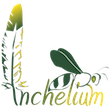
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**Child Find and**

**The Special Education Process Handbook**



**A commitment to cooperate between Inchelium Childcare, Inchelium Head Start and Inchelium School District No. 70 to achieve greatness through education for all students.**

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**Introduction**

Every student enrolled in a public or private school who receives special education and/or related services must have an Individualized Education Program (IEP). Each IEP must be designed for one student and must be truly individualized. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results. The IEP is the foundation of a quality education for each child with a disability.

To create an effective IEP the team must come together to look closely at each student's unique needs. The team pools knowledge, experience and commitment to design an educational program that will guide the delivery of special education supports and services for the student with a disability.

This guide explains the Special Education process leading up to an IEP, which is one of the most critical elements to ensure effective teaching, learning, and better results for all children with disabilities. The guide is designed to help teachers, parents and anyone involved in the education of a child with a disability to develop and carry out an IEP. The information in this guide is based on what is required by our nation's special education law--the Individuals with Disabilities Education Act, or IDEA.

IDEA requires certain information to be included in each child's IEP. It is useful to know, however, that states and local school systems often include additional information in IEPs in order to document that they have met certain aspects of federal or state law. Washington State’s Administrative Codes are included in this guide.

**The Special Education Process**

The writing of each student's IEP takes place within the larger picture of the special education process under IDEA. Before taking a detailed look at the IEP, it is helpful to look at how a student is identified as having a disability and needing special education and related services.

**Step 1. Child is identified as possibly needing special education and related services.**

"Child Find" The local public school district must identify, locate, and evaluate all children with disabilities within their district who need special education and related services. To do so, local public school districts conduct "Child Find" activities. A child may be identified by "Child Find," and parents may be asked if the "Child Find" system can evaluate their child. Parents can also call the "Child Find" system and ask that their child be evaluated. Any child enrolled in a Head Start/ ECEAP program must be screened using the ASQ-3 and the ASQ-SE within 45 days of enrollment. After completion of these screening tools Head Start staff will identify any children with large discrepancies in their scores and refer them to be evaluated for special education services. Any children that are identified to be “borderline” concern on the screening will participate in the child find screening that is scheduled twice per year. During the child find screening the special education team will conduct the DIAL-4 and identify any children that need to be referred for further evaluation. The Head Start staff and the special education team will work together to identify possible interventions that can be employed in order to help any children that are not identified for further evaluation. A sample letter is attached as appendix A for districts to notify the community of “Child Find” system. A “Referral for Special Education Evaluation” is attached, as well, as appendix B/M.

Referral or request for evaluation. A school professional may ask that a child be evaluated to see if he or she has a disability. Parents may also contact the child's teacher or other school professional to ask that their child be evaluated. This request may be verbal or in writing. Parental consent is needed before the child may be evaluated. Evaluation needs to be completed within 25 school days after the parent gives consent. If for any reason the school decides not to evaluate the parents must be given prior written notice stating the reason why. The parents then have the right to request an independent evaluation at the school’s expense.

Transfer Students When a student with a disability and an IEP in effect in his/her current school enrolls at a new school within the same school year, the new school must, upon enrollment:

• Make reasonable effort to obtain records from the previous school

• Ensure parents are consulted throughout the transfer process

• Immediately provide FAPE, including services comparable to those in the IEP from the previous school

• Within 30 school days of enrollment, either (1) adopt the student’s IEP from the previous school OR (2) develop and implement a new IEP based on the student’s strengths and needs in the new educational environment

Recommended Practices in Screenings

* Screening procedures should include multiple sources of information, with special attention to the family’s perspective in gathering information and reviewing results.
* The best screening procedures have predetermined decision rules to guide follow up of results.
* Screening results should only be used for the purpose they are developed: to identify children who will benefit from further assessment.
* Developmental screening instruments should be norm-referenced; sensory and early academic screenings that are criterion-referenced should have explicit standards for comparison.
* Screening instruments must have data available to document reliability and validity, as well as sensitivity and specificity.
* Screening procedures must be culturally and linguistically relevant.

Sample Screening Instruments for Early Childhood

* *Ages and Stages Questionnaires (ASQ)*, Brookes Publishing Company (available in Spanish, French, and Korean)
* *Battelle Developmental Inventory Screening Test*, Riverside Publishing
* *Developmental Indicators for Assessment of Learning (DIAL) III*, Pearson Assessments (includes Spanish materials)
* *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*, University of Oregon Center on Teaching and Learning
* *Early Screening Inventory-Revised (ESI-R)*, Pearson Early Learning (includes separate scoring for preschool and kindergarten)

Parents and Early Childhood Educators

Complete ASQ- 3/SE and hearing/vision screening within 45 days of enrollment

K-12 General Education Teachers and School Counselor

Identify students who may need special education services and refer to Student Support Team

Transfer students who are already receiving services immediately get referred to Special Education Team

School District

Provide written notification to all parents of students in the school district's jurisdiction regarding child find and the dates in which child find is scheduled

No Concerns Noted

Minor Discrepancies Noted

Large Discrepancies Noted

School District Special Education Team, Parents, Early Childhood Educators and K-12 General Education Teachers

Complete Referral for Evaluation

Within 25 school days of DIAL-4 screening

School District Special Education Team

Conduct DIAL-4 Screenings Written reports to parents/Head Start within 25 days

No Concerns Noted

Discuss and implement interventions as a team

Concerns Noted

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| **WAC 392-172A-02040 Child find.** (1) School districts shall conduct child find activities calculated to reach all students with a suspected disability for the purpose of locating, evaluating and identifying students who are in need of special education and related services, regardless of the severity of their disability. The child find activities shall extend to students residing within the school district boundaries whether or not they are enrolled in the public school system; except that students attending nonprofit private elementary or secondary schools located within the school district boundaries shall be located, identified and evaluated consistent with WAC 392-172A-04005. School districts will conduct any required child find activities for infants and toddlers, consistent with the child find requirements of the lead agency for Part C of the act.  (2) Child find activities must be calculated to reach students who are homeless, wards of the state, highly mobile students with disabilities, such as homeless and migrant students and students who are suspected of being a student with a disability and in need of special education, even though they are advancing from grade to grade.  (3) The school district shall have policies and procedures in effect that describe the methods it uses to conduct child find activities in accordance with subsections (1) and (2) of this section. Methods used may include but are not limited to activities such as:  (a) Providing written notification to all parents of students in the school district's jurisdiction regarding access to and the use of its child find system;  (b) Posting notices in school buildings, other public agency offices, medical facilities, and other public areas, describing the availability of child find;  (c) Offering preschool developmental screenings;  (d) Conducting local media informational campaigns;  (e) Coordinating distribution of information with other child find programs within public and private agencies; and  (f) Using internal district child find methods such as screening, reviewing district-wide test results, providing in-service education to staff, and other methods developed by the school district to identify, locate and evaluate students including a systemic, intervention based, process within a general education for determining the need for a special education referral. |

**Step 2. Child is evaluated.**

The evaluation must assess the child in all areas related to the child's suspected disability. The evaluation results will be used to decide the child's eligibility for special education and related services and to make decisions about an appropriate educational program for the child. If the parents disagree with the evaluation, they have the right to take their child for an Independent Educational Evaluation (IEE). They can ask that the school system pay for this IEE. The evaluation must be complete within 35 school days after consent is given. The school must have written consent to evaluate (appendix C) from the parents and give them Prior Written Notice (appendix D) before the evaluation. An assessment plan (appendix E) should also be completed prior to the evaluation beginning in order for the team to understand exactly what should be completed and the timeframes. If any records are requested from outside agencies the parents must give written permission for the record exchange (appendix F).

Parents

Give Consent for Evaluation

School District Special Education Team

Complete Prior Written Notice and Consent to Evaluate forms for parents

Within 25 school days of initial screening

School District Special Education Team, Parents, Early Childhood Educators and K-12 General Education Teachers

Complete Referral for Evaluation

Within 25 school days of initial screening

School District Special Education Team and Parents

Schedule initial evaluation within 35 school days after consent is given

School District Special Education Team

Complete the evaluation using a variety of assessment techniques within 60 calendar days of parental consent

School District Special Education Team

Complete an evaluation report and give parents a meeting invitation at least 10 days before the scheduled meeting

A full evaluation should include:

* health,
* vision and hearing,
* social and emotional status,
* general intelligence,
* academic performance,
* communicative status, and
* motor abilities

The evaluation must include a variety of assessment tools and strategies. Some ideas are:

* reviewing existing data (i.e. report cards, grade level test results)
* observation notes completed by professionals
* Wechsler Intelligence Scale for Children (3rd ed.)
* Stanford-Binet Intelligence Scale (4th ed.)
* Woodcock-Johnson III Tests of Cognitive Abilities
* Vineland Adaptive Behavior Scales (2nd ed.)
* Scales of Independent Behavior—Revised

