker or foster parent who has been appointed as a surrogate parent, the local educational agency shall appoint another surrogate parent.

Section 11: Montana Special Education Management Information System

Overview and Purpose of Requirements

AIM / Infinite Campus is a database that stores and utilizes special education student-level information at the State level.

Personnel participating in IEPs are responsible for accurate data collection at the student level. Special education teachers and all service providers enter data into the future IEP.

The Individual Education Plan is used to capture student special education plan information and match the required documentation provided by the state of Montana. This document describes each editor, a description of each field on the editor, and any special considerations and instructions.

The current print format of this document is the **MT IEP**. Plan formats are selected in the Special Ed Plan Types tool.

Editor Home

The Editor Home lists the editors available on the student's Individual Education Plan.

Editor Home			
NAME	STATUS	MODIFIED BY	COMPLETED BY
Education Plan	IN PROGRESS	Demo Administrator 3/29/22 10:21 AM	>
Enrollment Information	IN PROGRESS	Demo Administrator 3/29/22 10:14 AM	>
Student Information	IN PROGRESS	Demo Administrator 3/29/22 10:09 AM	>
Parent/Guardian Information	IN PROGRESS	Demo Administrator 3/29/22 10:18 AM	>
Strengths/Concerns/Interests	NOT STARTED		>
Consideration of Special Factors	NOT STARTED		>
Transition Services	NOT STARTED		>

Header	Description
Name	The name of the editor.
Status	<p>The state of the editor. Statuses can be:</p> <ul style="list-style-type: none"> ● In Progress indicates a user has entered and saved data in that editor. ● Not Started is the default status for the editors. ● Complete indicates a user has clicked the Complete button on the editor and the editor is read only. This does not lock the editor from further editing, but indicates the user considers the editor to be finished. ● Not Needed indicates a user has clicked the Not Needed button on the editor. This is usually done for editors that do not apply to the student.

Modified By	The date and the user by whom the editor was last edited.
Completed By	The date and the user who clicked the Complete button for that editor.

General IEP Information

The following table lists the buttons available for the editors:

Button	Description
Save	<p>Different editors have different save options. Click the arrow next to the Save & Stay button to view all saving options for any given editor.</p> <ul style="list-style-type: none"> ● Save captures progress and navigates the user to the Editor Home or to the List Screen for List editors. See the Editor Types section for additional information. ● Save & Stay captures progress and keeps the user on the current editor. This save button is the default save option and usually found within the detail screen of List editors, such as Goals and Objectives. ● Save & Next captures progress and navigates the user to the next editor. ● Save & New captures progress and creates a new record. This save button is usually found within the detail screen of a list editor, such as Goals and Objectives. See the Editor Types section for additional information.
Refresh	<p>Retrieves a new copy of data from the student's record. This includes enrollment, student, parent/guardian, and team member information. This also returns any accidentally deleted people records. Manually entered fields do not change when the refresh button is clicked. The user must Save after clicking Refresh to capture changes.</p> <p>A side panel displays listing all applicable Enrollment records for the student. See the Enrollments tool documentation for additional information.</p>
Cancel	Navigates the user to the Editor Home screen or to the List Screen for list editors.
Status <i>i.e. Complete, Not Needed, etc.</i>	<p>Changes the status of the editor.</p> <ul style="list-style-type: none"> ● Complete indicates the editor is finished. This makes the editor read-only. However, this does not lock the editor from further editing. To further edit after an editor is marked Complete, the user must click In Progress. ● Not Needed indicates the editor does not apply to the student's plan. This makes the editor read only. However, this does not lock the editor from further editing. To further edit after an editor is marked Not Needed, click the In Progress button. ● In Progress only displays when the editor is in the Complete or Not Needed status and allows additional edits to be made.
Print	Prints the entire plan.
Editors	Opens a side panel listing all the available editors and their status. Select an editor from this list to navigate to the editor or click Close to collapse the side panel.
Previous	Navigates the user to the previous editor.
Next	Navigates the user to the next editor.

Editor Types

There are two types of editors available: List or Basic editors. When navigating to a Basic editor, the list of fields within the editor displays. List editors display a list of all records within that editor. Clicking an existing record or the New button opens the detail view for an individual record. An example list editor is the Meeting Participants editor.

Padlock Icon

Only one user at a time can actively work on an editor. A person with a padlock icon displays in the Editors side panel, Editor Home, and Master Screen of list editors indicating which editors currently have users working on them. Hovering over the icon displays the name of the user who has checked out the editor, including the current user (you).

Editors that are currently being edited are read only for all other users. The name of the person working on the editor displays in the header. Once the editing user navigates away from an editor, that editor becomes available to work on.

Template Banks

Certain fields within several editors have a paper icon that displays next to their name. When the icon is clicked, a side panel displays with the available library of predetermined text for that field. Template Banks are managed in System Administration.

Editors

- Education Plan
- Enrollment Information
- Student Information
- Parent/Guardian Information
- Strengths/Concerns/Interests
- Consideration of Special Factors
- Transition Services
- Postsecondary GOals
- Course of Study
- Transition Services Needed
- Transfer of Rights
- High School Graduation
- PLAAFPs/MAGs
- Progress Report Frequency
- Special Education Services
- Related Services
- Least Restrictive Environment
- Statewide Assessments
- Districtwide Assessments
- Supplementary Aids and Services
- Extended School Year
- Need for Reevaluation
- Accessibility and Responsibilities
- Meeting Participants
- IEP Approval
- Prior Written Notice
- IEP Note

Education Plan

The Education Plan editor includes the various dates associated with the plan, why the IEP meeting was held, and how student progress is reported.

This editor must be saved before entering data into other editors.

Education Plan Editor 1 of 27

Meeting Date * Start Date * End Date Last Re-Evaluation

03/21/2022 03/22/2022 03/21/2023 month/day/year

Secondary Transition information is needed for this student

Field	Description	Ad Hoc	Validation
Meeting Date <i>Required</i>	The day the team met.	Learner Planning > Learning Plans > meetingDate	N/A
Start Date <i>Required</i>	The day on which the plan begins for the student.	Learner Planning > Learning Plans > planStartDate	This field auto-populates to one day after the Meeting Date.
End Date <i>Required</i>	The last day when the plan ends for the student.	Learner Planning > Learning Plans > planEndDate	This field auto-populates to one year after the Meeting Date.
Last ReEvaluation	The day of the student's most recent evaluation.	N/A	This field auto-populates with the date of the most recent locked Evaluation.
Secondary Transition information is needed for this student:	Indicates the student needs a secondary transition documented.	N/A	<p>This checkbox defaults to marked for students who are 15 years old and older. This cannot be changed if the student meets the age criteria.</p> <p>When marked, the following editors become available:</p> <ul style="list-style-type: none"> ● Transition Services ● Postsecondary Goals ● Course of Student ● Transition Services Needed ● Transfer of Rights ● High School Graduation <p>This checkbox can be selected and deselected for student's younger than 15</p>

Enrollment Information

The Enrollment Information editor reports Special Education information from the student's Enrollment record. This editor is read only.

The Refresh button retrieves a fresh copy of data from the student's record. See the General IEP Information section for additional information.

Click Refresh to retrieve a new copy of data from a selected Enrollment record.

Primary Disability

School Name	School Phone	Grade
Arthur Elementary	(555)555-7890	KG

District Information

District Number	District Name	District Phone
100	Plainview Schools	(763)555-5555
District Address		

Field	Description	Ad Hoc	Validation
Primary Disability	The primary disability of the student.	Learning Planning > Learning Plans > disability1	<p>This field is pulled from the most recent locked evaluation.</p> <p>This field is read only.</p> <p>Up to 10 disabilities can be displayed if entered on the Evaluation.</p> <ul style="list-style-type: none"> Multiple Disabilities are primary when there are more than one and Deaf/Blindness or Developmental Delay are NOT listed. When Deaf/Blindness of Developmental Delay are listed as a disability, one of these would be the Primary.
School Name	The name of the school is associated with the student's Enrollment record.	Learner Planning > Learning Plans > servingSchoolName	This field is pulled from the Enrollment record. This field is read only.
School Phone	The phone number of the school associated with the student's Enrollment record.	N/A	<p>This field is pulled from System Administration > Resources > School > School Phone.</p> <p>This field is read only.</p>
Grade	The student's current grade.	Enrollment > Grade > enrollment.grade	This field is pulled from the Enrollment record. This field is read only.

District Information

These fields are read only.

District Number	The district number associated with the Enrolled school.	N/A	System Administration > Resources > District Information > State District Number
District Name	The district name associated with the Enrolled school.	N/A	System Administration > Resources > District Information > Name
District Address	The district address associated with the Enrolled school.	N/A	System Administration > Resources > District Information > Address
District Phone	The district phone number associated with the Enrolled school.	N/A	System Administration > Resources > District Information > Phone

Student Information

The Student Information editor displays basic information about the student such as demographic information. This is a read-only editor.

The Refresh button retrieves a fresh copy of data from the student's record. See the General IEP Information section for additional information.

Field	Description	Ad Hoc
Last Name	The student's last name.	Census > People > Demographics > Last Name identify.lastNmae
First Name	The student's first name.	Census > People > Demographics > First Name identify.firstName
Middle Name	The student's middle name.	Census > People > Demographics > Middle Name identify.middleName
Suffix	The student's suffix.	Census > People > Demographics > SuffixName identify.suffix

Age	The age of the student.	Census > People > Demographics > Age identify.age
Birthdate	The student's birthdate.	Census > People > Demographics > Birth Date identify.birthDate
Gender	The student's gender.	Census > People > Demographics > Gender identify.gender
Federal Designation	The student's federal race designation.	Census > People > Demographics > Federal Designation identify.raceEthnicityDetermination
Federal Race(s)	The student's federal race(s).	Census > People > Demographics > Race(s) identify.raceEthnicityFed
Race, Ethnicity (state)	The student's state race/ethnicity designation.	Census > People > Demographics > Race.Ethnicity Determination identify.raceEthnicity
Address	The student's address. This field becomes a dropdown when more than one address exists for the student. The primary household displays by default.	Census > Households > Address Info address.number;address.street; address.tag; address.prefix; address.dir; address.apt; address.city; address.state; address.zip
Student Number	The student's identification number.	Census > People > Demographics > Student Number
State ID	The student's state identification number.	Census > People > Demographics > State ID
Case Manager Information <i>These fields are read-only.</i>		
Name	The first and last name of the team member.	Student Information > Special Ed > General > Team Members
Title	The role of the team member.	Student Information > Special Ed > General > Team Members
Phone	The phone number of the team member.	Student Information > Special Ed > General > Team Members

Parent/Guardian Information

The Parent/Guardian Information editor populates based on the guardian checkbox on the student's Relationships tool. The editor includes demographic information for the student's guardian.

The Delete button next to each parent/guardian can be used to remove a parent/guardian from the IEP.

The Refresh button retrieves a new copy of parent/guardians' data. This also returns any accidentally deleted people. Manually entered fields do not change when the refresh button is clicked. The user must Save after clicking Refresh to capture changes.

Field	Description	Ad Hoc	Validation
Last Name	The last name of the parent/guardian.	Census > People > Demographics > Last Name identify.lastName	This field is populated from the Census. This is part of the header for the parent/guardian.
First Name	The first name of the parent/guardian.	Census > People > Demographics > First Name identify.firstName	This field is populated from the Census. This is part of the header for the parent/guardian.
Middle Name	The suffix of the parent/guardian.	Census > People > Demographics > Middle Name identify.middleName	This field is populated from the Census. This is part of the header for the parent/guardian.
Suffix	The suffix of the parent/guardian.	Census > People > Demographics > Suffix identify.suffix	This field is populated from the Census. This is part of the header for the parent/guardian.
Relationship	The relation of the parent/guardian to the student.	Census > People > Relationships	This field is populated from the Census. This is part of the header for the parent/guardian.
Sequence	The print order of the parent/guardian(s) on the IEP.	N/A	When no Sequence is selected, parent/guardian(s) print in the order displayed in the UI.

			When any Sequences are selected, only parent/guardian(s) with a sequence number prints in the order defined.
Address	The parent/guardians' address.	Census > Households > Address Info address.number; address.street; address.tag; address.prefix; address.dir; address.aprt; address.city; address.state; address.zip	This field is populated from the Census. When there are multiple addresses for a person, a drop down with an option to select which address displays. When there is only one address, the drop down only has one option. The populated address is the one marked "Primary."
Home Phone	The home phone number of the parent/guardian.	Census > People > Demographics > Household Phone	This field populates from the Census.
Work Phone	The work phone of the parent guardian.	Census > People > Demographics > Work Phone	This field populates from the Census.
Cell Phone	The cell phone of the parent/guardian.	Census > People > Demographics > Cell Phone	This field populates from the Census.
Email	The primary email address for the parent/guardian.	Census > People > Demographics > Email	This field populates from the Census.

Strengths/Concerns/Interests

The Strengths/Concerns/Interests editor lists the student's interests according to the student, as well as the student's strengths and needs according to the student's parents and school staff.

Note to Case Managers:

This section cannot be left blank. Include the following statements if any of these scenarios occur.:

1. If the students did not attend, "The student did not attend the meeting, we met and discussed with the student outside of the meeting and discussed what the student believed their strengths, preferences and interests are, they are included below." (Then record what the student shared.)
2. If the parent(s) did not attend. "The parent did not attend the meeting, we scheduled a phone call with the parent outside of the meeting, and discussed what the parent believed their child's strengths, preferences and interests are, they are included below," (Then record what the parent shared.)

3. If the student is non-verbal - “The student is unable to communicate their strengths, preferences or interests. It is observed that the student prefers ____ . It is observed that the student is interested in ____ . It is observed that the student has a strength in ____ .”

Strengths/Concerns/Interests NOT STARTEDEditor 5 of 27

Student perception of strengths, preferences and interests: *

❗ Student perception of strengths, preferences and interests is required

Parent perception of student strengths: *

School staff perception of student strengths: *

Field	Description
Student perception of strengths, preferences and interests: <i>Required</i>	A description of the student's strengths as seen by the student.
Parent perception of student strengths: <i>Required</i>	A description of the student's strengths as seen by the student's parents/guardians.
School staff perception of student strengths: <i>Required</i>	A description of the student's strengths as seen by the school staff.
Parent perception of student educational needs: <i>Required</i>	A description of the student's educational needs as seen by the student's parents/guardians.
School Staff perception of student educational needs: <i>Required</i>	A description of the student's educational needs as seen by the school staff.

Consideration of Special Factors

The Consideration of Special Factors editor is used to document the special factors the team is considering when developing the student's plan.

Any items marked yes must be addressed in the IEP.

The student's behavior impedes his/her learning or that of others.*

The student has communication needs.*

The student requires assistive technology devices or services.*

EL status has changed since the editor was last saved. Resave the editor to update the printed document.

Has the student been determined to be an 'English Learner'?* i

NO

The following information is for students with Blindness or Visual Impairment.

Not Applicable

The student needs training in orientation and mobility.

Field	Description	Validation
The student's behavior impedes his/her learning or that of others. <i>Required</i>	Indicates if the student's behavior impedes their learning or the learning of others.	Yes or No
The student has communication needs. <i>Required</i>	Indicates the student has communication needs.	Yes or No
The student requires assistive technology devices or services <i>Required</i>	Indicates the student requires assistive technology devices or services.	Yes or No
Has the student been determined to be an 'English Learner'? <i>Required</i>	Indicates if the student is determined to be an English Learner.	This field is read-only. This field pulls from Program Participation > English Learners > Program Status.
The following information is for students with Blindness or Visual Impairment.		
Not Applicable	Indicates the student is not Blind or Visually Impaired.	When marked, the following two dropdowns become grayed out.
The student needs training in orientation and mobility. If yes, training must be addressed in the IEP.	Indicates the student requires additional training for orientation and mobility.	Yes or No
The student needs instruction in Braille or the use of Braille.	Indicates the student requires instruction in Braille.	Yes or No

<p>If no, describe below why instruction in Braille or the use of Braille is not appropriate. This decision must be based on evaluation results.</p> <p><i>*Required</i></p>	<p>A description of why Braille is not appropriate for the student.</p>	<p>*This field displays when the above question equals NO and is then required.</p>
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Transition Services

The Transition Services editor is used to document any transition services to be provided to the student.

This editor only needs to be filled out when the "Secondary Transition information is needed for this student:" is marked under the Education Plan editor.

Field	Description
Student's Desired Post-School Activities	A description of the student's post-secondary goals.
Results of Age-Appropriate Transition Assessments	
Training	A description of the results of the training transition assessment.
Education	A description of the results of the education transition assessment.
Employment	A description of the results of the employment transition assessment.
Where appropriate, Independent Living Skills	A description of the results of the student's independent living skills assessment.
Results of age-appropriate transition assessments attached.	Indicates an age-appropriate transition assessment has been attached.

Postsecondary Goals

The Postsecondary Goals editor describes measurable goals set for the student's postsecondary transition in the areas of Training and Education, Employment, and Independent Living Skills.

This editor only needs to be filled out when the "Secondary Transition information is needed for this student:" is marked under the Education Plan editor.

Postsecondary Goals Editor 8 of 27

NOT STARTED

Measurable postsecondary goals are based on age-appropriate transition assessments related to training, education, employment, and, if appropriate, independent living skills. Clearly specify the desired level of achievement.

Training or Education

Employment

Where appropriate, Independent Living Skills


Field	Description
Training or Education	A description of the student's postsecondary goals for training and/or education.
Employment	A description of the student's postsecondary goals for employment
Where appropriate, Independent Living Skills	A description of the student's postsecondary goals for independent living skills.

Course of Study

The Course of Study editor lists the courses taken by the student in each school year and the credits earned for each course, and basic graduation information including graduation date and total credits earned and needed.

This editor only needs to be filled out when the "Secondary Transition information is needed for this student:" is marked under the Education Plan editor.

Field	Description	Validation
Anticipation Graduation Date	The student's anticipated graduation date.	N/A
Credits Earned to Date	The number of credits the student had earned.	N/A
Total number of credits for graduation Required	The total number of credits the student needs to graduate.	N/A
Total Credits	The calculated total number of	This field

	credits the student has earned.	 <p>is read-only and calculates the number of credits manually entered into the “Credits” fields below.</p>
--	---------------------------------	--

School Year

This section is used to manually enter the student’s course and credit information by school year. THE “X” button can be used to enter a record. Both “School Year” tables are identical.

School Year	The school year.	N/A
Semester	The semester when the course took place.	N/A
Course	The name of the course.	N/A
Credits	The number of credits the student earned for the course.	N/A

Transition Services Needed

The Transition Services Needed editor lists the services provided to the student to help meet post-secondary goals in the areas of Instruction, Employment, Community Experiences, Post School Adult Living, Related Services, Daily Living Skills, and Functional Vocational Assessment.

This editor only needs to be filled out when the "Secondary Transition information is needed for this student:" is marked under the Education Plan editor.

Transition Services Needed Editor 10 of 27

IN PROGRESS

Each area must be considered by the IEP Team.

Instruction

Discussed, not needed

Transition Services Needed to Assist the Student in Meeting Postsecondary Goals (include timeline for achievement)

Person or Agency Responsible

Employment

Discussed, not needed

Transition Services Needed to Assist the Student in Meeting Postsecondary Goals (include timeline for achievement)

Each area must be considered by the IEP Team:

- Instruction
- Employment

- Community Experiences
- Post School Adult Living
- Related Services
- Daily Living Skills (is appropriate)
- Functional Vocational Assessment

Field	Description	Validation
Discussed, not needed	Indicates this type of transition service is not needed.	When marked, the following two fields are grayed out.
Transition Services Needed to Assist the student in Meeting Postsecondary Goals (include timeline for achievement)	A description of the services needed to aid the student in achieving their postsecondary goals.	N/A
Person or Agency Responsible	The person or agency responsible for providing the service to the student.	N/A

Transfer of Rights

The Transfer of Rights editor indicates when the student was notified of the transfer of rights that occurs when the student turns 18.

This editor only needs to be filled out when the "Secondary Transition information is needed for this student:" is marked under the Education Plan editor.

Transfer of Rights Editor 11 of 27

NOT STARTED

The student has been informed of his or her rights under IDEA that will transfer to the student on reaching the age of majority. The student must be informed at least one year before the student reaches age 18.

Date student was informed of the transfer of rights

month/day/year

Date student reaches the age of majority

06/10/2029

Field	Description	Validation
Date student was informed of the transfer of rights	The date the student was notified of the transfer of rights.	The date must be on or before the meeting date of the Plan.
Date student reaches the age of majority	The day the student reaches 18 years old.	This is a read-only field.

High School Graduation

The High School Graduation editor indicates whether the student will or will not meet the district's graduation requirements and receive a diploma.

This editor only needs to be filled out when the "Secondary Transition information is needed for this student:" is marked under the Education Plan editor.

High School Graduation NOT STARTED
Editor 12 of 27

The IEP team determined that the student **will meet** the district's graduation requirements, or will successfully complete the measurable annual goals **and** will not need new measurable annual goals. The IEP team will not develop a new Individualized Education Program and the student **is** expected to graduate with a regular diploma at the end of the current school year.

The IEP team determined that the student **will not meet** the district's graduation requirements, **or will not** successfully complete the measurable annual goals, and will need new measurable annual goals for the coming school year. The student **is not** expected to graduate with a regular diploma at the end of the current school year and the IEP team must develop a new Individualized Education Program for the next school year.

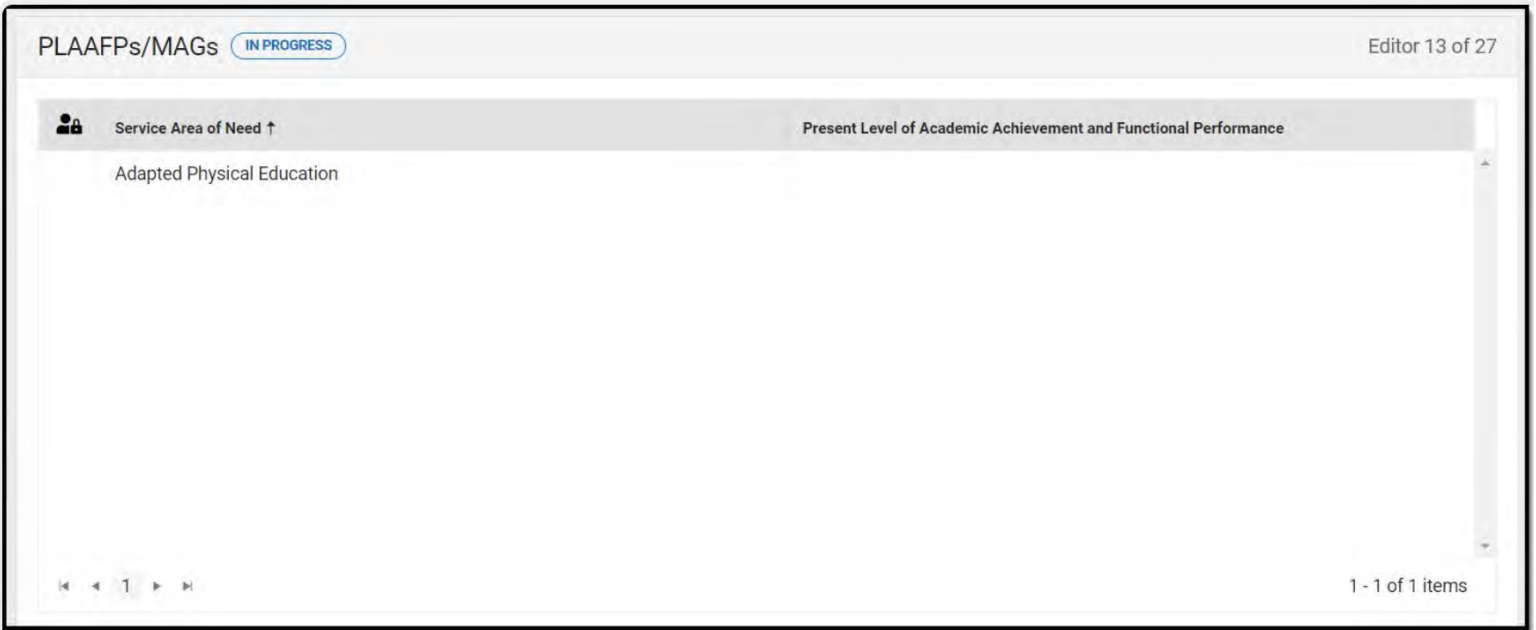
The student **will not meet** the district's graduation requirements. The student **will not receive** a regular diploma. The district **will not provide special education services** for the next school year due to district policy on the age through which educational services are available to other students.

Student's Current Grade:
KG

Field	Validation
The IEP team determined that the student <u>will meet</u> the district's graduation requirements, or will successfully complete the measurable annual goals <u>and</u> will not need new measurable annual goals. The IEP team will not develop a new Individualized Education Program and the student <u>is</u> expected to graduate with a regular diploma at the end of the current school year.	When marked, the other two checkboxes cannot be selected.
The IEP team determined that the student <u>will not meet</u> the district's graduation requirements, or <u>will not</u> successfully complete the measurable annual goals, and <u>will</u> need new measurable annual goals for the coming school year. The student <u>is not</u> expected to graduate with a regular diploma at the end of the current school year and the IEP team must develop a new Individualized Education Program for the next school year.	When marked, the other two checkboxes cannot be selected.
The student <u>will not meet</u> the district's graduation requirements. The student <u>will not receive</u> a regular diploma. The district <u>will not provide special education services</u> for the next school year due to district policy on the age through which educational services are available to other students.	When marked, the other two checkboxes cannot be selected.
Student's Current Grade	This is a read-only field.

PLAAFPs/MAGs

The PLAAFPs and MAGs editor includes the student's present levels of academic achievement and functional performance, including skills and needs, and Measurable Annual Goals to chart student progress.




Column	Description
Padlock Icon	The user is currently editing the record.
Service Area	The name of the Service Area.
Present Level	The student's present level of academic achievement and functional performance.
Goals	The goals associated with the Service Area of Need.

PLAAFPs/MAGs Detail Screen

Area of Need

Service Area of Need *

Adapted Physical Education

Present Level of Academic Achievement and Functional Performance: 

In the section below, please describe the academic, developmental and functional strengths and needs of the student and how the disability affects involvement and progress in the regular curriculum or, for preschool children, involvement in appropriate activities. Test scores alone are insufficient.

Measurable Annual Goals

Goal	ESY
No records available.	

Field	Description	Validation
Area of Need <i>This header is replaced with the Service Area of Need when selected.</i>		
Service Area of Need <i>Required</i>	The area in which the student has need. Options include: <ul style="list-style-type: none"> ● Adapted Physical Education ● Assistive Technology ● Braille Instruction ● Career/Vocational ● Communication ● Counseling ● Math ● Occupational Therapy ● Orientation & Mobility ● Physical Therapy ● Reading ● Rehabilitation Counseling ● Self-Help/Independence ● Sensory-Motor ● Social/Emotional/Behavioral ● Speech/Language ● Therapeutic Recreation ● Transition ● Travel Training ● Written Expression 	N/A
Present Level of Academic Achievement and Functional Performance:	A description of the student's present level of academic achievement and functional performance.	N/A

Measurable Annual Goals

This is a read-only section displaying the goal(s) associated with the area of need as well as any objectives tied to those goals when expanded. Clicking "New" opens a side panel where goals and objectives can be added.

Measurable Annual Goal and Objectives (side panel)

Measurable Annual Goal	A description of the student's annual goal associated with this area of need.	N/A
ESY	Indicates this goal is a part of an extended school year program.	N/A
Objectives		
Objective	A description of the student's objective associated with this goal.	N/A
ESY	Indicates this objective is a part of an extended school year program.	N/A

Progress Report Frequency

The Progress Report Frequency editor records how often progress reports are provided to the parents describing progress towards annual goals.

Progress Report Frequency NOT STARTED Editor 14 of 27

When will progress reports on the measurable annual goal(s) be provided to the parents?

Quarter ▼

Field	Description	Validation
When will progress reports on the measurable annual goal(s) be provided to the parents?	The frequency in which the parent/guardian of the student will be notified of the student's progress towards their annual goals. Options include: <ul style="list-style-type: none">• Quarter• Semester• Other	Only one option can be selected. When "Other" is selected, the Specify field displays.
Specify	A description of the notification frequency.	Displays when "Other" is selected above.

Special Education Services

The Special Ed Services editor lists services provided to the student in a Special Education setting.

Special Education Services List Screen

Special Education Services IN PROGRESS Editor 15 of 27

Service Name ↑	Time	Start Date	End Date
Assistive Technology	60	03/22/22	03/21/23

1 - 1 of 1 items

Column Name	Description
Padlock Icon	The user is currently editing the record.
Service Provided	The name of the services provided to the student.
Time	The minutes per week of service.
Start Date	The first day of service.
End Date	The last day of service.

Special Education Services Detail Screen

Special Education Service

Service * Service Setting *

Adapted Physical Education Regular Education Setting

Service Position

Adaptive PE

Duration and Frequency

Start Date * End Date * Minutes per week *

09/06/2022 09/05/2023 30

Field	Description	Validation
Service Required	The name of the special education service provided.	Service options available in this dropdown are based on the hard-coded list created in the Special Ed Services tool.
Service Setting Required	The location of the service. Options include: <ul style="list-style-type: none"> • Regular Education Setting • Special Education Setting 	N/A
Service Position	The type of staffing position providing the service.	Service Position options available in this dropdown are based on the hard-coded list created in the Special Ed Service Positions tool.
Start Date Required	The first day of service.	This date cannot be before the Start Date of the plan.
End Date Required	The last day of service.	This date cannot be after the End Date of the plan.
Minutes per week Required	The number of minutes per week the student will receive services.	Only whole numbers allowed, up to 5 characters before the decimal point (0 after the decimal).

Related Services

The Related Services editor lists developmental, corrective or other supportive services required to assist the student with a disability.

Related Services List Screen

Service Name ↑	Time	Start Date	End Date
Mental Health Services	30	03/22/22	03/21/23

Column Name

Description

Padlock ICon	The user is currently editing the record.
Service Provided	The name of the services provided to the student.
Time	The number of minutes entered in the detail screen.
Start Date	The first day of service.
End Date	The last day of service.

Related Services Detail Screen

Related Service

Service * Service Setting *

Counseling Special Education Setting

Service Position

Speech Therapy

Duration and Frequency

Start Date * End Date * Minutes per week *

09/06/2022 09/05/2023 60

Field	Description	Validation
Service <i>Required</i>	The name of the special education service provided.	Service options available in this dropdown are based on the hard-coded list created in the Special Ed Services tool.
Service Setting <i>Required</i>	The location of the service. Options include: <ul style="list-style-type: none"> Regular Education Setting Special Education Setting 	N/A
Service Position	The type of staffing position providing the service.	Service Position options available in this dropdown are based on the hard-coded list created in the Special Ed Service Positions tool.
Start Date <i>Required</i>	The first day of service.	This date cannot be before the Start Date of the plan.
End Date <i>Required</i>	The last day of service.	This date cannot be after the End Date of the plan.
Minutes per week <i>Required</i>	The number of minutes per week the student will receive services.	Only whole numbers allowed, up to 5 characters before the decimal point (0 after the decimal).

Least Restrictive Environment

The Least Restrictive Environment editor describes modifications made to the student's educational environment based on special education needs.

Least Restrictive Environment Editor 17 of 27

NOT STARTED

The educational placement is based on the student's IEP.

The educational placement is as close as possible to the student's home.

The educational placement is in the school that the student would attend if he or she did not have a disability.

The IEP team considered any potential harmful effect of the educational placement on the student or on the quality of needed services.

If "No" is checked, explain why.

If the student's school day or week is shorter or longer than peers without disabilities, explain why.

Field	Validation
The educational placement is based on the student's IEP.	Yes or No
The educational placement is as close as possible to the student's home.	Yes or No
The educational placement is in the school that the student would attend if he or she did not have a disability.	Yes or No
The IEP team considered any potential harmful effect of the educational placement on the student or on the quality of needed services.	Yes or No
If "No" is checked, explain why.	N/A
If the student's <u>school day</u> or week is shorter or longer than peers without disabilities, explain why.	N/A

Statewide Assessments

The Statewide Assessments editor lists the accommodations in state required assessments.

Statewide Assessments List Screen

Assessment Name ↑	Content Area
ACCESS for ELLs	Writing

1 - 1 of 1 items

Column Name	Description
Padlock Icon	The user is currently editing the record.
Assessment Name	The name of the assessment.
Content Area	The content of the assessment.

