



PULLMAN PUBLIC SCHOOLS

SPECIAL SERVICES HANDBOOK

2024-2025 ACADEMIC YEAR

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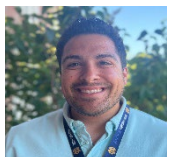
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The Pullman School District Board of Directors and the Pullman School District shall provide equal educational opportunity and treatment for all students in all aspects of the academic and activities programs without regard to race, religion, creed, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation (including gender expression or identity), marital status, the presence of any sensory, mental or physical disability, participation in the Boy Scouts of America or the use of a trained dog guide or service animal by a person with a disability. The district will provide equal access to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs will be free from sexual harassment. The following employees have been designated to handle questions and complaints of alleged discrimination: Civil Rights Coordinator and Title IX Coordinator, Assistant Superintendent, (509) 332-3144, compliancecoord@psd267.org, and Section 504/ADA Coordinator, Director of Special Services (509) 332-3144, compliancecoord@psd267.org, 240 SE Dexter Street, Pullman, WA 99163. Applicants with disabilities may request reasonable accommodations in the application process by contacting the Personnel Coordinator at (509) 332-3584. Title IX inquiries may also be directed toward the U.S. Department of Education, Office for Civil Rights (OCR): <https://www2.ed.gov/about/offices/list/ocr/index.html>. Information about the nondiscrimination and sex-based discrimination policies and grievance procedures, and how to report a concern or complaint: https://www.pullmanschools.org/families/hib-and-discrimination/discrimination_sexual_harassment.

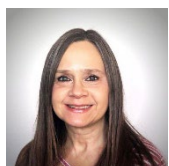
DISTRICT OFFICE STAFF



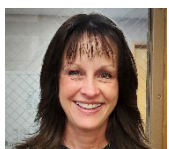
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CHAPTER 1

INTRODUCTION TO SPECIAL EDUCATION

CORE PRINCIPLES OF THE SPECIAL SERVICES DEPARTMENT

COLLECTIVE

Families, students, and educators come together to develop and implement plans for the educational benefit of the student. Collectively focused on skill acquisition that leads to independence and future goals of the student.

RIGOROUS ACADEMIC OPPORTUNITIES

Exceptional learners will be empowered and given the opportunity to master grade-level content.

INCLUSIVE PROFESSIONAL DEVELOPMENT

All staff will be provided training opportunities to support exceptional learners. Professional development will be collaborative so that teachers develop a shared sense of their roles in educating exceptional learners. Our actions will demonstrate the belief that exceptional students are 'our students.'

INCLUSION-FIRST INSTRUCTION

Inclusionary practices promote maximal academic and socio-emotional growth. Students will have access to general education classes with accommodations and modifications specified in individual plans. Staff will move towards Universal Designed Learning strategies to ensure every attempt was made to allow the student to perform to their maximum potential in the least restrictive environment.

SPECIAL PROGRAMS COMMITMENT

The Pullman Public Schools Public Special Services Department ensures a free appropriate public education (FAPE) to all students with disabilities in need of special education and related services. Services are provided in the least restrictive environment (LRE), in the home school to

the maximum extent possible. The Special Education Department is responsible for Special Education Preschool and provides oversight of all school-based special education services for students in prekindergarten through age 21. Services are implemented in a continuum of settings ranging from the general education environment, special class placements.

SPECIAL EDUCATION IN PULLMAN SCHOOLS

Special education is an integral part of public school, but it is not a separate order. In any school system, special education is a means to increase the capacity of the school system to serve the educational needs of all children.

The particular function of special education within the schools (and the education departments of other institutions) is to identify children with unique needs and provide services to support those needs. Both regular and special school programs together play a role in meeting the educational needs of children with exceptionalities.

A primary goal of educators should be to help build accommodative learning opportunities for children with exceptionalities in regular educational programs. In the implementation of this goal, special education can serve as a support system, and special educators can assist regular school personnel in managing the education of children with exceptionalities.

When the special placement of a child is required, the aim of the placement should be to maximize the development and independence of the child.

From within the regular school system, special educators can foster the development of specialized resources by coordinating contributions of the regular school system, enhancing the regular school programs, and providing resources for all children.

SPECIAL EDUCATION ADMINISTRATIVE ORGANIZATION

The system of organization and administration developed for special education should be linked with regular education:

- a. to increase the capability of schools with flexible resources that change to meet the behavior and academic needs of individual pupils and
- b. promote and influence the elementary of the system that influences the policies and programs to achieve these goals.

Special education must provide an administrative organization to support the children with exceptionalities in a manner that creates opportunities to achieve educational goals as those pursued by other children. By creating support systems that are compatible with those employed

by regular education the special education administrator helps facilitate easier transition of children across regular special education lines, with structures that are flexible and able to adjust quickly to changing task demands and child growth needs.

The major purpose of the special education administrative organization is to provide and maintain those environmental conditions in schools that are most conducive to the growth and learning of children with special needs.

Under suitable conditions, education within the regular school environment can provide the optimal opportunity for most children with exceptionalities. Accordingly, schools must be enabled to incorporate special help and opportunities in regular educational settings. Children should spend only as much time outside regular class settings as it is necessary to control learning variables that are critical to the achievement of specified learning goals.

INCLUSIVE SCHOOLS AND COMMUNITY SETTINGS

The Least Restrictive Environment (LRE) requires that all students attend and are welcomed by their neighborhood schools in age-appropriate, regular classes and are supported to learn, contribute, and participate in all aspects of the life of the school to the maximum of the student ability. This is also known as Inclusion.

DESCRIPTION OF SERVICES

In support of the Pullman Public School's goals and values and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), The Special Education Department is committed to promoting improved academic achievement for all students with disabilities. Parents are valued partners with students and school staff members in planning the student's services through the Individualized Education Program decision-making process. All decisions regarding the placement of a child with a disability in a special education service delivery model will be made by an Individualized Education Program Team that engages the parents or guardians of the child and is consistent with the Least Restrictive Environment (LRE) requirements of the Federal Individuals with Disabilities Education Act.

1. Through a Continuum of Services Special Education Programs provide supplemental services to students during or after the Students have accessed Core Instruction from the General Education Teacher for the purpose of promoting inclusion.
2. The majority of students receiving special education services have the cognitive ability to be served in the general education setting.
3. The Special Education Teacher should work with the most impacted student on their caseload while paraeducators support the students nearest grade level in their skills while in their Least Restrictive Environment.

4. When a student demonstrates a need for pull-out services, the student should be served in groups of a minimum of 5 students using Universal Design to reach all learners. 1:1 service is only for clinically significantly impacted students.
5. K-5 special education services focus on accelerated skill-building
6. 6-12 special education services focus on Learning Strategies specific to areas of services.

THE LANGUAGE OF SPECIAL EDUCATION

Special education has its own language. This “language” contains many abbreviations and acronyms, which can make special education challenging for professionals and non-professionals to understand. Below are a few “must know” acronyms and abbreviated terms, along with their definitions. These are terms you want to know, as they are used often in special education.

SDI (Specially Designed Instruction): This is a unique instruction based on the student's strengths and needs used to support student growth in education settings. The use of SDI is specific to special education and outlined in the IEP.

FAPE (Free Appropriate Public Education): School districts are required to provide all the services a child needs (FAPE) at no cost to the parent.

IEP (Individualized Education Program): A written document developed at least yearly by the student's IEP team that identifies the student's special education program and services.