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| **WAC 392-172A-03005 Referral and timelines for initial evaluations.** (1) A parent of a child, a school district, a public agency, or other persons knowledgeable about the child may initiate a request for an initial evaluation to determine if the student is eligible for special education. The request will be in writing, unless the person is unable to write.  (2) The school district must document the request for an initial evaluation and:  (a) Notify the parent that the student has been referred because of a suspected disability and that the district, with parental input, will determine whether or not to evaluate the student;  (b) Collect and examine existing school, medical and other records in the possession of the parent and the school district; and  (c) Within twenty-five school days after receipt of the request for an initial evaluation, make a determination whether or not to evaluate the student. The school district will provide prior written notice of the decision that complies with the requirements of WAC 392-172A-05010.  (3) When the student is to be evaluated to determine eligibility for special education services and the educational needs of the student, the school district shall provide prior written notice to the parent, obtain consent, fully evaluate the student and arrive at a decision regarding eligibility within:  (a) Thirty-five school days after the date written consent for an evaluation has been provided to the school district by the parent; or  (b) Thirty-five school days after the date the consent of the parent is obtained by agreement through mediation, or the refusal to provide consent is overridden by an administrative law judge following a due process hearing; or  (c) Such other time period as may be agreed to by the parent and documented by the school district, including specifying the reasons for extending the timeline.  (d) Exception. The thirty-five school day time frame for evaluation does not apply if:  (i) The parent of a child repeatedly fails or refuses to produce the child for the evaluation; or  (ii) A student enrolls in another school district after the consent is obtained and the evaluation has begun but not yet been completed by the other school district, including a determination of eligibility.  (e) The exception in (d)(ii) of this subsection applies only if the subsequent school district is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and subsequent school district agree to a specific time when the evaluation will be completed.  **WAC 392-172A-03020 Evaluation procedures.** (1) The school district must provide prior written notice to the parents of a student, in accordance with WAC 392-172A-05010 that describes any evaluation procedures the district proposes to conduct.  (2) In conducting the evaluation, the group of qualified professionals selected by the school district must:  (a) Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student, including information provided by the parent, that may assist in determining:  (i) Whether the student is eligible for special education as defined in WAC 392-172A-01175; and  (ii) The content of the student's IEP, including information related to enabling the student to be involved in and progress in the general education curriculum, or for a preschool child, to participate in appropriate activities;  (b) Not use any single measure or assessment as the sole criterion for determining whether a student's eligibility for special education and for determining an appropriate educational program for the student; and  (c) Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.  (3) Each school district must ensure that:  (a) Assessments and other evaluation materials used to assess a student:  (i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;  (ii) Are provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally unless it is clearly not feasible to so provide or administer;  (iii) Are used for the purposes for which the assessments or measures are valid and reliable. If properly validated tests are unavailable, each member of the group shall use professional judgment to determine eligibility based on other evidence of the existence of a disability and need for special education. Use of professional judgment shall be documented in the evaluation report;  (iv) Are administered by trained and knowledgeable personnel; and  (v) Are administered in accordance with any instructions provided by the producer of the assessments.  (b) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.  (c) Assessments are selected and administered so as best to ensure that if an assessment is administered to a student with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).  (d) If necessary as part of a complete assessment, the school district obtains a medical statement or assessment indicating whether there are any other factors that may be affecting the student's educational performance.  (e) The student is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.  (f) Assessments of students eligible for special education who transfer from one school district to another school district in the same school year are coordinated with those students' prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of full evaluations.  (g) In evaluating each student to determine eligibility or continued eligibility for special education service, the evaluation is sufficiently comprehensive to identify all of the student's special education and related service needs, whether or not commonly linked to the disability category in which the student has been classified.  (h) Assessment tools and strategies are used that provide relevant information that directly assists persons in determining the educational needs of the student. |

**Step 3. Eligibility is decided.**

A group of qualified professionals and the parents look at the child's evaluation results. Together, they decide if the child is a "child with a disability," as defined by IDEA. Parents must be given an invitation to attend a meeting (appendix G), a copy of the Procedural Safeguards and a copy of the Evaluation Report (appendix H/I). Once child is determined to be eligible or not for special education services an Eligibility Determination form should be completed (appendix J). If it is determined by the team that the child is not eligible the team should consider if a 504 Plan is necessary. Parents may ask for a hearing to challenge the eligibility decision. If the child is found to be a "child with a disability," as defined by IDEA, he or she is eligible for special education and related services. Within 30 calendar days after a child is determined eligible, the IEP team must meet to write an IEP for the child.

School District Special Education Team, Parents, General Education Teachers, and District Administrator

Consider a 504 plan if there is a medical diagnosis of a disability

School District Special Education Team, Parents and General Education Teachers

Conduct an evaluation meeting in which all data is reviewed and a determination of eligibility is established

Provide parents with a copy of the Procedural Safeguards Notice

Ineligible

Eligible

School District Special Education Team, Parents, General Education Teachers, and District Administrator

IEP Development

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| **WAC 392-172A-03040 Determination of eligibility.**  (1) Upon completion of the administration of assessments and other evaluation measures:  (a) A group of qualified professionals and the parent of the student determine whether the student is eligible for special education and the educational needs of the student; and  (b) The school district must provide a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent.  (2)(a) A student must not be determined to be eligible for special education services if the determinant factor is:  (i) Lack of appropriate instruction in reading, based upon the state's grade level standards;  (ii) Lack of appropriate instruction in math; or  (iii) Limited English proficiency; and  (b) If the student does not otherwise meet the eligibility criteria including presence of a disability, adverse educational impact and need for specially designed instruction.  (3) In interpreting evaluation data for the purpose of determining eligibility for special education services, each school district must:  (a) Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior; and  (b) Ensure that information obtained from all of these sources is documented and carefully considered.  (4) If a determination is made that a student is eligible for special education, an IEP must be developed for the student in accordance with WAC 392-172A-03090 through 392-172A-03135. |

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| **WAC 392-172A-03110 Development, review, and revision of IEP.**  (1) In developing each student's IEP, the IEP team must consider:  (a) The strengths of the student;  (b) The concerns of the parents for enhancing the education of their student;  (c) The results of the initial or most recent evaluation of the student; and  (d) The academic, developmental, and functional needs of the student.  (2)(a) When considering special factors unique to a student, the IEP team must:  (i) Consider the use of positive behavioral interventions and supports, to address behavior, in the case of a student whose behavior impedes the student's learning or that of others; and  (ii) Consider the language needs of the student as those needs relate to the student's IEP, for a student with limited English proficiency;  (iii) In the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student;  (iv) Consider the communication needs of the student, and in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode; and  (v) Consider whether the student needs assistive technology devices and services.  (b) A general education teacher of a student eligible for special education, as a member of the IEP team, must, to the extent appropriate, participate in the development of the student's IEP, including the determination of:  (i) Appropriate positive behavioral interventions and supports for the student; and  (ii) Supplementary aids and services, program modifications, and support for school personnel consistent with WAC 392-172A-01185.  (c) After the annual IEP team meeting for a school year, the parent of a student eligible for special education and the school district may agree not to convene an IEP team meeting for the purposes of making changes to the IEP, and instead may develop a written document to amend or modify the student's current IEP. If changes are made to the student's IEP the school district must ensure that the student's IEP team is informed of those changes and that other providers responsible for implementing the IEP are informed of any changes that affect their responsibility to the student, consistent with WAC 392-172A-03105(3).  (d) Changes to the IEP may be made either by the entire IEP team at an IEP team meeting, or as provided in (c) of this subsection, by amending the IEP rather than by redrafting the entire IEP. Upon request, a parent must be provided with a revised copy of the IEP with the amendments incorporated.  (e) To the extent possible, the school districts must encourage the consolidation of reevaluation meetings and other IEP team meetings for the student.  (b)(i) Subject to (b)(ii) of this subsection, the IEP team of a student with a disability who is convicted as an adult under state law and incarcerated in an adult prison may modify the student's IEP or placement if the state has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated.  (ii) Contents of the IEP and LRE (least restrictive environment) requirements do not apply with respect to the modifications described in (b)(i) of this subsection. |

**Step 4. IEP meeting is scheduled.**

The school system schedules and conducts the IEP meeting. This is good time to give the parents an input form so that school staff are aware of any and all parental concerns. If any member of the IEP team is not able to attend the parents must give written permission for the absence (appendix K). School staff must:

* contact the participants, including the parents in writing (appendix G)
* complete a prior written notice form (appendix D)
* notify parents early enough to make sure they have an opportunity to attend;
* schedule the meeting at a time and place agreeable to parents and the school;
* tell the parents the purpose, time, and location of the meeting;
* tell the parents who will be attending; and
* tell the parents that they may invite people to the meeting who have knowledge or special expertise about the child.

School District Special Education Team

Schedule and IEP meeting within 30 days of the eligibility determination. Complete a prior written notice form and a meeting invitation and give to parents at least 10 days prior to the meeting

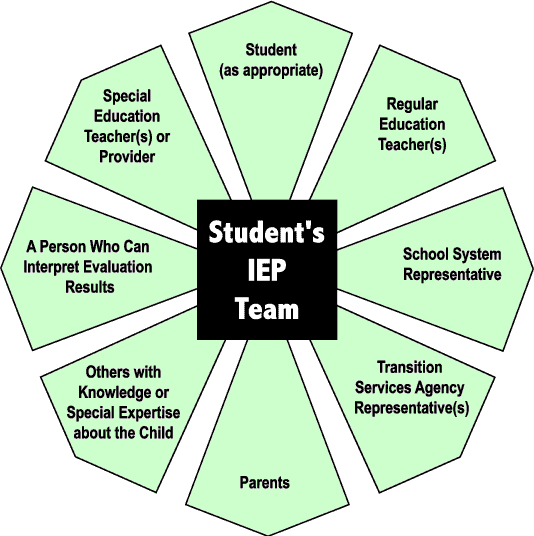
School District Special Education Team, Parents, General Education Teachers, and District Administrator