Statewide Assessment Detail Screen

Statewide Assessment

The selection of accessibility supports (universal features, designated features, accommodations) is a systematic data based process that is made by educators familiar with individual student needs. For English Learners (ELs) and students being served by IEPs, supports should be discussed, selected, and documented at plan meetings. The supports that are provided on statewide assessments must be familiar to the student and match those supports and accommodations that are provided for classroom instruction and assessments throughout the school year.

Assessment* **Assessment Manner*** **Content Area**
 ACCESS for ELLs With Accommodations Writing

Support/Accommodation
 Individual Setting ×

Accommodations/support specifics and notes

Field	Description	Validation
Assessment <i>Required</i>	The name of the assessment. Options include: <ul style="list-style-type: none"> ● ACCESS for ELLs ● ACT ● Alternate ACCESS ● Alt Science ● Multi-State Alt Assessment (MSAA) ● Science ● Smarter Balanced ● N/A 	A selection must be made in order to Complete the editor.
Assessment Manner <i>Required</i>	The method in which the assessment was administered. Options include: <ul style="list-style-type: none"> ● Without Accommodations ● With Accommodations ● Alternate 	Options available in the dropdown are determined by the Assessment selected above.
Content Area	The content of the assessment.	The values available in the dropdown are determined based on the Assessment and Test Manner selected. See the table below.
A student with a significant cognitive disability may be eligible to take the alternate statewide assessment if the IEP team determines that the student meets all the following criteria:	Options include: <ul style="list-style-type: none"> ● The student has an active IEP and receives services under the Individuals with Disabilities Education Act (IDEA). ● The student's demonstrated cognitive abilities and adaptive behavior require substantial adjustments to the general curriculum. ● The student's learning objectives and expected outcomes focus on functional application of skills, as illustrated in the student's annual goals and short-term objectives. ● The student requires direct and extensive instruction to acquire, maintain, generalize and transfer new skills. 	These checkboxes are only available when "Alternate" is selected from the Assessment Manner dropdown. All checkboxes must be marked.
Support/Accommodation	The type of support or accommodation.	N/A
Accommodations/support	Any additional information regarding the	N/A

specifics and notes	support or accommodations.	
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The following table represents which fields display based on the Assessment and Assessment Manner selected (as indicated with an "X"):

Assessment	Assessment Manner	Content Area	A student with significant cognitive disability...	Support	Specifics & Notes
ACCESS for ELLs	Without	<ul style="list-style-type: none"> ● Listening ● Speaking ● Reading ● Writing 			
	With	<ul style="list-style-type: none"> ● Listening ● Speaking ● Reading ● Writing 		X	X
ACT	Without	<ul style="list-style-type: none"> ● Reading ● English ● Mathematics ● Science ● Writing 			
	With	<ul style="list-style-type: none"> ● Reading ● English ● Mathematics ● Science ● Writing 		X	X
Alternate ACCESS	Alternate	<ul style="list-style-type: none"> ● Listening ● Speaking ● Reading ● Writing 	X	X	X
Alt Science	Alternate	<ul style="list-style-type: none"> ● Science 	X	X	X

Multi-State	Alternate	<ul style="list-style-type: none"> • ELA • Math 	X	X	X
Science	Without	<ul style="list-style-type: none"> • Science 			
	With	<ul style="list-style-type: none"> • Science 		X	X
Smarter Balanced	Without	<ul style="list-style-type: none"> • ELA • Math 			
	With	<ul style="list-style-type: none"> • ELA • Math 		X	X

Districtwide Assessments

The District Wide Assessments editor lists student's level of participation or accommodation in district required assessments.

Districtwide Assessments List Screen

Districtwide Assessments IN PROGRESS Editor 19 of 27

Test Name ↑	Test Manner
	Alternate Assessment

1 - 1 of 1 items

Column Name	Description
-------------	-------------

Padlock Icon	The user is currently editing the record.
Test Name	The name of the assessment
Test Manner	The method in which the assessment is administered.

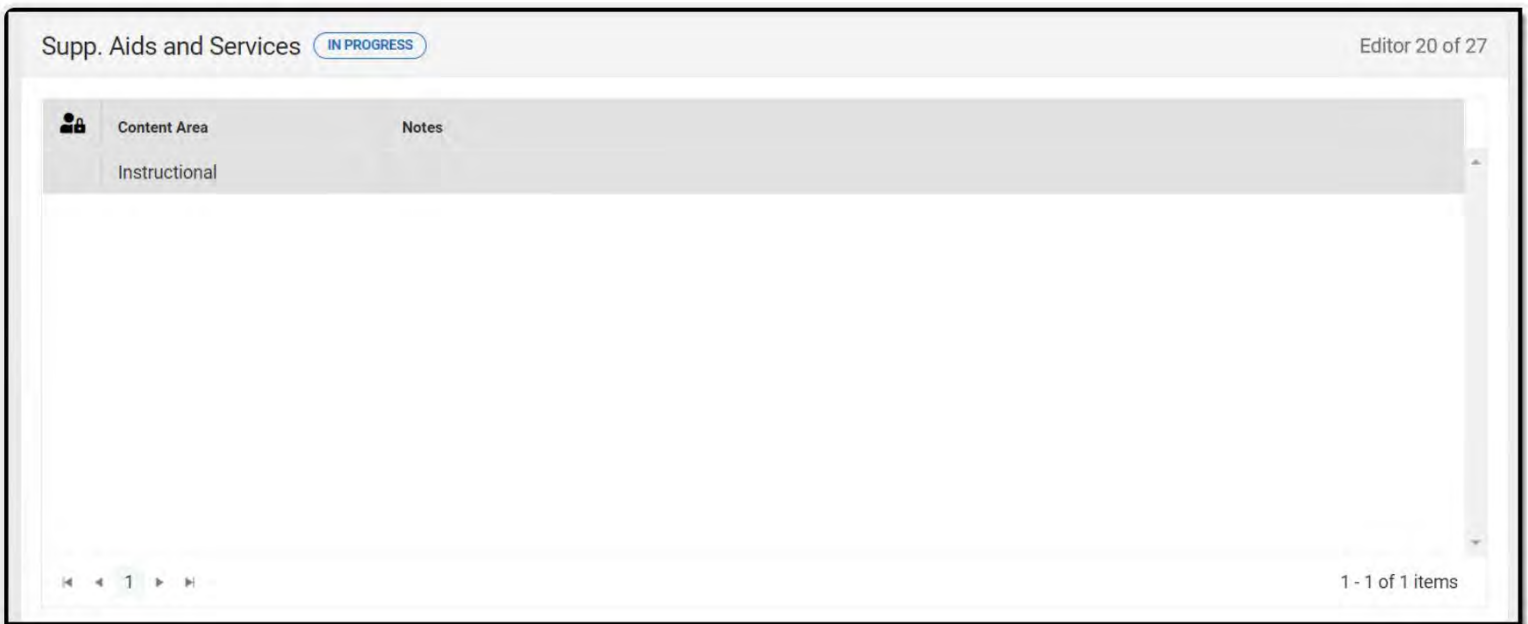
Districtwide Assessments Detail Screen

Field	Description	Validation
The student will participate in the District Wide assessments in the following manner	Indicates how the student will participate in the district-wide assessment. Options include: <ul style="list-style-type: none"> • Without Accommodations • With Accommodations • Alternate Assessment • N/A (only for students not taking a districtwide assessment) 	Only one option can be selected at a time. A selection must be made in order to Complete the editor.
Test Name	The name of the assessment.	This field is grayed out when "N/A" is selected above.
Accommodations	The type of accommodation.	This field is grayed out when "N/A" or "Without Accommodations" is selected above.

Supplementary Aids and Services

The Supplementary Aids and Services editor lists the accommodations and modifications made to assist the student in participating in regular education.

Supp. Aids and Services List Screen



Column Name	Description
Padlock Icon	The user is currently editing the record.
Content Area	The area addressed by the supplementary aid and services.
Notes	Any additional information regarding the supplemental aids and services.

Supplementary Aids and Services Detail Screen

Field	Description
Content Area	The area addressed by the supplementary aid and services. Options include: <ul style="list-style-type: none"> ● Instructional ● Classroom Assessment ● Personnel ● Parent ● None Needed
Notes	Any additional information regarding the Supplemental Aids and Services.

Extended School Year

The Extended School Year editor indicates if the student requires services beyond the standard school time, such as beyond school hours or during breaks.

Extended School Year NOT STARTED Editor 21 of 27

The need for Extended School Year Services

Describe in Detail the Extended School Year Services

Field	Description	Validation
The need for Extended School Year Services	Indicates the student requires an Extended School Year service. Options include: <ul style="list-style-type: none"> are not necessary for the student are necessary for the student will be determined by a later date 	When "will be determined by a later date" is selected, the "Date determination will be made by" field displays.
Date determination will be made by:	The date the ESY service determination will be determined.	This field display when "will be determined by a later date" is selected above.
Describe in Detail the Extended School Year Services	A description of the service.	N/A

Need for Reevaluation

The Need for Reevaluation editor indicates if a reevaluation is necessary.

Only one option can be selected for the "Is a reevaluation necessary at this time?" field.

Need for Reevaluation NOT STARTED Editor 22 of 27

Reevaluations must occur at least once every three years, unless the parent and the school district agree that a reevaluation is unnecessary. Reevaluations help determine:

- whether the child continues to have a disability and needs special education;
- whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals, and to participate, as appropriate, in the general education curriculum; or
- the parent has requested a reevaluation.

Is a reevaluation necessary at this time?

A reevaluation is necessary at this time.

The parent and the school district agree that a reevaluation is unnecessary at this time.

Accessibility and Responsibilities

The Accessibility and Responsibilities editor describes how educational professionals will be notified of their responsibilities regarding the student's special education needs.

How will each teacher, related service provider, transportation provider and others working with this student be informed of his or her specific responsibilities for implementing this IEP and the accommodations, modifications, and supports that must be provided for this student?

- Copy of Accommodations/Modifications handout
- E-mail
- Verbal Communication
- Other

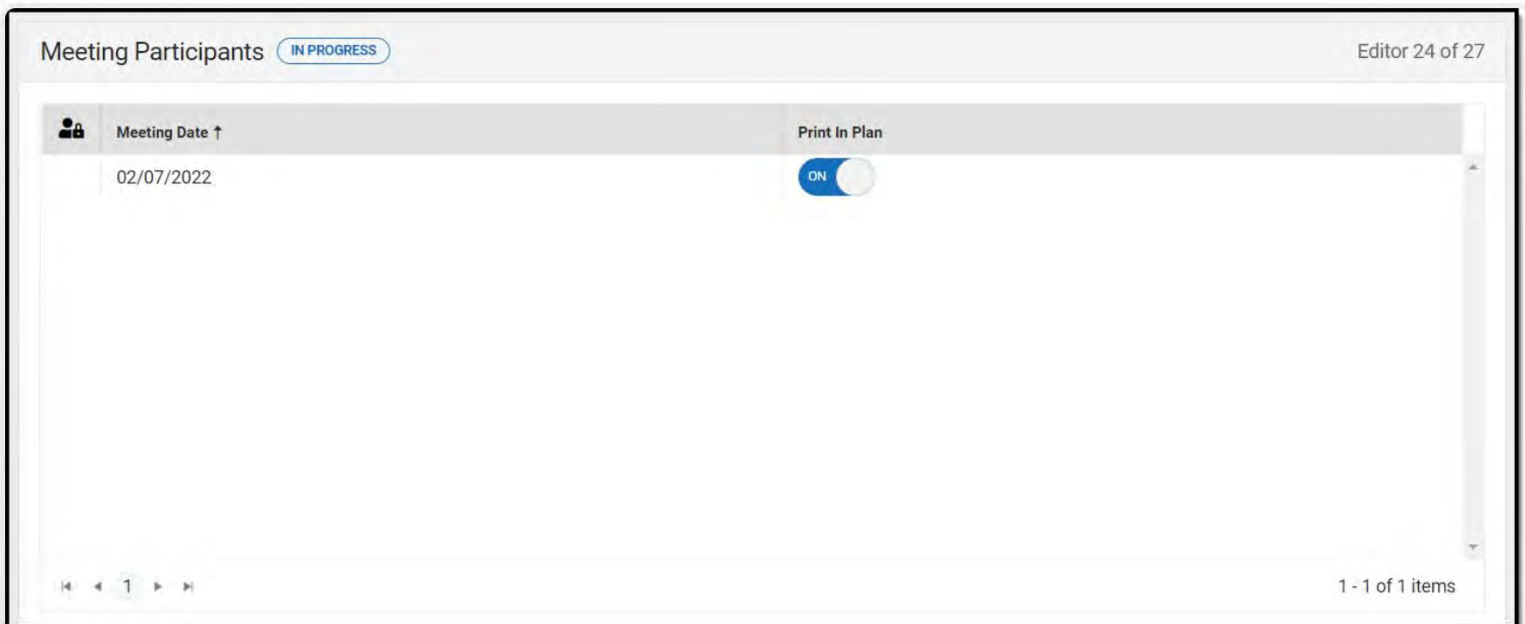
Field	Description	Validation
How will each teacher, related service provider, transportation provider and others working with this student be informed of his or her specific responsibilities for implementing this IEP and the accommodations, modifications, and supports that must be provided for this student?	Indicates how educational professionals will be notified of their responsibilities regarding the student's education needs. Options include: <ul style="list-style-type: none"> ● Copy of Accommodations/Modifications handout ● E-mail ● Verbal Communication ● Other: 	Multiple options can be selected.
Specify:	A description of the method for providing information to educational professionals.	N/A

Meeting Participants

The Meeting Participants editor lists the team meetings held regarding the student, including individuals who were invited and who attended.

Team members added on the Team Members tool can be added to team meetings. Team members can be added manually on this editor, but are not saved in the system and have to be created each time they are included in a meeting.

Meeting Participants List Screen



Column Name	Description
Padlock Icon	The user is currently editing the record.
Meeting Date	The date of the meeting.
Print in Plan	Indicates this record print.

Meeting Participants Detail Screen

Team Meeting: 2/7/2022

Print in Plan



Meeting Date *

02/07/2022



Attendance ?

First Name *	Last Name *	Role Name	Invited	Attended	
Glissa-Jean	Abegg	Mother/Son	<input type="checkbox"/>	<input type="checkbox"/>	<input type="button" value="X"/>
Harrison	Abegg	Father/Son	<input type="checkbox"/>	<input type="checkbox"/>	<input type="button" value="X"/>
Saul	Chalwerk	Social Worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="button" value="X"/>
Alexander	Hamilton	Principal (ADVISORSTAFF)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="button" value="X"/>

Field	Description	Validation
Print in Plan	Indicates this record print.	N/A
Meeting Date <i>Required</i>	The date of the meeting.	N/A
Attendance		
First Name <i>Required</i>	The first name of the team member.	N/A
Last Name <i>Required</i>	The last name of the team member.	N/A
Role	The role of the team member.	This field pulls in the Title from the Team Members tool, but can be modified as needed.
Invited	Indicates the team member was invited to the meeting.	Determines whether or not the team member displays on print.
Attended	Indicates the team member attended the meeting.	N/A
Delete Button	Removes teh participant from the meeting.	N/A
Add	Creates a new participant to participate in the meeting who is not listed on the Team Members tool.	N/A
Refresh	Refreshes the team member list and sets any records originally brought in back to their original status.	N/A

IEP Approval

The IEP Approval editor indicates if the case manager accepts and approves of the IEP.

IEP Approval Editor 25 of 27

IN PROGRESS

I have read and understand my rights as provided to me in the pamphlet "Procedural Safeguards in Special Education under IDEA", which I received this school year. The parent shall be given a copy of this IEP at no cost to the parent.

Approval Decision

I approve of this Individualized Education Program

I approve of this Individualized Education Program with the following exceptions.

Fields	Description	Validation
Approval Decision	Indicates the IEP approval status. Options include: <ul style="list-style-type: none"> ● I approve of this Individualized Education Program. ● I approve of this Individualized Education Program with the following exceptions. 	Only one option can be selected.
The IEP team agrees to meet again to resolve differences regarding the exceptions below. <i>*Required</i>	The date the IEP approval determination will be made.	*This field becomes available and is required when the second check box is selected above.
Exceptions: <i>*Required</i>	A description of the exceptions.	*This field becomes available and is required when the second check box is selected above.

Prior Written Notice

The Prior Written Notice editor provides a space for descriptions and explanations related to proposed or refused actions for a student.

Action(s) Proposed or Refused

- Initiation or change in the educational placement of the student
- Initiation or change in the provision of the FAPE to the student

Description of the specific proposed or refused action(s):*

Additional Documentation attached

Explanation of why the district proposed or refused to take the action(s):*

Field	Description
Action(s) Proposed or Refused	Indicates the type of action proposed or refused. Options include: <ul style="list-style-type: none"> ● Initiation or change in the educational placement of the student. ● Initiation or change in the provision of the FAPE to the student
Description of the specific proposed or refused action(s): Required	A description of the proposed or refused actions.
Additional Documentation attached	Indicates additional documentation is attached to the IEP.
Explanation of why the district proposed or refused to take the action(s): Required	A description of why the district proposed or refused to take the proposed actions.
Additional Documentation attached	Indicates additional documentation is attached to the IEP.
Description of each evaluation procedure, assessment, record, or report the district used as a basis for the proposal or refusal: <i>Required</i>	A description of the evidence provided used as a basis for the proposal or refusal.

Additional Documentation attached	Indicates additional documentation is attached to the IEP.
Description of any other options the district considered and the reasons why those options were rejected: <i>Required</i>	A description of alternative options the district considered.
Additional Documentation attached	Indicates additional documentation is attached to the IEP.
Description of other factors relevant to the district's proposal or refusal to take the action: <i>Required</i>	A description of any other factors involved in the district's decision.
Additional Documentation attached	Indicates additional documentation is attached to the IEP.

IEP Notes

The IEP Notes editor provides a space for any other relevant meeting notes to be included in the IEP.

Meeting Notes should be used to record:

- Any discussion of options considered, options rejected, and reasons for rejection of proposals for initiating or changing the student's identification, evaluation, educational placement or the provision of FAPE;
- Necessary information regarding IEP services not recorded elsewhere in the IEP document; and
- If the meeting was rescheduled, the reason for rescheduling.

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Meeting Notes should be used to record:

- Any discussion of options considered, options rejected, and reasons for rejection of proposals for initiating or changing the student's identification, evaluation, educational placement or the provision of FAPE;
- Necessary information regarding IEP services not recorded elsewhere in the IEP document; and
- If the meeting was rescheduled, reason for rescheduling

Meeting Notes

Section 12: Confidentiality of Student Records

Parents

Under the Family Educational Rights and Privacy Act (FERPA), parents have the right to inspect and review their children's education records and seek to amend them in certain circumstances. Access to the records must be granted no later than five business days following the date of the request. In addition, an educational agency

subject to FERPA may not have a policy or practice of disclosing education records, non-directory, personally identifiable information from education records, without the written consent of the parent or eligible student.

Types of Records

All student records are classified as Mandatory Permanent, Mandatory Interim or Permitted. Regulations governing access, transfer, and destruction of records vary according to their classification. Special Education Student Services are classified as Mandatory Interim Records. Therefore, school Districts must protect the confidentiality of personally identifiable information at collection storage, disclosure and destruction stages.

What Should be in a Student's Special Education File?

- Each special education record shall include access log, referral, permission for evaluation, evaluation data including summaries of assessments, test protocols and other information that are not subject to sole possession requirements of FERPA, student intervention team reports, individualized education programs, and periodic reviews of the individualized education program.
- Browning Public Schools Special Education files also include copies of all written notices and any other written correspondence concerning the student, a log of phone or phone message contacts, and all reports, prescriptions, or office notes received that concern the student. This information is attached to the current IEP.
- Student files are kept in a locked file cabinet at the District Special Services Building. Each student has two files. The "current" file contains pre-referral documentation, the original and any subsequent referrals, the current permission to test, the initial Evaluation summary report, the current Evaluation summary report / supporting reports, the current IEP/current correspondence, and the previous year's IEP/correspondence. The "historical" file includes all other documents. Both files are kept together.
- Special Education staff working with a student may keep their own working files. These files are the property of that staff member as long as the contents of that file have not been shared with anyone else and destroyed as per state law.
- Files are made available to the parent and student five years after the student was eligible to graduate from the district. Files not claimed are destroyed after 15 years.

Safeguards

- One official at each Agency (school) must assume responsibility for ensuring the confidentiality of any personal identifiable information.
- All persons collecting or using personally identifiable information must receive training or instruction regarding the state policies and procedures as stated in the annual program plan.
- Each agency (school) must maintain for public inspection a current list of names and positions of those employees who have access to personally identifiable information.

Location of Student Records

- Records for each individual student shall be maintained in a central file at the school attended by the student.

- When records are maintained in different locations a notation in the central file as to where such other records may be found is required.

Procedures

Following are the procedural guidelines:

- All confidential records must be kept in a locked location.
- An access log must be kept in each file.
- A record must be kept indicating when and to who access was given plus when and to who records were sent outside the District.
- A list of District personnel who routinely have access to student files must be posted in the room in which the files are located.
 - All others must be identified in the file log prior to accessing the file.
- Special Education information and material to be included in the student record file:
 - Copies of IEPs, less than or equal to three years old
 - Assessment plans, reports, less than or equal to three years old
 - Communication to and from parents, including all mandatory information, less than or equal to three years old
 - Transition plans (included as necessary)
 - Positive behavior support plans (included as necessary)
 - Last District annual or triennial, even if older than three years
 - List District psycho-educational report

Building to Building Transfers

When a student transfers to another school within our district, the school may send the records to the new school directly, without routing them through the district office.

The new school needs to send a release to the original school and the records can be sent inter-office mail to the new school.

Records In - New Students

New student records will be requested by the enrolling school.

When the records are received, they will be sent to the Special Education Office, then the records will be reviewed and a case manager assigned.

Records Out - Transfer

Within five (5) days of a student's withdrawal, it is the responsibility of the exiting school to contact the Special Education Office and notify them of the student's withdrawal. The file will be logged by the Special Education Confidential Secretary and filed as inactive until a request is received from the next school. At that time the Special Education Confidential Secretary will log and file the request and forward the entire file to the requesting school.

Records Out - Exit

Within five (5) days of a student's last day of school, it is the responsibility of the exiting school to contact the Special Education Office and notify them of the student's withdrawal. The file will be logged by the Special Education Confidential Secretary and filed as inactive at the District Special Education office.

Transfers

Confidential records and/or information may be transferred between public schools and public school Districts within the state of Montana without written permission by parent, guardian or student over 18 years of age. Records may be transferred by AIM / Infinite Campus or secured modem to appropriate personnel with parent permission.

Transfer of confidential records and/or information to a public school or District outside the state does require the written consent of parent, guardian or student over 18 years of age.

Transfer of confidential records and/or information to a private school or any private or public agency or other individual does require the written consent of parent, guardian or student over 18 years of age.

Access to Student Records

Access means a personal inspection and review of a record or an accurate copy of a record, an oral description or communication of a record or receipt or a copy of a record.

Those granted access are prohibited from releasing information to another person or agency without written permission from the parent or legal guardian. (If the student is 18 or older, the right of consent belongs to the student unless a parent or guardian obtains conservatorship.)

Students who are married are considered to be emancipated minors even if younger than 18 years of age.

State and federal laws permit access to records according to the following listings

Mandatory Access

- Natural parents, adoptive parents or legal guardian of student younger than age 18 or dependent student age 18 or older (within 5 days of request)
- School officials and employees for legitimate educational purposes
- School Attendance and Review Board (SARB) members
- Other public schools (Montana) where student has enrolled or intends to enroll
- Federal, state, and county officials for program audit or compliance
- Agencies specified by law in cases of child abuse
- Those so authorized in compliance with a court order
- Private schools or out-of-state schools of anticipated or new enrollment

Permitted Access

- Appropriate persons in an emergency
- Agencies or organizations in connection with students applying for financial aid
- Accrediting associations
- Organizations conducting studies on behalf of the District
- Private schools or out-of-state schools (to mandatory interim and permitted student records)
- The person or agencies authorized by parent or guardian with custody (or student of age 18 or older)

Prohibited Access

If an agency or person is not included, the above access can only be granted through written permission.

Such permission must:

- Specify the nature of the information to be released; and
- Specify the purpose for which the information is released

In addition, the recipient must be informed of, but need not acknowledge in writing, restrictions upon further release to another agency or person without specific written authorization.

Parent Access to Student Records

Parents must be notified, in writing, of their rights to inspect and review the school records of their students. This must be done at the time of initial enrollment and annually thereafter. If 15 percent of students enrolled speak single primary language other than English, as determined from census data in preceding year, then all notices, reports, statements, or records sent to parent or guardian of student by school shall, in addition to being written in English, be written in primary language, and may be responded to either in English or primary language. Lack of English fluency should not preclude parents or guardians from exercising educational rights. Schools shall take reasonable steps to ensure parents and guardians are properly notified in English and in their home language, of rights and opportunities available to them. Notice should contain the following specific information:

- The types of records and information contained therein.
- The position of the official responsible for the maintenance of each type of record.
- The location of the log or record required to be maintained.
- Criteria used by the District to define “school officials and employees” and in determining “legitimate educational interest.”
- The policies of the District for reviewing and expunging records.
- The right of the parent to access student records.
- The procedures for challenging the content of student records.
- The cost, if any, is charged to the parent for reproducing copies of records.
- The categories of information that the institution has designated as directory information.
- Any other rights stated in the Montana Education Code and the right to file a complaint with the Montana Office of Public Information (OPI).
- Notice of all locations where copies of the policies and procedures regarding the General Education Provisions Act and confidential student records may be obtained.
- The right to inspect and review also includes responses to reasonable requests.

Parents may request explanations and interpretations of the records and the right to have a representative of the parent inspect and review the records. The parent must make the request in writing. The request is given to a certificated staff member who interprets the records where necessary. The certificated staff member schedules an appointment with the parent within five days and reviews the contents of the student’s folder with the parent. If photocopies are requested, copy the requested materials immediately, if possible. If an immediate response is not possible, mail the requested photocopies to the parent within five days of the request.

Even though records from physicians may be stamped “Confidential” or a psychologist’s report contains sensitive or potentially upsetting information, the parent or eligible student has full rights of access.

Log of Request for Information

All requests of individuals or agencies, with the exception of other school officials and parents, must be recorded in a record or log of requests for information. The log or record must be open to the inspection of a parent and the school officials. The log or record must contain the following information: the name of the

requesting party and the legitimate interest of the party. The log should be kept with the student's educational records.

Recommended Procedure

- Upon receipt of a written request for “directory” information from a group authorized to receive it, check the student folder for “objection to release” form. If an Objection Form is present, refer to the Director of Special Education. If no objection form is present, supply the information. The law does not require logging requests for directory information.
- If the request is oral, verify the identity of the requester by calling back. If there is any doubt as to the identity of the requester, require a written request, on official letterhead.
- Upon receipt of a written request for information, ascertain whether or not it falls into the authorized categories as defined in the section above. If it does, supply the information as explained above. If it does not, log the request and refer it to the Director of Special Education.

Transfer of Special Education Student Records

Special Education student records are mandatory to:

- Montana Public Schools
- Montana Private Schools
- Out-of-state Public Schools
- Out-of-state Private Schools

A copy of the records should be retained when these transfers occur. A minimum recommendation for records that should be retained is:

- Parent permission for assessment
- Parent permission for placement
- Evaluations (i.e., medical, psychological, educational)
- Current individualized educational plan

Consent to Release Student Records

- District to District record transfer does not have to be in writing.
- Written consent must specify the records to be released, identify the party or class of parties to whom records may be released, state the purpose(s) of the disclosure and be signed and dated by the parent of eligible students.

Whenever a student reaches the age of 18 years or is attending an institution of post-secondary education, the permission or consent required of, and the rights afforded to, the parents or guardian of the student shall thereafter only be required of, and afforded to, the student – unless a court of competent jurisdiction has granted another individual conservatorship over the student.

How to Purge Information from a Student's Special Education File

1. Remove any prohibited protocols and all assessment reports which contain prohibited information.
2. Copy the original assessment report.
3. The following information shall be purged from the duplicated copy utilizing white out: (a) any reference to a test instrument which yields an IQ score or standard score that is an indication of cognitive functioning. (b) Any test data summary scores from the test instrument(s). (c) Commentary in the report which discusses the student's performance on the test instrument(s).

4. Duplicate copy of the purged report. File this in the student's special education file.
5. Seal the original report, any relevant protocols, and a copy of the letter sent to the parent/guardian in an envelope. Indicate the student's name and the document destruction date of seven years hence on the outside of the envelope. Browning will exceed the minimum of seven years and keep records for fifteen years.
6. Place notification in the student's special education file regarding the sealed envelope.
7. Forward the sealed envelope to the Special Education Office.
8. The Special Education Secretary will notify the parent in writing.

Amendment of Records

If parents desire to challenge the content of student records, they must establish that specific grounds exist and provide a written request to correct or remove the information.

Grounds may include:

- Inaccurate information.
- Information is unsubstantiated personal conclusion or inference.
- Information is a conclusion or inference outside the observer's area of competence.
- Information is not based on personal observation.

The district must decide whether to amend the information within a reasonable time after receipt of the request to amend. If the district refuses to amend the information, it must inform the parent(s) of the refusal and advise the parent(s) of their right to a hearing, as per District policy.

Section 13: Browning Public Schools Roles & Responsibilities, Procedures

Social Security Administration Packets

When a Case Manager receives a packet from the Social Security Administration requesting information on a student, please fill out all of the educational information for the student within **5 *working days***. After completing the student information, please forward the packet to the Special Education Confidential Secretary.

The only information the Special Education Confidential Secretary will provide is the federal tax ID number and billing information. This will eliminate passing confidential student files back and forth through the interoffice mail system.

Medicaid

Eligibility

The Special Education Confidential Secretary will forward your monthly caseload verification reporting sheets to our 3rd Party Biller, on the *25th of the month*, to see who is eligible for Medicaid billing. This will be an on-going process as new students are added to your caseload throughout the year. She will then forward you the individual billing sheet masters and you will need to make the necessary copies.

Billing

We will only be billing for students with signed permission letters, we will maintain regular Medicaid progress notes in your students' Medicaid files located at the Special Education Office. **Medicaid billing documentation is due once a month, by the 15th of the month, for related services, personal care and nursing services.**

Forms and Signatures

Have parents sign the permission letter during the IEP meeting. **Case Managers are required to get the letter signed for all students on their caseload. We have to have a signed letter whether they consent or deny, in order to be compliant with the law. If they do not want to consent, have them check the "I deny permission" box and sign the bottom of the letter.**

The letter will be valid for a year and is not dependent on the school year, i.e. if signed on 3/5/22 it will be valid until 3/5/23.

Copy

Once you have the signed letter you can retain a copy for your records and immediately forward a copy to the Special Education Office for Records.

AIM / Infinite Campus

All IEPs and Evaluations must be completed in AIM / Infinite Campus (IC). If you run into any problems or if something doesn't seem to be working, please let IT know by submitting a work order. If you need further assistance on IC let the Special Education Confidential Secretary know and she can meet with you and walk you through the process.

Procedure for the IEP/Evaluation

1. Start a draft of the IEP/Evaluation in IC
2. Conduct the Meeting
3. Revise and Make Changes
4. Obtain Prior Written Notice
5. Parent Signature of Attendance
6. Parent Signature on IEP
7. Submit the Approved Final of the IEP to the Confidential Secretary by the **2nd Friday of the following month.**
8. Lock the IEP/Evaluation after final review by the Confidential Secretary

Start a Draft of the IEP/Evaluation in IC

IDEA 2004 discourages the use of “draft IEPs” because they send a message that parental concerns and parental participation are not valued.

Many parents object to draft IEPs because the IEP team does not make it clear that the IEP is a “draft.” When parents are presented with a “draft IEP,” many assume that the school members of the IEP team do not value their concerns and input about their child. IEP meetings are often too short to address the parents' concerns.

Under these circumstances, it is not surprising that parents feel that the IEP team is denying them the opportunity to fully participate in the IEP process for their child.

Parents and school personnel need to share important information before the IEP meeting. This information may include draft IEPs, evaluations, and written reports prepared by the parents.

If the IEP team chooses to use a draft IEP, the team must ensure that the parents understand that the document is a draft, and is not set in stone.

If the IEP team uses a draft IEP, they should provide a copy of the draft document to the parents in advance of the IEP meeting. The parents must have enough time to give careful consideration to the recommendations in the draft IEP.

The parent should provide the school with a list of their concerns and questions before the IEP meeting so the school members of the team are prepared to address these concerns and questions.

Sharing information leads to healthier working relationships between parents and school personnel -- and better IEPs for the students.