IEP Team (Individualized Education Program Team): A team, including school district staff, parents, and sometimes others knowledgeable about the child that develops the student's IEP. Some additional members could be community service providers who represent a program that is relevant to a student's specialized educational needs.

LRE (least restrictive environment): An individually determined educational placement maximizing a student's opportunity to be with their typically developing peers, based on the student's unique needs.

PWN (Prior Written Notice): This is the document provided to parents that outlines the IEP team decisions. It is given to the parent after the IEP meeting and before the implementation of the change from the IEP meeting.

ESY (Extended School Year): These are maintenance services provided over the summer break for students who qualify via an IEP team decision.

504: The 504 Plan is a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment. (Not an IEP, no specially designed instruction)

Parent - (WAC 392-172A-01125): For purposes of special education, the word “parent” means:

- A biological parent;
- An adoptive parent;
- A foster parent;
- A guardian authorized to act as the child’s parent; but not the state when there is a dependency;
- An individual acting in the place of a biological or adoptive parent; including a grandparent, stepparent, or other relatives with whom the student lives, or an individual who is legally responsible for the student’s welfare;
- A surrogate parent who has been appointed because a parent cannot be identified or located; the student is a ward of the state and not residing with a foster parent, or a student is homeless and not with a parent;
- Adult students whose rights have transferred to them because they have reached the age of majority (age 18) and they do not have a guardian or an educational representative.

SPECIAL EDUCATION TEACHER MONTHLY REMINDERS

First 3 Days of School	<ul style="list-style-type: none"> • Change caseload in IEP Online. • Review IEP’s for all students • Create a schedule for all students based on the master schedule in elementary school • Check student schedules in secondary school • Create a schedule for Paras (including breaks, lunch, and planning time as needed) • Inform Gen Ed teacher of students with IEPs in their classes, provide their accommodations
September	<ul style="list-style-type: none"> • Get all parent contact information

	<ul style="list-style-type: none"> • Complete IEP's for students due in September/October, work one month ahead all year • Update transfer student IEPs. If evaluation accepted, complete new IEP within 30 calendar days. IF not accepted, amend the IEP to match current services until new evaluation completed. • Create an instructional schedule, data collection system, and remember to send signed, completed IEPs to the district office within 3 days of the due date. • Obtain baseline skill data for IEP goal areas for students
October	<ul style="list-style-type: none"> • Collect monthly data • High school only - complete Post School Outcome Survey (for graduate students)
November	<ul style="list-style-type: none"> • Collect monthly data • IEP progress report due, complete and send home. Include with 1st quarter and trimester report cards if possible
December	<ul style="list-style-type: none"> • Collect monthly data • Complete all IEPs due before January 10th before school is out for winter break
January	<ul style="list-style-type: none"> • Collect monthly data • Secondary only - IEP Progress reports, complete and send home with 1st-semester report cards • Begin parent conversations about placement after preschool. Document in PWN.
February	<ul style="list-style-type: none"> • Collect monthly data
March	<ul style="list-style-type: none"> • Collect monthly data, be aware of testing windows and impact on instruction/data collection • Elementary only - IEP progress report due, complete and send home. Include with 2nd-trimester report cards if possible. • Use the ESY projection sheets sent in early March to notify ESY Supervisor of your potential ESY students.

	<ul style="list-style-type: none"> • Placement planning for students transitioning to another school.
April	<ul style="list-style-type: none"> • Collect monthly data, be aware of testing windows and impact on instruction/data collection • Be aware of the impact of Spring Break on IEP due dates and meetings • Secondary only - IEP Progress Reports, complete, and send home with 3rd quarter report cards • By April 15, all ESY IEPs meetings should be complete • Placement planning for students transitioning to another school.
May	<ul style="list-style-type: none"> • Collect monthly data • Placement planning for students transitioning to another school • Preschool - coordinate with student school placements • After student placement is decided, arrange visits to receiving schools if necessary
June	<ul style="list-style-type: none"> • Collect monthly data • IEP progress reports, complete and send home with final report cards • Complete IEP's for students due in the beginning of September • High School - Graduating seniors, complete and send home Summary of Performance, PWN and current evaluation. •



CHAPTER 2

STUDENT ASSESSMENT

MTSS/RTI TEAMS

PURPOSE OF MTSS/RTI TEAMS

The MTSS (Multi-Tiered Systems of Support) Team is a school-based, decision-making, problem-solving team. The school MTSS process is designed to assist educators in the development of learning and intervention strategies for students, which may include the areas of academics, fine motor, gross motor, speech/language, social and/or behavioral, and adaptive skills.

THE MTSS MEMBERS

The MTSS has a core group of individuals who meet each time, with additional staff added as appropriate.

Core members:

- Counselor - meeting facilitator
- Building Administrator
- General Education teacher(s)
- A Special Education Teacher

Optional/As Needed Members:

- School-based mental health therapist
- Psychologist
- Specialist such as Nurse, Occupational Therapist, Physical Therapist, Speech/Language Pathologist, ELL Specialist, Title/LAP Interventionist, etc.

FACILITATOR ROLES/RESPONSIBILITIES

The meeting facilitator has the following responsibilities:

- Scheduling and providing adequate notice for the meeting and inviting the necessary persons
- Ensuring that information about the student is brought to the meeting

- Ensuring orderly functioning of the meeting
 - Ensuring that intervention strategies are documented
 - Updating and maintaining the MTSS/SIT tab in IEP Online after every meeting
 - Scheduling follow-up meeting
 - Organizing and transferring Section 504 or IDEA referral information to the appropriate individuals
- 1) At the initial meeting, the team will review documented information from the referral source and review strategies implemented to effect academic/behavior change. The team may recommend additional interventions for staff to implement.
 - 2) If necessary, at subsequent MTSS meetings, the team will review the effectiveness of the interventions. At this time, further recommendations may be made, or the team may agree that no further action is required.
 - a) The amount of time between the initial meetings and the follow-up meetings should be sufficient to allow for the implementation of the interventions (a minimum of 4 weeks unless a shorter time is approved by the building administrator).
 - b) If a student is referred for a special education evaluation, the counselor should inform the building psychologist and the building administrator.
 - c) The Guidance Team referral and any team documentation are to be kept by the MTSS Meeting facilitator in a secure location and should not be placed in the student's cumulative file. The MTSS tab in IEP online shall be completed within 5 school days after each MTSS Meeting.

MTSS CONFIDENTIALITY

The Guidance Team members are required to keep information discussed in the Guidance Team meetings confidential. This does not preclude them from discussing the referral with those that have legitimate educational interests (teachers/support staff/administration).

(next page)

SPECIAL EDUCATION SERVICES FLOW CHART

PULLMAN PUBLIC SCHOOLS

Special Education Services Flow Chart

POSSIBLE SPECIAL NEED NOTICED

Child is referred to the Child Study Team.
If 3 years of age, child is referred to Child Find Team.

If 3 years of age and screening process reveals student has NO evident handicapping conditions, NO FURTHER SERVICES from Child Find Agency or local school are received.

Screening process REVEALS suspect handicapping condition – or if Child Study Team suspects a handicapping condition, child is REFERRED for ASSESSMENT and EVALUATION.
If school age, Child Study Team reviews referral and makes recommendations for interventions to occur. Interventions are implemented and reported back to the Child Study Team.
Next steps include one of the following.