Conduct an IEP meeting to develop the IEP. This may require multiple meetings

Provide parents with a copy of the Procedural Safeguards Notice

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| **WAC 392-172A-03100 Parent participation.** A school district must ensure that one or both of the parents of a student eligible for special education are present at each IEP team meeting or are afforded the opportunity to participate, including:  (1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and  (2) Scheduling the meeting at a mutually agreed on time and place.  (3) The notification required under subsection (1) of this subsection must:  (a) Indicate the purpose, time, and location of the meeting and who will be in attendance; and  (b) Inform the parents about the provisions relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the student, and participation of the Part C service coordinator or other designated representatives of the Part C system as specified by the state lead agency for Part C at the initial IEP team meeting for a child previously served under Part C of IDEA.  (4) Beginning not later than the first IEP to be in effect when the student turns sixteen, or younger if determined appropriate by the IEP team, the notice also must:  (a) Indicate that a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the student and that the agency will invite the student; and  (b) Identify any other agency that will be invited to send a representative.  (5) If neither parent can attend an IEP team meeting, the school district must use other methods to ensure parent participation, including video or telephone conference calls.  (6) A meeting may be conducted without a parent in attendance if the school district is unable to convince the parents that they should attend. In this case, the public agency must keep a record of its attempts to arrange a mutually agreed on time and place, such as:  (a) Detailed records of telephone calls made or attempted and the results of those calls;  (b) Copies of correspondence sent to the parents and any responses received; and  (c) Detailed records of visits made to the parent's home or place of employment and the results of those visits.  (7) The school district must take whatever action is necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.  (8) The school district must give the parent a copy of the student's IEP at no cost to the parent. |

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| **WAC 392-172A-05010 Prior notice and contents.**  (1) Written notice that meets the requirements of subsection (2) of this section must be provided to the parents of a student eligible for special education, or referred for special education a reasonable time before the school district:  (a) Proposes to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE to the student; or  (b) Refuses to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE to the student.  (2) The notice required under this section must include:  (a) A description of the action proposed or refused by the agency;  (b) An explanation of why the agency proposes or refuses to take the action;  (c) A description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action;  (d) A statement that the parents of a student eligible or referred for special education have protection under the procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;  (e) Sources for parents to contact to obtain assistance in understanding the procedural safeguards and the contents of the notice;  (f) A description of other options that the IEP team considered and the reasons why those options were rejected; and  (g) A description of other factors that are relevant to the agency's proposal or refusal.  (3)(a) The notice required under subsections (1) and (2) of this section must be:  (i) Written in language understandable to the general public; and  (ii) Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.  (b) If the native language or other mode of communication of the parent is not a written language, the school district must take steps to ensure:  (i) That the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;  (ii) That the parent understands the content of the notice; and  (iii) That there is written evidence that the requirements in (b) of this subsection have been met. |



**Step 5. IEP meeting is held and the IEP is written.**

The IEP team gathers to talk about the child's needs and write the student's IEP. Parents and the student (when appropriate) are part of the team. If the child's placement is decided by a different group, the parents must be part of that group as well. If any members of the IEP team cannot attend the meeting the parents must give written permission excusing those members (appendix K).

Before the school system may provide special education and related services to the child for the first time, the parents must give consent. The child begins to receive services as soon as possible after the meeting. The IEP must be complete and signed within 30 days of the eligibility determination. A sample IEP form is attached as appendix L

If the parents do not agree with the IEP and placement, they may discuss their concerns with other members of the IEP team and try to work out an agreement. If they still disagree, parents can ask for mediation, or the school may offer mediation. Parents may file a complaint with the state education agency and may request a due process hearing, at which time mediation must be available.

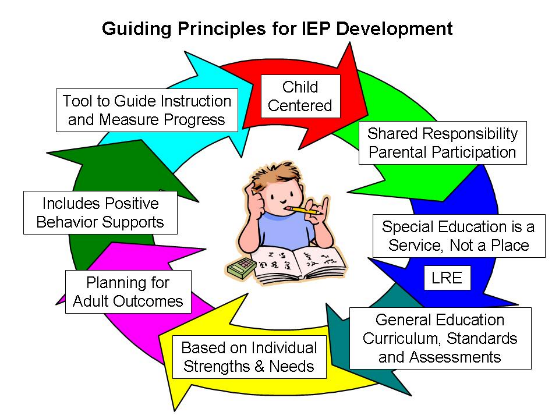
School District Special Education Team

Schedule and IEP meeting within 30 days of the eligibility determination. Complete a prior written notice form and a meeting invitation and give to parents at least 10 days prior to the meeting

School District Special Education Team, Parents, General Education Teachers, and District Administrator

Conduct an IEP meeting to develop the IEP. This may require multiple meetings

Provide parents with a copy of the Procedural Safeguards Notice



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| **WAC 392-172A-03110 Development, review, and revision of IEP.**  (1) In developing each student's IEP, the IEP team must consider:  (a) The strengths of the student;  (b) The concerns of the parents for enhancing the education of their student;  (c) The results of the initial or most recent evaluation of the student; and  (d) The academic, developmental, and functional needs of the student.  (2)(a) When considering special factors unique to a student, the IEP team must:  (i) Consider the use of positive behavioral interventions and supports, to address behavior, in the case of a student whose behavior impedes the student's learning or that of others; and  (ii) Consider the language needs of the student as those needs relate to the student's IEP, for a student with limited English proficiency;  (iii) In the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student;  (iv) Consider the communication needs of the student, and in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode; and  (v) Consider whether the student needs assistive technology devices and services.  (b) A general education teacher of a student eligible for special education, as a member of the IEP team, must, to the extent appropriate, participate in the development of the student's IEP, including the determination of:  (i) Appropriate positive behavioral interventions and supports for the student; and  (ii) Supplementary aids and services, program modifications, and support for school personnel consistent with WAC 392-172A-01185.  (c) After the annual IEP team meeting for a school year, the parent of a student eligible for special education and the school district may agree not to convene an IEP team meeting for the purposes of making changes to the IEP, and instead may develop a written document to amend or modify the student's current IEP. If changes are made to the student's IEP the school district must ensure that the student's IEP team is informed of those changes and that other providers responsible for implementing the IEP are informed of any changes that affect their responsibility to the student, consistent with WAC 392-172A-03105(3).  (d) Changes to the IEP may be made either by the entire IEP team at an IEP team meeting, or as provided in (c) of this subsection, by amending the IEP rather than by redrafting the entire IEP. Upon request, a parent must be provided with a revised copy of the IEP with the amendments incorporated.  (e) To the extent possible, the school districts must encourage the consolidation of reevaluation meetings and other IEP team meetings for the student.  (b)(i) Subject to (b)(ii) of this subsection, the IEP team of a student with a disability who is convicted as an adult under state law and incarcerated in an adult prison may modify the student's IEP or placement if the state has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated.  (ii) Contents of the IEP and LRE (least restrictive environment) requirements do not apply with respect to the modifications described in (b)(i) of this subsection. |

**Step 6. Services are provided.**

The school makes sure that the child's IEP is being carried out as it was written. Parents are given a copy of the IEP. Each of the child's teachers and service providers has access to the IEP and knows his or her specific responsibilities for carrying out the IEP. This includes the accommodations, modifications, and supports that must be provided to the child, in keeping with the IEP. Parents can request to review and/or revise the IEP at any time.

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| **WAC 392-172A-03105 When IEPs must be in effect.**  (1) At the beginning of each school year, each school district must have an IEP in effect for each student eligible for special education that it is serving through enrollment in the district.  (2) For an initial IEP, a school district must ensure that:  (a) The school district holds a meeting to develop the student's IEP within thirty days of a determination that the student is eligible for special education and related services; and  (b) As soon as possible following development of the IEP, special education and related services are made available to the student in accordance with the student's IEP.  (3) Each school district must ensure that:  (a) The student's IEP is accessible to each general education teacher, special education teacher, related services provider, and any other service provider who is responsible for its implementation; and  (b) Each teacher and provider described in (a) of this subsection is informed of:  (i) His or her specific responsibilities related to implementing the student's IEP; and  (ii) The specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP.  (4) If a student eligible for special education transfers from one school district to another school district within the state and has an IEP that was in effect for the current school year from the previous school district, the new school district, in consultation with the parents, must provide FAPE to the student including services comparable to those described in the student's IEP, until the new school district either:  (a) Adopts the student's IEP from the previous school district; or  (b) Develops, adopts, and implements a new IEP that meets the applicable requirements in WAC 392-172A-03090 through 392-172A-03110.  (5) If a student eligible for special education transfers from a school district located in another state to a school district within the state and has an IEP that is in effect for the current school year from the previous school district, the new school district, in consultation with the parents, must provide FAPE to the student including services comparable to those described in the student's IEP, until the new school district:  (a) Conducts an evaluation to determine whether the student is eligible for special education services in this state, if the school district determines an evaluation is necessary to establish eligibility requirements under state standards; and  (b) Develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in WAC 392-172A-03090 through 392-172A-03110. |

**Step 7. Progress is measured and reported to parents.**

The child's progress toward the annual goals is measured, as stated in the IEP. His or her parents are regularly informed of their child's progress and whether that progress is enough for the child to achieve the goals by the end of the year. These progress reports must be given to parents at least as often as parents are informed of their nondisabled children's progress. Parents can request to review and/or revise the IEP at any time.

School District Special Education Team

Monitor and report progress towards goals to parents at least as often as general education report cards are issued

School District Special Education Team

Provide services as outlined in the IEP

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| **Sec. 300.320 Definition of individualized education program.**  [(a)](http://idea.ed.gov/explore/view/p/%2Croot%2Cregs%2C300%2CD%2C300%252E320%2Ca%2C)General. As used in this part, the term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with Sec. Sec. 300.320 through 300.324, and that must include--  [(3)](http://idea.ed.gov/explore/view/p/%2Croot%2Cregs%2C300%2CD%2C300%252E320%2Ca%2C3%2C)A description of--  [(i)](http://idea.ed.gov/explore/view/p/%2Croot%2Cregs%2C300%2CD%2C300%252E320%2Ca%2C3%2Ci%2C)How the child's progress toward meeting the annual goals described in paragraph (2) of this section will be measured; and  [(ii)](http://idea.ed.gov/explore/view/p/%2Croot%2Cregs%2C300%2CD%2C300%252E320%2Ca%2C3%2Cii%2C)When periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided; |

**Step 8. IEP is reviewed.**

The child's IEP is reviewed by the IEP team at least once a year, or more often if the parents or school ask for a review. If necessary, the IEP is revised. Parents, as team members, must be invited to attend these meetings. Parents can make suggestions for changes, can agree or disagree with the IEP goals, and agree or disagree with the placement.