Conduct the Meeting

While there are many different purposes for an IEP meeting and a variety of items to cover, these are the most common items to include in all IEP meetings:

- Introductions
- Purpose of the Meeting
- Establish Time Parameters
- Review Procedural Safeguards
- Review Excusal Form
- Time for team member questions/concerns
- Preview and finalize the IEP
- Documentation of significant information in the notes
- Signatures (either for consent to the finalized IEP document or just for participation in the meeting)

Revise and Make Changes

Update and revise the draft IEP to include all information discussed during the IEP meeting with the parent.

Obtain Prior Written Notice

IDEA states a Prior Written Notice must include these 7 things:

1. A description of the action proposed or refused by the school or AEA
2. An explanation of why the school proposes or refuses to take action
3. A description of each evaluation procedure, assessment or report used to make their decision
4. A statement that parents of a child with disability have protections under the procedural safeguards and how parents can get a copy

5. Sources for parents to get help understanding these provisions or procedural safeguards
6. A description of other options considered and the reasons why they were rejected
7. A description of other factors important to the school's proposal or refusal. [§300.503(b)]

Parent Signature of Attendance

An IEP signed by a parent is one way to indicate that they approved the IEP. If they do not approve the program, make a note of your exceptions on the IEP or in a note or letter. If you believe the IEP needs to be modified, you should write a letter to request another meeting to revise the IEP.

Parent Signature on IEP

Parents **cannot** sign off their approval on the IEP/Evaluation **until** all the corrections have been completed in IC. What is reflected in IC must match what the parent is signing off on. The parents can sign that they have attended the meeting, but you will have to do any corrections necessary in IC, print off a final copy for signature, before you can have them sign for approval. **You do not have to get parent approval on the same day as the meeting. However, parent's must sign off on the IEP on or before the date that it is due, and the Prior Written Notice will need to be completed. This may mean that you will have to have meetings earlier to accommodate this timeline.**

Lock the IEP/Evaluation

IC requires us to be more vigilant when it comes to how we enter information. Since all of our data reports to the OPI (i.e. Child Count, Exit Count, etc) and will be extracted from IC. It is critical that we do all required forms correctly and lock our plans in a timely manner. **All IEP's and Evaluation Reports must be locked within 10 days after submission to the Special Education Confidentiality Secretary.** This assumes that your IEP/ER meetings are conducted in compliance with Administrative Rules. All new students have to have an IEP on IC to be counted as being in SpEd. All IEPs must be active and locked in IC in order for our data to be accurate.

BPS Case Manager Annual Implementation Plan

This is an example of the Implementation Plan. The link is [BPS Case Manager Annual Implementation Plan](#). This Implementation Plan will be updated each school year with proper dates.

BPS Case Manager Annual Implementation Plan Found in Appendix B

BPS Case Manager Annual Implementation Plan

2023-2024 School Year

Goal: To successfully provide case management services for IDEA students assigned to my caseload each year during the 23-24 SY as measured by timely completion of student annual IEPs, timely and consistent communication with IEP Team Members.

TO DO:	Check-points:
August: <ul style="list-style-type: none"> <input type="checkbox"/> Participate in BPS SPED Pre-Orientation Training Days (Aug 11) <ul style="list-style-type: none"> <input type="checkbox"/> MT OPI/IEP Course on Teacher Learning Hub <input type="checkbox"/> Set-up an Annual IEP Timeline & Due Date Calendar <input type="checkbox"/> Make contact with the family prior to the beginning of the SY <input type="checkbox"/> Participate in District PIR Days (August 15-17) <input type="checkbox"/> Coordinate with TA to create an instructional schedule, lesson plans, data collection system to support caseload students throughout the year <input type="checkbox"/> Coordinate with General Education Teachers & Related Service Providers to create a coordinate consistent schedule for caseload students <input type="checkbox"/> Begin providing Primary & Related Services for ALL caseload students by August 23th <input type="checkbox"/> Provide & Document Recital of Accommodations & Modifications to General Education Teachers by August 31st & submit to SPED Office by Sept 1 <input type="checkbox"/> Submit Daily/Weekly Class Schedule to Special Education Director by Sept 1 September: <ul style="list-style-type: none"> <input type="checkbox"/> Complete IEP Meetings & Submit IEPs to Colleen in the Special Services Office by 3:00 PM the 2nd Friday of the Following Month (October 13th) <input type="checkbox"/> Submit Field Trip Request to Building Principal October: <ul style="list-style-type: none"> <input type="checkbox"/> Complete IEP Meetings & Submit IEPs to Colleen in the Special Services Office by 3:00 PM the 2nd Friday of the Following Month (November 10th) <input type="checkbox"/> Submit Quarterly Progress Reports to SPED Office by October 28th November: <ul style="list-style-type: none"> <input type="checkbox"/> Complete IEP Meetings & Submit IEPs to Colleen in the Special Services Office by 3:00 PM the 2nd Friday of the Following Month (December 8th) December: <ul style="list-style-type: none"> <input type="checkbox"/> Complete IEP Meetings & Submit IEPs to Colleen in the Special Services Office by 3:00 PM the 2nd Friday of the Following Month (January 12th) <input type="checkbox"/> Join us for the Annual Special Services CHRISTMAS PARTY TO BE HELD ON FRIDAY, DECEMBER 15TH during your Lunch Break! January: <ul style="list-style-type: none"> <input type="checkbox"/> Complete IEP Meetings & Submit IEPs to Colleen in the Special Services Office by 3:00 PM the 2nd Friday of the Following Month (February 9th) <input type="checkbox"/> Submit Semester/Quarterly Progress Reports to SPED Office by Jan 26th February: <ul style="list-style-type: none"> <input type="checkbox"/> Complete IEP Meetings & Submit IEPs to Colleen in the Special Services Office by 3:00 PM the 2nd Friday of the Following Month (March 8th) March: <ul style="list-style-type: none"> <input type="checkbox"/> Complete IEP Meetings & Submit IEPs to Colleen in the Special Services Office by 3:00 PM the 2nd Friday of the Following Month (April 12th) <input type="checkbox"/> Submit Classroom Requisition (\$200.00) for the 24-25 SY to Special Services by March 30th April: <ul style="list-style-type: none"> <input type="checkbox"/> Complete IEP Meetings & Submit IEPs to Colleen in the Special Services 	BOY: <ul style="list-style-type: none"> <input type="checkbox"/> Renewal Units <input type="checkbox"/> IEP Calendar submitted the Special Services Director by End of Day August 11, 2023 <input type="checkbox"/> Parent Communication documented in the PLP Contact Log <input type="checkbox"/> Accommodations & Modifications Signature Page for GEN ED submitted to the SPED Office by 9/1/23 End of Day <input type="checkbox"/> Weekly/Daily Classroom Schedule submitted to the Director by 9/1/23 <input type="checkbox"/> Weekly Lesson Plans submitted to Building Principal as per Building-Level Plan <input type="checkbox"/> Monthly Submitted IEPs to the Special Services Office and a Review Meeting with Colleen DURING the YEAR: <ul style="list-style-type: none"> <input type="checkbox"/> Complete annual student IEPs, conduct the meeting, and implement the plan within designated timeframe <input type="checkbox"/> Submit completed IEPs to the Confidential Secretary by the monthly due date <input type="checkbox"/> Communicate with the Special Services Director and Department Administrative Assistant if supplies or supports are needed. <input type="checkbox"/> Ensure the safety, supervision, and

May: <ul style="list-style-type: none"> <input type="checkbox"/> Office by 3:00 PM the 2nd Friday of the Following Month (May 10th) <input type="checkbox"/> Complete IEP Meetings & Submit IEPs to Colleen in the Special Services Office by 3:00 PM the 2nd Friday of the Following Month (May 31st) <input type="checkbox"/> EOY Check-out with ALL completed IEP Paperwork & Special Education Documentation Submitted to the Special Services Office by May 31st @ 3:00 PM 	implementation of FAPE for your caseload students. EOY: <ul style="list-style-type: none"> <input type="checkbox"/> Complete annual EOY Staff Check-out Processes & Procedures
Case Manager Steps in Preparation for a SUCCESSFUL Annual IEP Meeting	
<ol style="list-style-type: none"> 1) 30 Days Prior-Create the NEW IEP in Infinite Campus 2) Immediately-Send an email to ALL RELATED SERVICE PROVIDERS OF THE STUDENT to communicate about & coordinate with writing the annual IEP. <ol style="list-style-type: none"> a) Speech/Language Therapist b) Adaptive PE c) Physical Therapist d) Occupational Therapist e) School Psychologist 3) 10+ Days Before the Meeting-Contact the PARENT/GUARDIAN to schedule a date and/or time. (recommended-begin process 30-days in advance of the IEP Due Date) 4) 10+ Days Before the Meeting-COORDINATE with Building Administration, Related Service Providers, General Education & Family to Schedule the Annual IEP 5) 10+ Days Before the Meeting-Send out the PAPER MEETING NOTICE (to be mailed 10-days in advance) 6) 10+ Days Before the Meeting-Send out a GOOGLE INVITE to ALL IEP TEAM MEMBERS within BPS and others OUTSIDE BPS who may need to join virtually 7) 3-5-Days Prior to the Meeting-Complete a DRAFT of the Annual IEP PRIOR to the MEETING DATE to REVIEW, PROOFREAD, & EDIT and/or follow-up with Related Services Providers about needed adjustments. 8) Day Before the Meeting-Contact the PARENT/GUARDIAN to remind them of the meeting and EMAIL BPS IEP TEAM MEMBERS to REMIND them of the upcoming meeting. 9) Day of the Meeting-Print a DRAFT of the IEP and make several copies available for IEP TEAM participants, and have a copy of the PARENT PROCEDURAL SAFEGUARDS to provide the family at the meeting. 10) During the Meeting-Follow the Steps of CONDUCTING THE IEP MEETING, display the IEP on a digital screen (if available), take NOTES, make adjustments based on team member input (if needed), obtain parent signature for approval of the IEP (if agreeable), and gather ALL other required signatures of meeting participants at the meeting and ASAP for virtual participants. 11) After the Meeting-Review the IEP for completion/accuracy of ALL sections of the IEP before ending the meeting, double-check the approval check-box & guardian signature, and meeting participant signature page. SUBMIT to Special Services by the 2nd Friday of the FOLLOWING MONTH. 	

Child Count

All IEPs need to be locked in IC by Sept 25th, prior to October 1st Child Count starts. If the IEPs are not locked then the students will not be counted in SpEd State Funding.

The Special Education Confidential Secretary will do a report check to ensure all documents are locked.

Transportation

If a student requires transportation on a SPED bus, and the parent requests, you are required to:

1. Include transportation as a related service on the IEP.
 - a. Failure to put transportation in the IEP will result in the student being denied transportation.
 - b. Transportation is based on the level of need given the disability.
2. Have the parent fill out a Transportation - Confidential Student Information form during the IEP.
3. Forward the Transportation - Confidential Student Information form to the Special Education Department Secretary within 1 day of request.
 - a. The Special Education Department Secretary will make arrangements for the student to ride the bus.
 - i. Please allow 48 hours, from the date the form is received at the Special Education Office, for services to be set up with the Transportation Office

Program Specific

Browning Public Schools also participates in a cooperative Inter-local Agreement with Montana Head Start, Early Head Start Associations & Special Olympics.

Preschool

Preschool special education services are available at Head Start and KW-Vina Elementary School. Related services, including Speech and Language, Occupational Therapy, and Physical Therapy are available to eligible students in these programs as needed.

Moderate Needs

Resource special education services are available throughout the school day on a scheduled basis to elementary and secondary students in grades Early Kindergarten through Twelfth. Related services, including Speech & Language Therapy, Occupational Therapy, Physical Therapy, and Orientation and Mobility, are available to eligible students with disabilities, as needed. Adaptive Physical Education is available as a primary service to eligible students as needed.

Life Skills

Life skills special education services are available at KW-Vina Elementary, Browning Elementary, Napi Elementary, Browning Middle, and Browning High School.

Self Contained Reviewed Team

Purpose:

- A. The purpose of the Self-Contained Review Team (SCRT) is to staff students who MAY need a more restrictive setting in order to access educational opportunities and ensure FAPE (Free Appropriate Public Education).
- B. The goals of the Self-Contained Review Team (SCRT) are:
 - a. To ensure that data-based decisions are clearly substantiated for each IEP placement decision, and
 - b. To ensure that the possible sending and receiving special education programs/schools have had constant and regular communication concerning the student
 - c. To ensure parents are kept informed and involved with IEP decisions regarding the implementation of the IEP in the least restrictive environment
- C. Special education eligible students must be staffed by this team before a student can be placed in a self-contained setting. The only exception to this pertains to transfer students new to the district that have a self-contained setting as their IEP placement from their previous school district.

Process:

- A. The administrator from the student's school will contact the Special Services Director (i.e., the Self-Contained Review Team coordinator) at least one week in advance of the scheduled meeting.
- B. The administrator will schedule a Self-Contained Review Team (SCRT) and will also explain why a change of placement to Self-Contained is necessary.
- C. The administrator, school psychologist, and IEP case manager (i.e., the special education teacher, speech/language pathologist, etc.) from the requesting school will present a brief file history review and the data: academic, behavioral, social, and prior test results for the student of concern.
 - a. TV for projection, handouts, and data summaries are helpful.
- D. All baseline data and post-intervention data will be shared.
 - a. ...Not Evaluation Report Summary test information

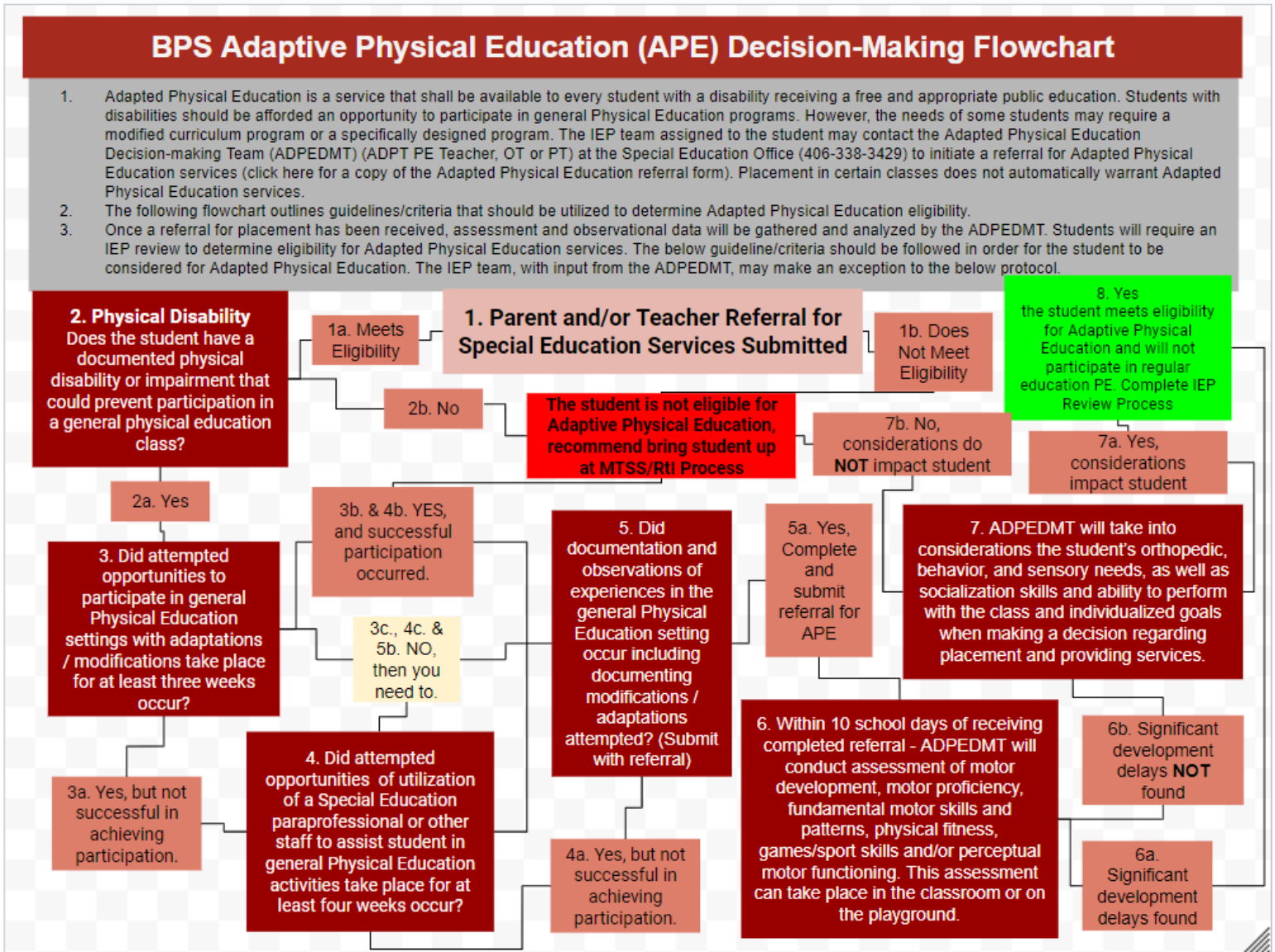
- E. The SCRT may offer suggestions for implementing additional interventions, beginning the process of getting parents to classroom visitations prior to the actual move, or making other recommendations regarding appropriate next steps for the student's education.
- F. The actual staffing is to take no longer than 30 minutes.
- G. All material will be collected and destroyed, if not part of the student's file.
- H. The sending team may schedule to consult with the special education director for review of collected data and how to present the data to the SCRT prior to presenting

Membership:

- A. The Special Services Director will chair the SCRT.
- B. Principals from each elementary building that house a "self-contained" special education program are required to attend (i.e., KW-Vina, BES Napi, BMS, and BHS).
- C. Other Standing Members include:
 - Speech Language Pathologist
 - School Psychologist
 - Elementary Special Education Teachers
- D. SCRT Standing Members:
 - Director of Special Services
 - School Psychologist
 - Speech Language Pathologist
 - Director of Curriculum & Instruction
- E. Presenting Team Members include:
 - Site Principal
 - School Psychologist
 - Special Education Teacher
 - Speech Language Pathologist
 - Other Related Services staff, as appropriate.

Adaptive Physical Education Placement

BPS Adaptive Physical Education (ADPE) Decision-Making Flowchart



ADPE Referral Form

When a need for a student is evident for Adaptive Physical Education the Special Education Teacher Case Manager will complete the ADPE Referral Form and submit it to the ADPEDMT. Once the form is received by the team they will have 10 school days to complete the observation.

BPS Adaptive Physical Education Referral Form - Found in Appendix B

BPS ADAPTED PHYSICAL EDUCATION REFERRAL FORM

Student: _____ Date: _____
Teacher: _____ Date of Birth: _____
Building: _____ Parent/Guardian: _____
Present Placement: _____
Person Making Referral: _____
Reason for Referral: _____

Diagnosis: _____

A unique physical education need has been identified for the student: If no, give reasons for believing a unique physical education need exists. _____

Give test results, records, or reports upon which a referral is based. _____

Describe prior attempts to remediate student's performance. _____

Has parental contact been made? Yes _____ No _____
If yes, describe: _____

How does this problem interfere with the student's educational goals?

Classroom Teacher's Signature: _____ Date: _____
PE Teacher's Signature: _____ Date: _____
SPED Caseworker Signature: _____ Date: _____

ADPE Classroom-based Observation Form - Found in Appendix B

Adaptive Physical Education (ADPE/APE) Classroom-based Observation Form
(Physical Observation during PE, Recess (inside/outside))

Other General Notes about students Physical or Gross Motor Skills (Typical or not compared to same-aged peers?) Describe:

Child's Name: _____ Age: _____ Grade: _____
School: _____ Observation Date: _____

Circle the environment in which the observation took place:
Gym _____ Playground _____ Other: _____

***Examples of things to examine: running, walking, jumping, skipping, kicking, throwing, balancing, bending, individual skills, group games/activities, etc.

Recommendations for Accommodations & Modifications to Support the Student in the General PE or Recess Setting Describe:

Expectations for the Setting (Typical or not compared to same-aged peers?) Describe:

Movement & Mobility (Typical or not compared to same-aged peers?) Describe:

Assistive Devices & Supports (Typical or not compared to same-aged peers?) Does the student utilize assistive devices and supports to support his/her mobility in the classroom setting? Describe:

Observer Name: _____ Date of Observation: _____

ADPE Decision Making Form - Found in Appendix B

BPS Adaptive Physical Education Decision-making Form

Adapted Physical Education (ADPE, APE): Adapted physical education is special education. It is a diversified program of developmental or remedial activities designed to enhance the gross motor abilities of students who have substantial medical, orthopedic, and/or neurological conditions that preclude the student from participating in the regular health enhancement/physical education program. Activities are generally adapted to meet the specific needs of the student and to allow him/her to participate as much as possible in the curriculum based on the student's IEP. The APE is to be implemented by a Physical Education Teacher, or a Special Education Teacher, but not by the physical or occupational therapist.

***MTOPI-OT/PT Guidelines Handbook (2018)

<i>Is the student eligible for special education services under IDEA?</i>	
YES	No
<p>**Assess needs of the student utilizing Physical assessments on the Evaluation Plan and through classroom-based observation of student's participation in physical education setting.</p> <p>1.) Does the student have a documented physical disability or impairment? YES NO</p> <p>2.) Does the student's disability significantly impact their ability to participate in regular physical education? YES NO</p> <p>3.) Can accommodations and/or modifications be implemented to support the student's participation in regular physical education? YES NO</p> <p>4.) Does the student require specialized equipment or significant modifications to participate in physical education? YES NO</p>	<p>*The student is not eligible for ADPE services</p>

Travel

All professional development must meet the educational goals of Browning Public Schools. The superintendent must approve all travel for professional development prior to board approval or arrangements being made. The Board of Trustees must also approve administrator and director travel that involves an overnight stay. Please do not register for a conference or purchase airfare without prior approval of your building principal, Special Services Director, and school board. Day trips do not need board approval, but do require principal and Special Services Director approval.

Staff Travel in State

1. Must be submitted two weeks prior to the training.

Administrator/Director Travel in State

1. Must be submitted in time to be approved by the Board of Trustees, before traveling.

Out of State Travel

1. Out of state travel should be submitted six weeks prior to the training in order to allow time for approval and travel arrangements to be made.
2. All out of state and out of country travel must be board approved.
3. If the travel requires flying to the destination, an itinerary of the flight must be submitted with the travel request.

Approval Process

Instructional Staff

1. Submit professional development request to building principal & Special Services Director inclusive of:
 - a. Application for Professional Development
 - b. Copy of registration information, location, times, dates, costs
 - c. Transportation Department Request for Vehicle Use (if requesting a school vehicle)
 - d. Completed Leave Report/Travel Request
2. The principal & Special Services Director will evaluate the request based on the relevancy of the professional development toward achieving school improvement goals and approve school-related leave, if approval is given.
 - a. The Special Services Department Secretary will make final travel arrangements.(all grant travel will go through the district office).
3. Purchase orders must be prepared for the registration, motel, airfare, and transportation. The PO number must be included on the travel request.

Non-Instructional Staff

1. Submit Professional Development Request to their supervisor and when a support program is involved (i.e. Special Education, BNAS, 21st Century) the program director.
 - a. Administrator approves the request based upon the affect the professional development will have on the daily instructional program.
 - b. If airfare is involved, the board secretary can assist with information needed.
 - c. Administrator assigns budget number and makes arrangements for substitute(s) if necessary.
 - d. Superintendent Reviews Request and gives final approval
2. Out of State and Overnight In State Administrative Travel
 - a. Superintendent makes a recommendation.
 - b. The Board of Trustees take action.
 - c. The Special Services Department Secretary makes final arrangements. Flight arrangements will be made by the building/department secretary (all grant travel will go through the district office).
 - d. Purchase orders must be prepared for the registration, motel, airfare, and transportation. The PO number must be included on the travel request.

Travel Reimbursement – Out of District

If an employee is required to travel to complete his/her job duties. A district vehicle is available for use through a submitted vehicle request form to the BPS Transportation Department. A completed insurance and release agreement is to be on file along with a copy of the employee's driver's license prior to using a district owned vehicle. The district does not reimburse the cost of using personal vehicles.

Travel Reimbursement – Between Schools

If an employee is required to travel to complete his/her job duties. A district vehicle is available for use through a submitted vehicle request form to the BPS Transportation Department. A completed insurance and release agreement is to be on file along with a copy of the employee's driver's license

prior to using a district owned vehicle. The district does not reimburse the cost of using personal vehicles.

Caseload Spreadsheets

Being a special education teacher is a huge job. You impact so many struggling learners. You work tirelessly to create resources, work with student to attain learning goals, support general education teachers in teaching behavioral and academic skills, help students in the general education settings, coordinate schedules, communicate with teachers, service providers, administrators, and parents... all the things needed to track an IEP Caseload... Your to-do list is never ending ... and we haven't even touched on what is the single most stressful aspect of this job for most ... the paperwork. List of all the paperwork or steps you need to complete for your IEPs. Use this to make a checklist on your student order to keep the paperwork aspect of your job under control. We will do a step by step process to track all the upcoming paperwork for the year.

Step 1:

Start with looking at all your IEPs due dates and triennial or reevaluation due dates. Make a list of the meetings due each month. Suggestion- write down the IEPs due the month prior so that you know to schedule them in advance. For example, IEPs due in October, write for September so that you know to get them scheduled that month in order to have everything finalized by the due date.

Step 2:

If you can schedule them in advance...DO IT! It gives you an opportunity to have an introductory conversation, and to tentatively schedule a time - it really helps parents to know that their child is a priority and valued. This way, no matter how many students are on your IEP caseload, the parents know you are focused on their student's needs.

Step 3:

Look at each student - make an IEP Snapshot (or cheat sheet) to share with general education teachers. As much as I'd love to say general education teachers read the whole IEP when we provide it to them...we know that's not going to happen. So make a sheet with accommodations, modifications, goals, services, and IEP due dates - or the meeting date if you have already scheduled it. You then need to schedule a time within the first week of school or teacher work days prior to school starting to meet with each teacher and review the snapshot with them. This allows you an opportunity to ensure the teachers are aware of all the needs of their students and for you to offer any assistance to ensure they are ready to meet the needs of the students. If you get a new special education student the expectation is that you complete the snapshot and meet with the general education teachers within 5 school days of the student starting.

BPS IEP Snapshot Form - Found in Appendix B

enrolled in the program.

8. Staffing - Assists in recruitment, selection and recommendation for hiring of special education personnel. Participates in the planning and implementation of special education staff development.
9. Materials - Maintains a permanent inventory of equipment purchases for special education. Approves all supplies, materials and texts used by special education personnel.
10. Reports - Assumes responsibility for compiling, maintaining and filing all reports, records and other documents legally required or administratively useful. Develops and maintains complete and cumulative individual records of all children receiving special services or enrolled in special classes. Supervises preparation of attendance reports and similar data necessary for reimbursement of funds and similar fiscal matters.
11. Other - Performs such other functions as may be required by the Superintendent or designee.
12. Approve SPED Department Weekly Timesheets (Frontline) & Manage Time Clock
13. Approve SPED POs daily/weekly
14. SPED MOS Updates & Modifications (BECC/BPS Special Services MOA, BECC/BPS Transition MOA, Union & BPS MOA)
15. MT OPI Program Statement (update annually, submit every 8 years)
16. Monthly Board Reports (1st Board Meeting of the Month)
17. Update SPED Handbook(s)
 - a. Process & Procedures
 - b. Case Managers
18. SPED Budget Management & Allocation, Expenditure Approvals
19. IDEA Application, Amendments, and budget maintenance
20. Medicaid Budget Management
21. Caseload assignments, Monitoring of Caseload Size
22. Board Agenda Requests (April) (Contractors)
23. Annual SPED PD Schedule & Department Meeting Planning
24. Communicate & coordinate with building and district admin to create systems to support SPED staff and students
 - a. Principal's SPED PD
 - b. Weekly Psych Meeting
 - c. Bi-weekly Related Services Meeting
 - d. Monthly Dept. Meeting
 - e. Annual MANDT Training
 - f. Annual PCA & TA Onboarding (August & as needed)
25. Recruiting, hiring, & monitoring SPED Staff
 - a. Contractors
 - b. Speech Teachers
 - c. TAs
 - d. PCAs
26. Monitoring probationary periods of TAs & PCAs with building principals
27. Support Building Principal SPED Staff Discipline when Needed
28. Staff Evaluations
 - a. Contractors
 - b. Classified (district-level)
 - i. TAs-Principals
 - ii. Speech TAs-Katie
 - c. Prof-Tech
 - d. Certified (district-level)
 - i. Teachers-Principals

Organizational Relationships

Supervised by and reports to the Superintendent or designee. Supervises departmental personnel not assigned to specific schools or programs including secretary and special education specialists.

Qualifications

Education.Experience - Any combination of education and experience that would provide the required skill and knowledge for successful performance would be qualifying. However, applicants must meet the following minimum qualifications:

- Master's Degree in education.
- State certification/endorsement as a Supervisor of Special Education or demonstration of eligibility for provisional endorsement with the Montana Office of Public Instruction.
- Three (3) years of experience as a special education teacher, special education specialist or as an administrator.
- Knowledge of State and Federal regulations relative to special education.
- Knowledge of program planning and budgeting.
- Excellent communication, problem solving and organizational skills.
- Experience in the ability to supervise.
- Desirable Qualifications - Previous experience as a supervisor of special education. Experience working in Native American communities. Experience providing staff training/in-service related to special education issues. Experience in grant writing.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Other Essential Duties and Responsibilities

- Represents the School in legal proceedings, participates in IEP meetings, discussions, informal conferences, mediations, and due process hearings to resolve issues regarding special education students.
- Develops and maintains liaison with appropriate governmental agencies and relevant community groups and remains current on legislation pertaining to areas of special education.
- Maintains the confidentiality of information used in personnel issues and School functions.
- Analyzes and secures contracted services and provides oversight.
- Heads Self Contained Review Team
- Heads Student Intervention Team

Confidentiality Secretary

Summary of Functions

Ability to effectively present information and respond to questions from groups of administrators, staff, students, parents, and the general public. Communicate clearly and concisely both orally and in writing.

Essential Duties and Responsibilities

1. Infinite Campus Support & Training for SPED Case Managers & Related Service Providers, & School Psychologist (virtual & in-person)
2. SPED Caseload Management
3. Special Education Records Maintenance
 - a. Transfers
 - b. Requests
 - c. Timely & Accurate Filing
4. Medicaid Billing
5. Child Count (October)
6. SPED Impact Aid (December)
7. Post School Survey (June)
8. Exit Survey (?)
9. Plan, coordinate, and prepare Related Services & Virtual Staff (CSAs, billing, invoice submission, timesheets, etc.)

Organizational Relationships

Supervised by and reports to the Special Education Director

Qualifications

Education/Experience - Any combination of education and experience that would provide the required skill and knowledge for successful performance would be qualifying. However, applicants must meet the following minimum qualifications:

- High School diploma or acceptable alternate-based high school equivalency
- Three to five years secretarial experience
- Experience working in a school environment preferred
- Basic math skills
- Sitm talk and hear
- Stand, walk, bend and reach with hands and arms

Work Environment

Reports directly to Special Education Director

Special Services Department Secretary

Summary of Functions

Ability to effectively present information and respond to questions from groups of administrators, staff, students, parents, and the general public. Communicate clearly and concisely both totally and in writing.

Essential Duties and Responsibilities

1. General Office Management (answering phone, mailing, shredding, filing, etc.)
2. Budgeting, requisitions, invoice submission (Black Mountain)
3. SPED Materials & Equipment Ordering (Black Mountain)
4. ChildFind Planning & Prep
5. ESY Planning & Prep
6. Special Olympics Travel & Coordination of Activities
7. SPED staff travel for PD
8. Food ordering and prep for extended days, meetings, department socials, etc.
9. SPED transportation & vehicle requests
10. Manage Frontline time/attendance as needed
11. Board Agenda Requests (travel, purchases over \$10,000)

Organizational Relationships

Supervised by and reports to the Special Education Director

Qualifications

Education/Experience - Any combination of education and experience that would provide the required skill and knowledge for successful performance would be qualifying. However, applicants must meet the following minimum qualifications:

- High School diploma or acceptable alternate-based high school equivalency
- Three to five years secretarial experience
- Experience working in a school environment preferred
- Basic math skills
- Sitm talk and hear
- Stand, walk, bend and reach with hands and arms

Work Environment

Reports directly to Special Education Director

Evaluation Case Manager - Psychologist

Summary of Functions:

The goal of BPS is to build the capacity of the Special Education Teachers to become the evaluation case managers as well. Once enough support and training occurs these responsibilities will transfer to the Special Education Case Managers and no longer be on the Psychologist.