Assessment/Evaluation reveals NO identifiable needs. Child DOES NOT QUALIFY for Services.

Child QUALIFIES for SPECIAL SERVICES and SUPPORT based on any of the following conditions.

Child DOES NOT QUALIFY for Special Education but DOES QUALIFY for education services from General Education under Section 504.

QUALIFYING STUDENT

• Significant Limited Intellectual Capacity	• Speech/Language Disability
• Significant Identifiable Emotional Disability	• Preschool Child with a Disability
• Perceptual or Communicative Disability	• Physical Disability
• Hearing Disability	• Vision Disability
• Multiple Disabilities	

Initial Placement Into Special Education

Special Services Team, including parents, develop Educational Plan based on strengths and concerns revealed in initial testing.

Team convenes Annual Review to determine Educational Plan for ensuing year ... and to review progress from previous year.

Every three years, the Triennial Review determines eligibility for continued special services. This reevaluation occurs every three years on or before the anniversary date of the initial placement or the previous Triennial Review.



INITIAL EVALUATION PROCEDURE

The initial evaluation begins after the evaluation team has recommended the evaluation. The purpose of the evaluation is to determine if a student has a disability, if there is an adverse educational impact, and whether the student requires specially designed instruction; disability as defined by IDEA 2004 and state regulations.

The evaluation team and parent meet to develop an assessment plan for the evaluation. If the parent cannot attend the assessment plan and consent meeting, the team must find a mutually agreeable time to meet with the parent. The parent must agree and sign the consent form before the initial evaluation can be conducted. An initial evaluation:

- Must be conducted within 35 school days from the date the written consent is received at the school;
- Must be administered by trained personnel conforming with the standardization of the test format;
- Must be conducted in all areas related to the suspected disability and sufficiently comprehensive to identify all of the student's special education needs, whether or not commonly linked to the suspected disability category;
- Must use technically sound and culturally and racially nondiscriminatory tools;
- Should be administered in the student's native language or mode of communication if possible;
- Must include parent input and review of existing data; and
- Must not use a single test instrument or procedure as the sole criterion for eligibility decisions.

The information gathered in the initial evaluation must be relevant to IEP development and would need to include functional, developmental, and academic information about the student.

REEVALUATION PROCEDURE

A reevaluation is conducted every three (3) years and must determine if a student continues to meet eligibility criteria for special education and related services. Any evaluation which resets the triennial evaluation timeline must address all areas of functioning for which the student is receiving services plus any areas about which concerns have been raised.

- Reevaluation results can lead teams to consider a change of placement. Federal and state law dictates that such activities that "substantial or material change to the student's educational program, such as the type of services provided, constitutes a change in placement.

- Prior to considering a student for dismissal from any previously qualified service area, a reevaluation is required.

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- Reevaluation results can lead teams to consider a change of placement. Federal and state law dictates that such activities that "substantial or material change to the student's educational program, such as the type of services provided, constitutes a change in placement.
- Prior to considering a student for dismissal from any previously qualified service area, a reevaluation is required.
- No reevaluation is required when special education eligibility terminates due to graduation from high school with a regular diploma or due to reaching the end of the school year during which the student turned 21. Instead, the district will provide a Prior Written Notice (PWN) to the student and the parent within one month before the student's anticipated last day of school.

A reevaluation must be completed within 35 school days after the parent has signed consent and before the three (3) year due date, whichever comes first. A school district may proceed with a reevaluation and does not need parental consent, provided that:

- It made reasonable efforts to obtain such consent, and
- The student's parent(s) failed to respond

EVALUATION RESULTS/ELIGIBILITY DETERMINATION MEETING

Upon completion of the evaluation or reevaluation report, the evaluation team meets to consider the findings and determine whether the student meets the eligibility criteria. The evaluation team is to consist of the following individuals:

- Parent/Guardian
- Special Education Teacher
- General Education Teacher
- Administrator
- Evaluation Case Managers (School Psychologist and/or related service providers)

All components of the evaluation must be considered when determining the presence of a disability that adversely affects educational performance and requires specially designed

instruction. The results must relate the findings to academic, developmental, and functional performance and provide complete, comprehensive information, which will be the base of the IEP. The evaluation report needs to conclude that the disability is not due to the lack of appropriate instruction in reading or math and not due to limited English proficiency.

Through the use of validated tests and other education data, the evidence must be present in accordance with the three prongs of special education determination, which is defined as:

- Presence of a documented disability
- An adverse educational impact; and
- The student requires specially designed instruction.

REVIEW OF EXISTING DATA (RED) FOR TRIANNUAL CONTINUE QUALIFICATION FOR SPECIAL EDUCATION

For secondary students, as part of the reevaluation, the IEP team can review the existing data (RED) to determine whether they can confirm that the student has a disability, continues to require special education and related services, determine necessary adaptations and modifications, and develop appropriate programming. Complete the Review of Existing Data Form.

WAC 392-172A-03025

REVIEW OF EXISTING DATA FOR EVALUATIONS AND REEVALUATIONS

- 1) As part of an initial evaluation, if appropriate, and as part of any reevaluation, the IEP team and other qualified professionals, as appropriate, must:
- 2) Review existing evaluation data on the student, including:
 - a) Evaluations and information provided by the parents of the student;
 - b) Current classroom-based, local, or state assessments, and classroom-based observations; and
 - c) Observations by teachers and related service providers.
- 3) a. On the basis of that review, and input from the student's parents, identify what additional data, if any, are needed to determine:
 - i) Whether the student is eligible for special education services, and what special education and related services the student needs; or
 - ii) In case of a reevaluation, whether the student continues to meet eligibility, and whether the educational needs of the student including any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP of the student and to participate, as appropriate, in the general education curriculum; and

- b) The present levels of academic achievement and related developmental needs of the student.
- 4) The group described in this section may conduct its review without a meeting.
- 5) The school district must administer such assessments and other evaluation measures as may be needed to produce the data identified in subsection (2) of this section.
- 6) a. If the IEP team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the student continues to be a student eligible for special education services, and to determine the student's educational needs, the school district must notify the student's parents of:
 - i) That determination and the reasons for the determination; and
 - ii) The rights of the parents to request an assessment to determine whether the student continues to be a student eligible for special education, and to determine the student's educational needs.
- b) The school district is not required to conduct the assessment described in this subsection (5) unless requested to do so by the student's parents.

[Statutory Authority: RCW 28A.155.0j90 and 34 C.F.F. Part 300. WSR 13-20-034, § 392-172A-03025. Filed 9-24-13, effective 10/25/13. Statutory Authority: RCW 28A.155.090(7) and 42 U.S.C. 1400 et. Seq. WSR 07-14-078, § 392-172A-03025, filed 6/29/07, effective 7/30/07.]

See Attached Support Documents: RED Forms, RED Questions

- 1) If the IEP team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the student continues to be a student eligible for special education services, and to determine the student's educational needs, the school district must notify the student's parents of:
 - a) That determination and the reasons for the determination; and
 - b) The rights of the parents to request an assessment to determine whether the student continues to be a student eligible for special education, and to determine the student's educational needs.
- 2) The school district is not required to conduct the assessment described in this subsection (5) unless requested to do so by the student's parents.