If parents do not agree with the IEP and placement, they may discuss their concerns with other members of the IEP team and try to work out an agreement. There are several options, including additional testing, an independent evaluation, or asking for mediation or a due process hearing. They may also file a complaint with the state education agency.

School District Special Education Team

Provide services as outlined in the IEP

School District Special Education Team

Monitor and report progress towards goals to parents at least as often as general education report cards are issued

School District Special Education Team

Annually schedule and IEP meeting. Complete a prior written notice form and a meeting invitation and give to parents at least 10 days prior to the meeting

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| **WAC 392-172A-03110 Development, review, and revision of IEP.**  (3) Each public agency must ensure that, subject to subsections (4) and (5) of this section the IEP team:  (a) Reviews the student's IEP periodically, but not less than annually, to determine whether the annual goals for the student are being achieved; and  (b) Revises the IEP, as appropriate, to address:  (i) Any lack of expected progress toward the annual goals described in WAC 392-172A-03090 (1)(b) and in the general education curriculum, if appropriate;  (ii) The results of any reevaluations;  (iii) Information about the student provided to, or by, the parents, as described under WAC 392-172A-03025;  (iv) The student's anticipated needs; or  (v) Other matters.  (4) In conducting a review of the student's IEP, the IEP team must consider the special factors described in subsection (2)(a) of this section.  (5) A general education teacher of the student, as a member of the IEP team, must, consistent with subsection (2)(b) of this section, participate in the review and revision of the IEP of the student.  (6)(a) If a participating agency, other than the school district, fails to provide the transition services described in the IEP in accordance with WAC 392-172A-03090 (1)(j), the school district must reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.  (b) Nothing in this chapter relieves any participating agency, including a state vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students eligible for special education services who meet the eligibility criteria of that agency.  (7)(a) The following requirements do not apply to students eligible for special education who are convicted as adults under state law and incarcerated in adult prisons:  (i) The requirement that students eligible for special education participate in district or statewide assessments.  (ii) The requirements related to transition planning and transition services, if the student's eligibility for special education services will end because of their age, before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release. |

**Step 9. Child is reevaluated.**

At least every three years the child must be reevaluated. This evaluation is often called a "triennial." Its purpose is to find out if the child continues to be a "child with a disability," as defined by IDEA, and what the child's educational needs are. However, the child must be reevaluated more often if conditions warrant or if the child's parent or teacher asks for a new evaluation. During the reevaluation all previous timelines must be adhered to and the child continues to receive previously agreed upon services.

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| **WAC 392-172A-03015 Reevaluation timelines.**  (1) A school district must ensure that a reevaluation of each student eligible for special education is conducted in accordance with WAC 392-172A-03020 through 392-172A-03080 when:  (a) The school district determines that the educational or related service needs, including improved academic achievement and functional performance, of the student warrant a reevaluation; or  (b) If the child's parent or teacher requests a reevaluation.  (2) A reevaluation conducted under subsection (1) of this section:  (a) May occur not more than once a year, unless the parent and the school district agree otherwise; and  (b) Must occur at least once every three years, unless the parent and the school district agree that a reevaluation is unnecessary.  (3) Reevaluations shall be completed within:  (a) Thirty-five school days after the date written consent for an evaluation has been provided to the school district by the parent;  (b) Thirty-five school days after the date the refusal of the parent was overridden through due process procedures or agreed to using mediation; or  (c) Such other time period as may be agreed to by the parent and documented by the school district, within the time frames in subsection (2) of this section. |

Special Education Process Flow Chart

Parents and Early Childhood Educators

Complete ASQ- 3/SE within 45 days of enrollment

K-12 General Education Teachers and School Counselor

Identify students who may need special education services and refer to Student Support Team

Transfer student’s who are already receiving services immediately get referred to Special Education Team

School District

Provide written notification to all parents of students in the school district's jurisdiction regarding child find and the dates in which child find is scheduled

No Concerns Noted

Minor Discrepancies Noted

Large Discrepancies Noted

School District Special Education Team

Conduct DIAL-4 Screenings

Concerns Noted

No Concerns Noted

Discuss and implement interventions as a team

School District Special Education Team, Parents, Early Childhood Educators and K-12 General Education Teachers

Complete Referral for Evaluation

Within 25 school days of DIAL-4 screening

School District Special Education Team

Complete the evaluation using a variety of assessment techniques within 60 calendar days of parental consent

School District Special Education Team

Complete Prior Written Notice and Consent to evaluate forms for parents

Within 25 school days of DIAL-4 screening

School District Special Education Team

Complete an evaluation report and give parents a meeting invitation at least 10 days before the scheduled meeting

School District Special Education Team and Parents

Schedule initial evaluation within 35 school days after consent is given

Parents

Complete Consent for Evaluation

School District Special Education Team

Every 3 years complete a reevaluation

School District Special Education Team, Parents, General Education Teachers, and District Administrator

Conduct an IEP meeting to develop the IEP. This may require multiple meetings

Provide parents with a copy of the Procedural Safeguards Notice

School District Special Education Team

Schedule and IEP meeting within 30 days of the eligibility determination. Complete a prior written notice form and a meeting invitation and give to parents at least 10 days prior to the meeting

School District Special Education Team, Parents and General Education Teachers

Conduct an evaluation meeting in which all data is reviewed and a determination of eligibility is established

Provide parents with a copy of the Procedural Safeguards Notice

School District Special Education Team

Provide a copy of the IEP to parents and general education teachers

School District Special Education Team

Annually schedule and IEP meeting. Complete a prior written notice form and a meeting invitation and give to parents at least 10 days prior to the meeting

School District Special Education Team

Provide services as outlined in the IEP

School District Special Education Team

Monitor and report progress towards goals to parents at least as often as general education report cards are issued

Eligible

Ineligible

School District Special Education Team, Parents, General Education Teachers, and District Administrator

Consider a 504 plan for students with disabilities who have been found to be ineligible for Special Education Services

References

Archived: Guide to the Individualized Education Program. Retrieved August 25, 2016, from http://www2.ed.gov/parents/needs/speced/iepguide/index.html#process

Building the Legacy: IDEA 2004. (n.d.). Retrieved October 7, 2016, from http://idea.ed.gov/explore/home

Special Education Washington Administrative Code and Federal IDEA. Retrieved August 31, 2016, from http://www.k12.wa.us/SpecialEd/regulations.aspx

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| MP910221037[1]  **Child Find Screening**  **What is a Child Find Screening?**  Screening is a **free** check of your child's developmentincluding:   Large muscle development   Eye-hand coordination (fine motor skills)   Communication   Concepts   Personal-social skills   Self-help skills  **What is the purpose of a Child Find Screening?**  The purpose of the screen is to identify any factors that may interfere with your child's learning, growth, and development.  The screening is also provided to help parents identify their child's strengths and weaknesses and provide home suggestions.  **What happens during a Child Find Screening?**  During the screening, your child may stack small blocks, cut with a scissors, draw, count, name colors, jump, and have fun! Following the screening, a trained professional will talk with you about the results of the screening. You will have the opportunity to ask any questions about your child’s development. You may be given home suggestions, referred on for further testing, or be scheduled to have skills rechecked at a later date. The screening process usually takes about 45 minutes. Who is eligible to be screened? Any child, birth to age five, whose family or care givers would like more information about their child’s development. All school districts within Washington State have Child Find screenings available. If your family is living in a temporary situation, you may contact the district where you are staying to attend a screening. Where can I go for screening? For more information and to schedule a screening, please contact:  A Real Person  XYZ School District  1234 School Lane  Anywhere, WA 98765 |

**REFERRAL FOR SPECIAL EDUCATION EVALUATION**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student name: | | | Appendix B | | | | | | Date district received referral: | | | | | | | | | | |  | | |
| Student ID #: | |  | | | | | Birth date: | | | | | |  | | | | Grade: | | |  | Age: |  |
| Home School: | | |  | | | | | | | | | | | | | Gender: | | | |  | | |
| Race/Ethnicity: | | | |  | | | | Primary Language in Home: | | | | | | | | | |  | | | | |
| Parent/Guardian Name(s): | | | | |  | | | | | | | | | E-mail address: | | | | |  | | | |
| Address: |  | | | | | | | | | | City/State/Zip: | | | |  | | | | | | | |
| Home Phone: | |  | | | | | | | | | | Work Phone: | | |  | | | | | | | |
| Is a surrogate parent needed? | | | | | | Yes  No | | | | If yes, follow procedures for appointing a surrogate. | | | | | | | | | | | | |
| Person who made referral: | | | | |  | | | | | | | | | Position/Role: | | | |  | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **REASON FOR REFERRAL** *(check all that apply):* | | | |
| **Instructional Concerns** | | **Behavioral Concerns** | |
| Pre-literacy skills  Basic reading skills  Pre-numeracy skills  Basic math skills  Written language skills  Cognitive learning strategies  Communication skills | | Attention and concentration  Non-compliance with teacher directives  Following directions  Easily frustrated  Extreme mood swings  Social/peer interaction skills  Adaptive behavior skills | |
| Other: |  | Other: |  |
| Other: |  | Other: |  |
| Other: |  | Other: |  |
| No instructional concerns noted | | No behavioral concerns noted | |

|  |
| --- |
| **Review of Medical Information/Records** *(describe any medical concerns currently impacting the student. Consider whether the student has any medical diagnoses, if the student is currently taking any medication at school and/or at home, is the student currently using any assistive technology devices, does the student wear glasses, does the student wear a hearing aid, etc.):* |
|  |

|  |
| --- |
| **Pre-referral Interventions** *(describe any current or past supplemental programs/services or interventions provided to the child, such as Title 1, early intervention services, preschool, individualized interventions, etc. Describe any scientific research-based interventions implemented and the results.):* |
|  |