Evaluation Case Manager Steps in Preparation for a SUCCESSFUL Annual IEP Meeting

- 1) **30 Days Prior**-Create the NEW IEP in Infinite Campus
- 2) **Immediately**-Send an email to ALL RELATED SERVICE PROVIDERS of THE STUDENT to communicate about & coordinate with writing the annual IEP.
 - a) Speech/Language Therapist
 - b) Adaptive PE
 - c) Physical Therapist
 - d) Occupational Therapist
 - e) School Psychologist
- 3) **10+ Days Before the Meeting**-Contact the PARENT/GUARDIAN to schedule a date and/or time.
(recommended-begin process 30-days in advance of the IEP Due Date)
- 4) **10+ Days Before the Meeting**-COORDINATE with Building Administration, Related Service Providers, General Education & Family to Schedule the Annual IEP
- 5) **10+ Days Before the Meeting**-Send out the PAPER MEETING NOTICE (to be mailed 10-days in advance)
- 6) **10+ Days Before the Meeting**-Send out a GOOGLE INVITE to ALL IEP TEAM MEMBERS within BPS and others OUTSIDE BPS who may need to join virtually
- 7) **3-5-Days Prior to the Meeting**-Complete a DRAFT of the Annual IEP PRIOR to the MEETING DATE to REVIEW, PROOFREAD, & EDIT and/or follow-up with Related Services Providers about needed adjustments.
- 8) **Day Before the Meeting**-Contact the PARENT/GUARDIAN to remind them of the meeting and EMAIL BPS IEP TEAM MEMBERS to REMIND them of the upcoming meeting.
- 9) **Day of the Meeting**-Print a DRAFT of the IEP and make several copies available for IEP TEAM participants, and have a copy of the PARENT PROCEDURAL SAFEGUARDS to provide the family at the meeting.
- 10) **During the Meeting**-Follow the Steps of CONDUCTING THE IEP MEETING, display the IEP on a digital screen (if available), take NOTES, make adjustments based on team member input (if needed), obtain parent signature for approval of the IEP (if agreeable), and gather ALL other required signatures of meeting participants at the meeting and ASAP for virtual participants.
- 11) **After the Meeting**-Review the IEP for completion/accuracy of ALL sections of the IEP before ending the meeting, double-check the approval check-box & guardian signature, and meeting participant signature page. SUBMIT to Special Services by the 2nd Friday of the FOLLOWING MONTH.

IEP Case Manager - Special Education Teacher

Summary of Functions:

The goal of BPS is to build the capacity of the Special Education Teachers to become the evaluation case managers as well. Once enough support and training occurs these responsibilities will transfer to the Special Education Case Managers and no longer be on the Psychologist. What are the responsibilities of an IEP case manager?

Essential Duties and Responsibilities:

- Every student with an IEP has a case manager. Case managers are usually the primary service provider and can be a Special Education teacher or Speech Language Therapist.
- Case managers are responsible for:
 - ensuring procedural due process in implementing special education rules and regulations.
 - ensuring that the ER, IEP, and annual review meetings occur in a timely manner.
 - ensuring that all services are delivered as specified in the IEP.
 - all special education paperwork, including the student's special education confidential file.
 - Evaluation Reports shall be completed within 60 days of initial referral, IEPs will occur within 30 days of conclusion of ER.

- ensuring that re-evaluations are scheduled and completed at appropriate intervals and within a timely manner;
- distributing a copy of accommodations and modifications to regular education staff.
- informing parents on at least a quarterly basis (K-8) or at the semester (9-12) of the student's progress relative to IEP goals.
- checking that progress reports from all related service providers are made available to the parent. (January & End of School Year)
- ensuring that the Review of Existing Evaluation Data is completed prior to all reevaluations.
 - This form can be completed and signed at the IEP meeting preceding the reevaluation or in a meeting between the case manager and parent, with input from other team members.
- ensuring parents receive a yearly copy of the Procedural Safeguards.
- The Special Education Case Managers identify IEP students for General Education Teachers (K-12)
 - by providing a copy of the student's Supplemental Aides and Services identified within the IEP.
- Special Education Case Managers will email Special Education Staff
 - when an IEP student exits special ed. or the district

Special Education Teacher

Summary of Functions

Ensure students learn subject matter and skills that will contribute to their development and success as responsible citizens.

Essential Duties and Responsibilities

1. Planning - Plans a program of study that meets the individual needs, interests and abilities of the students as authorized by IEPs. Establishes clear objectives for all lessons, units and projects and communicates these objectives to students and their families.
2. Classroom Preparation - Prepares for individual or group instruction and shows written evidence of preparation upon request of supervisor. Creates a classroom environment that is conducive to learning and developmentally appropriate.
3. Instruction - Provides special education services in various combinations of settings, e.g., inclusive/integrated classrooms, resource rooms and/or self-contained programs. Guides the learning process toward the achievement of Montana State standards. Employs a variety of instructional techniques and media, consistent with the needs and capabilities of the individuals or student groups involved.
4. Assessment - Determines specific learning problems, skill deficiencies or social adjustment difficulties of students and initiates remediation programs in these areas. Assesses the accomplishments of students at least quarterly and provides progress reports as required. Seeks assistance and makes referrals, on a regular basis, to district specialists as needed.
5. Counseling - Counsels students in identifying and dealing with their academic and social problems. Provides opportunities for students to explore life and career goals.
6. Technical Support - Works closely with other teachers to help students maintain satisfactory class work, homework, and behavior. Makes available a wide range of teaching materials and equipment, including reading materials at many levels, instructional games and resource materials.
7. Supervision - Provides purposeful direction and supervision to teacher assistants and volunteers and evaluates their job performance.
8. Safety - Takes all necessary precautions to protect students, equipment, materials and facilities.

9. Student Conduct - Assists the administration in implementing all policies and rules governing student life and conduct. Develops reasonable rules for classroom behavior and procedure. Encourages students to set and maintain standards of classroom behavior. Maintains order in the classroom in a fair and just manner.
10. Student Activities - Supervise student related co-curricular and extracurricular activities.
11. Home-School Relations - Communicates with parents through conferences and other means to discuss student progress and to interpret the school program.
12. Meetings - Attends staff meetings and serves on staff committees as required.
13. Training - Participates in in-service training programs, as assigned.
14. Reports - Maintains accurate, complete and correct records and prepares reports as required by law, district policy and administrative regulation.
15. Other - Performs such other functions as may be necessary to the work of the district.

Organizational Relationships

Supervised by and reports to the principal or designee.

Qualifications

Education/Experience - Any combination of education and experience that would provide the required skill and knowledge for successful performance would be qualifying. However, applicants must meet the following minimum qualifications:

- Bachelor's degree in education.
- Montana teaching certificate (or qualifies to obtain) with Special Education endorsement (or willing to enter an internship program to obtain endorsement).
- Two (2) years successful contracted teaching experience.
- Knowledge of and experience in using technology in the delivery of curriculum and instruction.
- Strong communication, problem solving and organization skills.
- Ability to work with and motivate students.
- Ability to use effective assessment and instructional strategies to meet student needs in all curriculum areas.
- Genuine interest in teaching students.
- Physical ability to sit for a portion of the time; walk and stand for extended periods, and exert 10-20 pounds of force frequently to lift, carry, push, pull or otherwise move objects.
- Excellent work habits.
- Desirable Qualifications - Prior special education teaching experience preferred. Prior teaching experience desired. Knowledge of and ability to assess and design instruction for a classroom of diverse learners. Experience in working in Native American communities. Technology skills desired.

Work Environment

The work environment characteristics described here are representative of those in employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Other Essential Duties and Responsibilities By Special Education Teacher Type

Moderate Needs Teacher -

Definition

The Special Education Moderate Needs Teacher works under the direction of the School Principal and the Director of Special Education, providing instruction, assessment and program planning for special education students with mild to moderate disabilities. The Moderate Needs Teacher is responsible for monitoring and evaluating student progress and behavior; researching, obtaining and providing instructional materials for special education services; serve as an informational resource for students, parents, District personnel and community organizations; working within a pull-out/push-in environment or within a self-contained classroom.

Essential Job Tasks

1. Provide instruction, assessment and program planning for special education students with primary learning disabilities, mild to moderate intellectual disabilities, other health impaired, autism, and/or serious emotional disturbances; participate in preparing Individual Education Plan (IEP) goals and objectives for eligible students; suggest alternate resources, programs or interventions for ineligible students.
2. Monitor and evaluate progress and behavior of eligible special education students; prepare progress reports and report card grades as appropriate.
3. Research, obtain and provide instructional materials for special education services.
4. Serve as an informational resource for students, parents, District personnel and community organizations; respond to inquiries and provide information, recommendations and interpretation of student records.
5. Interpret assessment results for team members; assist with writing behavior support plans.
6. Prepare and maintain a variety of records and reports related to assigned activities and student progress and behavior; retrieve official records for parents and District personnel as requested.
7. Coordinate and conduct various team meetings and implement team recommendations as assigned.
8. Train and provide work direction and guidance to assigned personnel; organize and conduct in-services staff as directed.
9. Operate a variety of office and classroom equipment including a computer and assigned software
10. May be responsible for assisting students who have toileting and hygiene needs.
11. Perform related duties as assigned.

Knowledge Of

- Practices and procedures of instruction, assessment and program planning for special education students with primary learning disabilities, mild to moderate intellectual disabilities, other health impaired, autism, and/or emotional disturbances.
- Basic subjects taught in District schools including mathematics, reading, writing, language arts.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Child guidance principles and practices related to children with special education needs.
- Classroom procedures and appropriate student conduct.
- Problems and concerns of students with special needs.
- Applicable laws, codes, regulations, policies and procedures.
- Research methods, report writing and record keeping techniques.
- Effective communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Record-keeping and report preparation techniques.
- Operation of standard office and classroom equipment including a computer and assigned software.

Skills and Abilities

- Provide instruction, assessment and program planning for special education students with primary learning disabilities, mild to moderate intellectual disabilities, other health impaired, autism, and/or serious emotional disturbances.
- Monitor and evaluate student progress and behavior.
- Research, obtain and provide instructional materials for special education services.
- Serve as an informational resource for students, parents, District/County personnel and community organizations.
- Understand and relate to students with special needs.
- Follow County organization, operations, policies and procedures.
- Follow department and program procedures and goals.
- Interpret, apply and explain policies, procedures, rules and regulations.
- Communicate effectively in writing.
- Establish and maintain cooperative and effective working relationships with others.
- Analyze situations accurately and adopt an effective course of action.
- Prioritize and schedule work.
- Maintain records and prepare reports.
- Operate standard office and classroom equipment including a computer and assigned software.
- Maintain consistent, punctual and regular attendance.
- Ability to exchange information.

Self Contained Teacher

Essential Duties and Responsibilities

School Responsibilities

- Participates in school-wide and individual professional development, including the 2 -3 week ESY
- Attends and participates in all staff meetings
- Performs necessary duties including but not limited to bus, morning lunch, and afternoon duties
- Chaperones lessons outside the classroom and field trips
- Communicates with all staff
- Reports to appropriate administrators
- Abides by all state and federal mandates in reporting sexual or physical abuse and neglect
- Upholds the code of conduct and all school policies
- Maintains and supports a positive professional school culture
- Models behavior within the code of conduct
- Supports and follows directives of school administrators

Instructional Strategies

- Work in conjunction with students, parents and other members of staff to develop IEPs
- Design, write and use instructional, therapeutic or skill development programs for assigned students and ensure written plans are available for review.
- Ensure comprehension of learning styles and student needs are met through creation and implementation of appropriate instructional and learning strategies, activities, materials and equipment.
- Collaborate with classroom teachers on student IEP to ensure all modifications are met and help special education students in regular class when appropriate.
- Design instructional activities by using data from students' learning styles assessment.
- Ensure IEP guidelines are met when presenting subject matter.

- Use an assortment of media and techniques to meet the needs and capabilities of each student assigned.
- Produce and oversee the teacher aide assignments.
- Employ technology practices to strengthen the instructional process.

Growth and Development

- Develop and or conduct formal and informal assessments to evaluate student success.
- Oversee or ensure personal care, medical care and feedings of students as stated in IEP.
- Manage and care for all extracurricular duties as assigned.
- Serve as an example for students; support the mission of the school and district

Classroom Management

- Prepare a classroom to enhance learning and aid in the physical, social, and emotional development of the students.
- Control student behavior and implement discipline plans. This includes handling crisis situations and physically restraining students as necessary according to IEP.
- Collaborate with the classroom teachers regarding student behavior management programs according to IEP.
- Collaborate with district and outside resource people regarding education, social, medical and personal needs of students.
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities.
- Provide input on books, equipment and material selection.

Communication

- Ensure good communication rapport with parents, students, principals and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills.

Other

- Enrich job skills through professional development activities.
- Keep up to date and abide by federal, state and district policies for special education teachers.
- Gather, manage and file all reports, records and other documents required.
- Be active in faculty meetings and assist in staff committees as required.
- Assist students with toileting needs as necessary.
- Other duties as assigned

Supervisory Responsibilities

This position provides oversight to Teacher's Aide. Successful candidates carry out these responsibilities in accordance with the organization's policies and applicable laws.

Physical Therapist

Summary of Functions

To reduce motor problems through PT services and supports which interfere with a student's ability to benefit from his/her special education program.

Essential Duties and Responsibilities

1. Evaluate and determine the need for PT services for referred students with written reports and recommendations for the education (LAT, CST & IEP) teams.
2. Participates on ER(Evaluation) Teams where students have been referred for PT and helps determine eligibility under IDEA.

3. Provides consultation for school staff regarding individual student programs, disabilities, positioning, handling, activities of daily living and other therapy modalities, and general precautions.
4. Participate, plan, and assist in the completion of the IEP team process including collaboration for goal and objective development, for placement decisions, and for the need of related services.
5. Provides a therapeutic program of lesson plans, activities, and therapy to meet the goals of the IEP.
6. Keeps thorough on-going records for the students receiving OT and reports quarterly to the parents.
7. Provides in-service education and serves as consultant to staff on topics concerning PT and motor development.
8. Keeps current of new developments in the field.
9. Attends staff, professional, and interagency meetings as assigned.
10. May be assigned supervision duties of COTAs.
11. Carry out other duties as assigned by the Director.
12. Licensed and insured to drive as this is an itinerant position.
13. Ability to physically manage our school age clients with proper transfers, down on the floor activities, and other physical assist types of activities.
14. Must be able to lift and carry up to 50 pound loads to carry and set up equipment in a variety of locations.

Organizational Relationship

This position reports to the Special Education Director

Qualifications

- Montana Licensure
- Possess knowledge of child development, school related therapeutic interventions, behavior management and assistive technology.
- Understandings and demonstrates the role of the PT in a school setting.

Other Essential Duties and Responsibilities

See Occupational Therapist Other Essential Duties and Responsibilities

Occupational Therapist

Summary of Functions

To reduce motor problems through OT services and supports which interfere with a student's ability to benefit from his/her special education program.

Essential Duties and Responsibilities

1. Evaluate and determine the need for OT services for referred students with written reports and recommendations for the education (LAT, ER & IEP) teams.
2. Participates on ER (Evaluation) Teams where students have been referred for OT and helps determine eligibility under IDEA.
3. Provides consultation for school staff regarding individual student programs, disabilities, positioning, handling, activities of daily living and other therapy modalities, and general precautions.
4. Participate, plan and assist the completion of the IEP team process including collaboration for goal and objective development, for placement decisions, and for the need of related services.
5. Provide a therapeutic program of lesson plans, activities, and therapy to meet the goals of the IEP.
6. Keeps thorough on-going records for the students receiving OT and reports quarterly to the parents.
7. Provides in-service education and serves as a consultant to staff on topics concerning OT and motor development.
8. Keeps current of new developments in the field.

9. Attends staff, professional, and interagency meetings as assigned.
10. May be assigned supervision duties of COTAs.
11. Carry out other duties as assigned by the Director.
12. Licensed and insured to drive as this is an itinerant position.
13. Ability to physically manage our school age clients with proper transfers, down on the floor activities, and other physical assist type of activities.
14. Must be able to lift and carry up to 50 pound loads to carry and set up equipment in a variety of locations.

Organizational Relationship

This position reports to the cooperative director.

Qualifications

- Montana Licensure
- Possess knowledge of child development, school related therapeutic interventions, behavior management and assistive technology.
- Understands and demonstrates the role of the OT in a school setting.

Other Essential Duties and Responsibilities

The Goal of Occupational and Physical Therapy:

- Directly support student access to educational activities and the school environment
- Collaborate with teachers and other staff to improve participations and performance in curriculum-based activities identified by the teacher
- Educate teachers, family members, and others about the impacts of disability on educational performance, the potential benefits of adaptations or accommodations, and provide information on how to request support from related service professionals

Physical Therapy, Occupational Therapy, and IDEA 2004

- School-based Occupational Therapy (OT) and Physical Therapy (PT) are related services to special education. In public schools, OT and PT are governed by federal and state special education law, including the Individuals with Disabilities Education Act of 2004 (IDEA) and Colorado's Exceptional Children's Education Act (ECEA).
- A student on an Individualized Education Plan (IEP) is eligible to receive a related service such as OT or PT if that student requires the related service in order to benefit from his/her special education programming (34 CFR §300.34). Deciding whether a student may need OT or PT requires consideration of multiple factors: physical environment, student needs, educator experience, current programming, or others.

OT and PT Best Practices

The best therapists make themselves progressively unnecessary in the following ways:

- Modifying the environment
- Procuring appropriate equipment or tools
- Training staff and student in activity follow-through
- Monitoring the effectiveness of the recommended program

School-Based OT and PT Services

- Governed by state and federal laws
- Related services to special education
- Provision of services, as a related service, occurs only if the child requires such service in order to function in the educational setting as determined by a team, including the parent
- Delivered in order to improve, develop, or restore functions impaired or lost through illness, injury, or deprivation
- Delivered in order to improve ability to perform tasks for independent function if functions are impaired or lost - which includes accommodating a disability
- Delivered in order to prevent, through early intervention, initial or further impairment or loss of function

- School-based therapies are intended to promote access to the educational environment and curriculum-based activities
- School-based therapies are intended to support access to special education programming. Refining or maximizing weak motor skills would not be addressed if a student is successfully accessing the special education environment and curriculum-based activities
- School-based Occupational and Physical Therapists are encouraged to conduct a context-based evaluation (ecological assessment). Of interest is a student's access to and participation in educationally relevant activities and environments
- Ecological assessments emphasize function within the performance environment of the classroom and school
- Percentile scores on standardized assessments are of little value when unattached to functional performance data
- A student may perform poorly on a standardized motor assessment, but if appropriate accommodations are in place, the student may be functioning well within the classroom and school environment
- School-based physical and occupational therapies are intended to support the student's special education programming. At times, a child may require clinic or home health-based interventions to satisfy the medical needs of the child. School-based OT and PT services may not be able to meet a child's total therapy needs in these cases

Occupational/Physical Therapy Student Support Technician

Summary of Functions

Under the direct supervision of the district physical therapist and occupational therapist and District Director of Special Services the Occupational/Physical Student Support Technician supports students through exercise, massage, gait, and balance training. Lead children who have disabilities in play activities that promote coordination and socialization. Encourage students to complete activities and tasks, and other therapeutic interventions, record students' progress and report the results of each intervention and session to the therapists.

Essential Duties and Responsibilities

1. Non-instructional Support - clerical and other supportive tasks for the PT/OT that are primarily office based in nature.
2. Personal Hygiene - May be required to care for and support personal hygiene needs of students with severe disabilities including feeding, assisting in toileting, bathing, lifting, and dressing.
3. Yearly Goals - Identify will be required to implement, track, and follow IEP goals.
4. Student Monitoring - Alerts - OT/PT of any problem or special information about individual students.
5. Equipment - Operates, stores and cares for all equipment needed for therapy sessions.
6. Public Relations - Establishes and maintains good working relationships with supervisors, staff, students and public.
7. Student Supervision - Supervises students during individual therapy sessions with tele therapies, while the OT/PT Student Support Specialist conducts individual therapy sessions and group Adaptive PE Sessions.
8. Student Conduct - Encourages students to follow school rules and guidelines.
9. Reports - Maintains accurate, complete records where necessary and prepares reports as required by law, district policy and administrative regulation.
10. Training - Participates in in-service training programs, as assigned. Must complete First Aid/CPR training at the first date offered by the district following hiring.
11. Confidentiality - Maintains confidentiality over protected privileged or sensitive information, verbal including student information and records, to prevent unauthorized disclosures.
12. Other - Performs such other functions and assumes such other responsibilities as the supervisor may assign or designate.

Organizational Relationships

Qualification

Education/Experience - Any combination of education and experience that would provide the required skill and knowledge for successful performance would be qualifying. However, applicants must meet the following minimum qualifications:

- High school diploma or equivalent
- Ability to communicate effectively with students, staff, and parents
- Genuine interest in teaching students
- Ability to work with students with specials needs
- Ability to work under constant interruptions
- Ability to establish and maintain positive relationships with others as part of a team
- Physical ability to sit for a part of the day, walk and stand for extended periods, exert 2-20 pounds of force, lift 50 pounds of weight, able to tread water, lift, carry, push, pull, or otherwise move objects.
- May require the ability to lift, carry or physically restrain a child
- Good work habits
- Desirable Qualifications - Two-year AA (or equivalent college credits), LPN, RN previous knowledge preferred, and previous background and educational techniques in working with students with special needs preferred. Experience working in Native American communities is helpful.

Adaptive Physical Education Teacher

Summary of Functions

The job of Adaptive Physical Education Teacher was developed for the purposes of developing physical skills and abilities of students with developmental deficiencies by implementing district approved curriculum; documenting teaching and students' progress/activities/outcomes; developing students' leadership, teamwork, responsibility and social skills; providing a safe and optimal learning environment and providing feedback to students, parents and administration regarding students' progress, expectations, goals, etc.

Essential Duties and Responsibilities

1. Advises parents and/or legal guardians of students' progress for the purpose of supporting teacher's expectations, developing methods for improvement and/or reinforcing classroom goals in the home environment.
2. Assesses students' physical and perceptual motor needs, progress expectations, goals, etc. for the purpose of developing baseline information for placement, program development, and feedback to students, parents and administration.
3. Assesses students' progress, expectations, goals, etc. for the purpose of providing feedback to students, parents and administration.
4. Coordinates activities of instructional assistants, occupational and physical therapists, classroom teachers and/or community agency personnel for the purpose of providing program continuity.
5. Develops specialized equipment, goals and objectives for the purpose of improving students' motor skills.
6. Directs instructional assistants, volunteers and/or student aides for the purpose of providing an effective school program and addressing the needs of individual students.
7. Instructs students, aides, parents and other staff for the purpose of assisting students to maximize their physical performance.

8. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform functions.
9. Writes, conducts, contributes and participates in students' Evaluation Reports and Individualized Educational Plan as necessary.
10. Prepares teaching materials and related reports (e.g., grades, attendance, anecdotal records, etc.) for the purpose of implementing lesson plans and documenting students' progress.
11. Reports incidents (e.g., fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students providing a positive learning environment and adhering to Education Code, administrative and/or school policies.
12. Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.

Organizational Relationships

This position reports to the Director of Special Services.

Qualifications

- Skills - Required to perform multiple, highly complex, technical tasks with a need to routinely upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; administering first aid; applying assessment instruments; operating equipment used in adaptive physical education and preparing and maintaining accurate records.
- Knowledge - Required to read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include; common office machines; concepts of grammar and punctuation; and common disabling conditions of children.
- Ability - Required to schedule activities, meetings, and/or events; often gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a diversity of individuals, work with a variety of data; and utilize a variety of job-related equipment. Independent problem solving is required to analyze issues and create solutions. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is moderate to significant. Specific ability-based competencies required to satisfactorily perform the functions of the job include: displaying tact and courtesy; establishing and maintaining effective working relationships, maintaining confidentiality; meeting deadlines and schedules; setting priorities and working with detailed information/data.
- Responsibility - Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services
- Education and Licensure - Bachelor degree in job related area, state license, and or endorsements that are applicable to the position.
- Experience - Job related experience in Physical Education is required, and preferred in Special Education.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands; significant lifting, carrying, pushing, and/or pulling, significant climbing and balancing; significant stooping, kneeling, crouching, swimming and/or crawling; and significant fine finger dexterity. Generally, the job requires sitting, walking, and standing in a variety of environments. The job is performed under some temperature extremes and in a generally hazard free environment.

School Psychologist

Summary of Functions

Provides comprehensive consultation, individual/group counseling, and assessment services designed to enhance student potential to optimally benefit from educational experiences.

Essential Duties and Responsibilities

1. Assessment - Assess difficulties of referred students through appropriate testing and diagnostic practices. Participates in district-wide screening of Kindergarten and school age children. Administers tests and recommends placement for all exceptional and new students. Explains test results to parents.
2. Case Management - Provides case management services for students entering the special education system. Attends case conferences on placement of individual students. Recommends corrective procedures. Confers with teachers and parents whenever necessary. Maintains case records on all referred students.
3. Counseling - Conducts individual, group or facilitative therapy for students in the pre-references stage of the students with disabilities as part of their respective individual education plan, children whose diagnosed problems would benefit from behavior modification.
4. Technical Assistance - Consults on special educational needs of children. Provides in-service training to district personnel as needed. Interprets the school psychological services to teachers and parents.
5. Research - Keeps abreast of new developments in the field.
6. Interagency Contact - Cooperates with personnel of community health and social welfare agencies. Acts as liaison between the school and tribal/juvenile court.
7. Reports - Prepares and submits required reports for those students referred for assessment, in need of behavioral intervention, and/or receiving direct services as part of the student's IEP.
8. Confidentiality - This position works with sensitive information and must maintain strict confidentiality in both verbal and written communications including case management documents.
9. Other - Performs such other functions as may be necessary to the work of the office.

Organizational Relationships

Supervised by and reports to the Director of Special Education

Qualifications

Education/Experience - Any combination of education and experience that would provide the required skill and knowledge for successful performance would be qualifying. However applicants must meet the following minimum qualifications:

- Master's degree in school psychology or enrolled in an internship as part of an approved endorsement project with the Montana Office of Public Instruction.
- Montana class 6 teaching certificate (or qualified to obtain) with School Psychologist endorsement (or willing to enroll in internship noted above).
- Knowledge of psychological assessment and guidance processes.
- Knowledge of Montana state rules and regulations for programs providing services to children with handicapping conditions.
- Excelling communication, problem solving and organization skills.
- Skill in interpreting and analyzing available information to provide solutions to specific problems.
- Ability to work with others and without close supervision.
- Excellent work habits.

- Desirable Qualifications - Prefer broad based experience providing consultation/assessment services at the primary through secondary school levels. Prefer experience with curriculum-based assessment techniques.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Other Essential Duties and Responsibilities

1. Consultation
 - a. Collaborate with teachers, parents, and administrators to find effective solutions to learning and behavior problems
 - b. Help others understand child development and how it affects learning and behavior
2. Evaluation
 - a. Evaluate eligibility for special education services
 - b. Assess targeted academic skills
 - c. Determine social-emotional development and specific areas of need
 - d. Consultation with teachers regarding progress monitoring of students
3. Intervention
 - a. Provide school-based counseling
 - b. Provide training in social skills and anger management
 - c. Help families and schools manage crises
 - d. Advising teachers on proper academic interventions based on a student's cognitive profile
4. Prevention
 - a. Design programs for children at risk of failing at school
 - b. Promote tolerance, understanding, and appreciation for diversity within the school community
 - c. Develop programs to make schools safer and more effective learning environments
5. Research and Planning
 - a. Evaluate the effectiveness of academic and behavior management programs
 - b. Use evidence-based research to develop and/or recommend effective interventions

School Psychologist Engagement in a Multi-tiered System of Support (MTSS) and Response to Intervention System (RTI)

Tier 1

Involvement in universal screening procedures. Support in collecting, analyzing, and interpreting data. Liaison between school, families, and community to increase understanding of MTSS/RTI.

Tier 2

Support in developing student portfolios through observations, record reviews, collecting and analyzing data, providing assessment information, progress monitoring. Consultation and training regarding the appropriateness and effectiveness of Tier 2 interventions. Targeted assessment of specific academic, cognitive, and social emotional areas to help plan interventions.

Tier 3

Ongoing progress monitoring and analyzing data to evaluate effectiveness. Research and help evaluate intervention strategies and programs. Targeted assessment of specific academic, cognitive, and social emotional areas to help plan interventions. Consultation regarding the appropriate of special education referrals.

Speech/Language Pathologist

Summary of Functions

Conducts appropriate speech/language assessments of referred students.

Essential Duties and Responsibilities

1. Assessment - Helps identify children with speech or language impairments. Assesses difficulties of referred students through appropriate testing and diagnostic practices. Participates in district-wide screening of Kindergarten and school age children. Administers tests and recommends placement for students. Explains test results to parents.
2. Case management - Provides case management services for students entering the special education system. Attends multi-disciplinary meetings concerning placement of individual students. Recommends corrective procedures. Confers with teachers and parents whenever necessary. Maintains case records on all referred students.
3. Technical Assistance - Provides in-service training and consultation for district personnel as needed. Interprets services to teachers and parents.
4. Research - Keeps abreast of new developments in the field.
5. Interagency Contact - Cooperates with personnel of community health and social welfare agencies.
6. Inventory - Maintains an inventory of all equipment and materials.
7. Reports - Prepares and submits required reports.
8. Confidentiality - This position works with sensitive information and must maintain strict confidentiality in both verbal and written communications including case management documents.
9. Supervision - Provides supervision of speech therapy assistants when requested.
10. Other - Performs such other functions as may be necessary to the work of the office.

Organizational Relationships

Supervised by and reports to Director of Special Education

Qualifications

Education/Experience - any combination of education and experience that would provide the required skill and knowledge for successful performance would be qualifying. However, applicants must meet the following minimum qualifications:

- Master's degree in communication disorders or related field.
- Montana professional license (or qualified to obtain).
- Excellent communication, problem solving and organization skills.
- Knowledge of speech/language assessment processes.
- Knowledge of Montana State rules and regulations for programs providing services to children with handicapping conditions.
- Skill in interpreting and analyzing assessment data and providing solutions to specific problems.
- Ability to work with others and without close supervision.
- Excellent work habits.
- Desirable qualifications - Prefer experience working with communication disorders in a school setting. Experience working in Native American communities.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Paraprofessional Aides

The Special Education Department is composed of two different Paraprofessional Aides, the Special Education Teacher Assistant and the Personal Care Attendants (PCA).

Special Education Teacher Assistant

Summary of Functions

Assists the teacher in achieving teaching objectives by working with individual students or small groups to help them achieve the skill levels of the class as whole. Maintains the same high level

of ethical behavior and confidentiality of information about students as is expected of fully licensed teachers. Works primarily with students with disabilities.

Essential Duties and Responsibilities

1. Instructional Support - Works with individual students or small groups of students to reinforce learning of material or skills initially introduced by the teacher. Distributes and collects workbooks, papers, and other materials for instruction. Checks notebooks, corrects papers, and supervises testing and make-up work, as assigned by the teacher. Assists students in the library or media center.
2. Non-instructional support - Performs clerical and other supportive tasks for the teacher that are primarily non-instructional in nature.
3. Personal Hygiene - May be required to care for the personal hygiene needs of students with severe disabilities, including feeding, diapering, toileting, bathing and lifting.
4. Classroom Environment - Prepares and maintains the physical environment of the classroom. Keep bulletin boards and other classroom learning displays up-to-date.
5. Student Monitoring - Alerts the teacher to any problem or special information about an individual student.
6. Equipment - Operates and cares for equipment used in the classroom for instructional purposes.
7. Public Relations - Presents a positive image of the school and conveys genuine concern in assisting the public, staff and students with their needs.
8. Records - Maintains accurate, complete and correct records and prepares and submits reports as required.
9. Relationships - Establishes and maintains good working relationships with supervisor, staff, students and public. Carries out duties and responsibilities in a professional manner.
10. Student Supervision - Supervises students in the lunchroom, during recess, emergency frills, assemblies, field trips, etc. Monitors the hallways and bathrooms.
11. Student Conduct - Encourages students to set and maintain standards of classroom behavior.
12. Reports - Maintains accurate, complete and correct records and prepares reports as required by law, district policy and administrative regulation.
13. Training - Participates in in-service training programs, as assigned. Must complete First Aid/CPR training at the first date offered by the district following hiring.
14. Confidentiality - Maintains confidentiality over protected, privileged, or sensitive information, verbal and written, including student information and records, to prevent unauthorized disclosures.
15. Other - Performs such other functions and assumes such other responsibilities as the supervisor may from time to time assign or designate.