[Statutory Authority: RCW 28A.155.0j90 and 34 C.F.F. Part 300. WSR 13-20-034, § 392-172A-03025. Filed 9-24-13, effective 10/25/13. Statutory Authority: RCW 28A.155.090(7) and 42 U.S.C. 1400 et. Seq. WSR 07-14-078, § 392-172A-03025, filed 6/29/07, effective 7/30/07.]

See Attached Support Documents: RED Forms, RED Questions

PROFESSIONAL JUDGMENT

Washington State Association of School Psychologists
Professional Practice Standards Guidelines in the Use of Professional Judgment in Determining Eligibility for Special Education

BACKGROUND

The purpose of this paper is to discuss the usage of the term *Professional Judgment* within the regulation, to examine the text within which the term is used, and to define the parameters for the application of *Professional Judgment* within regulations.

THE WASHINGTON ADMINISTRATIVE CODE REFERENCES TO “PROFESSIONAL JUDGMENT”

There are three distinct references to *Professional Judgment* in the WACs. The first, in reference to ESY services eligibility, asks the evaluation group to use its *Professional Judgment* in considering data from multiple sources, including severity of disability and rate of progress. A second reference is in regard to the validity of assessment tools and the case where such validity cannot be established. The third example of the use of *Professional Judgment* refers to the situation where the evaluation group, attempting to establish the existence of a Specific Learning Disability (SLD), is faced with a situation where the criterion score for the LD regression table is not congruent with other data collected by the team.

WAC 392-172A-02020 EXTENDED SCHOOL YEAR SERVICES

School districts must develop criteria for determining the need for extended school year services that include regression and recoupment time based on documented evidence, or on the determinations of the IEP team, based upon the Professional Judgment of the team and consideration of factors including the nature and severity of the student’s disability, rate of progress, and emerging skills, with evidence to support the need.

While this citation is in reference to a specific decision (offering of ESY), *Professional Judgment* is defined as the team’s consideration of other factors. This gains importance when the use of *Professional Judgment* is debated in cases where discrepancy table criteria are not in congruence with data from other sources.

The Washington Administrative Code cited immediately below is referred to as the “Evaluation Procedures WAC,” and the second is listed under the “Method for Documenting Severe Discrepancy WAC.” The title provided for each Washington Administrative Code is of critical importance when attempting to understand and apply the provisions of the regulations to school psychological activities. It is clear from the titles of the two citations that these regulations

pertain only to evaluation procedures and to the determination of a severe discrepancy. Although this is a statement of the obvious, it is critical to realize that there is no discussion regarding eligibility, services, or other major points of contention. The word eligibility is underlined to highlight the fact that confusion exists around the context in which the word eligibility is used, which will be discussed in the paragraph following the citation.

WAC 392-172A-03030 EVALUATION PROCEDURES

(3)(a)(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 the need for special education. Use of Professional Judgment shall be documented in the evaluation report.

As stated above, the evaluation procedure specifies that only “if properly validated tests are unavailable” the use of *Professional Judgment* is provided for within a given set of parameters. The first critical point is that the use of *Professional Judgment*, in this case, is only allowed when “properly validated tests are unavailable.” Best practice would dictate that an assessment battery be designed with a specific student’s needs in mind. The purpose of the assessment is to:

- Establish eligibility for services and
- Lead to recommendations for the IEP team

If during assessment, the validity of a specific test’s results is called into questions, a second assessment tool should be utilized. For example, assessments with lower age equivalent baseline levels, with reduced verbal loading, or with limited fine motor demands, are acceptable alternatives.

This particular evaluation WAC pertains only to the psychometric properties of the assessment tool. It goes on to further define the parameters by stating that “other evidence” must be “documented in the evaluation report.” Therefore, the evaluation team must determine what evidence or assessments it is going to use to take the place of the unavailable “properly validated” test. The final sentence further clarifies that any deviation from “standard conditions” must be documented in the evaluation report.

Therefore, the use of the word “eligibility” is referring to the categorical portion of determining eligibility. The term or concept of eligibility, in general, requires further documentation of the “need for specially designed instruction” and “adverse impact”.

ADDITIONAL PROCEDURES FOR IDENTIFYING STUDENTS WITH SPECIFIC LEARNING DISABILITIES

WAC 392-172A-03070 METHOD FOR DOCUMENTING SEVERE DISCREPANCY

(2) Where the evaluation results do not appear to accurately represent the student's intellectual ability or where the discrepancy between the student's intellectual ability and academic achievement does not appear to be accurate upon application of the discrepancy tables, the evaluation group, described in WAC 392-172A-03050, may apply Professional Judgment in order to determine the presence of a specific learning disability.

Data obtained from formal assessments, review of existing data, assessments of student progress, observation of the student, and information gathered from all other evaluation processes for students being identified for a specific learning disability must be used when applying *Professional Judgment* to determine if a severe discrepancy exists. When applying *Professional Judgment*, the group shall document in a written narrative an explanation as to why the student has a severe discrepancy, including a description of all data used to make the determination through the use of *Professional Judgment*.

As stated in the section on the severe discrepancy, the use of *Professional Judgment* is intended to provide the professionals the ability to determine that a child has a learning disability even though it is not documented via the method provided within WAC 392-172A-03070 (Discrepancy Table for Determining Severe Discrepancy WAC).

Identification of disability is only one component of qualification (i.e., disability, need for specially designed instruction, and adverse impact must all be considered and documented). Often the data that represent an inconsistency with regression tables is the same data that will be cited as representative of the adverse impact of the learning disability (e.g. state assessments, common core assessments, classroom performance, observation). The language of this section is specific in stating that "the evaluation group... shall apply *Professional Judgment* in order to determine the presence of a severe discrepancy." As noted, this procedure is only to be utilized after the team has applied the standard within WAC 392-172A-03070 (Discrepancy Tables). **The evaluation team must provide, in writing, the rationale for *Professional Judgment* and the "supportive evidence" used by the evaluation team.**

WSASP has encouraged Washington psychologists to engage in the practice of conducting a comprehensive evaluation (see guidance paper: Revised Professional Practice Guidelines in the Evaluation of Students Suspected of Having A Specific Learning Disability). As part of this process, it is anticipated that data from multiple sources will be analyzed from referral to eligibility decision. As sources of data increase, so does the likelihood of contradictory or non-

supportive data. Teams will be faced with using their best *Professional Judgment* to reconcile the data, and for that reason, we have underscored the need for the evaluation team to provide a narrative describing the evidence to support the use of *Professional Judgment* in LD identification.

The case for incorporating data from multiple sources in the diagnosis of LD is neither new nor limited in scope (Bateman, 1992; National Joint Committee on Learning Disabilities, 1997; Gregg & Scott, 2000; Dombrowski et al., 2004; Mather & Gregg, 2006). The NJCLD, for example, called on psychologists to use their best clinical judgment incorporating both quantitative and qualitative data accumulated from such sources as informal measures; classroom portfolios, student, teacher, and parent reports, along with feedback from the multidisciplinary team. Fletcher & Reschly (2005) pointed out that norm-referenced test results should not be a substitute for developmental and instructional history, medical and psychological history, family and environmental facts, and test scores. Evaluators require expertise to compare, contrast, and interpret the obtained assessment results.

Historically the use of Professional Judgment has been inappropriately applied to any and all categories of eligibility determination. However, the previous paragraphs are intended to help in clarifying the three occasions where *Professional Judgment* is allowed within the regulations. *Professional Judgment*, as defined in the regulations, may appear as a component of any evaluation in which any category of a disability is being considered.