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| **Educational History** *(describe the student’s educational history, including appropriate instruction in reading and math and the student’s response, school attendance/absences, whether the student has ever repeated a grade, the student’s English proficiency level and how it was determined, current performance levels in academic and/or functional areas (primarily those areas of concern), any home/environmental factors that might affect the student’s performance in school, whether the student has been previously referred for special education services, etc.):* |
|  |

**\*\*Procedural Safeguards notice must be provided to parent upon initial referral.\*\***

Appendix C

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| **PURPOSE:** A school district must inform parents/guardians of all information relevant to the district making a decision regarding the initial evaluation, initial placement, or reevaluation of a student. This form asks for your consent to the action indicated. It would be helpful to school personnel if you would share your reason(s) for not giving your consent for the proposed action. If you have questions regarding this request, you may call the school district director of special education for an explanation as to why the request is being made. |

**PARENT CONSENT**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | |  | Date: |  |
| To: |  | |  |  |
| *Parent(s)/guardian(s)/adult student* | | |  |  |

|  |  |  |
| --- | --- | --- |
| We are requesting your consent for the action checked below regarding |  | . |

*Student’s name*

The attached written notice explains the action to be taken.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | We ask consent to take the following action: | | | Initial screening of your child. This could include: cognitive, social/emotional, fine/gross motor, hearing, vision, communication and health history.  Initial evaluation of your child if identified as necessary through the screening process  Reevaluation of your child (using additional assessments). | | | Other: |  | |

By giving consent, you are acknowledging that (1) you have been fully informed of all information relevant to the activity for which consent is sought; (2) you understand that the granting of consent is voluntary on your part and may be revoked at any time; (3) if you revoke consent, the revocation is not retroactive, which means that it does not negate any activity that has already taken place; and (4) if you refuse to give consent, the district may request mediation or a due process hearing to override your failure to give consent for evaluations or reevaluations. The district does not need your consent for a reevaluation if the district has made reasonable efforts to obtain your consent for tests administered for the reevaluation and you have failed to respond to these requests.

The district may not ask an Administrative Law Judge to override your denial of consent if this is for the initial provision of special education and related services. However, if you do not provide consent for the initial provision of special education and related services, the district will not be considered to be in violation of the requirement to make a free, appropriate, public education (FAPE) available to your child.

|  |  |  |  |
| --- | --- | --- | --- |
| **I give** my consent. | |  |  |
|  | |  |  |
| **I do not** give my consent. | | Reason (optional): |  |
|  |  |  |  |
|  |  |  |  |

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|  |  |  |
| *Parent/guardian/adult student signature* |  | *Date* |

**\*\*PRIOR** **WRITTEN NOTICE MUST ACCOMPANY THIS FORM\*\***

Appendix D

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| **PURPOSE:** As a parent/guardian of a special education child or child suspected of needing special education services, the school district is required to provide you with prior written notice whenever it **proposes or refuses** to initiate or change the identification, evaluation, educational placement, or provision of a free appropriate public education to your child. This notice should be given to you after a district makes a decision and before action is taken on the decision. The notice should be given to you in a reasonable amount of time before the district takes action. |

**PRIOR WRITTEN NOTICE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | |  | Date: |  |
|  | |  |  |  |
| To: |  | | Re: |  |
| *Parent/guardian/adult student* | | |  | *Student name* |

**The purpose of this prior written notice is to inform you that we are:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1** | proposing  refusing | to | **2** | initiate  change | a/an |

*(Choose one) (Choose one)*

Mark all items below that apply:

|  |  |  |  |
| --- | --- | --- | --- |
| **3** | referral  initial evaluation  eligibility category  IEP | | educational placement  reevaluation  disciplinary action that is a change of placement |
| Other (specify): |  | |

|  |
| --- |
| **Description of the proposed or refused action:** |
|  |
| **The reason we are proposing or refusing to take action is:** |
|  |
| **Description of any other options considered and rejected:** |
|  |

|  |
| --- |
| **The reason(s) we rejected those options was:** |
|  |
| **A description of each evaluation procedure, test, record, or report we used or plan to use as the basis for taking this action is as follows** *(if initial evaluation or reevaluation, include the areas being assessed and the purpose)***:** |
|  |
| **Any other factors that are relevant to the action:** |
|  |

|  |  |  |
| --- | --- | --- |
| The action will be initiated on |  | . |

*Date*

Your child has procedural protections under IDEA. These protections are explained in the *Notice of Procedural Safeguards for Special Education Students and Their Families.* If this prior written notice is given to you (1) as part of your child’s initial referral for evaluation, (2) as part of a request for a reevaluation, or (3) as notice regarding disciplinary action that constitutes a change of placement, the procedural safeguards accompanies this notice. If a copy of the *Notice of Procedural Safeguards for Special Education Students and Their Families* isnotenclosedand you would like a copy, or you would like help in understanding the content, please contact:

|  |  |  |  |
| --- | --- | --- | --- |
|  | at |  | . |

*Name Phone number*

Appendix E

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| **PURPOSE:** Districts are required to provide the parent with prior written notice describing any proposed evaluation procedures after they have determined through a review of existing data that additional assessments are required (WAC 392-172A-03020 and -03025). Districts may either: (1) describe the proposed assessments within the prior written notice form, or (2) use an assessment plan such as this one to describe the proposed assessments and include it with the prior written notice. If this form is used, the district must still complete the other required portions of the prior written notice and request consent for evaluation from the parent. |

**ASSESSMENT PLAN**

Initial Evaluation  Triennial Evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student name: |  | | Student ID #: | | |  | | | Date: | |  | |
| Student’s Language: | |  | | Birthdate: |  | | Grade: |  | | Age: | |  |

|  |
| --- |
| **Reason for Assessment/Area(s) of Concern:** |
|  |
| The following assessments are proposed to assist in determining your child’s initial or continuing educational needs. All assessments will be given by appropriately qualified personnel. The assessment(s) will be in the areas checked below and may also include: student observation in a group setting, classroom work samples, district or statewide group assessments, individualized testing, teacher interview(s), and/or an interview with you. It will include a review of reports you have authorized us to request or that already exist in current records. Assessments will be non-discriminatory, and alternative means of assessment may be used in situations when standardized assessments are inappropriate. After the evaluation is complete, you will be invited to attend a meeting to review assessment results and participate in determining your child’s educational needs and eligibility for special education services. | | |

**PRE-ACADEMIC/ACADEMIC ACHIEVEMENT:**  Special Education Teacher  School Psychologist

**Purpose:** To determine the student’s current reading, writing, and math skills, or pre-academic skills such as matching or sorting.

**SOCIAL/EMOTIONAL BEHAVIOR:**  School Psychologist  Infant/Preschool Specialist  Other:

**Purpose:** To evaluate how the student handles feelings and emotions and how he/she gets along with other people.

**SELF HELP/ADAPTIVE SKILLS:**  School Psychologist  Other:

**Purpose:** To evaluate how the student functions in daily life activities.

**PSYCHO-MOTOR DEVELOPMENT:**  School Psychologist  Infant/Preschool Specialist  Other:

**Purpose:** To determine how well the student coordinates body movements in both small and large muscle activities or to evaluate visual perceptual skills.

**LANGUAGE/SPEECH/COMMUNICATION:**  Speech-Language Pathologist  Infant/Preschool Specialist

**Purpose:** To determine the student’s ability to understand, relate to, and use language and speech clearly and appropriately.

**INTELLECTUAL DEVELOPMENT:**  School Psychologist  Preschool Specialist  Other:

**Purpose:** To determine the student’s ability to remember what he/she has seen and heard, how well he/she can use that information to solve problems, and to assist in predicting the student’s learning rate. Verbal and performance instruments may be used.

**HEALTH ASSESSMENT:**  School Nurse  Preschool Specialist  Other:

**Purpose:** To evaluate the student’s development patterns and current health status as they relate to school functioning.

**VOCATIONAL/PREVOCATIONAL:**  Special Education Teacher  School Psychologist  Other:

**Purpose:** To determine the student’s interests and/or aptitudes as they relate to future job and life skill areas.

**OTHER:** Responsible Personnel:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| If you have any questions, contact: |  |  |  |
|  | *Name/Title* |  | *Phone* |

Appendix G

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| **PURPOSE:** As a parent, guardian or student, you have the right to give permission or not give permission for the release of your child’s records with other persons or agencies. This request provides you with the opportunity to approve or not approve such a request unless release of records is allowed under one of the exceptions under the rules implementing the Family Education Rights and Privacy Act, FERPA, (for example, transfer of records from one school district to another). |

**AUTHORIZATION FOR RELEASE OF RECORDS**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student name: | |  | | | | | | | Date: | | |  |
|  | | |  | | |  | | | | |  | |
| Student DOB: | |  | | School District: | | | | | |  | | |
|  | | |  | | |  | | | | |  | |
| I hereby authorize the release of records: | | | | | | | | | | | | |
| From: |  | | | | To: | |  | | | | | |
| *(Name of agency/person)* | | | | | | *(Name of agency/person)* | | | | | | |
|  | | | | |  | |  | | | | | |
| *Street Address* | | | | |  | | *Street Address* | | | | | |
|  | | | | |  | |  | | | | | |
| *City, State, Zip* | | | | |  | | *City, State, Zip* | | | | | |
| **Describe the records to be disclosed:** | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **The reason for disclosing the record(s) is:** | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| I understand that this information obtained will be treated in a confidential manner by the school district under the provisions of the Family Education Rights and Privacy Act (FERPA). FERPA prohibits disclosure of personally identifiable information without consent except in limited circumstances. Please note that if the request is for health or medical information, the medical information received by the district is protected under FERPA privacy standards and not the Health Insurance Portability and Accountability Act (HIPAA).   |  |  |  |  |  | | --- | --- | --- | --- | --- | | This authorization is valid from: |  | to |  | . |   *Date*  *Date*  Note: For release of medical records, the authorization can be no longer than 90 days after this authorization is signed.  I understand that my consent for the release of records is voluntary and I can withdraw my consent at any time in writing. Should I withdraw my consent, it does not apply to information that has already been provided under the prior consent for release. | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
|  | | | | | | | |  | |  | | |
| *Parent/guardian/adult student Signature* | | | | | | | |  | | *Date* | | |