Organizational Relationships

Supervised by and reports to the principal or his or her designee.

Qualifications

Education/Experience - Any combination of education and experience that would provide the required skill and knowledge for successful performance would be qualifying. However, applicants must meet the following minimum qualifications:

- High school diploma or equivalent. Note: Government educational requirements may in the future require instructional support staff to obtain a two-year AA degree (or equivalent college credits) or pass an equivalency test as a condition of continued employment.

- Ability to communicate effectively with students, staff and parents
- Genuine interest in teaching students
- Ability to work under conditions of constant interruption
- Ability to establish and maintain positive relationships with others as part of a team
- Physical ability to sit for a portion of the time; walk and stand for extended periods; and to exert 10 to 20 pounds of force frequently to lift, carry, push, pull or otherwise move objects.
- May require the ability to lift, carry or physically restrain a child
- Good work habits
- Desirable Qualifications - Two-year AA degree (or equivalent college credits). Previous knowledge and background in working with special needs students and educational techniques. Experience in working in Native American communities. Clerical and technology skills.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Other Essential Duties and Responsibilities

1. Assisting students in achieving academic success.
2. Working with students who may be aggressive or disruptive in class.
3. Behavior support which includes physical management (training provided upon hire).
4. Social integration and being proactive in matters relating to health and safety.
5. Consultation and collaboration with Special Education and related service staff, as well as behavior supervisor/director.
6. Assist in transportation as an aid or driver.
7. Support the Mission Statement of Browning Public School
8. Behave and speak in a professional manner at all times.
9. Set a good example in terms of dress, punctuality, and attendance.
10. Attend staff and team meetings.
11. Any and all other duties as may be assigned per the Browning Public School Policy and Procedure Handbook and Evaluation Plan.
12. Prepare the classroom to promote a healthy and safe learning environment
13. Ensure classroom safety guidelines are met at all times
14. Utilize various techniques to be successful with managing students
15. Engage with children to enhance and encourage learning
16. Assist the teacher in modifying materials to meet the specific needs of a child
17. Take necessary precautions to protect students
18. Monitor the classroom and minimize distractions and disruptions

Personal Care Attendant (PCA)

Summary of Functions

Under general supervision, performs services in the supervision, care and instruction of special needs students (mildly to severely disabled) in the regular classroom or in a self-contained classroom. Such functions include escort services for transportation and classroom transitions,

safety, exercise, ambulation, instructional. personal care for students with functional limitations and ability to perform activities of daily living.

Essential Duties and Responsibilities

With respect to the following functions, the Personal Care Attendant, as assigned, by the Director of Special Services and/or special education supervising teacher will perform the following duties and responsibilities:

1. Transportation - ride the bus to and from school with the student(s) for instructional purposes, and on field trips (extracurricular activities-adaptive physical education) to ensure physical safety of student(s).
2. Transitions - escort the student(s) from class to class during inclusion transitions
3. Recess - escort the student(s) to recess and assist the student with recess activities to ensure safety of the student(s)
4. Instructional Assistance - assist the teacher in the classroom by monitoring behavioral tasks (when necessary) and aiding the student with instructional assignments.
5. Personal Care - aid the student in dressing, grooming, toileting, personal hygiene, eating (when necessary) and personal safety.
6. Ambulation - assist the student when transferring from chair to chair for classroom participation; walking, swimming or moving to designated areas for physical exercise or classroom participation in activities.

Organizational Relationship

Qualifications

- Skills - are required to perform multiple, non-technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include adhering to safety practices and administering first aid.
- Knowledge - is required to perform basic math, including calculations using fractions, percents, and/or ratios; understand written procedures, write routine documents, and speak clearly; and solve practical problems. Specific knowledge required to satisfactorily perform the functions of the job includes; instructional procedures and practices; age appropriate student activities; codes, regulations & law related to the job functions; safety practices and procedures; conflict resolution and stages of child developmental behavior.
- Flexibility - is required to work with others in a variety of circumstances.
- Ability - is required to work with a wide diversity of individuals; in working with others, problem-solving is required to identify issues and create action plans. Specific abilities required to satisfactorily perform the functions of the job include; maintaining a work schedule requiring continuous physical activity including lifting, pushing and/or pulling; communicating with persons of varied backgrounds, maintaining confidentiality; and working with frequent interruptions
- Responsibilities - including working under limited supervision following standard practices and/or methods; leading, guiding, and/or coordinating others. Utilization of some resources from other work units may be required to perform the job's functions.
- Certificates & Licenses - Personal Care Attendant, CPR/First Aid Certificates

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands; significant lifting, carrying, pushing, and/or pulling; frequent stooping, kneeling, crouching, and/or crawling, and significant finger dexterity. Generally the job requires sitting, walking and standing.

Other Essential Duties and Responsibilities

1. Depending on the individual needs of the student, the PCA will assist in maintaining a safe and therapeutic treatment environment that meets the educational, physical, emotional, and personal needs of assigned students.
2. May include monitoring of student's safety, redirect negative behavior, implement de-escalation strategies, and conduct crisis prevention and intervention plans.
3. Will support and reinforce the teacher's general program and management strategies including appropriate and approved therapeutic interactions skills such as building relationships, listening, praising effectively,
4. Assist students in daily activities.
5. The PCA will provide one-to-one support for assigned students in educational settings to include the classroom, hallways, cafeteria, and recreational areas and field trips.
6. Provide accurate, timely, and consistent documentation of services provided for students.
7. Attend all Paraprofessional training as required.
8. Required CPR training.

Section 14: Common Acronyms & Terms

DICTIONARY OF SPECIAL EDUCATION TERMS

- **ABA:** Applied Behavioral Analysis.
- **ADA:** Americans with Disabilities Act
- **AT device:** Assistive Technology device
- **AT services:** Assistive Technology service

- **Accommodation:** Generally, an adaptation or modification that enables a student with a disability to participate in educational programming, for example, complete school work or tests with greater ease and effectiveness, by enabling him or her to participate in the activity, to the extent possible, as if he or she were nondisabled.
- **Adaptive behavior:** Behavior that displays an age-appropriate level of self-sufficiency and social responsibility: domains of adaptive behavior include: (a) independent functioning, (b) physical development, (c) economic activity, (d) language development, (e) numbers and time, (f) vocational activity, (g) self-direction, (h) responsibility and (i) socialization.
- **Age of Majority:** When a child turns eighteen, he/she is legally considered an adult and is afforded all educational rights previously held by parents.
- **Applied Behavioral Analysis (ABA):** A method of analyzing behavior into component parts to determine where a child (or an adult) fails to perform, and therefore permitting extra training to be applied to those specific parts; a method of using simple rewards and reinforcers to help train components of behavior.
- **Assessment:** Broader than testing and typically includes gathering and integrating information to determine a student's current level of emotional, behavioral, academic and intellectual functioning, resulting in educational needs and strategies for remediation to promote effective treatment programming. Parent permission required.
- **Assistive Technology:** Any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such a device.
- **Assistive Technology Service:** Any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.
- **Augmentative and Alternative Communication (AAC):** Communication by means other than speech.
- **Augmentative Communication:** Communication through enhanced use of an individual's residual expressive communication skills, e.g., speaking skills, sometimes distinguished from alternative communication, involving no use of speech.
- **Augmentative Communication Device:** Computerized communication devices with vocal output used by individuals who cannot communicate readily or at all through speech or writing, typically because of severe cognitive or physical impairments.
- **Augmentative Communication System:** Used by individuals unable to communicate readily or at all through speech or writing, typically because of severe cognitive or physical impairments; types of systems include manual (gestures and signing), communication board, and high-tech electronic communication aids (such as augmentative communication devices or computer-generated synthesized speech).
- **Baseline:** The beginning point for measurement, prior to intervention or treatment, necessary to determine in order to measure effectiveness of the intervention or treatment.
- **Behavioral Emergency:** The demonstration of a serious behavior problem (1) which has not previously been observed and for which a behavioral intervention plan has not been developed; or (2) for which a previously designed behavioral intervention is not effective. Approved behavioral emergency procedures must be outlined in the special education local planning area (DISTRICT) local plan.
- **Behavioral Intervention:** The systematic implementation of procedures that result in lasting positive changes in the individual's behavior.
- **Behavioral Intervention Case Manager:** A designated certificated school/District/county staff member(s) or other qualified personnel contracted by the school District or county office who has been trained in behavior analysis with an emphasis on positive behavioral interventions.
- **Behavioral Intervention Plan:** A written document which is developed when an individual exhibits a serious behavior problem that significantly interferes with the implementation of the goals and objectives of the

individual's IEP. The behavioral intervention plan shall become part of the IEP. Requires a functional analysis assessment.

- **Behavior Support Plan:** Developed by the IEP team as needed. Does not require a functional analysis assessment.
- **Child Find:** In connection with Part B of the IDEA, the requirement set out in the statute at 20 USC 1412(a)(3) requires states to ensure that all children with disabilities who are in need of special education and related services are identified, located and evaluated. The regulations at 34 CFR 300.128 further define child find responsibilities. 2. Under Part C, each statewide system of early intervention services must include a comprehensive child find system that is consistent with Part B regulations at 34 CFR 300.128. 3. A requirement similar to that of the IDEA applying to school Districts under Section 504 as set out in Section 504 regulations at 34 CFR 104.32, requiring Districts to annually “undertake to identify and locate every qualified [individual with a disability] residing in [the District’s] jurisdiction who is not receiving a public education.”
- **Cochlear Implant:** An electronic auditory device intended to give an individual aged 2 or over who is deaf or has a severe hearing loss or profound hearing loss the sensation of sound; made up of external parts worn outside the body and internal parts implanted surgically. External parts include a microphone headset (encased in what looks like a behind-the-ear hearing aid case), external transmitter coil and a speech processor responsible for turning sound into electric current; internal parts include an internal receiver surgically implanted in the mastoid bone behind the ear and magnetically attracted through the skin to the external transmitter.
- **Community Based Instruction (CBI):** A model for delivery of instruction in which the IEP goals are met in a “natural” age-appropriate setting. For example, math, sequencing, travel, and social skills may all be developed in the setting of a trip to the grocery store.
- **Curriculum:** Broadly, content of program of instruction detailing what students should learn, when they should learn it and how they should be taught.
- **Curriculum-based Measurement:** Series of incremental assessments of what a student has learned.
- **Curriculum for Students with Mild Disabilities:** Generally, the regular education curriculum, but taught with modifications and provision of accommodations.
- **Curriculum for Students with Severe Disabilities:** Generally consists of survival skills, functional curriculum designed to optimize independence and ability to function responsibly in society.
- **Designated Instruction Services (D.I.S.):** Those services as defined by Federal and State laws which may be needed by students to make adequate progress per IEP expectations (FHI) Federal Handicapping Indicator.
- **Diagnostic and Statistical Manual of Mental Disorders (DSM-IV):** The fourth revision of the statistical and clinical nomenclature system of the American Psychiatric Association, the fundamental system of medical diagnosis of mental disorders that is the standard in the medical community; categorical classification of mental disorders based on conformance of behavior observed by trained clinician to those identified as elements of a specific classification; diagnoses the presence of a disorder, not its etiology.
- **Disability Code:** Areas of student eligibility for special education (mental limited capacity, hard of hearing, deafness, speech or language impairment, visual impairment, emotional disturbance, orthopedic impairment, other health impairment, specific learning disability, deaf-blindness, multiple disability, autism, traumatic brain injury).
- **Discrepancy:** A difference between two tests, measuring intellectual ability and achievement.
- **Discrete Trial Training:** A method of breaking down functions into single steps which are rewarded on a trial-by-trial basis.
- **Due Process:** The process that either a parent or school District (or similar public agency) may initiate to resolve a disagreement about the identification, evaluation, educational placement, or provision of free appropriate public education (FAPE) for a child with a disability or suspected of being disabled under the IDEA. Each state, in accordance with 20 USC 1415(a), must ensure that each public agency establishes, maintains,

and implements procedural safeguards that meet the requirements of 34 CFR 300.500 through 34 CFR 300.536.

- **Emergency Interventions:** May be used by school personnel to control unpredictable, spontaneous behavior which poses clear and present danger of serious physical harm to the individual or others or serious property damage.
- **English Language Learner (ELL):** Students for whom parents indicate a language other than English as primary for students on home language survey.
- **Extended School Year (ESY):** Additional instruction beyond the normal school year, conducted during the school breaks. The IEP team determines individual needs related to regression, recoupment patterns and the need for ESY to ensure FAPE.
- **Free Appropriate Public Education (FAPE):** Entitles a public school child with a disability to an educational program and related services to meet her unique educational needs at no cost to the parents; based on IEP; under public supervision and meets state standards.
- **Full Inclusion:** Generally means integration of a student with a disability in regular education classrooms for 100% of his or her school day.
- **Functional Analysis Assessment:** Assessment conducted by a person who has documented training in behavior analysis with an emphasis on positive behavioral interventions.
- **General Education:** As distinguished from special education, an established curriculum of academic subjects offered in essentially the same fashion for all children and youth. The term frequently is used interchangeably with regular education.
- **Generalization:** Ability to apply a skill or behavior learned in one setting to another setting or ability to apply a learned skill or behavior in similar situations.
- **Health Assessment:** In connection with school health services, the collection and analysis of information about the health situation of a student with a disability to determine his or her need for health-related supportive services.
- **Heterogeneous Grouping:** In regular education, placement of students of varying skill or ability levels in the same classroom, as opposed to ability grouping.
- **IEP Meeting:** The forum in which parents and the school District jointly determine the disabled student's needs and develop a program that will provide him or her with an appropriate education; intended by Congress to make parents and school Districts operate as equal participants in decisions regarding the disabled student's educational plan.
- **Impulsivity:** An approach to problem-solving associated with attention deficit hyperactivity disorder (ADHD); responding abruptly without consideration of consequences or alternatives.
- **Incidental Learning:** Learning that is peripheral to the primary objectives of instruction; for example, social skills are usually incidentally learned in the regular classroom environment.
- **Inclusion:** Bringing the services to the child rather than bringing the child to the services. Involvement in mainstream activities comparable to those provided by general education students is the focus.
- **Independent Educational Evaluation (IEE):** 1. An evaluation of a child by a non-school District employee that parents may obtain as a right under the IDEA. 2. Defined, as a term of art, in IDEA regulations at 34 CFR 300.502(a)(3)(i) as: "an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the evaluation of the child in question."
- **Individual Transition Plan (ITP):** An educational plan designed to facilitate a student's move from one setting to another (e.g., from one classroom or school to another or from school to work). Required specifically as ITP at 16.
- **Individuals with Disabilities Education Act (IDEA 2004):** Federal law that provides for special education and related services to eligible children with disabilities.

- **Individualized Education Program (IEP):** 1. The cornerstone of the IDEA, a written document, ideally developed in a collaborative and cooperative effort between parents and school personnel, that describes the disabled child's abilities and needs and prescribes the placement and services designed to meet the child's unique needs. 2. Defined, as a term of art, in the IDEA at 20 USC 1401 (10) as: "A written statement for each child with a disability that is developed, reviewed and revised in accordance with [20 USC 1414(d)]."
- **Individual Program Plan (IPP):** An annual-reviewed record of program and service needs provided by the Regional Center (i.e., respite care, behavior management training, etc.)
- **Individualized Family Service Plan (IFSP):** See Early Intervention Program. Also includes services the family will receive. Birth through 3 years of age.
- **Informed Consent:** 1. Generally, consent given after full disclosure of all the information a reasonable person would require to make an intelligent decision. 2. In connection with the IDEA, understood to mean parental consent that meets the requirements set out in Part B regulations at 34 CFR § 300.500(a): "(1) The parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication (2) The parent understands and agrees in writing [to the carrying out of the activity]. (3) The parent understands that the granting of consent is voluntary...and may be revoked at any time..."
- **Job Coach:** An individual who supports and supervises an individual with a severe disability in supported employment by accompanying the disabled individual to the work site for intensive on-site job skill training, observation and supervision.
- **LEA:** Local educational agency (District).
- **Learning Modalities:** The three pathways through which students learn – visual, auditory and kinesthetic [sense].
- **Least Restrictive Environment (LRE):** Generally, the appropriate placement for a child with a disability that most closely approximates where the child, if nondisabled, would be educated; not necessarily the regular education classroom and not synonymous with inclusion or mainstreaming. Whenever there is a reasonable likelihood that a student with a disability can be educated appropriately in a regular classroom with the use of supplemental aids and services, then a regular classroom placement should be tried according to 34 CFR 300.114(a)(2).
- **Low Incidence:** Students with more involved disabilities in the areas of hearing, vision, hearing and vision, and hearing, vision and orthopedic disabilities.
- **Mainstreaming:** Not a formal term, but common jargon in the educational community typically accepted as meaning the placement of a child with a disability alongside nondisabled children in the regular education setting for a % of total day; less preferred term for inclusion or full inclusion. The 2006 Part B regulations regarding the least restrictive environment place great emphasis on students with disabilities receiving their education in the regular classroom. 34 CFR 300.114 through 34 CFR 300.120.
- **Manifestation Determination:** The evaluation of the relationship between a student's disability and act of misconduct that must be undertaken when a District proposes to take specified serious disciplinary actions.
- **Modification:** Changes in the delivery, content, or instructional level of a subject or test. They result in altered expectations and create a different standard for children with disabilities than for those without disabilities.
- **Monitoring and Compliance:** Office of Special Education Programs (Federal) ongoing assessment of system effectiveness to ensure that state educational agencies (OPI) meet their responsibility to ensure that all the requirements of Part B are carried out. (self review & verification review are examples at the District level).
- **Natural Environment:** In connection with the provision of early intervention services to children with disabilities under Part C, the type of setting, such as the home, preschool or child care setting, which is natural or normal for the child's age peers who have no disabilities.

- **No Child Left Behind Act of 2001:** Legislation reauthorizing the Elementary and Secondary Education Act of 2001, and codified at 20 USC 6301, et seq. In amending ESEA, the No Child Left Behind Act overhauled existing federal efforts to support elementary and secondary education. NCLB was designed around four essential components: accountability for results; an emphasis on scientific research; expanded parental options; and expanded local control and flexibility.
- **Non-Public Agency:** A private establishment or individual that provides related services necessary for an individual with exceptional needs to benefit educationally from the students' educational program pursuant to an individualized education program and that is certified by the department. The nonpublic agency shall also meet standards as prescribed by the superintendent and board.
- **Non-public School (NPS):** A private placement of a child whose needs cannot be served within the special education programs offered within the District.
- **Orientation and Mobility (O & M):** A related service—a child with visual impairments is trained to know where his or her body is in space and to move through space.
- **PECS:** Picture Exchange Communication System
- **Positive Reinforcement:** Principle used in behavior modification in which a student is motivated to perform a desired target behavior by his or her receipt of a reward after performing the desired behavior.
- **Postsecondary Education:** In connection with transition services under the IDEA, a post-school activity that includes: technical trade schools and vocational centers, public community colleges, and four-year colleges and universities
- **Response to Intervention (RTI):** IDEA 2004. Districts may use RTI as part of the eligibility determination process for special education. RTI structure and content is a general education responsibility.
- **Reverse Mainstreaming:** A program in which typically developing students are brought into a special education classroom at various times to participate in activities with special education students. Such programs allow children with disabilities to remain in familiar, structured surroundings while interacting with typically developing peers. It also increases awareness and acceptance of differences between children.
- **SOP:** Summary of performance. Provided to students upon leaving public education at the end of high school or young adult programming.
- **Screening:** The first step in the assessment process, a fast, efficient way to identify students who may have disabilities and should undergo further testing. The mass screenings used in connection with child find activities are not considered evaluations and thus are not subject to the prior parental notice and consent requirements that apply to pre placement evaluations. Letter to Holmes, 19 IDELR 350 (OSEP 1995).
- **Services Plan:** Defined by the IDEA regulations as a written statement that describes the special education and related services the district will provide to parentally placed children with a disability enrolled in private school.
- **StaR Testing:** State Testing and Reporting
- **State Educational Agency(SEA):** 1. Defined, as a term of art, in IDEA regulations at 34 CFR 300.41 as the State board of education, or other agency or officer primarily responsible for the state supervision of public elementary schools and secondary schools, or, if there is no such officer or agency, an officer or agency designated by the governor or by state law. 2. Defined, as a term of art in the NCLB as the “agency primarily responsible for the State supervision of public elementary and secondary schools.” 20 USC 7801(41). The state, through its state local agency, has the ultimate responsibility for ensuring that eligibility requirements for federal funding are met. As a result, the state’s obligation can extend to actually providing an appropriate placement for a child with a disability when his or her local education agency (LEA) is unable, or unwilling, to do so.
- **Surrogate Parent:** An individual assigned by a school District (or similar public agency) to assume the rights and responsibilities of a parent under the IDEA when no parent can be identified for a particular child, the public agency cannot determine the parents whereabouts, or the child is a ward of the state.

- **Triennial:** Federal and State laws mandate special education students be assessed no later than every 3 years to determine current needs and continued eligibility. This information is provided by a multidisciplinary team and is presented to the IEP team including parents and student for consideration
- **VOCA:** Voice output communication aid. Electronic augmentative communication system or specially adapted personal computer that allows the user to produce synthesized speech; generally contains a broader range of symbols or characters to be selected for expressive communication.

Appendix A

OPI Special Education Forms

Eligibility Criteria Checklists

10.16.3011 CRITERIA FOR AUTISM

A student must have at least one characteristic in each of the three areas of social communication; social interaction; and in restricted and repetitive behaviors and interests.

A student must have a total of eight or more characteristics to be identified as a student with autism.

The characteristics below are those which most frequently occur with the student but may not occur in every situation.

Significant difficulties in social communication must be documented for at least one of the following characteristics:

- | | | |
|-----|----|--|
| YES | NO | Initiating or maintaining eye contact while interacting with others; |
| YES | NO | Use of facial expressions to communicate with others; |
| YES | NO | Identifying and/or understanding the communicative intent of another person's facial expressions; |
| YES | NO | Using gestures to direct attention to an object (for example: showing, bringing or pointing out objects of interest); |
| YES | NO | Using gestures for communication; |
| YES | NO | Responding to or interpreting other's use of gestures; |
| YES | NO | Noticing or interpreting other's use of body language; |
| YES | NO | Use of own body language for communication; |
| YES | NO | Expressive verbal or alternative communication; |
| YES | NO | Receptive verbal communication; or |
| YES | NO | Interpretation of other's verbal communication (often concrete and literal; for example: does not understand idioms or sarcasm). |

Significant difficulties in social interaction must be documented for at least one of the following characteristics:

- YES NO Seeking to share enjoyment, interests, or achievements with others;
- YES NO Initiating social interaction unless seeking preferred items or help;
- YES NO Responding to social interactions initiated by others;
- YES NO Initiating a conversation on non-preferred topics;
- YES NO Sustaining a conversation on non-preferred topics;
- YES NO Explaining another person's perspective (for example: what other people are thinking or feeling);
- YES NO Joining play activities of others (solitary play preferred);
- YES NO Play lacks elements of make-believe;
- YES NO Participating in make-believe play with others; or
- YES NO Engaging in social imitative play (for example: playacting, fantasy characters, animals, pretending adult role).

Significant difficulties resulting from restricted and repetitive behaviors and interests must be documented for at least one of the following characteristics:

- YES NO Makes repeated vocalizations or verbalizations (for example: repeats same word, phrase or sound);
- YES NO Persistent preoccupation with specific objects or parts of objects;
- YES NO Engages in repeated, repetitive movements with objects such as sticks or string, lining up toys, flipping objects, spinning objects;
- YES NO Preoccupation with particular interests causes difficulties in social interaction and/or academic performance;
- YES NO Resists when asked to discontinue preferred or special interest activity;
- YES NO Prefers consistency and resists expected and/or unexpected changes (for example: changing activities, leaving activity unfinished, changes in routine or daily schedule); or
- YES NO Engages in repetitive physical behaviors such as body rocking, spinning self, finger flicking, hand flapping.

Does the student have at least one characteristic in each of these three areas:

- YES NO social communication;
- YES NO social interaction;
- YES NO restricted and repetitive behaviors and interests.

Total number of characteristics in all three areas: ____ (must have eight or more).

Student Name: _____ **Evaluation Meeting Date:** _____

ADDITIONAL REQUIRED TEAM MEMBERS:

Required team members for the determination of autism must be a school psychologist and a speech-language pathologist, each of whom is qualified to conduct individual diagnostic examinations of children.

Psychologist Name: _____

Speech-Language Pathologist Name: _____

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10.16.3010 CRITERIA FOR DEVELOPMENTAL DELAY

- The student is at least three (3) and not yet nine (9) years old.

The student functions at a developmental level:

- Two or more standard deviations below the norm in any ONE of the following areas of development:
- adaptive functioning skills
 - communication development
 - social and emotional development
 - cognitive development
 - physical development

or

- 1.5 or more standard deviations below the norm in TWO OR MORE of the following areas of development:
- adaptive functioning skills
 - communication development
 - social and emotional development
 - cognitive development
 - physical development

Documentation of a developmental delay must include:

- Appropriate developmental assessment that addressed each of the areas above.
- Observation of the student's communication development and social and emotional development in a classroom or other group setting.

Student Name: _____ **Evaluation Meeting Date:** _____

10.16.3012 CRITERIA FOR COGNITIVE DELAY

Yes No The student has a significantly subaverage general intellectual functioning; **and**

Yes No Corresponding deficits in adaptive behavior and educational performance, especially in the area of application of basic academic skills in daily life activities.

Yes No The presence of subaverage general intellectual functioning must occur between conception and the 18th birthday.

DEFINITIONS:

"General intellectual functioning" means performance on a standardized intelligence test that measures general cognitive ability rather than one limited facet of ability.

"Significantly subaverage general intellectual functioning" is defined as two or more standard deviations below the population mean on a standardized intelligence test. Error in test measurement requires clinical judgment for students who score near two standard deviations below the mean.

"Deficits in adaptive behavior" is defined as significant limitations in the student's effectiveness in meeting the standards of personal independence, interpersonal communication, and social responsibility expected for the student's age/grade peers and cultural group as measured by standardized instruments or professionally recognized scales.

Student Name: _____

Evaluation Meeting Date: _____

ADDITIONAL REQUIRED TEAM MEMBER:

A required team member for the determination of cognitive delay must be a school psychologist, whom is qualified to conduct individual diagnostic examinations of children.

Psychologist Name: _____

10.16.3013 CRITERIA FOR DEAF-BLINDNESS

The student:

- Yes No Meets the criteria in ARM 10.16.3022 for visual impairment;
- Yes No Meets the criteria in ARM 10.16.3020 for speech-language impairment;
- Yes No Meets the criteria in ARM 10.16.3016 for hearing impairment or in ARM 10.16.3014 for deafness; **and**
- Yes No Is experiencing severe delays in communication and other developmental and educational skills such that services designed solely for students with deafness or for students with blindness would not meet the student's educational needs.

Student Name: _____ **Evaluation Meeting Date:** _____

ADDITIONAL REQUIRED TEAM MEMBER:

A required team member for the determination of deaf-blindness must be a speech-language pathologist, whom is qualified to conduct individual diagnostic examinations of children.

Speech-Language Pathologist Name: _____

10.16.3014 CRITERIA FOR DEAFNESS

Yes No An audiological report documents that hearing loss is so severe that the student is impaired in processing linguistic information, with or without amplification, to the extent that prevents the auditory channel from being the primary mode of learning speech and language.

Yes No The student's educational performance is adversely affected as documented by specific examples:

The results and analysis of a current assessment of language development, as measured by standardized tests or professionally recognized scales appropriate to age level and administered individually, is required to show an impairment in processing linguistic information prior to identification.

DEFINITIONS:

"Adversely affect the student's educational performance" means that there is evidence that measures of student performance (e.g., achievement tests, grades, behavioral assessments, analysis of classroom assignments, or criterion-referenced tests, etc.) indicate a pattern of educational attainment that can wholly or in part be attributed to the disabling condition.

Student Name: _____ **Evaluation Meeting Date:** _____

ADDITIONAL REQUIRED TEAM MEMBERS:

Required team members for the determination of deafness must be a speech-language pathologist or an audiologist, each of whom is qualified to conduct individual diagnostic examinations of children.

Speech-Language Pathologist Name: _____ **or;**

Audiologist Name: _____

10.16.3015 CRITERIA FOR EMOTIONAL DISTURBANCE

A condition, which includes one or more of the following characteristics, is present:

- Yes No An inability to build or maintain satisfactory relationships with peers and teachers;
- Yes No Inappropriate types of behavior or feelings under normal circumstances, including behaviors which are psychotic or bizarre in nature or behaviors which are atypical and for which no observable reason exists;
- Yes No A general, pervasive mood of unhappiness or depression, including major depression and dysthymia, but excluding normal grief reactions;
- Yes No A tendency to develop physical symptoms or fears associated with personal or school problems, including separation anxiety, avoidant disorder and overanxious disorder;
- Yes No Schizophrenia.

Each of the conditions above shall meet the criteria of having been present:

- Yes No To a marked degree,
- Yes No Over a long period of time, **and**
- Yes No Adversely affecting the student's educational performance.
- Yes No The student has been **observed** in more than one setting within the educational environment; **and**
- Yes No The local education agency has planned and implemented one or more positive behavioral interventions specific to the individual student.

Interventions shall not unnecessarily delay appropriate identification when it can be shown through a student's social or developmental history, compiled directly from the student's parents or from records when the parents are not available, the existence of characteristics that clearly identify emotional disturbance.

EXCLUSIONARY FACTORS:

The student may not be identified as having emotional disturbance if:

Delays in educational performance are primarily due to visual impairment, hearing impairment, orthopedic impairment, cognitive delay, health factors, cultural factors or limited educational opportunity.

Common disciplinary problems may exist in conjunction with emotional disturbance, but cannot be used as the sole criteria for determining the existence of an emotional disturbance.

The term emotional disturbance does not apply to students who are socially maladjusted, unless it is determined that they meet the criteria for emotional disturbance.

DEFINITIONS:

"Adversely affect the student's educational performance" means that there is evidence that measures of student performance (e.g., achievement tests, grades, behavioral assessments, analysis of classroom assignments, or criterion-referenced tests, etc.) indicate a pattern of educational attainment that can wholly or in part be attributed to the disabling condition.

Student Name: _____ **Evaluation Meeting Date:** _____

ADDITIONAL REQUIRED TEAM MEMBER:

A required team member for the determination of cognitive delay must be a school psychologist, whom is qualified to conduct individual diagnostic examinations of children.

Psychologist Name: _____

10.16.3016 CRITERIA FOR HEARING IMPAIRMENT

Yes No An audiological report documents a permanent hearing loss in excess of 20 dB better ear average in the speech range (500, 1,000, 2,000 Hz), unaided, **or**

Yes No A history of fluctuating hearing loss which has interrupted the normal acquisition of speech and language and continues to adversely affect educational performance.

DEFINITIONS:

"Adversely affect the student's educational performance" means that there is evidence that measures of student performance (e.g., achievement tests, grades, behavioral assessments, analysis of classroom assignments, or criterion-referenced tests, etc.) indicate a pattern of educational attainment that can wholly or in part be attributed to the disabling condition.

Student Name: _____ **Evaluation Meeting Date:** _____

ADDITIONAL REQUIRED TEAM MEMBERS:

Required team members for the determination of deafness must be a speech-language pathologist or an audiologist, each of whom is qualified to conduct individual diagnostic examinations of children.

Speech-Language Pathologist Name: _____ **or;**

Audiologist Name: _____

10.16.3017 CRITERIA FOR ORTHOPEDIC IMPAIRMENT

Yes No The student is diagnosed by a qualified medical practitioner as having an orthopedic impairment.

Yes No The impairment is severe; **and**

Yes No The impairment adversely affects the student's educational performance.

DEFINITIONS:

The term orthopedic impairment includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

"Adversely affect the student's educational performance" means that there is evidence that measures of student performance (e.g., achievement tests, grades, behavioral assessments, analysis of classroom assignments, or criterion-referenced tests, etc.) indicate a pattern of educational attainment that can wholly or in part be attributed to the disabling condition.

Student Name: _____ Evaluation Meeting Date: _____

10.16.3018 CRITERIA FOR OTHER HEALTH IMPAIRMENT

- Yes No The student has limited strength, vitality or alertness, including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia or tuberculosis; **and**
- Yes No The condition adversely affects the student's educational performance.
- Yes No The student has a medical diagnosis of a chronic or acute health problem. (REQUIRED)

DEFINITIONS:

"Adversely affect the student's educational performance" means that there is evidence that measures of student performance (e.g., achievement tests, grades, behavioral assessments, analysis of classroom assignments, or criterion-referenced tests, etc.) indicate a pattern of educational attainment that can wholly or in part be attributed to the disabling condition.