Professional Judgment, though, is not the basis of the determination of eligibility but rather one component that may be necessary. The necessity can arise when there is a consideration for Extended School year, a lack of appropriately validated tests or the tests utilized do not (by *Professional Judgment*) measure the student's ability accurately and are impacting the team's effective and appropriate evaluation and definition of the needs of a student.

TESTING INFORMATION FOR TEACHING/SPEECH-LANGUAGE PATHOLOGISTS/SPECIALISTS

- 1) Language Assessment: entry-level language assessment requires two formal instruments, along with informal procedures such as language sampling, structured clinical tasks, and observations.
- 2) Rating scales: at least two behavioral rating scales must be completed for students with behavior concerns. The information gathered from these scales will be written into the diagnostic summary.

- 3) A classroom academic observation must be completed for students suspected of LD, ED, and Autism. Should the student qualify for services in a specific learning disability, an observation must be documented for each area in which they qualify.
- 4) Specialists should complete their assessment, enter specific test data and assessment results, and write a brief interpretation of the data in their report.
- 5) Structured Clinical Task – a structured clinical task is an informal assessment of a specific skill area, designed to elicit detailed information about a particular skill

Example: a student, who on formal tests answers incorrectly the 2 division problems, could be given a page of division problems appropriate to his grade level and perhaps one appropriate for a student in the previous grade level. The intent is to look more informally, but in-depth, at specific skills such as understanding processes, use of alignment, multiplication, subtraction, use of decimals, task persistence, task organization, etc.

DEFINITIONS AND CRITERIA FOR DIAGNOSIS

The child with a disability or student eligible for special education.

WAC 392-172A-01035

(1)(a) Child with a disability or as used in this chapter, a student eligible for special education means a student who has been evaluated and determined to need special education because of having a disability and meets the following criteria to receive special education services.

HOW YOUR STUDENT QUALIFIES FOR SPECIAL EDUCATION SERVICES

Students determined eligible for special education services must meet all three of the following criteria:

- The student must have a disability or disabilities
- The student's disability/disabilities adversely affect educational performance
- The student's unique needs cannot be addressed through education in general education classes alone – with or without individual accommodations. The student requires specially designed instruction (SDI).

A diagnosis from a doctor or mental health professional alone is not enough to qualify for special education services. Information from a doctor or mental health professional is helpful, however, and should be provided to the school district when a referral is made.

Eligibility is based on a comprehensive initial evaluation. A comprehensive initial evaluation includes all of the existing data gathered about the student through the referral process and any additional assessments needed to determine whether a student is eligible for special education.

The initial evaluation report is used to determine what special education and related services the student needs.

ELIGIBILITY CATEGORIES

- Autism
- Deaf-Blindness
- Deafness/Hearing Impairment
- Developmental delay students – for students 3-8 years
- Emotional behavioral disability
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment (including blindness)

DEFINITION OF EACH ELIGIBILITY CATEGORY

AUTISM

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

(ii) Autism does not apply if a student's educational performance is adversely affected primarily because the student has an emotional behavioral disability, as defined in subsection (2)(e) of this section.

(ii) A student who manifests the characteristics of autism after age three could be identified as having autism.

DEAF-BLINDNESS

Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be

accommodated in special education programs solely for students with deafness or students with blindness and adversely affect a student's educational performance.

DEAFNESS/HEARING IMPAIRMENT

A hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects a student's educational performance.

DEVELOPMENTAL DELAY

- A student three through eight who are experiencing developmental delays that adversely affect the student's educational performance in one or more of the five following areas:
- Cognitive development: comprehending, remembering, and making sense of one's experience. Cognitive ability is the ability to think and is often thought of in terms of intelligence.
- Communication development: the ability to effectively use or understand age-appropriate language, including vocabulary, grammar, and speech sounds.
- Physical development: fine and/or gross motor skills requiring precise, coordinated, use of small muscles and/or motor skills used for body control such as standing, walking, balance, and climbing.
- Social or emotional development: the ability to develop and maintain functional interpersonal relationships and to exhibit age-appropriate social and emotional behaviors; and
- Adaptive development: the ability to develop and exhibit age-appropriate self-help skills, including independent feeding, toileting, personal hygiene, and dressing skills.
 - A school district is not required to adopt and use the category "developmentally delayed" for students, three through eight.
 - If a school district uses the category "developmentally delayed", the district must conform to both the definition and age range of three through eight, established under this section.
 - School districts using the category "developmentally delayed," for students three through eight may also use any other eligibility category.
 - Students who qualify under the developmental delay eligibility category must be reevaluated before age nine and determined eligible for services under one of the other eligibility categories.

EMOTIONAL/BEHAVIORAL DISABILITY

A condition where the student exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers
- Inappropriate types of behavior or feelings under normal circumstances.
- A general pervasive mood of unhappiness or depression
- A tendency to develop physical symptoms or fears associated with personal or school problems.

(ii) Emotional/behavioral disability includes schizophrenia. The term does not apply to students who are socially maladjusted unless it is determined that they have an emotional disturbance.

HEARING IMPAIRMENT

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

INTELLECTUAL DISABILITY

A significant subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student's educational performance.

MULTIPLE DISABILITIES

Concomitant impairments, the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term, multiple disabilities, does not include deaf-blindness.

ORTHOPEDIC IMPAIRMENT

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

OTHER HEALTH IMPAIRMENT

Having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that:

- Is due to a chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia,

lead poisoning, leukemia, nephritis, rheumatic fever, sickles cell anemia, and Tourette syndrome; and

- Adversely affects a student's educational performance

SPECIFIC LEARNING DISABILITY

A disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia, that adversely affects a student's performance.

- Specific learning disability does not include learning problems that are primarily the result of a visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

SPEECH OR LANGUAGE IMPAIRMENT

A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a student's educational performance.

TRAUMATIC BRAIN INJURY

An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student's educational performance, Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

[Statutory Authority: RCW 28A.155.090 and 34 C.F.R. Part 300. WSR 13-20-034, §392-172A-01035, filed 9/24/13, effective 10/25/13. Statutory Authority: RCW 28A.155.090, 20 U.S.C. 1400 (c)(12)(C), 20 U.S.C. 1401 (3)(A)(i), and 20 U.S.C. 1401 (30)(C). WSR 11-06-052, § 392-172A-01035, filed 3/1/11, effective 4/1/11. Statutory Authority: RCW 28A.155.090(7) and 42 U.S.C. 1400 et.

Seq. WSR 07-14-078, § 392-172A-01035, filed 6/29/07, effective 7/30/07.]



CHAPTER 3

SERVICES, PLACEMENTS, AND PROGRAMS

SPECIAL EDUCATION AND RELATED SERVICES

Special education is partially defined in IDEA and Washington State's Department of Special Education as:

Special education is specially designed instruction that addresses the unique needs of a student eligible to receive special education services. Special education is provided at no cost to parents and includes the related services a student needs to access her/his educational program.

Early Stages (ages 0 – 3): Early intervention services are available to children who have disabilities and/or developmental delays. **Early Support for Infants and Toddlers (ESIT)** program provides services to eligible children and families in a variety of settings – in their homes, in childcare, in preschool or school programs, and in their communities. Early intervention services are developmental services such as special instruction, speech therapy, occupational therapy, physical therapy, and service coordination for infants and toddlers who are showing delays or have disabilities. Services also include assistance and support for parents as they encourage their child's development and learning.