Appendix G

|  |
| --- |
| **PURPOSE:** This invitation requests your attendance at a meeting concerning the educational program/needs of your child. You have the opportunity to participate in any meeting regarding the identification, evaluation, educational placement, and the provision of a free appropriate public education for your child. |

**INVITATION TO ATTEND A MEETING**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| To: |  | and |  | Date: |  |

*Parent(s)/guardian(s)/adult student Student (if appropriate transition planning will be discussed)*

|  |  |  |
| --- | --- | --- |
| You are invited to attend a meeting concerning |  | . |

*Student’s name*

|  |
| --- |
| **PURPOSE OF MEETING** *(check all that apply)****:***  IEP Development/Review  Discuss Special Education Referral  IEP Amendment  Discuss Evaluation/Reevaluation Results  Secondary Transition Planning  Consider Extended School Year (ESY) Services  Manifestation Determination  Other: |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| The meeting has been scheduled for: |  |  |  |  |  |

*Date Time Location*

Meetings addressing IEPs and placement are scheduled at a mutually agreed upon place and time by you and the school district. If you are unable to attend this meeting you may request participation through other means. If you are unable to attend this meeting, please contact:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| *Name of district personnel* |  | *Title* |  | *Phone* |

You and the district may invite individuals to participate in the IEP team meeting who have knowledge or special expertise about your student’s educational needs. You may also request, by contacting the individual named above, that a birth to three service coordinator be invited to participate in an initial IEP meeting if your child was previously served through an Individualized Family Service Plan (IFSP). If the district intends to invite representatives of any agency that is likely to be responsible for providing or paying for secondary transition services to the IEP meeting, your consent is required (see page two of this invitation if transition agency representatives are being invited).

Below is a list of the names and roles of those individuals the district will be inviting to attend the meeting (representatives from secondary transition agencies are marked with a “\*” below):

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

We have attached a copy of the *Notice of Procedural Safeguards*. YES  NO

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| For District use – if contact is made by phone: |  |  |  |  |  |

*Date/initials Date/initials Date/initials*

Appendix H

|  |
| --- |
| **PURPOSE:** The evaluation report documents assessment results and review of data that assists in determining whether a student is eligible for special education, and provides information to the IEP team to assist with IEP development. The evaluation process should be sufficient in scope to determine: (1) whether a student has a disability, (2) whether the disability adversely affects his/her performance in the general education curriculum, and (3) the nature and extent of the student’s need for specially designed instruction and any necessary related services. Based on the review of the evaluation results, the evaluation group and the parent determine whether the student is eligible for special education. If the evaluation group believes the student may have a specific learning disability, the supplementary report for SLD contains the additional requirements to be included as part of the eligibility determination. |

**EVALUATION REPORT**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student name: | | |  | | | | | | | | | | | | | | | Student ID No.: | | | | |  | | | | | | |
| Birthdate: | |  | | | | Grade: | | | |  | | Age: | |  | | | | | | Race/Ethnicity: | | | |  | | | | |
| School district: | | | |  | | | | | | | | | | | | | School building: | | | | |  | | | | | | | |
| Eligibility determination date: | | | | | | | | |  | | | | Three-year reevaluation due date: | | | | | | | | | | | | | |  | | |
| Primary language of student: | | | | | | | |  | | | | | Primary language at home: | | | | | | | | | | | |  | | | | |
| Parent(s) name(s): | | | | |  | | | | | | | | | | | | | | | Parent interpreter needed? | | | | | | | | Yes  No | |
| Surrogate parent: | | | | | Yes  No | | | | | | If yes, name: | | | | |  | | | | | | | | | | | | |
| Adult student: | | | | Yes  No | | | | | | |  | | | | | | | | | | | | | | |  | | | |
| Primary staff contact name: | | | | | | |  | | | | | | | | | | | | | | Title: | |  | | | | | | |
|  | **Initial Evaluation** | | | | | | | | | | | | | |  | | | | **Reevaluation** | | | | | | | | | | |

|  |
| --- |
| **Background Information***(reason for referral or presenting concerns, such as relevant medical/developmental history, sensory loss, teacher recommendations, academic/preacademic history, current placement in general education, instructional history, grade retention, any previous interventions implemented and their results, and other factors, including parent concerns and any additional information provided by the parent(s)):* |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Evaluation Procedures and Results** *(record findings from the review of existing data and any additional assessments conducted, including the date and source (specific tool, instrument, or data collection method used) of these data. Individual group members may choose to use the Individual Documentation of Assessment Results form or members may wish to incorporate individual assessment results into this report):* | | | |
| **Area(s)** *(“NA”= not addressed)* | | | **Current Levels of Performance**  *(based on existing data and/or additional assessments)* |
| Academics/Preacademics | | *NA* |  |
| Behavior/Social skills | | *NA* |  |
| Adaptive/Self-help skills | | *NA* |  |
| Transition/Vocational | | *NA* |  |
| Communication | | *NA* |  |
| Motor | | *NA* |  |
| Hearing | | *NA* |  |
| Vision | | *NA* |  |
| Medical/Health Concerns *(including any medical diagnoses)  NA* | | |  |
| Language/ Language Acquisition  Concerns  *NA* | | |  |
| Other: |  | |  |

|  |
| --- |
| **Evaluation Summary** *(an analysis of the educational relevance of the evaluation results, including individual assessment results, and a description of the adverse educational impact, including how the disability affects the student’s access to, involvement in, and progress in the general education curriculum (or for preschool children, in appropriate activities)):* |
|  |
| The student has received appropriate instruction in reading and math:  Yes  No  (*Note: the student is not eligible for special education services if the determinant factor is the lack of appropriate instruction in reading and math).* Describe the basis for this determination: |
|  |
| Consideration of other factors, including English proficiency, cultural impacts, attendance, etc. *(Note: the student is not eligible for special education services if the determinant factor is limited English proficiency)*: |
|  |
| The student was assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social/emotional status, general intelligence, academic performance, communication, and motor abilities:  Yes  No (*If no, the evaluation is incomplete.)* |

|  |  |  |  |
| --- | --- | --- | --- |
| **Group Signatures** *(the date and signature of each professional member of the evaluation group below certifies that the evaluation report represents his/her conclusions. If the evaluation report does not reflect his/her conclusions, he/she must include a separate statement representing his/her conclusions.):* | | | |
|  | | | |
| Signature/Title: |  | Date: |  |
| Signature/Title: |  | Date: |  |
| Signature/Title: |  | Date: |  |
| Signature/Title: |  | Date: |  |
| Signature/Title: |  | Date: |  |
| Signature/Title: |  | Date: |  |
| Signature/Title: |  | Date: |  |
| Signature/Title: |  | Date: |  |
| Signature/Title: |  | Date: |  |
| Signature/Title: |  | Date: |  |
|  |  |  |  |

Appendix I

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| **PURPOSE:** Each professional member of the evaluation group who contributed to the evaluation report is required to document the results of his/her individual assessment(s) and observation(s). This individual documentation may be a separate document, using a form such as this sample form, or members may wish to incorporate their individual assessment results into the evaluation report. |

**INDIVIDUAL DOCUMENTATION OF ASSESSMENT/OBSERVATION RESULTS**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student name: | |  | | | | School: |  | | | | |
| Birthdate: |  | | | Age: |  | | | Grade: | |  |
| Examiner: |  | | | | | Evaluation date(s): | | |  | | |
| Area(s) of assessment: | | |  | | | | | | | | |

|  |
| --- |
| **Description of Evaluation Procedures and Instruments Used:** |
|  |
| **Description of Evaluation/Observation Results** *(including specific data and analysis):* |
|  |
| **Conclusions** *(including recommendations for specially designed instruction, related services, supplementary aids and services, program modifications, and/or support for school personnel, as may be needed by the student):* |
|  |

|  |  |  |
| --- | --- | --- |
|  |  |  |
| *Examiner’s Signature/Title* |  | *Date* |

Appendix J

|  |
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| **PURPOSE:** Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parent of the student must determine whether the student is eligible for special education and determine the educational needs of the student. The district must provide the parent a copy of the evaluation report and the documentation of the determination of eligibility. This eligibility determination is completed as part of the eligibility meeting, which is usually combined with the meeting to review the results of the evaluation. |

**ELIGIBILITY DETERMINATION**

|  |  |  |  |
| --- | --- | --- | --- |
| Does the student have a disability?  Yes  No | | If yes, disability category: |  |
| *(If SLD, complete and attach the Supplementary Report for SLD.)* | |
| Is the student in need of specially designed instruction?  Yes  No | | | |
| If no, recommended interventions for student: |  | | |

|  |
| --- |
| **Recommended Specially Designed Instruction and Related Services** *(recommendations to the IEP team to assist in the development of* *the IEP’s present levels of performance and annual goals. Specify the areas in which the student requires specially designed instruction and related services):* |
|  |
|  |
| **Other Information Needed to Develop the IEP** *(determined through the evaluation process and from parental input, including any recommended supplementary aids and services for the student, assistive technology, and program modifications or supports for school personnel):* |
|  |

|  |  |  |
| --- | --- | --- |
| A copy of the evaluation report including documentation of determination of eligibility was provided to the parent(s)/guardian(s) by: | | |
|  | on |  |
| *Name/Title* |  | *Date* |

Appendix K

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| **PURPOSE:** A school district member of the IEP team may be excused from attending the IEP meeting if the parent(s) and the district agree in writing that the member’s attendance is not necessary because his/her area of curriculum/services is not being modified or discussed in the meeting. A member whose area of the curriculum/services will be modified or discussed may be excused from the IEP meeting if the district and parent(s) consent, and the member provides written input into the development of the IEP prior to the meeting. |

**REQUEST TO EXCUSE AN IEP TEAM MEMBER**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | |  | Date: |  |
|  | |  |  |  |
| To: |  | | Re: |  |
| *Parent/guardian/adult student* | | |  | *Student name* |

|  |  |
| --- | --- |
|  | , a required member of your child’s IEP team has |

asked to be excused, in whole or in part, from the IEP meeting scheduled for:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Date*

A required team member may be excused from attending an IEP meeting with the agreement/consent of the parent(s) and the district. Excusing the attendance of a teacher or related service provider at an IEP meeting is optional.