Student Name: _____ **Evaluation Meeting Date:** _____

10.16.3019(a) CRITERIA FOR SPECIFIC LEARNING DISABILITY

RESPONSE TO SCIENTIFIC, RESEARCH-BASED INTERVENTION

(Rtl)

Yes No The student has been provided learning experiences appropriate to the student's age or grade-level based on state-approved K-12 content standards.

Yes No The student did not make sufficient progress to meet age or grade level based on state-approved K-12 content standards in one or more of the following areas. (check each area in which the student did not make sufficient progress):

<input type="checkbox"/> basic reading skills	<input type="checkbox"/> oral expression
<input type="checkbox"/> reading comprehension	<input type="checkbox"/> written expression
<input type="checkbox"/> reading fluency skills	<input type="checkbox"/> mathematics calculation
<input type="checkbox"/> listening comprehension	<input type="checkbox"/> mathematics problem solving

Yes No The student was determined to have a specific learning disability based on an insufficient response to scientific, research-based interventions resulting in a low level of academic achievement.

Yes No Insufficient response to interventions occurred when, despite the implementation of the interventions over a sustained period of time, the student did not achieve adequately based on the student's age or grade level based on state-approved K-12 content standards.

Scientific, research based interventions were:

Yes No Matched to the specific needs of the student as identified through systematic, data-based processes for examining the presenting problem, including parental input, to identify instructional interventions that have a high likelihood of success;

Yes No Focused on changing the instructional strategies or techniques used with the student; and

Yes No Regularly monitored for student progress and correct implementation via regular and frequent data collection, and analyzed and modified as necessary based on data analysis.

In determining the response to scientific research-based interventions the evaluation team considered data:

Yes No regarding how appropriately the intervention was delivered by qualified personnel, and

Yes No comparing the student's rate of learning and current levels of performance with the student's initial levels of performance.

Yes No The student did not make sufficient response to scientific, research-based interventions, and

Yes No The level of intervention necessary to sustain the response can only be provided through special education services.

Documentation also includes:

Yes No The scientific, research based interventions and instructional strategies used; and

Yes No The student-centered data collected during the implementation of at least two intensive individualized interventions implemented for a sustained period of time.

Yes No The evaluation team documented the student's academic performance in the regular classroom setting through observation.

Yes No Requirements for documentation of observation were met by observation of routine classroom instruction and monitoring of the student's performance that was done before the child was referred for an evaluation, or

Yes No at least one member of the evaluation team conducted an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parental consent was obtained.

Yes No Not Applicable

If the student was younger than school age or out of school, an evaluation team member observed the student in an environment appropriate for a student of that age.

Yes No Educationally relevant medical findings, if any, were considered; **and**

Yes No Two or more interventions specific to the individual student were implemented.

Yes No Interventions did not unnecessarily delay appropriate identification.

EXCLUSIONARY FACTORS:

The student may not be identified as having a specific learning disability if the student's significantly low rate of progress in meeting age or grade level based on state approved K-12 content standards is primarily the result of a visual, hearing, or motor impairment; cognitive delay; emotional disturbance; environmental or economic disadvantage; cultural factors; or a lack of appropriate instruction.

Student Name: _____ **Evaluation Meeting Date:** _____

ADDITIONAL REQUIRED TEAM MEMBERS:

Required team members for the determination of specific learning disability must be a school psychologist, a speech-language pathologist, or a remedial reading teacher, each of whom is qualified to conduct individual diagnostic examinations of children.

Psychologist Name: _____ **or;**

Speech-Language Pathologist Name: _____ **or;**

Remedial Reading Teacher Name: _____

10.16.3019(b) CRITERIA FOR SPECIFIC LEARNING DISABILITY

SEVERE DISCREPANCY

Yes No The student has been provided learning experiences appropriate to the student's age or grade-level based on state approved K-12 content standards.

Yes No The student did not make sufficient progress to meet age or grade level based on state-approved K-12 content standards in one or more of the following areas (check each area in which the student did not make sufficient progress):

- | | |
|--|--|
| <input type="checkbox"/> basic reading skills | <input type="checkbox"/> oral expression |
| <input type="checkbox"/> reading comprehension | <input type="checkbox"/> written expression |
| <input type="checkbox"/> reading fluency skills | <input type="checkbox"/> mathematics calculation |
| <input type="checkbox"/> listening comprehension | <input type="checkbox"/> mathematics problem solving |

Yes No The student was determined to have a specific learning disability based on a severe discrepancy between the student's intellectual ability and achievement in one or more of the areas listed in ARM 10.16.3019.

Documentation also includes:

Yes No The evaluation team documented the student's academic performance in the regular classroom setting through observation.

Yes No Requirements for documentation of observation were met by observation of routine classroom instruction and monitoring of the student's performance that was done before the child was referred for an evaluation, **or**

Yes No At least one member of the evaluation team conducted an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parental consent was obtained.

Yes No Not Applicable

If the student was younger than school age or out of school, an evaluation team member observed the student in an environment appropriate for a student of that age.

Yes No Educationally relevant medical findings, if any, were considered; **and**

Yes No Two or more interventions specific to the individual student were implemented.

Yes No Interventions did not unnecessarily delay appropriate identification.

EXCLUSIONARY FACTORS:

The student may not be identified as having a specific learning disability if the student's significantly low rate of progress in meeting age or grade level based on state-approved K-12 content standards is primarily the result of a visual, hearing, or motor impairment; cognitive delay; emotional disturbance; environmental or economic disadvantage; cultural factors; or a lack of appropriate instruction.

DEFINITIONS:

(a) A severe discrepancy is defined as a 50 percent or higher probability of a two standard deviation discrepancy between general cognitive ability and achievement in one or more of the areas identified in ARM 10.16.3019 when adjusted for regression to the population mean. (b) Error in test measurement requires judgment for students who score near two standard deviations below the population mean. When exercising this judgment, consideration of additional information, such as classroom performance relative to the student's performance on norm-referenced tests, shall be used as the basis for determining the severe discrepancy. (c) Alternatives to norm-referenced tests, such as curriculum-based assessments, shall be utilized to determine severe discrepancy whenever cultural factors, test conditions, size of test item sampling for the student's age, or other factors render standardized assessment results invalid. When utilizing alternative assessment procedures, a determination must still be made that a discrepancy between ability and achievement exists at a level of severity similar in size to the discrepancy that would have otherwise been found as described in (a) above.

Student Name: _____ **Evaluation Meeting Date:** _____

ADDITIONAL REQUIRED TEAM MEMBERS:

Required team members for the determination of specific learning disability must be a school psychologist, a speech-language pathologist, or a remedial reading teacher, each of whom is qualified to conduct individual diagnostic examinations of children.

Psychologist Name: _____ **or;**

Speech-Language Pathologist Name: _____ **or;**

Remedial Reading Teacher Name: _____

For Informational Purposes Only

10.16.3020 CRITERIA FOR SPEECH-LANGUAGE IMPAIRMENT

- Yes No The student has a significant deviation in speech such as fluency, articulation or voice, **or**
- Yes No The student has a significant deviation in the ability to decode or encode oral language which involves phonology, morphology, semantics or pragmatics or a combination thereof.
- Yes No Documentation of the student's interpersonal communication effectiveness in a variety of educational settings by the teacher, parent, speech-language pathologist, and others as appropriate supports the adverse educational effect of the speech-language impairment or oral communication in a classroom or school setting.

EXCLUSIONARY FACTORS:

The student may not be identified as having a speech-language impairment if the speech or language problems primarily result from environmental or cultural factors.

DEFINITIONS:

The student has a significant deviation in oral performance if the student's performance on standardized test is two standard deviations below the population mean, or between 1.5 and two standard deviations below the population mean, and there is documented evidence over a six month period prior to the current evaluation of no improvement in the speech-language performance of the student even with regular classroom interventions.

For articulation, a significant deviation is consistent articulation errors persisting one year beyond the highest age when 90 percent of the students have acquired the sounds based upon specific developmental norms.

If norm-referenced procedures are not used, alternative assessment procedures shall substantiate a significant deviation from the norm.

Student Name: _____ **Evaluation Meeting Date:** _____

ADDITIONAL REQUIRED TEAM MEMBER:

A Required team member for the determination of speech-language impairment must be a speech-language pathologist, whom is qualified to conduct individual diagnostic examinations of children.

Speech-Language Pathologist Name: _____

For Informational Purposes Only

10.16.3021 CRITERIA FOR TRAUMATIC BRAIN INJURY

Yes No The student has an acquired injury to the brain caused by external physical force which substantially limits the student's functional or psychosocial ability or both **and** the student's ability to learn or participate in the general education curriculum.

EXCLUSIONARY FACTORS:

The student may not be identified as having a traumatic brain injury if the injury to the brain is congenital, degenerative, or caused by birth trauma.

DEFINITIONS:

The term traumatic brain injury 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, psycho-social behavior, physical function, information processing, and speech.

Student Name: _____ **Evaluation Meeting Date:** _____

ADDITIONAL REQUIRED TEAM MEMBERS:

Required team members for the determination of traumatic brain injury must be a school psychologist and a speech-language pathologist, each of whom is qualified to conduct individual diagnostic examinations of children.

Psychologist Name: _____

Speech-Language Pathologist Name: _____

10.16.3022 CRITERIA FOR VISUAL IMPAIRMENT

Yes No The student has an impairment in vision that, even with correction, adversely affects the student's educational performance;

or

Yes No The student has a medically indicated expectation of visual deterioration that would qualify the child as having a visual impairment as described above

Student Name: _____

Evaluation Meeting Date: _____

For Informational Purposes Only



**EVALUATION PLAN
NOTICE OF INTENT TO CONDUCT AN
EVALUATION OR REEVALUATION
and
PERMISSION FOR EVALUATION OR REEVALUATION**

TO: _____
(Parent / Adult Student)

_____/_____/_____
(Name of Student) Date of Birth

Has been referred for comprehensive evaluation for the following reasons:

The tests and other evaluation procedures to be used to assess your child are marked below:

- ACADEMIC ACHIEVEMENT:** Individually administered diagnostic tests in early literacy, reading, language, math and written language to determine skills in the above areas.
- ASSISTIVE TECHNOLOGY/SERVICES:** Needs for assistive devices and services in order to benefit from special education services.
- BEHAVIORAL:** Assessment and/or observations to identify supports and strategies to address behavioral needs.
- CLASSROOM-BASED ASSESSMENT*:** Involvement and progress in general education curriculum (i.e., reading, math, etc.).

* Required

COMMUNICATION: Individual tests of speech and/or receptive and expressive language skills.

DEVELOPMENTAL: Individually administered tests and/or structured observations measuring typical child development of preschool-age students or others as appropriate.

OBSERVATIONS*

PHYSICAL: Visual and hearing acuity; gross and fine motor development; orientation/mobility; blindness/visual impairment (need for Braille instruction).

PSYCHOLOGICAL: Individually administered intelligence tests and measures of adaptive behavior designed to help determine the student's ability to function in an academic setting.

SOCIAL/EMOTIONAL: Checklists, tests and observations to determine social skills and emotional status of the student.

TRANSITION: Assessments of training, education, employment, or independent living skills.

OTHER: (specify) _____

If you have any questions about your rights, or any part of the Special Education process, please contact your school administrator or cooperative personnel. Please respond to this request for Permission for Evaluation as soon as possible.

I understand the reason(s) for the evaluation and the description of the tests and other evaluation procedures and have checked the appropriate box below. If this is the initial evaluation of my child I have received the pamphlet **IDEA Special Education Part B Procedural Safeguards Notice**.

Permission is **given** to conduct the evaluation. _____
Parent / Adult Student Date

Permission is **denied**. _____
Parent / Adult Student Date

School Contact Phone Number Date Sent Date Returned



Evaluation Report

STUDENT INFORMATION

Student Name	Initials	Birthdate	Age	Gender M F	Grade	Today's Date
District/School	Initial Referral Date				Initial Evaluation <input type="checkbox"/>	
	Next Comprehensive Reevaluation Due				Reevaluation <input type="checkbox"/>	
Parent(s)' Name	Parent(s)' Address				Home Phone	
	E-mail				Work Phone/Cell Phone	

EVALUATIONS AND INFORMATION PROVIDED BY THE PARENT(S) AND/OR STUDENT

Parent Comments*: _____

Student Comments: _____

Implications for Educational Planning: _____

ASSESSMENT AREAS

Assessment results, including implications for educational planning, may be summarized or attached as written reports.

Summarized Attached

- Academic Achievement
- Assistive Technology/Services
- Behavioral
- Classroom-Based Assessment*
- Communication
- Developmental
- Functional Behavior Assessment

Summarized Attached

- Observations*
- Physical
- Psychological
- Social/Emotional
- Transition
- Other: _____

* Required

Student Name: _____

Evaluation Report Date: _____

ASSESSMENT SUMMARIES

Assessment Area: _____

Evaluator(s): _____

Date of Eval/Observ: _____

Results: _____

Implications for Educational Planning: _____

Assessment Area: _____

Evaluator(s): _____

Date of Eval/Observ: _____

Results: _____

Implications for Educational Planning: _____

Assessment Area: _____

Evaluator(s): _____

Date of Eval/Observ: _____

Results: _____

Implications for Educational Planning: _____

Student Name: _____

Evaluation Report Date: _____

ASSESSMENT SUMMARIES

Assessment Area: _____

Evaluator(s): _____

Date of Eval/Observ: _____

Results: _____

Implications for Educational Planning: _____

Assessment Area: _____

Evaluator(s): _____

Date of Eval/Observ: _____

Results: _____

Implications for Educational Planning: _____

Assessment Area: _____

Evaluator(s): _____

Date of Eval/Observ: _____

Results: _____

Implications for Educational Planning: _____

Student Name: _____

Evaluation Report Date: _____

ELIGIBILITY DETERMINATION

Student **IS** eligible for special education and related services under the Individuals with Disabilities Education Act. Basis for making the determination that the student has a disability and needs special education and related services:

Disability criteria: _____

Criteria Checklist Attached

Why does the student need special education and related services? _____

Disability Categories (check all that apply):

- | | | |
|--|---|---|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Deafness | <input type="checkbox"/> Other Health Impairment ² |
| <input type="checkbox"/> Developmental Delay | <input type="checkbox"/> Emotional Disturbance | <input type="checkbox"/> Specific Learning Disability |
| <input type="checkbox"/> Cognitive Delay | <input type="checkbox"/> Hearing Impairment | <input type="checkbox"/> Speech Language Impairment |
| <input type="checkbox"/> Deaf-Blindness | <input type="checkbox"/> Orthopedic Impairment ¹ | <input type="checkbox"/> Traumatic Brain Injury |
| | | <input type="checkbox"/> Visual Impairment |

¹ Medical report required (diagnosis of orthopedic impairment by a qualified medical practitioner)

² Medical report required (medical diagnosis of chronic or acute health problem)

Recommendations for consideration by the IEP team:

Special Education Services

- | | | |
|---|--|---|
| <input type="checkbox"/> Adapted Physical Education | <input type="checkbox"/> Math | <input type="checkbox"/> Speech/Language |
| <input type="checkbox"/> Assistive Technology | <input type="checkbox"/> Reading | <input type="checkbox"/> Transition |
| <input type="checkbox"/> Braille Instruction | <input type="checkbox"/> Self-Help/Independence | <input type="checkbox"/> Travel Training |
| <input type="checkbox"/> Career/Vocational | <input type="checkbox"/> Sensory-Motor | <input type="checkbox"/> Written Expression |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Social/Emotional/Behavioral | |

Related Services

- | | | |
|--|---|---|
| <input type="checkbox"/> Assistive Technology | <input type="checkbox"/> Orientation and Mobility | <input type="checkbox"/> School Health/Nurse Services |
| <input type="checkbox"/> Audiology | <input type="checkbox"/> Parent Counseling and Training | <input type="checkbox"/> Social Work in Schools |
| <input type="checkbox"/> Counseling | <input type="checkbox"/> Physical Therapy | <input type="checkbox"/> Speech/Language |
| <input type="checkbox"/> Early Identification/Assessment | <input type="checkbox"/> Psychological | <input type="checkbox"/> Therapeutic Recreation |
| <input checked="" type="checkbox"/> Medical (diagnostic) | <input type="checkbox"/> Recreation | <input type="checkbox"/> Transportation |
| <input type="checkbox"/> Occupational Therapy | <input type="checkbox"/> Rehabilitation Counseling | <input type="checkbox"/> Other: _____ |

DOCUMENTATION—if not eligible

Student **IS NOT** eligible for special education and related services under the Individuals with Disabilities Education Act for the following reason(s):

- | | |
|--|---|
| <input type="checkbox"/> Does not meet disability criteria | <input type="checkbox"/> Lack of instruction in reading or math |
| <input type="checkbox"/> Does not demonstrate need for special education | <input type="checkbox"/> Limited English proficiency |

Discussion: _____

Recommendation for accommodation or referral for other services as appropriate: _____

The following persons, as indicated by their signatures, have participated in the development of this Evaluation Report document. The public agency shall give the parent a copy of the child's Evaluation Report document at no cost to the parent.

<p>_____ Parent Date</p>	<p>_____ Parent Date</p>
<p>_____ Student Date</p>	<p>_____ Speech/Language Pathologist Date</p>
<p>_____ Administrator or Designee Date</p>	<p>_____ Signature/Position Date</p>
<p>_____ Regular Education Teacher Date</p>	<p>_____ Signature/Position Date</p>
<p>_____ Special Education Teacher Date</p>	<p>_____ Signature/Position Date</p>
<p>_____ School Psychologist Date</p>	<p>_____ Signature/Position Date</p>

Each participant of the Evaluation Team shall be provided an opportunity to submit a separate statement of conclusions if the report does not reflect the conclusions of the participant. Dissenting report will be attached.

Person(s) submitting a separate statement of conclusions: _____
Reasons: _____

EVALUATION REPORT NOTES

Student Name: _____

IEP Date: _____

HIGH SCHOOL GRADUATION

(check one box)

- The IEP team determined that the student **will meet** the district's graduation requirements, **or** will successfully complete the measurable annual goals **and** **will not need** new measurable annual goals. The IEP team **will not** develop a new Individualized Education Program and the student **is** expected to graduate with a regular diploma at the end of the current school year.

- The IEP team determined that the student **will not meet** the district's graduation requirements, **or** **will not** successfully complete the measurable annual goals, and **will** need new measurable annual goals for the coming school year. The student **is not** expected to graduate with a regular diploma at the end of the current school year and the IEP team must develop a new Individualized Education Program for the next school year.

- The student **will not meet** the district's graduation requirements. The student **will not** **receive** a regular diploma. The district **will not provide special education services** for the next school year due to district policy on the age through which education services are available to students.

Individualized Education Program (IEP) and Spanish

Office of Public Instruction PO Box 202501 Helena, MT 59620-2501	Individualized Education Program
--	---

STUDENT INFORMATION						
Student's Name:	Initials:	Birth Date:	Age:	Gender:	Meeting Date:	Grade:
District / School:	Last Re-Evaluation:					
	IEP Manager and Phone Number:					
Federal Designation:	Disability Category:					
Race(s):						

GUARDIAN INFORMATION			
Last Name:		First Name:	
Address:	City:	State:	Zip:
Home Phone:	Work Phone:	Cell Phone:	
Email:	Relationship to Student:		
Last Name:		First Name:	
Address:	City:	State:	Zip:
Home Phone:	Work Phone:	Cell Phone:	
Email:	Relationship to Student:		

STRENGTHS, EDUCATIONAL CONCERNS AND PREFERENCES/INTERESTS
<p>Strengths, Preferences and Interests - Student's Perspective:</p> <p>Student Strengths Parents: School Staff:</p> <p>Educational Concerns Parents: School Staff:</p>

CONSIDERATION OF SPECIAL FACTORS		
	Yes	No
Does the student's behavior impede his/her learning or that of others?	<input type="checkbox"/>	<input type="checkbox"/>
Does the student have communication needs?	<input type="checkbox"/>	<input type="checkbox"/>
Does the student require assistive technology devices or services?	<input type="checkbox"/>	<input type="checkbox"/>
Has the student been determined to be an "English Learner"?	<input type="checkbox"/>	<input type="checkbox"/>
<u>Any item above checked "Yes" must be addressed in the IEP</u>		
For a student with blindness or visual impairment <input type="checkbox"/> N/A		
Does the student need training in orientation and mobility?	<input type="checkbox"/>	<input type="checkbox"/>

Student Name: _____

IEP Date: _____

If "Yes" is checked, training must be addressed in the IEP.

Does the student need instruction in Braille or the use of Braille?

If "No" is checked, describe below why instruction in Braille or the use of Braille is not appropriate. This decision must be based on evaluation results.

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE AND MEASURABLE ANNUAL GOALS

PROGRESS REPORT FREQUENCY

When will progress reports on the measurable annual goal(s) be provided to the parents?

quarterly semester other:

LEAST RESTRICTIVE ENVIRONMENT

A student with a disability shall not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the regular education curriculum.

The educational placement is based on the student's IEP. YES NO

The educational placement is as close as possible to the student's home. YES NO

The educational placement is in the school that the student would attend if he or she did not have a disability. YES NO

The IEP team considered any potential harmful effect of the educational placement on the student or on the quality of needed services. YES NO

If "No" is checked, explain why.

If the student's school day or week is shorter or longer than peers without disabilities, explain why.

STATEWIDE ASSESSMENTS

DISTRICTWIDE ASSESSMENTS

SUPPLEMENTARY AIDS AND SERVICES

Necessary Accommodations/Modifications

This section includes the accommodations, modifications, supplemental aids and services, assistive technology devices, staff and parent training, etc. that the student will need to be successful in the general education classroom.

EXTENDED SCHOOL YEAR (ESY)

- Extended School Year services are not necessary for the student.
- Extended School Year services are necessary for the student.
- Determination of need for Extended School Year services will be made by:

Describe in Detail the Extended School Year Services:

NEED FOR REEVALUATION TO DETERMINE ELIGIBILITY

- A reevaluation is necessary at this time to determine:
 - whether the child continues to have a disability and needs special education;
 - whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals, and to participate, as appropriate, in the general education curriculum: or
 - the parent has requested a reevaluation.
- The parent and the school district agree that a reevaluation is unnecessary at this time.

Student Name: _____ IEP Date: _____

NEED FOR REEVALUATION TO DETERMINE ELIGIBILITY

Reevaluations must occur at least once every three years, unless the parent and the school district agree that a reevaluation is unnecessary.

IEP ACCESSIBILITY AND RESPONSIBILITIES

How will each teacher, related service provider, transportation provider and others working with this student be informed of his or her specific responsibilities for implementing this IEP and the accommodations, modifications, and supports that must be provided for this student?

- Copy of Accommodations/Modifications
- Email
- Verbal communication
- Other:

IEP MEETING PARTICIPANTS

IEP APPROVAL

I have read and understand my rights as provided to me in the pamphlet PROCEDURAL SAFEGUARDS IN SPECIAL EDUCATION UNDER IDEA, which I received this school year. The parent shall be given a copy of this IEP at no cost to the parent

- I approve of this Individualized Education Program.
- I approve of this Individualized Education Program with the following exceptions*:

Parent/Adult Student _____ Date _____

*The IEP team agrees to meet again on _____ to resolve differences regarding the exceptions below:

Exceptions:

Prior Written Notice (34 CFR 300.503)

Action(s) Proposed or Refused

- Initiation or change in the educational placement of the student.
- Initiation or change in the provision of the FAPE to the student.

Description of the specific proposed or refused action(s): Additional Documentation attached

Explanation of why the district proposed or refused to take the action(s): Additional Documentation attached

Description of each evaluation procedure, assessment, record, or report the district used as a basis for the proposal or refusal: Additional Documentation attached

Description of any other options the district considered and the reasons why those options were rejected: Additional Documentation attached

Description of other factors relevant to the district's proposal or refusal to take the action: Additional Documentation attached

As a parent of a child with a disability you have certain protections under the Procedural Safeguards of the Individuals with Disabilities Education Act (IDEA). You may obtain a copy of the pamphlet "Procedural Safeguards in Special Education" by clicking the link, or by requesting a copy from the school district.

For assistance in understanding the provisions of the Individuals with Disabilities Education Act (IDEA) you may contact your child's school, the Office of Public Instruction at (406) 444-5661, or the Montana Parent Information & Training Center at 1-877-870-1190.

IEP NOTES

Individualized Education Program (IEP) - Transition IEP Example

Office of Public Instruction PO Box 202501 Helena, MT 59620-2501	Individualized Education Program
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STUDENT INFORMATION						
Student's Name:	Initials:	Birth Date:	Age:	Gender:	Meeting Date:	Grade:
District / School:	Last Re-Evaluation:					
Federal Designation: 6 : White	IEP Manager and Phone Number: ,					
Race(s): White	Disability Category:					

GUARDIAN INFORMATION

STRENGTHS, EDUCATIONAL CONCERNS AND PREFERENCES/INTERESTS
<p>Strengths, Preferences and Interests - Student's Perspective:</p> <p>Student Strengths Parents:</p> <p>School Staff:</p> <p>Educational Concerns Parents:</p> <p>School Staff:</p>

CONSIDERATION OF SPECIAL FACTORS		
	Yes	No
Does the student's behavior impede his/her learning or that of others?	<input type="checkbox"/>	<input type="checkbox"/>
Does the student have communication needs?	<input type="checkbox"/>	<input type="checkbox"/>
Does the student require assistive technology devices or services?	<input type="checkbox"/>	<input type="checkbox"/>
Has the student been determined to be an "English Learner"?	<input type="checkbox"/>	<input type="checkbox"/>
<u>Any item above checked "Yes" must be addressed in the IEP</u>		
For a student with blindness or visual impairment <input type="checkbox"/> N/A		
Does the student need training in orientation and mobility?	<input type="checkbox"/>	<input type="checkbox"/>
<u>If "Yes" is checked</u> , training must be addressed in the IEP.		
Does the student need instruction in Braille or the use of Braille?	<input type="checkbox"/>	<input type="checkbox"/>
<u>If "No" is checked</u> , describe below why instruction in Braille or the use of Braille is not appropriate. This decision must be based on evaluation results.		

TRANSITION SERVICES
For <u>ALL</u> students beginning with the IEP to be in effect when the child is 16 and updated annually thereafter.
STUDENT'S DESIRED POST-SCHOOL ACTIVITIES: (In the areas of postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation)

Student Name: _____

IEP Date: _____

STATEMENT OF TRANSITION SERVICES NEEDED

Each area must be considered by the IEP Team. After consideration, only areas determined necessary to meet the individual needs of the student must be addressed.

TRANSITION SERVICE AREA	TRANSITION SERVICES NEEDED TO ASSIST THE STUDENT IN MEETING POSTSECONDARY GOALS (include timeline for achievement)	PERSON OR AGENCY RESPONSIBLE	DISCUSSED, NOT NEEDED
Instruction			<input type="checkbox"/>
Employment			<input type="checkbox"/>
Community Experiences			<input type="checkbox"/>
Post-School Adult Living			<input type="checkbox"/>
Related Services			<input type="checkbox"/>
Daily Living Skills (if appropriate)			<input type="checkbox"/>
Functional Vocational Assessment			<input type="checkbox"/>

TRANSFER OF RIGHTS AT AGE OF MAJORITY

The student has been informed of his or her rights under IDEA that will transfer to the student on reaching the age of majority. The student must be informed at least one year before the student reaches age 18.

Date student was first informed of the transfer of rights: _____

Date student reaches the age of majority: 11/17/2021

HIGH SCHOOL GRADUATION

The IEP team determined that the student **will meet** the district's graduation requirements, **or** will successfully complete the measurable annual goals **and** will not need new measurable annual goals. The IEP team will not develop a new Individualized Education Program and the student **is** expected to graduate with a regular diploma at the end of the current school year.

The IEP team determined that the student **will not meet** the district's graduation requirements, **or** **will not** successfully complete the measurable annual goals and **will** need new measurable annual goals for the coming school year. The student **is not** expected to graduate with a regular diploma at the end of the current school year and the IEP team must develop a new Individualized Education Program for the next school year.

The student **will not meet** the district's graduation requirements. The student **will not receive** a regular diploma. The district **will not provide special education services** for the next school year due to district policy on the age through which education services are available to students.

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE AND MEASURABLE ANNUAL GOALS

PROGRESS REPORT FREQUENCY

When will progress reports on the measurable annual goal(s) be provided to the parents?

quarterly semester other:

LEAST RESTRICTIVE ENVIRONMENT

A student with a disability shall not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the regular education curriculum.

The educational placement is based on the student's IEP. YES NO

The educational placement is as close as possible to the student's home. YES NO

The educational placement is in the school that the student would attend if he or she did not have a disability. YES NO

Student Name: _____

IEP Date: _____

LEAST RESTRICTIVE ENVIRONMENT

A student with a disability shall not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the regular education curriculum.

The IEP team considered any potential harmful effect of the educational placement on the student or on the quality of needed services. YES NO

If "No" is checked, explain why.

If the student's school day or week is shorter or longer than peers without disabilities, explain why.

STATEWIDE ASSESSMENTS

DISTRICTWIDE ASSESSMENTS

SUPPLEMENTARY AIDS AND SERVICES

Necessary Accommodations/Modifications

This section includes the accommodations, modifications, supplemental aids and services, assistive technology devices, staff and parent training, etc. that the student will need to be successful in the general education classroom.

EXTENDED SCHOOL YEAR (ESY)

- Extended School Year services are not necessary for the student.
- Extended School Year services are necessary for the student.
- Determination of need for Extended School Year services will be made by:

Describe in Detail the Extended School Year Services:

NEED FOR REEVALUATION TO DETERMINE ELIGIBILITY

- A reevaluation **is necessary** at this time to determine:
 - whether the child continues to have a disability and needs special education;
 - whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals, and to participate, as appropriate, in the general education curriculum: **or**
 - the parent has requested a reevaluation.
- The parent and the school district agree that a reevaluation **is unnecessary** at this time.

Reevaluations must occur at least once every three years, unless the parent and the school district agree that a reevaluation is unnecessary.

IEP ACCESSIBILITY AND RESPONSIBILITIES

How will each teacher, related service provider, transportation provider and others working with this student be informed of his or her specific responsibilities for implementing this IEP and the accommodations, modifications, and supports that must be provided for this student?

- Copy of Accommodations/Modifications Email Verbal communication
- Other:

IEP MEETING PARTICIPANTS

Student Name: _____

IEP Date: _____

IEP APPROVAL

I have read and understand my rights as provided to me in the pamphlet PROCEDURAL SAFEGUARDS IN SPECIAL EDUCATION UNDER IDEA, which I received this school year. The parent shall be given a copy of this IEP at no cost to the parent

- I approve of this Individualized Education Program.
- I approve of this Individualized Education Program with the following exceptions*:

Parent/Adult Student _____

Date _____

*The IEP team agrees to meet again on _____ to resolve differences regarding the exceptions below.

Exceptions:

Prior Written Notice (34 CFR 300.503)

Action(s) Proposed or Refused

- Initiation or change in the educational placement of the student.
- Initiation or change in the provision of the FAPE to the student.

Description of the specific proposed or refused action(s):

Additional Documentation attached

Explanation of why the district proposed or refused to take the action(s):

Additional Documentation attached

Description of each evaluation procedure, assessment, record, or report the district used as a basis for the proposal or refusal:

Additional Documentation attached

Description of any other options the district considered and the reasons why those options were rejected:

Additional Documentation attached

Description of other factors relevant to the district's proposal or refusal to take the action:

Additional Documentation attached

As a parent of a child with a disability you have certain protections under the Procedural Safeguards of the Individuals with Disabilities Education Act (IDEA). You may obtain a copy of the pamphlet "Procedural Safeguards in Special Education" by clicking the link, or by requesting a copy from the school district.

For assistance in understanding the provisions of the Individuals with Disabilities Education Act (IDEA) you may contact your child's school, the Office of Public Instruction at (406) 444-5661, or the Montana Parent Information & Training Center at 1-877-870-1190.

IEP NOTES



IEP Team Member Excusal

Student's Name	District / School	Date of IEP Meeting	Today's Date
Name of IEP Team Member to be Excused:	Phone Number	Area of Curriculum/Related Service	

This student's strengths are:

The educational concerns I have about this student are:

The student's present levels of achievement and performance including educational needs:

The accommodations/modifications in general education that would help this student are:

PARENTAL APPROVAL

A member of the IEP Team may be excused from attending an IEP meeting when the meeting involves a modification to or discussion of the member's area of curriculum or related services if:

- the parent and the school district consent to the excusal; and
- the member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting.

- I approve of this team member's excusal from the IEP meeting.
- I do not approve of this team member's excusal from the IEP meeting.