Early Intervention can help parents:

- Find the services they need for their child
- Understand their child's developmental growth
- Support their child's learning, development, and participation in home and family activities

Boost Collaborative coordinates and provides these services throughout Whitman and Garfield Counties.

Boost Collaborative and Family Support Services:

Phone (509) 332-4420

Email info@boostcollaborativewa.org

Website <http://www.boostcollaborativewa.org>

School Age (ages 3 – 21): Students with disabilities who are determined eligible for special education and related services are entitled to a Free Appropriate Public Education (FAPE). Services are provided to eligible students according to an Individualized Education Program (IEP) in preschools, elementary, and secondary schools, or other appropriate settings.

Specially designed instruction and related services are provided at no cost to the parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education.

LEAST RESTRICTIVE ENVIRONMENT

General LRE requirements are that each public agency shall ensure that to the maximum extent appropriate children with disabilities, including children in public or private institutions or other care facilities, are educated with children who do not have disabilities, and that special classes, separate schooling, or other removal of children from the general education environment occurs only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

SPECIALLY DESIGNED INSTRUCTION (SDI) FROM LEAST RESTRICTIVE (LRE) TO MOST RESTRICTIVE AND ACCESS TO CORE INSTRUCTION

GENERAL EDUCATION SPECIAL EDUCATION SERVICES

- The student is in general education (Gen Ed) Classes all
- Receives accommodations from general education teacher or paraeducator
- Skill-based SDI provided by the gen ed teacher
- Student is performing near grade level for academics and needs additional supports
- Case manager consults weekly with gen ed teacher and/or paraeducators about student and collects data.

OR

CO-TEACHING MIDDLE SCHOOL

- Student in gen ed classroom
- Receives accommodations from gen ed teacher and special education teacher
- Skills-based SDI provided by special education teacher in support of core curriculum

- Students performing close to or in the academic range of non-disabled peers and/or behaviorally able to stay regulated and engage with the curriculum
- Teachers plan together and teach lessons together, working with all students
- Special education teacher supports all students with similar needs

OR

GEN ED INCLUSION STRATEGIC INTERVENTION

- Student in gen ed classroom
- Receives accommodations/modifications from paraeducator, gen ed, and special education teacher
- Special education teacher in collaboration with the gen ed teacher provides SDI during group and individual work time.

OR

STRATEGIC INTERVENTION-SPECIAL EDUCATION SETTING (ELECTIVE IN SECONDARY)

- Accommodations provided by SPED teacher and paraeducator
 - Skills-based SDI provided by Spec Ed teacher and paraprofessional
 - In support of the core curriculum
 - Some qualifying areas may need to be modified
 - Student requires modified grades in areas defined by an IEP team
-

ALTERNATIVE CURRICULUM in SPECIAL EDUCATION SETTING FOR PART OF THE DAY

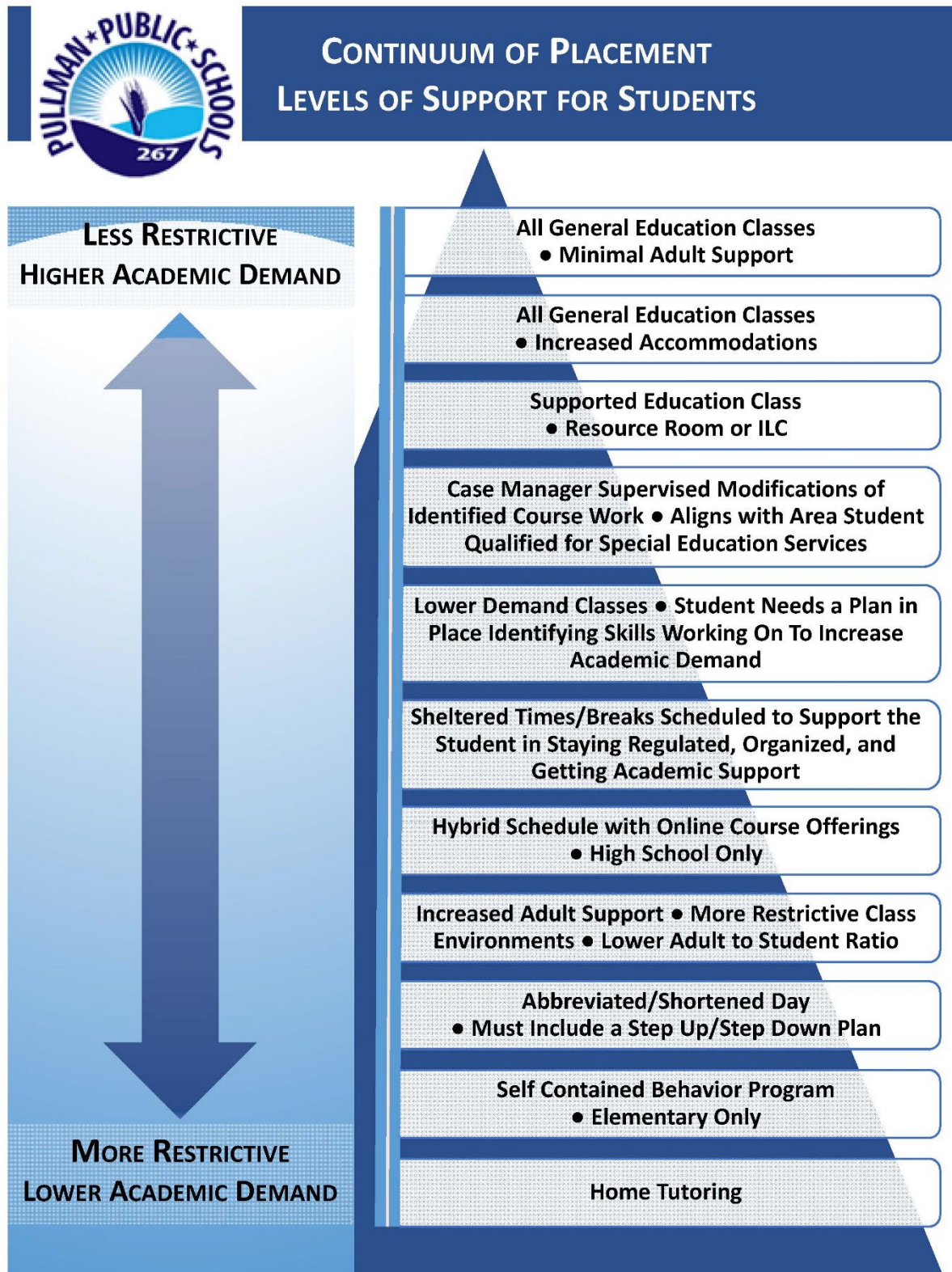
- Student in SPED classroom
- Receives accommodations and modifications from SPED teacher and paraeducator
- SDI in adaptive life skills and independence
- Core is heavily modified for student access

OR

ALTERNATIVE CURRICULUM IN SPED SETTING THE MAJORITY OF THE DAY

- Student in SPED classroom requires high adult support
- Student needs adult support to stay regulated
- Student needs social skills explicitly taught
- Student behavior impacts their ability to access their education

CONTINUUM OF PLACEMENT LEVELS OF SUPPORT FOR STUDENTS



HOMEBOUND SERVICES

In Pullman Public Schools homebound instruction is available to some students who meet the eligibility to receive services in a homebound setting, on the dates when the resident school is ordinarily in session, for those students whose needs cannot be appropriately met in the school setting. Upon approval of the application and determination by District personnel that the student can benefit from such a program, homebound instruction will be provided to students for medical reasons **WAC 392-172-02100**.