We agree to excuse the attendance of this team member at the IEP meeting specified above because this member’s area of the curriculum or related services is not being modified or discussed at this IEP meeting.

We consent to excuse the attendance of this team member at the IEP meeting specified above because, although the IEP meeting involves a modification to or discussion of this staff member’s area of the curriculum or related services, he/she will submit in writing, to the parent and IEP team, input into the development of the IEP prior to the meeting.

Your agreement or consent to excuse the above identified IEP team participant from attending the meeting must be in writing. Please sign, date, and return one copy of this form to the school district.

|  |  |  |
| --- | --- | --- |
|  |  |  |
| *Parent/guardian/adult student signature* |  | *Date* |
|  |  |  |
|  |  |  |
| *School district representative signature* |  | *Date* |

I do not agree to the excusal. Please contact me to reschedule the meeting when required members are able to attend.

|  |  |  |
| --- | --- | --- |
|  |  |  |
| *Signature* |  | *Date* |

Appendix L

|  |
| --- |
| **PURPOSE:** The IEP is designed to clearly communicate to the parents, the student, and providers the type and amount of special education and any necessary related services or supports that will be made available to the student. The most recent evaluation report is used to develop the IEP. The IEP is individualized to reflect the unique needs of the student and how these needs will be addressed to permit the student to be included and progress in the general education curriculum. |

**INDIVIDUALIZED EDUCATION PROGRAM**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student name: | | |  | | | | | | | | Student ID No.: | | | | |  | | | | | | Date of IEP meeting: | | | |  |
| Birthdate: | |  | | | | | | Age: |  | | | Grade: | | |  | | | | | IEP annual review date: | | | | | |  |
| Eligibility category: | | | | | |  | | | | | | |  | | | | | | | Date of most recent eval: | | | | | |  |
| Race/Ethnicity: | | | |  | | | | | Primary language: | | | | |  | | | | | | | Reevaluation due date: | | | | |  |
| District: |  | | | | | | | Resident School: | | | |  | | | | | | | Serving School (if different): | | | | | |  | |
| Parent(s) name(s): | | | | |  | | | | | | | | | | | | Primary language at home: | | | | | |  | | | |
| Parent interpreter needed?  Yes  No | | | | | | | | | | Surrogate parent:  Yes  No | | | | | | | | | | If yes, name: | | | |  | | |
| Primary staff contact name: | | | | | | |  | | | | | | | | | | Title: |  | | | | | | | | |

|  |  |
| --- | --- |
| **PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE** | **POINTS THAT MUST BE CONSIDERED IN DEVELOPING THE IEP (refer to WAC 392-172A-03110):**   * Results of the most current evaluation, and the academic, developmental, and functional needs of the student. * Positive behavioral supports and interventions, if the student’s behavior impedes the student’s learning or that of others. * Language needs of students with limited English proficiency as they relate to the child’s IEP. * Supports for blind/visually impaired students, include Braille instruction. * Communication needs of the student, including the needs for deaf and hard of hearing students. * Assistive technology devices and services. * Supplementary aids/services, program modifications, and support for school personnel. |
| **Present levels of academic achievement:** |
|  |
| **Present levels of functional performance** *(i.e. – communication, motor, social, behavior, life/adaptive skills, etc.)*: |
|  |

|  |
| --- |
| **Effect of the disability on the student’s involvement and progress in the general education curriculum (or for preschool children, as appropriate, how the disability affects the child’s participation in appropriate activities):** |
|  |

**CONSIDERATION OF SPECIAL FACTORS:**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Does this student require special transportation? | Yes  No | | If yes, describe (if not addressed on the service matrix): |
|  |
| 1. Does this student require Extended School Year (ESY) services? | Yes  No  Will be determined by the IEP team by: | | If ESY is determined by the IEP team to be necessary, complete and attach the ESY addendum. |
| Date: |  |
| 1. Does the student’s behavior negatively impact his/her learning or the learning of others? | Yes  No | | If yes, consider the student’s need for positive behavioral supports/ interventions, a Functional Behavioral Assessment (FBA), and/or a Behavioral Intervention Plan (BIP).  A Behavioral Intervention Plan has been developed for this student (refer to the BIP addendum). |
| 1. Are there any other factors not already addressed (such as medical concerns or other issues), or other adaptations needed? | Yes  No | | If yes, describe: |
|  |

|  |
| --- |
| The parent and the school district have agreed that this student requires advanced educational planning that may involve the use of isolation, restraint, or a restraint device. Refer to the Emergency Response Protocol addendum to this IEP. |

|  |
| --- |
| **PURPOSE:** IEPs must include a statement of measurable annual goals, including academic and functional goals, designed to meet each of the student’s educational needs that result from the student’s disability to enable the student to be involved and make progress in the general education curriculum. In order to be measurable, the goal should include **a baseline, a target, and a unit of measure.** For students using an alternate assessment aligned to alternate achievement standards, the IEP team should use the “Measurable Annual Goal(s) with Short-term Objectives/Benchmarks” page (see next page). |

# **MEASURABLE ANNUAL GOAL(S)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Goal #** | **Measurable Annual Goal** | **Method/Criteria for Evaluating Progress**  *(if not addressed in a separate document)* | **Progress Notes** *(if not maintained separately)* | | | | **POINTS TO CONSIDER:** |
| *Date* | *Date* | *Date* | *Date* | * Measurable annual goals stem from the recommendations for specially designed instruction in the evaluation report. * Measurable annual goals must relate to the general education curriculum or, for preschool students, participation in appropriate activities. * Measurable annual goals must also address other educational needs that result from the student’s disability. * The IEP must include a description of how the district will measure the student’s progress and when progress will be reported to parents. |
|  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| *Copy additional pages as necessary* | | | | | | | |

|  |
| --- |
| **PURPOSE:** The purpose of the report of student progress is to inform the parents and the student of the student’s progress toward meeting the measurable annual goal(s) and to specify how and when parents will be informed. |

|  |  |
| --- | --- |
| **REPORT OF STUDENT PROGRESS:** | **POINTS TO CONSIDER:**   * Parents should be provided periodic reports on the student’s progress (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards). |
| State how the student’s progress toward meeting the annual goal(s) will be measured *(if not already addressed on measurable annual goal page(s))*: | |
|  | |
| State how the parents will be periodically informed of the student’s progress toward meeting the annual goal(s): | |
|  | |

## PARTICIPATION IN STATE AND DISTRICTWIDE ASSESSMENTS OF STUDENT ACHIEVEMENT

|  |  |
| --- | --- |
| **State Assessments –** The student will participate in the following state assessment(s) during this annual IEP: | POINTS TO CONSIDER:  * The IEP team makes the determination of what type of assessment the student will take and what administrative modifications and individual accommodations are necessary. * Accommodations provided on state and districtwide assessments should be those that are provided as part of the regular instructional program. * For further information regarding the state assessment system, allowable accommodations, and graduation requirements, please refer to OSPI’s website *(*[*www.k12.wa.us/assessment*](http://www.k12.wa.us/assessment)*).* |
| **English/**  **Lang Arts Math Science** |
| Regular State Assessment |
| Regular State Assessment with Accommodations |
| Alternate Assessment |
| Other: |
| **Districtwide Assessments –** The student will participate in the following districtwide assessment(s) during this annual IEP: |
|  |
| **Accommodations –** List any individual accommodations in the administration of the state or districtwide assessments that are necessary for the student to participate: |
|  |
| If the student: (a) will not participate in the regular state assessment (with or without accommodations) or (b) is unable to participate in a regular districtwide assessment, explain why the student cannot participate in the regular assessment and why the selected assessment option is appropriate: |
|  |

|  |
| --- |
| **PURPOSE:** The purpose of this page is to document the modifications and/or accommodations that the student requires, based on the student’s assessed needs, in order to advance appropriately toward attaining the identified annual goals, to be involved and make progress in the general education curriculum, and to be educated with non-disabled peers to the maximum extent appropriate. |