Parent/Adult Student	Date
School Contact	Phone Number
	Date Sent

Manifestation Determination



Manifestation Determination

Student's Name	Initials	Birth Date	Today's Date
Parent(s) Name	IEP Manager and Phone Number		District/School

Date suspension began: _____

Date parent/guardian was notified of the suspension/expulsion: _____

Specific behavior that resulted in student's suspension/expulsion: _____

This behavior represents a: Single Incident Pattern of Behavior

All relevant information in the student's file must be reviewed. The following relevant information was reviewed:

- The student's IEP and placement
- Unique circumstances that resulted in the student's behavior
- Teacher and related services providers' observations of the student
- Evaluations
- Relevant information provided by the parents
- Other _____

Based on this review, the district/school, parent and other relevant members of the IEP team have determined that:

- YES NO
- The conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; **OR**
- The conduct in question was the direct result of the district's failure to implement the student's IEP.

If **"YES"** was marked for either statement above, the student's conduct **IS** found to be a manifestation of the student's disability:

- The IEP team must conduct a functional behavior assessment, if not previously done, and implement or revise an existing behavioral intervention plan for the student as necessary to address the behavior; AND
- The student must return to the placement from which the student was removed unless the parent and district agree to a change in placement as part of the modifications of the behavioral intervention plan.

If **"NO"** was marked for **BOTH** statements above, then conduct in question **IS NOT** a manifestation of the student's disability, and school personnel may apply the relevant disciplinary procedures to the student in the same manner and for the same duration as procedures would be applied to children without disabilities **EXCEPT:**

- The student must continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP; AND

- The student must receive, as appropriate, a functional behavior assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

The following persons, as indicated by their signatures, have participated in the Manifestation Determination.

_____ Parent	_____ Date	_____ Parent	_____ Date
_____ Student	_____ Date	_____ Special Education Teacher	_____ Date
_____ Administrator or Designee	_____ Date	_____ Speech/Language Pathologist	_____ Date
_____ Regular Education Teacher	_____ Date	_____ School Psychologist	_____ Date
_____ Signature/Position	_____ Date	_____ Signature/Position	_____ Date

NOTES:

For Informational Purposes Only

ANNUAL NOTICE REGARDING MEDICAID BILLING

STUDENT INFORMATION

Student's Name	Initials	Birth Date	Age	Gender	Grade	Today's Date
Parent/Guardian Name	Parent/Guardian Address					
School District	School			Teacher		

ANNUAL NOTIFICATION OF RIGHTS REGARDING MEDICAID BILLING

You previously gave your consent to the school district listed above to bill Medicaid for covered health-related services in your child's Individualized Education Program (IEP) and to release information to the school district's Medicaid Billing Agent for that purpose. It is important to know that granting this permission to bill Medicaid does not reduce your ability to seek other Medicaid reimbursable services outside of the school setting. Medicaid does not have a maximum number of eligible visits for services to children nor does Medicaid have a lifetime maximum for services. This approval to bill Medicaid will not interfere with your access to other health care services that are reimbursable by Medicaid. It is important to understand that:

- This consent will not impact my child's/my Medicaid coverage;
- Upon request, I may receive copies of records disclosed pursuant to this authorization;
- Services listed in the IEP must be provided at no cost to me;
- I have the right to withdraw consent at any time;
- Services listed in my child's IEP must be provided whether or not I give consent to bill Medicaid; and
- The school district must give me annual written notification of my rights regarding this consent.

As a parent of a child with a disability you have certain protections under the Procedural Safeguards of the Individuals with Disabilities Education Act (IDEA). You may obtain a copy of the pamphlet "[Procedural Safeguards in Special Education](#)" by clicking the link, or by requesting a copy from the school district.

For assistance in understanding the provisions of the Individuals with Disabilities Education Act (IDEA) you may contact your child's school, the Office of Public Instruction at (406) 444-5661, or the Montana Parent Information & Training Center at 1-877-870-1190.

October 2019

July 19, 2023

Dear _____,

Your child's Individual Education Program (IEP) includes special education and related services provided by our special education staff. One or more of the services included on your child's current IEP qualifies for reimbursement from Medicaid and other federally funded programs. **Schools in Montana routinely access Medicaid funding to help meet costs of providing special education services. Medicaid funds help support our school in our effort to continue to provide quality educational services.**

Recent changes in the federal special education law now require that we annually seek your permission to submit bills for reimbursement from public insurers such as Medicaid. This letter is asking your permission to bill Medicaid reimbursable services contained in your child's current IEP.

It is important to know that granting this permission to bill Medicaid and other federally funded programs *does not* reduce your ability to seek other Medicaid-covered health-related services outside the school setting. Medicaid does not have a maximum number of eligible visits for services to children nor does Medicaid have a lifetime maximum for services. Signing this approval to bill Medicaid and other federally funded programs will not interfere with your access to other health care services that are reimbursable by Medicaid or any other service.

Along with this request for permission to bill Medicaid and other federally funded programs, it is also necessary that we ask your permission to release information to these programs. Medicaid requires documentation of the services provided prior to making payment to our school. We are asking for your permission to share this documentation with Medicaid, other federally funded programs and our billing agent.

Be assured that any services your child, _____, receives from our district will continue whether or not you give us permission to release information or submit bills for reimbursement.

I **give permission** for the Browning School District to release information to Medicaid billing agents and **give permission** for the district to access Medicaid insurance and other federally funded programs for the duration of my child's current IEP.


I **deny permission** for the Browning School District to release information to Medicaid billing agents and **deny permission** for the district to access Medicaid insurance and other federally funded programs for the duration of my child's current IEP.

Signature

Date

Sincerely,

Director Special Services
Browning Public Schools
(406)338-3429

 Montana Office of Public Instruction <small>opi.mt.gov</small> Elsie Arntzen, Superintendent	<h2>Special Education Meeting Notice</h2>
Student Name	Today's Date
Parent Name(s)	IEP Manager and Phone Number

An **Evaluation Team Meeting** / **Individualized Education Program Team** meeting has been scheduled for _____ at _____. The meeting will be held at _____ in _____.

Date Time Location
Room

Topics for discussion will include, but are not limited to:

EVALUATION TEAM MEETING

- Any information you would like to share with the team
- Current classroom-based assessments
- Observations by teachers and related service providers
- Results of assessments in all areas related to the suspected disability
- The determination of a disability
- The determination of the need for special education and related services
- Recommendations for consideration by the IEP team regarding special education and related services
- Individual Family Service Plan (IFSP) for a 3 year old

IEP MEETING

- Parent and student information regarding strengths, educational concerns and preferences/interests
 - Consideration of special factors such as behavior, communication, limited English proficiency, and need for assistive technology
 - Participation in state/districtwide assessments
 - Extended school year
 - Measurable annual goals and short-term objectives or benchmarks
 - Participation in the general education program
 - General education accommodations and modifications
 - Special education and related services
 - Responsibilities for implementing the IEP
- For students age 16 and older:
- Secondary transition plan that includes needs and/or services
 - Graduation from high school
 - Transfer of parental rights to the adult student
 - Postsecondary goals

Those invited to attend include: (check all that apply)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Parent(s)/Guardian/Surrogate | <input type="checkbox"/> Speech/Language Pathologist |
| <input type="checkbox"/> Student* | <input type="checkbox"/> School Psychologist |
| <input checked="" type="checkbox"/> Administrator or Designee | <input type="checkbox"/> Part C Service Coordinator |
| <input checked="" type="checkbox"/> Regular Education Teacher(s)** | <input type="checkbox"/> Other Specialist (specify): _____ |
| <input checked="" type="checkbox"/> Special Education Teacher(s) or
Speech/Language Pathologist | <input type="checkbox"/> Outside Agencies (specify): _____ |

*The school district is required to invite the student if the IEP team will be considering postsecondary goals and transition services.

**The school district is not required to invite a regular education teacher for a Evaluation Team Meeting and/or IEP meeting for three and four year olds.

- In addition to those people listed above, you may invite other individuals to participate who have knowledge or special expertise regarding the student. The topics above are those proposed for discussion. This does not limit the topics related to this student's educational program that can be discussed at the meeting.

Please review the *Procedural Safeguards in Special Education* pamphlet as it describes the procedural safeguards in special education. Please contact the IEP Manager if you have questions prior to the meeting.

May 2017

Prior Written Notice

PRIOR WRITTEN NOTICE
 (34 CFR 300.503)

STUDENT INFORMATION

Student's Name	Initials	Birth Date	Age	Gender	Grade	Today's Date
Parent/Guardian Name	Parent/Guardian Address					
School District	School		Teacher			

ACTION(S) PROPOSED OR REFUSED

- Initiation or change in the evaluation of the student.
- Initiation or change in the identification of the student.
- Initiation or change in the educational placement of the student.
- Initiation or change in the provision of FAPE to the student.

DESCRIPTION OF THE SPECIFIC PROPOSED OR REFUSED ACTION(S): Additional Documentation attached

EXPLANATION OF WHY THE DISTRICT PROPOSED OR REFUSED TO TAKE THE ACTION(S): Additional Documentation attached

DESCRIPTION OF EACH EVALUATION PROCEDURE, ASSESSMENT, RECORD, OR REPORT THE DISTRICT USED AS A BASIS FOR THE PROPOSAL OR REFUSAL: Additional Documentation attached

DESCRIPTION OF EACH EVALUATION PROCEDURE, ASSESSMENT, RECORD, OR REPORT THE DISTRICT USED AS A BASIS FOR THE PROPOSAL OR REFUSAL (CONT.):

DESCRIPTION OF ANY OTHER OPTIONS THE DISTRICT CONSIDERED AND THE REASONS WHY THOSE OPTIONS WERE REJECTED:

Additional Documentation attached

DESCRIPTION OF OTHER FACTORS RELEVANT TO THE DISTRICT'S PROPOSAL OR REFUSAL TO TAKE THE ACTION:

Additional Documentation attached

As a parent of a child with a disability you have certain protections under the Procedural Safeguards of the Individuals with Disabilities Education Act (IDEA). You may obtain a copy of the pamphlet "[Procedural Safeguards in Special Education](#)" by clicking the link, or by requesting a copy from the school district.

For assistance in understanding the provisions of the Individuals with Disabilities Education Act (IDEA) you may contact your child's school, the Office of Public Instruction at (406) 444-5661, or the Montana Empowerment Center at 1-877-870-1190.

December 2020

Offer of a FAPE to a Parentally Placed Child with Disabilities in a Private School
(To be completed following initial identification)

Child's Name	Initials	Birth Date	Age	Gender M F	Grade	Today's Date
Parent(s) Name	Parent(s) Address				Home Phone	
Private Elementary or Secondary School	Initial Evaluation Date				Work Phone	
District in Which Child Resides	District in Which Private School is Located				Cell Phone	

Right To A Free Appropriate Public Education (FAPE) If Enrolled Full Time In The Public School

- On _____ (date), the Evaluation Team determined that your child is a child with a disability under the Individuals with Disabilities Education Act (IDEA).
- As a child with a disability, he/she is entitled to receive a free appropriate public education (FAPE) from the public school in whose district's boundaries he/she resides.
- The _____ public school district stands ready to provide a FAPE should you choose to enroll your child 100 percent of the time in the public school.

Right To A Reevaluation

Whether or not a child with a disability is enrolled in the public school, the child remains entitled to a reevaluation at least once every three years by the public school district in which the private school is located.

Participation Of Private School Children With Disabilities In IDEA-Funded Special Education And Related Services

- The IDEA provides for the participation of private school children with disabilities in IDEA-funded special education and related services.
- The funding for such services is based on the number of eligible children with disabilities attending private elementary and secondary schools within the boundaries of the public school district in which the private school is located.
- Decisions regarding the services to be provided, including which children will receive services, the type and location of such services, and how the services will be provided, are made by the public school district after consultation with representatives of private schools within the public school district's boundaries.
- If a child's needs fall within the type of services to be provided to private schools, the public school district will make those services available.
- No private school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in the public school.

Parent Response to Offer of a FAPE

_____ I do not intend to enroll my child in the public school program.

_____ I do intend to enroll my child in the public school district in which he/she resides and I want the public school to schedule an Individualized Education Program (IEP) meeting.

Parent(s) Signature _____

Date _____

Measurable Annual Goal(s) for Direct Service(s)

Empty table area for Measurable Annual Goal(s) for Direct Service(s)

Documentation Of Participation In Meeting

The following individuals, as indicated by their signatures, participated in the development of this Services Plan.

Parent/Guardian /Surrogate Date	Date	Parent/Guardian/Surrogate	
Private School Representative Date	Date	District of Service Representative	
Signature/Position	Date	Signature/Position	Date
Other	Date	Other	Date

Notice To Parent Regarding Availability Of A Free Appropriate Public Education (FAPE)

A child with disabilities, enrolled in a private school by a parent, has no right to receive some or all of the special education and related services that would be available if the child was enrolled in the public school. The district in which your child resides will provide free appropriate public education in accord with the Individuals with Disabilities Education Act (IDEA) if your child is enrolled 100 percent of the day in the public school. Please contact _____ at the public school district if you plan to enroll your child in the public school and want an Individualized Education Program (IEP) to provide special education and related services for your child.

Consent for Services As Identified In The Services Plan

I understand and consent to the services described in this Services Plan.

Parent/Adult Student

Date



2022 RECORD REVIEW
(Use this form to follow the electronic version of monitoring.)

- Timelines
 Sped Record Includes
 Referral
 Evaluation Plan
 Evaluation Report (ER)
 IEP
 LRE
 Transition
 Transfer

NOTE: Place a check in the above boxes only if you have checked that an item in that section is non-compliant. Do not check for concerns, only for non-compliance.

Student Initials:	Birthdate:	Age:	Gender:	Grade:
District:	School Building:	Case Manager:		
Disability:	Person Completing Record Review:			

NOTES: **Student Initials:** Use all three initials. **Age:** At date of most recent IEP. **School:** School currently attending. **Case Manager:** Name of current case manager, special education teacher or speech provider (if student only receives only speech services).

Dates					
	Referral	Evaluation Plan	Evaluation Report (ER) Meeting	IEP Meeting	IEP Amendment
Most Recent	Most Recent	Most Recent	Most Recent	Most Recent	Current IEP Year End
Previous		Previous	Previous	Previous	
Previous		Previous	Previous	Previous	

NOTES:



This symbol means that you will not find the information in the AIM system, only on the hard copy documents.

If over 60 days from the evaluation plan to the evaluation for an initial evaluation check one:

- No reason given.
- Student transferred districts during the 60-day timeline.
- The student did not participate in scheduled evaluations.
- Meeting rescheduled due to ___ parents ___ school district staff.
- District staff did not complete evaluation(s) in 60-day timeline.
- School not in session for all/part of the 60-day interval (summer/winter vacation).
- District and parent agreed to postpone evaluation report.
- Part C agency did not provide evaluation information in a timely manner.

Other, please explain: _____

SPECIAL EDUCATION RECORD INCLUDES:

A. Is this an Initial Evaluation?

B. Access log.



"Yes"	Record has an access log.
"No"	Record DOES NOT have an access log.
"NA"	Only for Do Not Qualify (DNQ)



C. Information about this student only.

Please note what needs to be corrected: _____

NOTE: Information about siblings contained in social histories or disciplinary records which contain information about other students is acceptable.

D. Evaluation Data (summaries of assessments, test protocols, et. al.).



What is missing? _____

NOTE: Test protocols must be kept in the special education records and not in the sole possession of a case manager, speech provider or school psychologist.

E. Progress Reports sent to parents.

NOTE: Progress reports may be in the special education record, stored with current IEP or be available from the special education teacher for the IEP in effect. Check "NA" if this is an initial IEP and the progress report period has not yet ended.

NOTES:

REFERRAL includes:

- Prior to 8/1/20** **Referral from another district** **Reconstructed**
- Current Document not in Record** _____ **Date of Referral**

NOTE: If you checked any of the boxes above, move to the next section without reviewing the document.

A. Regular education interventions tried.

NOTE: Attached documentation from pre-referral teams is acceptable and encouraged.

"Yes"	The documentation of general education interventions includes all four components on the referral form. (Dates, Implemented by, Intervention, Results of Intervention).
"No"	One or more of the components are missing, the interventions did not address the specific reason for referral or the duration of the interventions was too short to have an effect on the students.

B. Specific reasons for the referral.

"Yes"	The reasons for referral reflect the results of observations, assessments, and interventions (such as screening data, individualized test results, and pre-referral strategies).
"No"	The reasons for referral are vague or not related to the general education interventions ("having problems," "needs assistance").

C. Signature of person making referral.

Check this box if the parent signed as the referring person.



D. Parent signed as the referring person.



NOTES:



REFERRAL FOR COMPREHENSIVE EDUCATIONAL EVALUATION

STUDENT INFORMATION

Student's Name	Initials	Birth Date	Age	Gender	Grade	Today's Date
Parent/Guardian Name	Parent/Guardian Address			Home Phone:		
				Work Phone:		
Primary language of the student's home:	School District			School:		
English _____ Other: _____				Teacher:		

CURRENT EDUCATION PROGRAM

- | | | |
|--|--|---|
| <input type="checkbox"/> General Education | <input type="checkbox"/> Early Intervention Services | <input type="checkbox"/> Head Start |
| <input type="checkbox"/> Title 1 for: _____ | <input type="checkbox"/> School Counseling | <input type="checkbox"/> Private School |
| <input type="checkbox"/> Limited English Proficiency | <input type="checkbox"/> Gifted/Talented Program | <input type="checkbox"/> None |
| <input type="checkbox"/> Other: _____ | | |

IDEA PART C EARLY INTERVENTION (IF STUDENT RECEIVES OR HAS RECEIVED PART C SERVICES)

Date School Staff Met with Family: _____

School Staff Attending: _____

Agency: _____ Family Support Specialist: _____

Results: _____

PRESCHOOL SCREENING INFORMATION (FOR STUDENTS AGES 3-6 ONLY)

Screening Date: _____ Test Name: _____ Location: _____

Results: _____

STUDENT PERFORMANCE ON STANDARDIZED GROUP ACHIEVEMENT TESTS:

Test Date: _____ Test Name: _____ School: _____

Results: _____

_____**STUDENT CLASSROOM PERFORMANCE SUMMARY**

Yes No

 Student receives passing grades in all subject areas. If no, the student is currently failing in subject areas: _____ Student has been retained. If yes, student was retained in grade(s): _____ Student has received disciplinary action for inappropriate behavior. If yes, please explain or attach record: _____ Student's absences have affected classroom performance. If yes, please explain.

_____**GENERAL EDUCATION / OTHER INTERVENTIONS**

Dates	Implemented By	Intervention	Results of Intervention

SPECIFIC REASONS FOR REFERRAL FOR EVALUATION

Why is the student being referred for a comprehensive educational evaluation?

The student may have a disability which adversely affects the student's educational performance to the degree which requires special education and related services. The areas of concern that may need further evaluation are:

- | | | | |
|---|--|-------------------------------------|--|
| <input type="checkbox"/> Academic | <input type="checkbox"/> Assistive Technology/Services | <input type="checkbox"/> Behavioral | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Developmental | <input type="checkbox"/> Limited English Proficiency | <input type="checkbox"/> Physical | <input type="checkbox"/> Psychological |
| <input type="checkbox"/> Social/Emotional | <input type="checkbox"/> Other: _____ | | |

Printed Name of person making referral: _____

Signature of person making referral: _____ Date: _____

- Parent District

The public agency shall give the parent a copy of the child's Referral for Comprehensive Evaluation document at no cost to the parent.

Revocation of Consent for Services

PURPOSE: CFR 300.300(b) (4) A parent/guardian or adult student may revoke (withdraw) consent, in writing, for the continued provision of special education and related services (parents are not required to use a specific form for their revocation). If a parent revokes consent in writing, the district must honor the revocation and provide the parent with prior written notice identifying the date the district will stop providing services. The district may not use due process or mediation procedures to challenge the parent's revocation. Beginning the effective date indicated in the prior written notice, the district may no longer provide special education and related services to the child. The district is not required to amend the child's education records to remove references to the child's receipt of special education and related services. Once the revocation is effective, the student is no longer entitled to receive special education or related services, and the district will not be considered in violation of the requirement to make FAPE (a free, appropriate public education) available to your child.

REVOCAION (WITHDRAWAL) OF CONSENT FOR SERVICES

Date: _____

To: _____ *School District*

Re: _____ *Child*

By signing below, I acknowledge that:

1. The district will stop providing special education and related services to my child beginning the date identified in the written notice that will be given to me by the district;
2. The district cannot use dispute resolution options to challenge my right to terminate special education services for my child;
3. The district will no longer be required to conduct reevaluations, convene an IEP team meeting, or develop an IEP for my child;
4. The district will not be considered in violation of the requirement to make a free appropriate public education (FAPE) available to my child;
5. The district is not required to amend my child's education records to remove references to my child's receipt of special education and related services; and
6. My child will be subject to all of the same requirements that apply to general education students, such as academics, statewide and districtwide assessments, extracurricular activities, graduation requirements, discipline, and all other general education requirements.

I revoke my consent for special education and related services to be provided to my child or myself if I am an adult student.

Child's full name/Date of birth

Parent/Guardian/Adult student signature

Date

****PARENTS MUST BE GIVEN PRIOR WRITTEN NOTICE AFTER THEY REVOKE CONSENT****

January 2021

Revocation of Consent for Services - Written Notice

PURPOSE: CFR 300.300(b) (4) A parent/guardian or adult student may revoke (withdraw) consent, in writing, for the continued provision of special education and related services (parents are not required to use a specific form for their revocation). If a parent revokes consent in writing, the district must honor the revocation and provide the parent with prior written notice identifying the date the district will stop providing services. The district may not use due process or mediation procedures to challenge the parent's revocation. Beginning the effective date indicated in the prior written notice, the district may no longer provide special education and related services to the child. The district is not required to amend the child's education records to remove references to the child's receipt of special education and related services. Once the revocation is effective, the student is no longer entitled to receive special education or related services, and the district will not be considered in violation of the requirement to make FAPE (a free, appropriate public education) available to your child.

REVOCAION (WITHDRAWAL) OF CONSENT FOR SERVICES

Date: _____
To: _____ *School District*
Re: _____ *Child*

By signing below, I acknowledge that:

1. The district will stop providing special education and related services to my child beginning the date identified in the written notice that will be given to me by the district;
2. The district cannot use dispute resolution options to challenge my right to terminate special education services for my child;
3. The district will no longer be required to conduct reevaluations, convene an IEP team meeting, or develop an IEP for my child;
4. The district will not be considered in violation of the requirement to make a free appropriate public education (FAPE) available to my child;
5. The district is not required to amend my child's education records to remove references to my child's receipt of special education and related services; and
6. My child will be subject to all of the same requirements that apply to general education students, such as academics, statewide and districtwide assessments, extracurricular activities, graduation requirements, discipline, and all other general education requirements.

I revoke my consent for special education and related services to be provided to my child or myself if I am an adult student.

Child's full name/Date of birth

Parent/Guardian/Adult student signature

Date

****PARENTS MUST BE GIVEN PRIOR WRITTEN NOTICE AFTER THEY REVOKE CONSENT****

January 2021

Statewide Alternate Assessment Eligibility Worksheet

Elsie Arntzen, Superintendent

PO Box 202501
Helena, MT 59620-2501
406.444.5643
In-State Toll Free: 1.888.231.3393
TTY Users: 406.444.0235
09/01/09

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First **A+**



Appendix A: Participation Form

Alternate Assessment Participation Decision Documentation Page 1

The Montana Office of Public Instruction (OPI) offers Alternate Assessments based on alternate achievement standards in compliance with the U.S. Department of Education's federal regulations and guidance. A student must have an Individualized Education Program (IEP) to be considered for participation in an Alternate Assessment. All students, including students with disabilities are required by state and federal law to take part in the OPI's state assessments with or without accommodations. All students are expected to take part in state assessments in one of three ways:

1. Participate in the general education assessments without accommodations.
2. Participate in the general education assessments with accommodations.
3. Participate in Alternate Assessments when the participation criteria are met.

IEP teams should consider the [state published testing cycles](#) that will occur during the student's IEP year and include suitable instructional time before test windows. **The OPI's policies for accessibility recommend instructional use of accommodations at least 3 months before participation in state assessments.** These accommodations must be familiar to the student and must match those supports that are provided for in classroom instruction and local assessments throughout the school year. Parents/guardians must be knowledgeable about the planned accommodations for their child including awareness of the conditions under which the child will participate in the state assessment.

This form is intended to assist IEP teams in determining whether the student should participate in the general or Alternate Assessments and to address documentation requirements under the Individuals with Disabilities Education Act (IDEA). When completed, this form must be attached to the student's IEP.

Note: IEP teams should consult the OPI's [AIM Collection Schedule](#) to reference important test registration information that supports students with participation in Alternate Assessments. Alternate Assessment decisions must be determined by the **[Special Education Child Count Date]** for the OPI's annual determination of the percentage of Montana students that are eligible to participate in Alternate Assessments 90 days prior to the OPI's [published test windows](#) (see [34 CFR 200.6\(c\)\(3\)](#)).

OPI Alternate Assessment Systems

<input checked="" type="checkbox"/>	Test Name	Grades
<input type="checkbox"/>	Multi-State Alternate Assessment (MSAA) The MSAA is the alternate math and reading/language arts assessment for academic achievement reporting in Grades 3–8 and 11 for students with significant cognitive disabilities (SwSCD).	Grades 3–8 and 11
<input type="checkbox"/>	Alternate Montana Science Assessment (AMSA) The AMSA is the alternate science assessment for academic achievement reporting in Grades 5, 8, and 11 for students with significant cognitive disabilities (SwSCD).	Grades 5, 8, 11
<input type="checkbox"/>	Alternate ACCESS for ELLs (Alt ACCESS) Alt ACCESS is the alternate English Language Proficiency assessment for academic achievement reporting in Grades 1–12 for English Learners (EL) with significant cognitive disabilities (SwSCD).	Grades 1–12



Alternate Assessment Participation Decision Documentation Page 2

District Name:		Grade:	
Student Name:		DOB:	
Case Manager:		SSID:	

Grade	Content Area				
	None	English Language Arts	Math	Science	ELP
K					*
1					☑
2					☑
3		☑	☑		☑
4		☑	☑		☑
5		☑	☑	☑	☑
6		☑	☑		☑
7		☑	☑		☑
8		☑	☑	☑	☑
9					☑
10					☑
11		☑	☑	☑	☑
12					☑

Note: The gray cells indicate untested grades. All cells that are white are tested in the state of Montana. The IEP team must complete the parent/guardian notification of Alternate Assessment participation on Pages 6–7 of this form.

Check this box if Alternate Assessments are not administered at the student's grade level for this academic school year.

I affirm the student is not enrolled in any tested grade.

Continue to complete relevant sections in Pages 3–7.

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Alternate Assessment Participation Decision Documentation Page 3

To meet criteria for Alternate Assessments, the student must meet all four participation criteria.

Participation Criterion 1		Participation Criterion 2	
Does the student have a significant cognitive disability?		Does the student have an active IEP and receive services under the IDEA?	
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Participation Criterion 1 Descriptor Review of student records indicates a disability[ies] that significantly impact intellectual functioning and adaptive behavior. Note: Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.		Participation Criterion 2 Descriptor Test registration information within AIM/Infinite Campus must be as accurate and complete as possible for the appropriate identification of students eligible for the Alternate Assessments. Note: Districts must complete the Special Education Child Count and Assessment Registration Collections to be rostered by the OPI into the test delivery systems. IEP teams will ensure AIM/Infinite Campus is synced to ensure the Alternate Assessment checkbox is marked under the Statewide Assessments Editor for students who meet these participation criteria.	
Sources of Evidence for Criterion 1 (Check boxes if used.)			
<input type="checkbox"/>	Results of Individual Cognitive Ability Test		
<input type="checkbox"/>	Results of Adaptive Behavior Skills Assessment		
<input type="checkbox"/>	Results of Individual and Group Administered Achievement Tests		
<input type="checkbox"/>	Results of Informal Assessment		
<input type="checkbox"/>	Results of Individual Reading Assessments		
<input type="checkbox"/>	Results of District-wide Alternate Assessments		
<input type="checkbox"/>	Results of Language Assessments, including EL Language Assessments (if applicable).		
Describe the sources of evidence that were used for Criterion 1 and how that evidence supports eligibility.			
Source			
Description			

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Alternate Assessment Participation Decision Documentation Page 4

<p>Participation Criterion 3 Do the student's demonstrated cognitive abilities and adaptive behavior require substantial adjustments, or modifications, to the general curriculum? Note: The student is learning content <u>linked</u> to (derived from) the state content standards.</p>	<p>Participation Criterion 4 Does the student require direct and extensive instruction to acquire, maintain, generalize and transfer new skills? Note: The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and- age-appropriate curriculum.</p>														
<table border="1"> <tr> <td><input type="checkbox"/></td> <td>Yes</td> <td><input type="checkbox"/></td> <td>No</td> </tr> </table>	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<table border="1"> <tr> <td><input type="checkbox"/></td> <td>Yes</td> <td><input type="checkbox"/></td> <td>No</td> </tr> </table>	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No						
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No												
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No												
<p>Participation Criterion 3 Descriptor Goals and instructions listed in the IEP for this student <u>are linked</u> to the enrolled grade-level state standards and address knowledge and skills that are appropriate and challenging for this student. Goals are written to allow for suitable instructional time prior to test administration. Note: reference the short-term objectives and guidance as published in the Montana Special Education Document (see Page 90).</p>	<p>Participation Criterion 4 Descriptor The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across academic content.</p>														
<p>Sources of Evidence for Criterion 3 (check if used)</p>	<p>Sources of Evidence for Criterion 4 (check if used)</p>														
<table border="1"> <tr> <td><input type="checkbox"/></td> <td>Examples of Curriculum, Instructional Objectives and Materials including Work Samples</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Present Levels of Academic and Functional Performance, Goals, and Short-Term Objectives from the IEP</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Data from Scientific Research-based Interventions</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Progress Monitoring Data</td> </tr> </table>	<input type="checkbox"/>	Examples of Curriculum, Instructional Objectives and Materials including Work Samples	<input type="checkbox"/>	Present Levels of Academic and Functional Performance, Goals, and Short-Term Objectives from the IEP	<input type="checkbox"/>	Data from Scientific Research-based Interventions	<input type="checkbox"/>	Progress Monitoring Data	<table border="1"> <tr> <td><input type="checkbox"/></td> <td>Examples of Curriculum, Instructional Objectives, and Materials including Work Samples from Both School and Community-based Instruction</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Teacher Collected Data and Checklists</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Present Levels of Academic and Functional Performance, Goals, and Short-Term Objectives, and Post-School Outcomes from the IEP and the Transition Plan for Students Aged 16 and Older Unless State Policy or the IEP Team Determines a Younger Age is Appropriate.</td> </tr> </table>	<input type="checkbox"/>	Examples of Curriculum, Instructional Objectives, and Materials including Work Samples from Both School and Community-based Instruction	<input type="checkbox"/>	Teacher Collected Data and Checklists	<input type="checkbox"/>	Present Levels of Academic and Functional Performance, Goals, and Short-Term Objectives, and Post-School Outcomes from the IEP and the Transition Plan for Students Aged 16 and Older Unless State Policy or the IEP Team Determines a Younger Age is Appropriate.
<input type="checkbox"/>	Examples of Curriculum, Instructional Objectives and Materials including Work Samples														
<input type="checkbox"/>	Present Levels of Academic and Functional Performance, Goals, and Short-Term Objectives from the IEP														
<input type="checkbox"/>	Data from Scientific Research-based Interventions														
<input type="checkbox"/>	Progress Monitoring Data														
<input type="checkbox"/>	Examples of Curriculum, Instructional Objectives, and Materials including Work Samples from Both School and Community-based Instruction														
<input type="checkbox"/>	Teacher Collected Data and Checklists														
<input type="checkbox"/>	Present Levels of Academic and Functional Performance, Goals, and Short-Term Objectives, and Post-School Outcomes from the IEP and the Transition Plan for Students Aged 16 and Older Unless State Policy or the IEP Team Determines a Younger Age is Appropriate.														
<p>Describe the sources of evidence that were used for Criterion 3 and how that evidence supports eligibility.</p>	<p>Describe the sources of evidence that were used for Criterion 4 and how that evidence supports eligibility.</p>														
<p>Source</p>	<p>Source</p>														
<p>Description</p>	<p>Description</p>														

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Alternate Assessment Participation Decision Documentation Page 5

Note: If you answered "NO" to any of the above questions, the student must participate in the general assessment with or without accommodations based on individual student needs consistent with all state and federal laws and regulations ([ARM 10.56.104](#)). If all answers were "YES", then the student is eligible to participate in Alternate Assessment[s] and is considered to be a student with a significant cognitive disability. Students cannot be exempted from state testing through an IEP, 504 Plan, and/or an EL designation. For more information on special education in Montana, read the [Montana Special Education Guidance Document](#).