Services will cover the four basic core academic areas (language arts, math, science, and social studies) for general education requirements. Decisions regarding special education will be handled by the case manager, after consultation with the student's family.

Responsibilities:

The provision of homebound services is a cooperative effort between the home and school and requires shared responsibilities in order to be successful:

Counselor's Role (for students taking general education classes)

- Inform parents of the homebound option
- Contact general education teachers and ask them to provide curriculum materials
- Establish drop off/pick up location for student's work and teacher's Progress Reports
- Make a determination based on their individual school policy whether the students can continue to earn credit (and under what conditions) while the student is receiving homebound instruction
- Clearly communicate to students, parents, and teachers the criteria of the school for grades and credits while they access homebound services
- Contact Administrator with any concerns

General Education Teacher's Role

- Provide all needed curriculum materials to include:
 - course expectations and syllabus, daily assignments, textbooks, worksheets, reference materials, assignments, tests, answer keys, etc.
- Discuss with (or provide written directive to) the homebound teacher regarding your preferences for grading and exchange of daily work, timelines for quarter/semester grades, provisions for any standardized testing, etc.

Special Education Case Manager's Role (for students with a disability)

- Maintain IEP case management responsibility for the student for the duration of the homebound instruction
- Inform parents of the homebound option
- Complete IEP for a change of placement to homebound

- Provide all needed curriculum materials; including course expectations and syllabus, daily assignments, textbooks, worksheets, reference materials, assignments, tests, answer keys, etc.
- Discuss with (or provide written directive to) the homebound teacher regarding your preferences for grading and exchange of daily work, timelines for quarter/semester grades, provisions for any standardized testing, etc.
- Follow up and monitor the exchange of work and Progress Reports
- Reconvene and update the IEP as needed for continued compliance

Parent's Role

- Communicate with the school regarding the need for homebound instruction
- Complete the Parent Sign-off Form for homebound instruction
- Submit completed application to the physician if needed for medical authorization and return the signed form to off of Special Programs located in the districted administration office
- Sign Release to Exchange Information for the physician as needed
- Work with the homebound teacher to establish mutually agreeable times for homebound instruction
- Arrange a suitable place for homebound instruction in the home (if instruction is to take place there)
- Agree to an appropriate library or community location for homebound services and provide transportation for the student to that location (if applicable)
- Ensure the student is present and ready to work for all homebound sessions
- Contact the homebound teacher directly if the student is unavailable for instruction
- Be present (or provide for a responsible adult to be present) in the home or community location during all periods of homebound instruction.
- Inform the school and prepare the student for transition back to school as appropriate
- Provide new application if an extension of services is required by the physician - Contact administrators with any issues

Homebound Role

- Contact the school counselor or special education case manager upon acceptance of the case
- Contact parent to establish schedule and location for delivery of services
- Pick up curriculum materials from the school counselor or case manager
- Provide direct instruction to students according to established guidelines
- Provide make-up service to students if the homebound teacher was unavailable or as directed by the area coordinator
- Maintain accurate records of student attendance
- Continually monitor progress toward IEP goals as appropriate

- Notify the school counselor and school special education teacher when the student returns to school
- Contact the administrator with any issues

Student Services Administration/Principal's Role

- Provide input to teachers and IEP teams regarding the appropriateness of homebound services for individual students
- Monitor and assist with issues related to the provision of work, grading, and credits
- Problem-solve with staff when issues arise

State Assessment Requirements

The school-based staff is responsible for identifying homebound students who will participate in state assessments. If the school determines it is appropriate for the homebound teacher to proctor the test, the school personnel must notify the homebound teacher of the process, schedule, and training requirements for the assessment. The homebound teacher may participate in school-based training or the training which is provided by the homebound department. Clear guidelines for handling test materials should be established between the school and the homebound teacher to maintain the security of the test documents.

IEP Issues

For special education students, regardless of the reason, homebound instruction is a change in placement and must be clearly documented through the IEP process. The case manager for students on homebound is the special education teacher from the school where the student would attend if not on homebound. Homebound instruction is the most restrictive special education placement. Placement into homebound should only be made when all other less restrictive options have been considered. It is best practice, when the IEP is written to change the placement to homebound, for the IEP team to have discussions that determine how students with IEPs who are placed in homebound will be involved in and make progress in the general education curriculum. Each time an IEP is held, it is important to discuss plans for returning the student to a less restrictive placement if at all possible. Consult with the student services administrator on the Service Matrix.

Special education homebound teachers will have access to a copy of their student's IEPs and will be responsible for providing INPUT on the students' progress toward goals in their monthly progress report. The case manager should use the input received from the homebound teachers' monthly progress report(s) to update the IEP goals in the District documentation system according to the same schedule they use for their other students.

COMPENSATORY SERVICE

An IEP team may determine that a student is owed compensatory service. If compensatory service is to be offered in the homebound setting, then an application packet needs to be completed. Compensatory service is not a "placement" and should not be listed on the service summary page as a direct service.

Extended School Year is not to be used to deliver compensatory service. If the student is owed compensatory services and is not ESY eligible, the IEP Team may determine that the compensatory services will be provided in the ESY setting, but this should not be documented as ESY IEP.

- Compensatory service must be documented on a Prior Written Notice
- Appropriate documentation includes the service minutes and the time frame.
- Include a statement that compensatory service will expire if not completed by a specific date.
- A student may be eligible for ESY and receive additional compensatory service in the homebound setting based on the information on the additional information page.
- Specific curriculum and materials must be supplied by the school for the homebound instructor to use during the compensatory service. The IEP team, including the parent, should have a clear understanding as to how the work will be graded and whether credit will be granted for work completed during the compensatory service

DEAF/HARD OF HEARING SERVICES

I. BACKGROUND INFORMATION:

For students who are Deaf, PSD Special Programs department contracts with providers from the Washington State School for the Deaf to determine services and a plan.

VISION IMPAIRMENT/BLINDNESS

The Vision Program serves students ages 3 to 21 who have an educational diagnosis of blind or visually impaired. Teachers of the visually impaired support students with direct and consultative services across general education and special education settings and adapt and modify curriculum for student access. Student access may include Braille, large print, audio, or digital text. Appropriate technological support tools will be determined with the Vision Itinerant Teacher and the IEP team. Students with multiple disabilities, which include an educational diagnosis of blind or visually impaired, receive support from a Vision Itinerant Teacher in consultations with

classroom staff for programming needs or through direct instruction. A student with significant vision needs may have attendance issues.

Washington State School for the Blind if determined appropriate by an IEP team and accepted by the school. Orientation and Mobility is a related service provided for students served through the vision department who require specialized instruction in travel skills.