## ACCOMMODATIONS, MODIFICATIONS, AND ASSISTIVE TECHNOLOGY

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject**  *(codes below)* | **Accommodations/Modifications Needed** | | | | **Subject**  *(codes below)* | | **Accommodations/Modifications Needed** | | POINTS TO CONSIDER:  * The IEP team makes the determination of what modifications and individual accommodations are necessary for the student. * Copies of this page should be provided to the general education teacher(s) or other staff who will be responsible for making these accommodations. * Accommodations provided on state and districtwide assessments (as noted on the previous page) should be those that are provided as part of the regular instructional program. |
| **Presentation** | | | | | **Setting** | | | |
|  | Use large print/Braille/recorded books | | | |  | | Provide individualized/small group instruction | |
|  | Alter format of materials *(highlight, type, spacing, color-code etc.)* | | | |  | | Read class materials orally | |
|  | Low-vision devices *(magnifiers, Closed Circuit TV, etc.)* | | | |  | | Provide study outlines/guides/graphic organizers | |
|  | Sign Language – ASL or SEE | | | |  | | Modify/repeat/model directions | |
|  | Shortened assignments | | | |  | | Take test in separate location | |
|  | Preview test procedures | | | |  | | Preferential seating | |
|  | Limited multiple choice | | | |  | | Other: | |
|  | Rephrase test questions and/or directions | | | | **Response** | | | |
|  | Provide test/quiz study guide | | | |  | | Utilize oral responses to assignments/tests | |
|  | Provide extra credit options | | | |  | | Text-to-Speech *(Kurzweil, WYNN, Text Help, etc.)* | |
|  | Simplify test wording | | | |  | | Allow dictation to a scribe | |
|  | Read class materials orally | | | |  | | Allow use of a calculator | |
|  | Assign peer tutor/note taker | | | |  | | Allow use of tape recorder | |
|  | Other: | | | |  | | Spelling and grammar devices | |
| **Timing/Scheduling** | | | | |  | | Speech-to-text software | |
|  | Prior notice of tests/quizzes | | | |  | | Hands-on assignments | |
|  | Extra time to complete assignments | | | |  | | Other: | |
|  | Modify student’s schedule (*describe below*): | | | | **Other** | | | |
|  | | | |  | | Provide desktop list of tasks | |
|  | | Provide homework lists | |
|  | | Behavior plan/contract | |
|  | Extra time on tests/quizzes | | | |  | | Provide daily assignment list | |
|  | Allow breaks *(during work, between tasks, during testing, etc.)* | | | |  | | Modified grading | |
|  | Other: | | | |  | | Other: | |
| **Assistive Technology** | | | | | | | | |
|  | Describe: | |  | | | | | |
|  | Describe: | |  | | | | | |
|  | Describe: | |  | | | | | |
| 1. All subjects 2. Reading 3. English 4. Spelling | | 1. Math 2. Science 3. Social Studies 4. History | | 1. Health 2. Economics 3. Physical Education 4. Music/Art | | 1. Vocational 2. Lunch/Recess 3. Library | | 1. Extracurricular Activities 2. Other: 3. Other: | |

|  |
| --- |
| PURPOSE: **The information on this page is a summary of the student’s program/services, including when services will begin, where they will be provided, who will be responsible for providing them, and when they will end.** |

#### SUMMARY OF SERVICES MATRIX

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Service** | **Initiation Date** | Frequency  *(i.e. – minutes per week)* | Location of Service***(setting)*** | Duration | **Staff Responsible for Delivering Service** | POINTS TO CONSIDER:  * If the position responsible for delivering the specially designed instruction is anyone other than a certificated special education teacher or related service provider, then the certificated special education teacher/related service provider must design and supervise the instruction, and monitor and evaluate the student’s progress. * For definitions of special education, related services, and supplementary aids and services, refer to WAC 392-172A-01020 through -01200. |
| **Special Education** *(specially designed instruction):* | | | | | |
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| **Related Services** *(i.e. – speech, motor, counseling, vision/hearing, transportation, interpreting services, orientation/mobility, parent training, etc.):* | | | | | |
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| **Supplementary Aids and Services** *(allows student to be educated with non-disabled peers to the maximum extent in general education or other educational setting):* | | | | | |
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| **Program Modifications or Support for School Personnel** *(i.e. – staff development/training, technical assistance, etc.):* | | | | | |
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| **PURPOSE:** The purpose of this page is to document the extent to which the student will be involved and progress in the general curriculum, participate in extracurricular and nonacademic activities and be educated and participate with other special education students and non-disabled students. |

**LEAST RESTRICTIVE ENVIRONMENT:**

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| --- | --- | --- | --- | --- | --- | --- |
| **Students ages 3 to 5** | | | **Choose one:** | | | **POINTS TO CONSIDER:**   * Children should be educated with non-disabled peers to the maximum extent appropriate. * The IEP Team, including the parent(s), is responsible for determining the educational placement of the child. * Job placements and community-based instruction are considered to be general education settings, unless only disabled individuals are present (such as in a sheltered workshop). * For additional information on LRE for students ages 3 to 5 and ages 6 and above, refer to the [LRE Calculator.](http://www.k12.wa.us/SpecialEd/EarlyChildhood/PreschoolLRE.aspx) |
| A Regular Early Childhood (REC) program means a program outside the child’s home that includes at least 50% children without disabilities.  If the child attends a REC program, check the appropriate box from the first four choices. If the child does not attend a REC program, check the appropriate box from the five remaining options. | | | **In a REC program:**  **REC Program ≥ 10 hours per week &:**  Special education services with non-disabled peers  Special education services elsewhere  **REC Program <10 hours per week &:**  Special education services with non-disabled peers  Special education services elsewhere | | **Not in a REC program:**  Separate class  In separate day school (public or private)  Residential facility (public or private)  Home  Service provider location |
| **Students ages 6 and above** | | | | **Choose one:** | |
| **A.** |  | = Total minutes per week of building instructional time available for this student (excluding lunch) | | In general ed. setting **80 to 100%** of the time  In general ed. setting **40 to 79%** of the time  In general ed. setting **0 to 39%** of the time  In separate day school (public or private)  Residential facility (public or private)  Correctional facility  Homebound/hospital  Home-school/parentally-placed private school | |
| **B.** |  | = Total of those minutes in A. above in which this student is in a special education setting (excluding lunch) | |
|  | | = Percent of time spent in a general education setting (A minus B divided by A) | |
| An explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education class, and in nonacademic and extracurricular activities, including a description of any adaptations needed for participation in physical education: | | |  | | | |

**PARTICIPANTS IN IEP MEETING** *(Signatures are used to document participation in the meeting and do not constitute agreement or disagreement):*

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|  |  |  |  | **POINTS TO CONSIDER:**   * IEP team membership is described in WAC 392-172A-03095. * School district must give prior written notice when proposing or refusing to initiate or change the identification, evaluation, educational placement, or provision of FAPE. * A required team member may be excused from attending an IEP meeting with the agreement/ consent of the parent(s) and the district, depending upon whether that member’s area is being discussed or modified at the meeting. See WAC 392-172A-03095 (5) for additional related requirements. * The IEP must include the district’s procedures for notifying parents regarding the use of restraint or isolation. Districts must also provide parents with a copy of the district’s policy on the use of isolation and restraint. |
| *Parent/Guardian* | *Name/Title* |
|  |  |
| *Parent/Guardian* | *Name/Title* |
|  |  |
| *Student* | *Name/Title* |
|  |  |
| *Special Education Teacher* | *Name/Title* |
|  |  |
| *General Education Teacher* | *Name/Title* |
|  |  |  |  |
| *District Representative* |  | *Name/Title* |  |

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| Other individuals who should be informed of his/her responsibilities in implementing the IEP (bus driver, librarian, etc.): |
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| The district has procedures for notifying parents regarding the use of restraint or isolation. A copy of those procedures is attached to this IEP. |

***\*Note: Before providing initial special education services to a student, the district must obtain informed written parental consent. (See model form 3***

**REFERRAL FOR SPECIAL EDUCATION EVALUATION BY HEAD START**

Appendix M

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| Student name: | | |  | | | Birthdate: | | | | |  | | | | Referral Date: |  |
| Parent/Guardian Name(s): | | | |  | | | | | | E-mail address: | | | |  | | | |
| Address: |  | | | | | | | City/State/Zip: | | | |  | | | | | |
| Home Phone: | |  | | | | | | | Work Phone: | | |  | | | | | |
| Is a surrogate parent needed? | | | | | Yes  No | | If yes, follow procedures for appointing a surrogate. | | | | | | | | | | |
| Person who made referral: | | | |  | | | | | | Position/Role: | | |  | | | | |

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| **REASON FOR REFERRAL** *(check all that apply):* | |
| **Instructional/Behavioral Concerns** | |
| Pre-literacy skills  Pre-numeracy skills  Gross/Fine Motor Skills  Self Help Skills  Communication skills  Attention and concentration  Non-compliance with teacher directives  Following directions | Easily frustrated  Extreme mood swings  Social/peer interaction skills  Adaptive behavior skills  Other:  Other: |

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| **Review of Medical Information/Records**  Vision Testing Results:  Hearing Testing Results:  Medications:  Other Health Concerns: |
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| **Pre-referral Interventions** |
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| **Educational History** |
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| **Other Relevant Information** |
| ASQ-3 Results:  ASQ-SE Results:  Other: |

**\*\*Procedural Safeguards notice must be provided to parent upon initial referral.\*\***

**INTERVENTION STRATEGIES RESOURCE**

**Behavioral Strategies**

allow student to draw to calm down in class

allow student to walk around

build rapport with student (focus on strengths, interests); schedule regular time to talk

call home on a bad day for support

call home on a good day

change antecedent event (event that occurs prior to target behavior)

chart/graph student behavior (assess/determine pattern of behavior)

clarify consequences with student and follow consistently

class change

collaboration with outside sources (e.g., therapist, tutor, after school program)

connect family with cultural community center

daily check-in with student

develop/alter classroom rules

display exemplary student work (classroom, hallway, etc.)

give leadership responsibilities/important jobs

help parent/caregiver set up home reward/management system

ignore negative heavier, if possible

immediately recognize positive behaviors

non-verbal signals between teacher and student

offer student choices

parent/caregiver will call teacher weekly

provide student frequent breaks

provide student time for physical activities/movement

**Health Strategies**

collaboration with primary medical provider

dental exam/dental emergency

hearing screening/exam

improve hygiene

vision screening/exam

**Instructional Strategies and Modifications**

allow student to have sample

complete documentation for a 504 Plan

maintain eye contact with student when giving directions

individual and/or small group instruction

give student immediate feedback

invite parent/caregiver to literacy night at school

manipulative and visual prompts

move child’s seat (preferential seating)

read aloud with parents/caregiver at home