The following should **NOT** be considered in the eligibility determination process:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic achievement and other services received
6. Educational environment or instructional setting
7. Percent of time receiving special education services
8. EL status
9. Low reading level/achievement level
10. Anticipated disruptive behavior
11. Impact of test scores on accountability system
12. Administrator decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/augmentative communication to participate in assessment process)

Check this box to affirm the Alternate Assessment[s] participation decision was not based on any of the above non-examples shown.

I affirm the evidence shows that the decision for participating in Alternate Assessments was not based on the above list.

Continue to complete relevant sections in Pages 6–7.

IEP Team Statement of Assurance:

Our decision was based on multiple pieces of evidence that, when taken together, demonstrated that the Alternate Assessment is the most appropriate assessment for this student; that his/her academic instruction will be based on the Alternate Academic Achievement-Standards [AAA-S] [linked](#) to state content standards; that there is suitable instructional time prior to test administration; that the additional considerations listed above were not used to make this decision; and that any additional implications of this decision were discussed thoroughly with the student's IEP Team and parents/family.

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Alternate Assessment Participation Decision Documentation Page 6 Parent Notification Alternate Assessment Participation

Following the IEP Team's review of participation guidelines, the student is eligible for and will participate in the following assessments:

<input type="checkbox"/>	Yes	School Year _____ [enter]. The MSAA is the alternate math and reading/language arts assessment for academic achievement reporting in Grades 3–8 and 11 for students with significant cognitive disabilities (SwSCD).
<input type="checkbox"/>	Yes	School Year _____ [enter]. The AMSA is the alternate science assessment for academic achievement reporting in Grades 5, 8, and 11 for students with significant cognitive disabilities (SwSCD).
<input type="checkbox"/>	Yes	School Year _____ [enter]. Alt ACCESS is the alternate English Language Proficiency assessment for academic achievement reporting in Grades 1–12 for English Learners (EL) with significant cognitive disabilities (SwSCD).
Note: Alternate Assessment eligibility must be determined prior to the close of the <u>Fall Assessment Verification: Alternate Assessment Participation Status</u> on December 1 for the student to participate in Alternate Assessments that school year.		
<input type="checkbox"/>	No	(Student will participate in general state assessment with or without accommodations based on individual student needs consistent with all state and federal laws and regulations.)

Potential Consequences

Are there any effects or local policies that would preclude completion requirements for a regular high school diploma for the child participating in testing?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
--------------------------	------------	--------------------------	-----------

If yes, explain:

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Alternate Assessment Participation Decision Documentation Page 7

This IEP Team has determined the student is eligible to participate in Alternate Assessments as indicated in Pages 1–6 above.

Parent/Guardian/Family

					Agreement
Parent(s)/ Guardian			Date		<input type="checkbox"/>
	Signature	Signature			

Other IEP Team Members

					Agreement	
Signature:		Position:		Date:		<input type="checkbox"/>
Signature:		Position:		Date:		<input type="checkbox"/>
Signature:		Position:		Date:		<input type="checkbox"/>
Signature:		Position:		Date:		<input type="checkbox"/>
Signature:		Position:		Date:		<input type="checkbox"/>

Notes:

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Summary of Performance

Student's Name	Initials	Birthdate	Age	Gender M F	Grade	Today's Date
District/School	Date of Graduation					
IEP Manager and Phone Number						
Parent(s) Name	Parent(s) Address			Home Phone		
	E-mail:			Work Phone/Cell Phone		

Measurable Postsecondary Goals from most recent IEP: **IEP Date:** _____

Summary of Student's Academic Achievement and Functional Performance:

Recommendations for Meeting Postsecondary Goals:

July 2005

Transfer of Parental Rights – Parent Notice

Student's Name	Birth Date	Today's Date
Parent/Guardian Name	District/ School	

Dear _____,
(parent/legal guardian)

Your child will soon reach age 18. Under Montana state law, all rights accorded to parents of students with disabilities under the Individuals with Disabilities Education Act transfer to your child on his or her 18th birthday, unless you have been granted legal guardianship of your adult student.

At age 18, the student becomes responsible for making all decisions regarding future educational services. The district will continue to provide you with notice of Evaluation Team and Individualized Education Program meetings.

If you have questions, please contact me.

Sincerely,

IEP Manager

Phone Number

April 2017



Transfer of Parental Rights – Student Notice

Student's Name	Birth Date	Today's Date
Parent/Guardian Name	District/ School	

Dear _____,
(student)

Montana law states that you will become an adult at age 18. On your 18th birthday, all rights and responsibilities granted to your parents under the Individuals with Disabilities Education Act will transfer to you, unless a court has appointed your parents or another individual as your legal guardian.

At age 18, you can make your own educational decisions. Your parents will continue to receive notices of all Evaluation Team and Individualized Education Program meetings. Enclosed is a copy of the rights that will transfer to you at age 18 (*IDEA Special Education Part B Procedural Safeguards Notice*).

If you have questions, please contact me.


Sincerely,

IEP Manager

Phone Number

Enclosure: *IDEA Special Education Part B Procedural Safeguards Notice*
April 2017

Transfer Student Documentation

 Montana Office of Public Instruction Elsie Arntzen, Superintendent		Transfer Student Documentation	
Student Name	Initials	Birthdate	Today's Date
Parent(s) Name	Previous District/State		Date of Enrollment
	<u>Current</u> District/School		Date IEP Documentation Received:
Complete this section for all students who have transferred.			
Date of consultation with parent(s) _____ (date) An IEP was implemented on _____ (date)			
Complete this section for students who <u>transferred to Montana from another state.</u>			
On _____ (date) it was determined that:			
<input type="checkbox"/> The student is eligible to be identified as a student with a disability in the state of Montana. The student's disability category(ies) in the previous state is(are): _____ The student's disability category(ies) in Montana is(are): _____			
<input type="checkbox"/> A comprehensive initial evaluation must be conducted to determine if the student is eligible to be identified as a student with a disability in the state of Montana.			
Notes:			
_____ Administrator or Designee		_____ Special Education Teacher	

Appendix B

Browning Special Education Forms

Transportation

TRANSPORTATION - CONFIDENTIAL STUDENT INFORMATION FORM SCHOOL YEAR _____

The following information must be provided by parents/guardians for students requiring special transportation.
PLEASE PRINT

Name of Student _____ Date of Birth _____
School Year _____ Teacher _____ School _____
Home Address _____ Phone _____
Parent/Guardian Name _____
Mother's Work Phone _____ Father's Work Phone _____ Cell Phone _____
To School Pick-up at _____ Deliver To _____
From School Pick-up at _____ Deliver To _____

Days Attending: ___M ___T ___W ___Th ___F Class Time _____

EMERGENCY CONTACT (2)

Name _____ Phone _____
Name _____ Phone _____

EMERGENCY MEDICAL INFORMATION

Student's Doctor _____ Phone _____
Hospital Preference _____ Address _____
Allergies _____
Current Medication and Dosage _____
Special Instructions for Attending Physician _____

CHECK WHICH OF THE FOLLOWING ARE APPLICABLE:

- | | | | |
|---|--------------------------------------|--|--|
| <input type="checkbox"/> Verbal | <input type="checkbox"/> Non-verbal | <input type="checkbox"/> Ambulatory | <input type="checkbox"/> Non-ambulatory |
| <input type="checkbox"/> Epileptic | <input type="checkbox"/> Hemophiliac | <input type="checkbox"/> Mentally Disabled | <input type="checkbox"/> Visually Impaired |
| <input type="checkbox"/> Hearing Impaired | <input type="checkbox"/> Diabetic | <input type="checkbox"/> Medically Fragile | |
| <input type="checkbox"/> Other | | | |

SPECIAL BUS EQUIPMENT:

- Wheelchair Safety Vest Car Seat Lap Belt Other
(Car seats are required if under 40 lbs. or under 4 years old)

SPECIAL INSTRUCTIONS FOR MANAGING STUDENT:

SIGNATURE: Parent/Guardian _____ **Date** _____

Cc: Parent, Teacher, Transportation Office

PLEASE CALL 338-2952 WHEN YOUR CHILD IS NOT RIDING.

Parental Consent Letter

Browning Public Schools

Browning High School

105 HWY 89 North.

P.O. Box 610

Browning, MT 59417

Phone: (406) 338-2745 □ Fax: (406) 338-2844



Dear Parent;

As you are probably aware, written parental consent for initial and annual placement of your child with disabilities in special education and related services is required by Browning Public Schools prior to implementation of the Individual Education Plan (IEP). Browning Public Schools has attempted to schedule your child's annual Individual Education Plan (IEP) meeting at a time and in a way that is mutually convenient, but has been frustrated by your inability to attend and participate. Upon receipt of this notice, please contact your child's special education teacher to reschedule an IEP meeting to review his/her special education IEP. If you cannot attend an IEP meeting, please let us know. Included with this letter is a copy of your child's IEP for your review. We need your parental participation and consent for this annual placement in special education and related services.

If your written consent cannot be obtained in a timely manner, your child will be provided special education and related services according to his Individualized Education Plan (IEP) that was developed and reviewed by the IEP team and the school district. The initiation of special education and related services for your child will begin 15 days from the date of this notice. You do, nevertheless, retain the right to an impartial due process hearing.

Thank you for working with us on behalf of your child's education. We look forward to hearing from you. If you have questions, please feel free to either call me at 338-3429 or email me at maureens@bps.k12.mt.us.

Sincerely,

Director of Special Services

Parental Notice of Extended School Year Services

To: _____

From: _____

Date: _____

We are sending you this notice to advise you of Browning Schools' Extended School Year program (ESY) and rights that your child may have to ESY services.

What are ESY services? ESY services are individualized extensions of special education and related services that are provided to a student with a disability beyond the normal school year - for example, during school and summer vacations. ESY services are provided by Browning Schools so that students may maintain the skills they've learned during the school year. ESY services vary in intensity, location, type of service, and length of time depending upon each student's needs. They are provided by the district at no cost to parents.

ESY Services are NOT: Child Care Services;
A continuation of the total IEP provided during the regular school year;
Intended to teach new skills;
Required to be provided all day, every day, or each day during the normal school break; or
Automatically provided from year to year.

Who Can Receive ESY Services? Not every student with a disability is entitled to receive ESY services. Rather, students who are determined by their IEP team to need ESY services, based on the factors listed below, are entitled to receive them as part of a free appropriate public education.

Who determines whether my child is eligible for ESY services? Decisions about ESY eligibility are made through the IEP process. The student's IEP team, included parents and guardians, determine whether ESY services are necessary to receive a free appropriate public education, based on the following factors:

- the student's progress toward meeting current IEP goals and benchmarks/objectives;
- the nature and severity of the student's disability;
- the likelihood of regression caused by the school break and a failure to recover critical skills within a reasonable time period;
- the availability of alternative resources;
- the child's ability to interact with non-disabled peers;
- previous progress during disruption of services; • behavioral and physical impairments.

ESY eligibility is not limited to students with particular types of disabilities.

When is the determination for ESY services made? The determination is made either during the student's annual IEP meeting or sometime between January and March. Browning Schools will send you a Notice of Meeting for your participation.

Thank you very much.

Extended School Year (ESY): Decision – Making Guide

Extended School Year (ESY): Decision – Making Guide

Use this form with ESY eligibility determinations. This form should be included with the student's special education file, attached to the current IEP. Please forward a copy to the Special Education Director's office.

Student: _____ School: _____ Date: _____

CHECK ALL OF THE FACTORS BELOW THAT APPLY TO THIS STUDENT AND PROVIDE EVIDENCE THAT SUPPORTS EACH POINT TO BACK UP YOUR CONCLUSION(S).**

1. REGRESSION/RECOUPMENT ANALYSIS

a. The student experiences regression for mastered and partially mastered skills. That is, the student reverts to a lower level of functioning – evidenced by a measurable decrease in the level of skills or behavior – as a result of an interruption in educational programming.

SUPPORTING EVIDENCE:

b. The rate at which the student recoups or recovers skills and/or behavior specified in the IEP to a level demonstrated prior to an interruption of educational programming is insufficient.

SUPPORTING EVIDENCE:

c. The student's difficulties with regression and recoupment make it unlikely the student will maintain the skills relevant to IEP goals and benchmarks/objectives.

SUPPORTING EVIDENCE:

2. CRITICAL POINT ANALYSIS

a. Students are at a critical point of instruction (i.e., “emerging skills” and “breakthrough opportunities,”) and require time to practice or generalize.

SUPPORTING EVIDENCE:

b. Students are at a critical point of meeting the IEP goal of self- sufficiency and independence from caretakers.

SUPPORTING EVIDENCE:

c. Successive interruptions in educational programming would result in the student's withdrawal from the learning process.

SUPPORTING EVIDENCE:

3. SEVERITY OF DISABILITY

Student's disability is severe and significantly interferes with the student's ability to access and benefit from educational opportunities. SUPPORTING EVIDENCE:

4. EDUCATIONAL SUPPORT BY PARENTS

Parents are unable to provide educational support at home.

SUPPORTING EVIDENCE:

COMPLETE ESY SECTION OF IEP AND MARK EACH IEP GOAL THAT SHOULD BE A FOCUS OF ESY SERVICES, NOTING HOW MUCH ESY TIME SHOULD BE DEDICATED TO IT PER SESSION (e.g., next to IEP objective #1 write in “ESY 20 minutes/session”).

**** Evidence to justify the decision may include any of the following:**

- Progress on goals in consecutive IEPs;
- Results of tests, including criterion-referenced tests, curriculum-based assessments, continuous progress monitoring of skill acquisition; ecological life skills assessments, and other equivalent measures.
- Data and quarterly progress reports maintained by educators, therapists, and others who have had contact with the student before and after interruptions in the educational program;
- Reports by parents of negative changes in adaptive behaviors and other skill areas;
- Medical/other agency reports;
- Observations and opinions by educators, parents, and other supervising extracurricular activities.

5. OVERALL PROGRESS:

The student is not progressing.

SUPPORTING EVIDENCE:

Accommodations and Modifications Checklist

Student: _____ Grade: _____ Teacher: _____
Age: _____ Birth date: _____ Date of Report: _____

Textbooks

- Provide alternative books with similar concepts, but at an easier reading level.
- Provide audiotapes of textbooks and have the student follow the text while listening.
- Provide summaries of chapters.
- Provide interesting reading material at or slightly above the student’s comfortable reading level.
- Use peer readers.

- Use markers to highlight important textbook sections.
- Use word-for-word sentence fill-ins.
- Provide two sets of textbooks, one for home and one for school.
- Use index cards to record major themes.
- Provide the student with a list of discussion questions before reading the material.
- Give page numbers to help the student find answers.
- Provide books and other written materials in alternative formats such as Braille or large print.

Curriculum

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.).
- Specify and list exactly what the student will need to learn to pass. Review this frequently.
 - Modify expectations based on student needs (e.g., “When you have read this chapter, you should be able to list three reasons for the Civil War.”).
 - Give alternatives to long written reports (e.g., write several short reports, preview new audiovisual materials and write a short review, give an oral report on an assigned topic).
- Classroom Environment Develop individualized rules for the student.
- Evaluate the classroom structure against the student’s needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Seat the student away from windows or doorways.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Use alternatives to crossword puzzles or word finds.
- Maintain adequate space between desks.

Instruction

Directions

- Use both oral and printed directions.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have students repeat the directions for a task.
- Provide visual aids.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Time/transitions
 - Alert students several minutes before a transition from one activity to another is planned; give several reminders.
 - Provide additional time to complete a task.
 - Allow extra time to turn in homework without penalty.
 - Provide assistance when moving about the building.

Handwriting

- Use worksheets that require minimal writing.
- Use fill-in questions with space for a brief response rather than a short essay.
- Provide a “designated note-taker” or photocopy of other student or teacher notes.
- Provide a print outline with videotapes, etc.
- Provide a print copy of any assignments or directions written on the blackboard.
- Omit assignments that require copying, or let the student use a tape recorder to dictate answers.

Math

- Allow the student to use a calculator without penalty.
- Group similar problems together (e.g., all additions in one section).

- Provide fewer problems on a worksheet (e.g., 4 to 6 problems on a page, rather than 20 or 30).
- Require fewer problems to attain passing grades.
- Use enlarged graph paper to write problems to help the student keep numbers in columns.
- Provide a table of math facts for reference.
- Tape a number line to the student's desk.
- Read and explain story problems, or break problems into smaller steps.
- Use pictures or graphics.

Tests

- Go over directions orally.
- Go over directions using a visual organizer.
- Teach the student how to take tests (e.g., how to review, to plan time for each section).
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Use recognition tests (true-false, multiple choice, or matching) instead of essays.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Provide typed test materials, not tests written in cursive.
- Allow take-home or open-book tests.
- Provide possible answers for fill-in-the blank sections.
- Provide the first letter of the missing word.

Grading

- Include only achievement is included in grades; student behaviors (effort, participation, adherence to class rules, etc.) are reported elsewhere.
- For work submitted late, provide support for the learner; marks are not reduced.
- Seek only evidence that more work has resulted in a higher level of achievement, rather than giving points for extra credit or use bonus points;
- Apply other consequences and reassess to determine actual level of achievement instead of punishing academic dishonesty with reduced marks.
- Attendance is not considered in grade determination; absences are reported separately.
- Only individual achievement evidence is used; group scores are not included.
- Organize and report achievement evidence in grading records by standards/learning goals instead of summarizing into a single grade or grading by assessment methods only.
- Provide clear descriptions of achievement expectations; assign grades using appropriate & clear performance standards.
- Grades are not assigned based on student's achievement compared to other students; student's performance is compared to preset standards.
- Rely on evidence gathered from assessments that meet standards of quality; rely only on quality assessments.
- Consider other measures of central tendency and use professional judgment rather than relying on the mean.
- Don't include zeros in grade determination when evidence is missing or as punishment; use alternatives, such as reassessing to determine real achievement or use "I" for Incomplete or Insufficient evidence.
- Use only summative evidence to determine grades; evidence from formative assessments and practice direct instruction.
- When learning is developmental and will grow with time and repeated opportunities, don't summarize evidence accumulated over time; in those instances emphasize more recent achievement.
- Involve student in the grading process, allowing the opportunity for the student to play a role in assessment and grading that promote achievement.

Other

- Use Post-it notes to mark assignments in textbooks.
- Check progress and provide feedback often in the first few minutes of each assignment.
- Place a ruler under sentences being read for better tracking.
- Introduce an overview of long-term assignments so the student knows what is expected and when it is due.

- Break long-term assignments into small, sequential steps, with daily monitoring and frequent grading.
- Have the student practice presenting in a small group before presenting to the class.
- Hand out worksheets one at a time.
- Sequence work, with the easiest part first.
- Use blackline copies.
- Provide study guides and study questions that directly relate to tests.
- Reinforce students for recording assignments and due dates in a notebook.
- Draw arrows on worksheets, chalkboard, or overheads to show how ideas are related, or use other graphic organizers such as flow charts.

Behavior

- Arrange a “check-in” time to organize the day.
- Pair the student with a student who is a good behavior model for class projects.
- Modify school rules that may discriminate against the student.
- Use nonverbal cues to remind the student of rule violations.
- Amend consequences for rule violations (e.g., reward a forgetful student for remembering to bring pencils to class, rather than punishing the failure to remember).
- Minimize the use of punishment; provide positive as well as negative consequences.
- Develop an individualized behavior intervention plan that is positive and consistent with the student’s ability and skills.
- Increase the frequency and immediacy of reinforcement.
- Arrange for the student to leave the classroom voluntarily and go to a designated “safe place” when under high stress.
- Develop a system or a code word to let the student know when behavior is not appropriate.
- Ignore behaviors that are not seriously disruptive.
- Develop interventions for behaviors that are annoying but not deliberate (e.g., provide a small piece of foam rubber for the desk of a student who continually taps a pencil on the desktop).
- Be aware of behavior changes that relate to medication or the length of the school day; modify expectations, if appropriate.

Adaptive Physical Education (ADPE/APE) Referral Form

BPS ADAPTED PHYSICAL EDUCATION REFERRAL FORM

Student: _____ Date: _____

Teacher: _____ Date of Birth: _____

Building: _____ Parent/Guardian: _____

Present Placement: _____

Person Making Referral: _____

Reason for Referral:

Diagnosis: _____

A unique physical education need has been identified for the student: If no, give reasons for believing a unique physical education need exists. _____

Give test results, records, or reports upon which a referral is based. _____

Describe prior attempts to remediate student's performance. _____

Has parental contact been made? Yes _____ No _____

If yes, describe: _____

How does this problem interfere with the student's educational goals?

Classroom Teacher's Signature: _____ Date: _____

PE Teacher's Signature: _____ Date: _____

SPED Caseworker Signature: _____ Date: _____

Adaptive Physical Education (ADPE/APE) Classroom-based Observation Form

(Physical Observation during PE, Recess (inside/outside))

Child's Name: _____ Age: _____ Grade: _____

School: _____ Observation Date: _____

Circle the environment in which the observation took place:

Gym Playground Other: _____

****Examples of things to examine:* running, walking, jumping, skipping, kicking, throwing, balancing, bending, individual skills, group games/activities, etc.

Expectations for the Setting (Typical or not compared to same-aged peers?) *Describe:*

Movement & Mobility (Typical or not compared to same-aged peers?) *Describe:*

Assistive Devices & Supports (Typical or not compared to same-aged peers?) Does the student utilize assistive devices and supports to support his/her mobility in the classroom setting? *Describe:*

Other General Notes about students Physical or Gross Motor Skills (Typical or not compared to same-aged peers?) *Describe:*

Recommendations for Accommodations & Modifications to Support the Student in the General PE or Recess Setting *Describe:*

Observer Name: _____ *Date of Observation:* _____

BPS Adaptive Physical Education Decision-making Form

Adapted Physical Education (ADPE, APE): Adapted physical education is special education. It is a diversified program of developmental or remedial activities designed to enhance the gross motor abilities of students who have substantial medical, orthopedic, and/or neurological conditions that preclude the student from participating in the regular health enhancement/physical education program. Activities are generally adapted to meet the specific needs of the student and to allow him/her to participate as much as possible in the curriculum based on the student's IEP. The APE is to be implemented by a Physical Education Teacher, or a Special Education Teacher, but not by the physical or occupational therapist.

***MTOPI-OT/PT Guidelines Handbook (2018)

<i>Is the student eligible for special education services under IDEA?</i>	
YES	No
<p>**Assess needs of the student utilizing Physical assessments on the Evaluation Plan and through classroom-based observation of student's participation in physical education setting.</p> <p>1.) Does the student have a documented physical disability or impairment? YES NO</p> <p>2.) Does the student's disability significantly impact their ability to participate in regular physical education? YES NO</p> <p>3.) Can accommodations and/or modifications be implemented to support the student's participation in regular physical education? YES NO</p> <p>4.) Does the student require specialized equipment or significant modifications to participate in physical education? YES NO</p>	<p>*The student is not eligible for ADPE services</p>

BPS IEP SNAPSHOT

Demographic Information	
Name:	Guardians Name(s):
Eligibility:	Phone Number:
Grade Level:	Teacher(s):
Case Manager:	Next IEP Meeting:

Alerts:	
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Academic Services
<input type="checkbox"/> Integrated co teaching
<input type="checkbox"/> Push in support
<input type="checkbox"/> Pull out support
<input type="checkbox"/> Consult

Related Services	Service Day(s)/Time(s)
<input type="checkbox"/> Speech and Language Therapy	
<input type="checkbox"/> Occupational Therapy	
<input type="checkbox"/> Physical Therapy	
<input type="checkbox"/> APE/ADPE	
<input type="checkbox"/> Vision	
<input type="checkbox"/> Nurse/Health Plan	

Program Accommodations		Testing Accommodations	
<input type="checkbox"/> 1:1 teaching assistant	<input type="checkbox"/> Check for understanding	<input type="checkbox"/> Extended Time	<input type="checkbox"/> Breaks
<input type="checkbox"/> Repeat and rephrase directions	<input type="checkbox"/> Use of visual cards	<input type="checkbox"/> Tests Read	<input type="checkbox"/> Directions Read
<input type="checkbox"/> Directions simplified	<input type="checkbox"/> Program Teaching Assistant	<input type="checkbox"/> Directions Simplified	
<input type="checkbox"/> Additional wait time	<input type="checkbox"/> Repetition of new concepts	<input type="checkbox"/> Location and Minimal Distractions	
<input type="checkbox"/> Frequent Breaks	<input type="checkbox"/> Modified classwork	<input type="checkbox"/> Use of word processor	
<input type="checkbox"/> Positive reinforcement plan	<input type="checkbox"/> Adaptive Materials	<input type="checkbox"/> Access to Speech to text software	
<input type="checkbox"/> Sensory Breaks	<input type="checkbox"/> Pre Teaching of materials	<input type="checkbox"/> Separate Locations	
<input type="checkbox"/> Special Seating Arrangements	<input type="checkbox"/> Access to word processor	<input type="checkbox"/> On task focusing prompts	
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Administered in small group	
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	



Important Behavior Information:

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Measurable Annual Goal(s)

Subject:	Goal:

Notes:

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BPS Example of Case Manager Annual Implementation Plan (needs updates each year)

[Exapmle of Case Manager Annual Implementation Plan 23-24SY](#)

BPS Case Manager Annual Implementation Plan

2023-2024 School Year

Goal: To successfully provide case management services for IDEA students assigned to my caseload each year during the 23-24 SY as measured by timely completion of student annual IEPs, timely and consistent communication with IEP Team Members,

TO DO:	Check-points:
<p>August:</p> <ul style="list-style-type: none">Participate in BPS SPED Pre-Orientation Training Days (Aug 11)<ul style="list-style-type: none">MT OPI IEP Course on Teacher Learning HubSet-up an Annual IEP Timeline & Due Date CalendarMake contact with the family prior to the beginning of the SYParticipate in District PIR Days (August 15-17)Coordinate with TA to create an instructional schedule, lesson plans, data collection system to support caseload students throughout the yearCoordinate with General Education Teachers & Related Service Providers to create a coordinate consistent schedule for caseload studentsBegin providing Primary & Related Services for ALL caseload students by August 28thProvide & Document Receipt of Accommodations & Modifications to General Education Teachers by August 31st & submit to SPED Office by Sept 1Submit Daily/Weekly Class Schedule to Special Education Director by Sept 1 <p>September:</p> <ul style="list-style-type: none">Complete IEP Meetings & Submit IEPs to Colleen in the Special Services Office by 3:00 PM the 2nd Friday of the Following Month (October 13th)Submit Field Trip Request to Building Principal <p>October:</p> <ul style="list-style-type: none">Complete IEP Meetings & Submit IEPs to Colleen in the Special Services Office by 3:00 PM the 2nd Friday of the Following Month (November-10th)Submit Quarterly Progress Reports to SPED Office by October 28th <p>November:</p> <ul style="list-style-type: none">Complete IEP Meetings & Submit IEPs to Colleen in the Special Services Office by 3:00 PM the 2nd Friday of the Following Month (December 8th) <p>December:</p> <ul style="list-style-type: none">Complete IEP Meetings & Submit IEPs to Colleen in the Special Services Office by 3:00 PM the 2nd Friday of the Following Month (January 12th)Join us for the Annual Special Services Christmas Party to be held on Friday, December 15th during your Lunch Break! <p>January:</p> <ul style="list-style-type: none">Complete IEP Meetings & Submit IEPs to Colleen in the Special Services Office by 3:00 PM the 2nd Friday of the Following Month (February 9th)Submit Semester/Quarterly Progress Reports to SPED Office by Jan 26th <p>February:</p> <ul style="list-style-type: none">Complete IEP Meetings & Submit IEPs to Colleen in the Special Services Office by 3:00 PM the 2nd Friday of the Following Month (March 8th) <p>March:</p> <ul style="list-style-type: none">Complete IEP Meetings & Submit IEPs to Colleen in the Special Services Office by 3:00 PM the 2nd Friday of the Following Month (April 12th)Submit Classroom Requisition (\$200.00) for the 24-25 SY to Special Services by March 30th. <p>April:</p>	<p>BOY:</p> <ul style="list-style-type: none">Renewal UnitsIEP Calendar submitted the Special Services Director by End of Day August 11, 2023Parent Communication documented in the PLP Contact LogAccommodations & Modifications Signature Page for GEN ED submitted to the SPED Office by 9/1/23 End of DayWeekly/Daily Classroom Schedule submitted to the Director by 9/1/23Weekly Lesson Plans submitted to Building Principal as per Building-level PlanMonthly Submitted IEPs to the Special Services Office and a Review Meeting with Colleen <p>DURING the YEAR:</p> <ul style="list-style-type: none">Complete annual student IEPs, conduct the meeting, and implement the plan within designated timeframeSubmit completed IEPs to the Confidential Secretary by the monthly due dateCommunicate with the Special Services Director and Department Administrative Assistant if supplies or supports are needed.

<p>May:</p> <ul style="list-style-type: none"> • Complete IEP Meetings & Submit IEPs to Colleen in the Special Services Office by 3:00 PM the 2nd Friday of the Following Month (May 10th) • Complete IEP Meetings & Submit IEPs to Colleen in the Special Services Office by 3:00 PM the 2nd Friday of the Following Month (May 31st) • EOY Check-out with ALL completed IEP Paperwork & Special Education Documentation Submitted to the Special Services Office by May 31st @ 3:00 PM 	<ul style="list-style-type: none"> • Ensure the safety, supervision, and implementation of FAPE for your caseload students. <p>EOY:</p> <ul style="list-style-type: none"> • Complete annual EOY Staff Check-out Processes & Procedures
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Case Manager Steps in Preparation for a **SUCCESSFUL** Annual IEP Meeting

- 1) **30 Days Prior**-Create the NEW IEP in Infinite Campus
- 2) **Immediately**-Send an email to ALL RELATED SERVICE PROVIDERS of THE STUDENT to communicate about & coordinate with writing the annual IEP.
 - a) Speech/Language Therapist
 - b) Adaptive PE
 - c) Physical Therapist
 - d) Occupational Therapist
 - e) School Psychologist
- 3) **10+ Days Before the Meeting**-Contact the PARENT/GUARDIAN to schedule a date and/or time. (**recommended-begin process 30-days in advance of the IEP Due Date**)
- 4) **10+ Days Before the Meeting**-COORDINATE with Building Administration, Related Service Providers, General Education & Family to Schedule the Annual IEP
- 5) **10+ Days Before the Meeting**-Send out the PAPER MEETING NOTICE (to be mailed 10-days in advance)
- 6) **10+ Days Before the Meeting**-Send out a GOOGLE INVITE to ALL IEP TEAM MEMBERS within BPS and others OUTSIDE BPS who may need to join virtually
- 7) **3-5-Days Prior to the Meeting**-Complete a DRAFT of the Annual IEP PRIOR to the MEETING DATE to REVIEW, PROOFREAD, & EDIT and/or follow-up with Related Services Providers about needed adjustments.
- 8) **Day Before the Meeting**-Contact the PARENT/GUARDIAN to remind them of the meeting and EMAIL BPS IEP TEAM MEMBERS to REMIND them of the upcoming meeting.
- 9) **Day of the Meeting**-Print a DRAFT of the IEP and make several copies available for IEP TEAM participants, and have a copy of the PARENT PROCEDURAL SAFEGUARDS to provide the family at the meeting.
- 10) **During the Meeting**-Follow the Steps of CONDUCTING THE IEP MEETING, display the IEP on a digital screen (if available), take NOTES, make adjustments based on team member input (if needed), obtain parent signature for approval of the IEP (if agreeable), and gather ALL other required signatures of meeting participants at the meeting and ASAP for virtual participants.
- 11) **After the Meeting**-Review the IEP for completion/accuracy of ALL sections of the IEP before ending the meeting, double-check the approval check-box & guardian signature, and meeting participant signature page. SUBMIT to Special Services by the 2nd Friday of the FOLLOWING MONTH.

Appendix C

Montana Special Education Guidance Links

[AIM Special Education Guides](#)

[Assistive Technology](#)

[Dyslexia Information](#)

[Montana Special Education Guidance](#)

[OT/PT Guidelines](#)

[Collaborative Goals Fact Sheet](#)

[OT Fact Sheet](#)

[PT Fact Sheet](#)

[Paraprofessional Guide](#)

[Procedural Safeguards in Special Education and Spanish](#)

[Prior Written Notice Q&A](#)

[Speech-Language Pathology Service Guidelines](#)

[Educational Surrogate Parent Brochure](#)