COMMUNITY-BASED TRANSITION SERVICES

Pullman Public Schools Special Services department provides a continuum of services to meet the transition needs of all students. Services are based on:

- Strength
- Preferences
- Interests
- Needs

The need for Community-Based Transition Services is determined by the student's IEP team. It includes assignment to a community-based classroom to meet transition goals through a variety of individualized community experiences. PSD partners with:

Whitman County Division of Vocational Rehabilitation (DSHS)

(509) 751-4669 or (800) 637-5627

<https://www.dshs.wa.gov/dvr>

OCCUPATIONAL THERAPY SERVICES

The occupational therapy team (OT) uses purposeful, goal-directed activities to enable a student with a disability to benefit from an individualized educational program. Specifically, therapy is designed to assist in the development of skills that are prerequisites for academic learning within the educational setting. Depending on the student, it may include improving gross and fine motor skills, sensory-motor processing, coordination, adapting environments, organizing and using materials appropriately, and/or developing dressing and feeding skills appropriate to the learning environment. *Delivery of OT services in the educational setting is distinctly different from clinically based, medically necessitated treatment.*

PHYSICAL THERAPY SERVICES

The physical therapist plans and implements programs that will help the student attain their educational potential and benefit from special education. The physical therapy team (PT and

PTA) is concerned with facilitating the child's overall performance in the classroom, considering the student's developmental level and physical disability.

Services are provided to enhance independent functioning and may include positioning, strength training, modifications, and adaptations to the environment. Although medical concerns are significant, rehabilitation is not the focus of school-based physical therapy

- Consideration for each of the above special education-related services is determined by formal and informal assessments, professional judgment of the therapist/APE, and consultation from the IEP team.
- Complete referral procedures and guidelines can be found in the IEP/Reevaluation Manuals.
- OT, PT, and APE are meant to address only those concerns that directly impact educational performance and/or access to the curriculum.

STUDENT TRANSPORTATION SERVICES

Special Education Transportations is a Related Services for Eligible Students. Specialized transportation can be found necessary when it is required for the student to receive FAPE. Transportation is provided when the student has an identified need that cannot be met through regular transportation.

Specialized transportation and/or equipment or specialized training for transportation staff required due to a student's disability is to be noted in the IEP. Transportation personnel should usually be invited to the IEP meeting when the need for specialized transportation services is anticipated. Notify student services when the IEP adds transportation as a related service to an IEP.

The purpose of the district's special education program procedures is to address program areas where state and federal regulations require specific local procedures or permit local discretionary choices. The state regulations governing the implementation of special education services pursuant to the **Individuals with Disabilities Education Improvement Act (IDEA) of 2004 are addressed in Chapter 392-172A WAC**. These procedures do not address all of the requirements established in the regulations. District personnel who are not familiar with the regulations need to contact the special education director if there are questions regarding special education. *For further information, refer to policy 2161P.*



CHAPTER 4

CURRICULUM & ASSESSMENT PLAN

CURRICULUM & ASSESSMENT PLAN

Area	Elementary	Secondary
ELA	<ul style="list-style-type: none"> • System 44 • Read 180 • Collaborative Literacy SIPPS • Step-Up to Writing 	<ul style="list-style-type: none"> • Language Live! • Step-Up to Writing • Edmark
Math	<ul style="list-style-type: none"> • Bridges Intervention 	<ul style="list-style-type: none"> • Trans Math
Social Emotional	<ul style="list-style-type: none"> • Superflex • Social Thinking • Zones of Regulation • 2nd Step • Model Me Kids 	<ul style="list-style-type: none"> • Healthy Relationships • Curriculum • Character Strong • Circles • Model Me Kids
Functional Academic and Communication	<ul style="list-style-type: none"> • Styer-Fitzgerald • STAR Autism 	<ul style="list-style-type: none"> • Styer-Fitzgerald • Brigrance Transition

INSTRUCTIONAL SUPPORT: CURRICULUM & ASSESSMENT

STATE ASSESSMENT OVERVIEW

Statewide testing is important because it helps ensure all public-school students, no matter where they go to school, receive a quality education.

Washington students are regularly tested by the state to assess their progress as they move through school. In high school, they must pass specific [exit exams](#), or [state-approved alternatives](#), to be eligible to earn a certificate of academic achievement/high school diploma. (Assessment is one of the [graduation requirements](#)).

OSPI develops or selects and administers all state assessments. We also report [achievement data](#) for students, schools, districts, and the state. These data help districts and schools decide

which teaching practices and curricula best support student understanding of the [Washington State Learning Standards](#). They also give families valuable information about how well their child is doing and where additional help might be needed.

One requirement of the [Elementary and Secondary Education Act](#) is that states have their assessment programs approved for technical quality by the U.S. Department of Education. Washington's assessment program has received a "[Fully Approved](#)" rating through this process.

This focus on educational achievement and outcomes for students with disabilities is intended to direct attention to the accommodations and supports needed by students with disabilities to access and progress in the general education curriculum. Participation in state and district-wide assessments goes hand in hand with access to the general education curriculum.

WASHINGTON ASSESSMENT PROGRAM

PARTICIPATION

All students enrolled in public schools are expected to participate in the state assessments. Parents cannot request their student not participate in taking the state assessments via the IEP. *Students can be excused at parent request from assessments*, the district has a policy and procedures for parents to request their children not participate. This would be the same policy and procedures for students without disabilities.

TEST CONSTRUCTION & SCORES

Smarter Balance

IEP teams need to understand the design of the Smarter Balance Assessment at each grade level to make informed decisions about needed accommodations. Assessment items consist of a combination of multiple choice, constructed response, and performance event questions. Written responses are required for constructed responses and performance events.

Smarter Balance Assessment have four achievement levels:

- Level 4 Above Standard
- Level 3 At Standard
- Level 2 Near Standard
- Level 1 Below Standard

WA-AIM

WA-AIM scores will be integrated into building and district state assessment scores for determination.

- Level 4 Above Standard
- Level 3 At Standard

- Level 2 Near Standard
- Level 1 Below Standard

ACCOMMODATIONS

IEP teams must determine appropriate accommodations that are needed for the student to participate in state and district-wide assessments. Accommodations are to “level the playing field” so a student with a disability can demonstrate what he/she knows and is able to do. Accommodations listed for state and district-wide assessments are to be consistent with the accommodations used by the student in their instructional program.

Washington students are tested regularly by the state to assess their progress as they move through school. State tests include the following, and may be taken with or without tools, supports, or accommodations*:

- **Smarter Balanced:** English Language Arts (ELA) and Math Tests
- **Measurements of Student Progress (MSP):** Science test for grades 5-8
- **High School Proficiency Exams (HSPE):** Reading and writing tests for students through the class of 2016
- **End-of-Course (EOC) exams:** Math and biology tests taken as students finish Algebra I/Integrated Math I, Geometry/Integrated Math II, and Biology.
- **Washington – Access to Instruction and Measurement (WA-AIM):** ELA, math, and science alternate assessments for students with significant cognitive challenges documented in their Individualized Education Program (IEP).

**Tools are available to all students and can be used at the student’s discretion. Supports are available to English Language Learners and any student with a need identified by an educator. Accommodations are for students who receive special education services with a documented need noted in an IEP or 504 plan.*

Learn more by reading [Guidelines on Tools, Supports, & Accommodations](#)

If a student’s IEP documents the need for an accommodation that is not addressed within the guidelines, the student’s IEP team may have their school district personnel submit a [Non-Standard Accommodation Request Form](#).

GRADES 3-8

In grades 3-8, students take tests in ELA, math, and science, for federal accountability. Student scores on these tests determine a school’s [adequate yearly progress \(AYP\)](#) status.

Tests Required for Federal Accountability		
Grades	Subject	Test
3-8	ELA	Smarter Balanced or WA-AIM

	Math	
5 & 8	Science	MSP OR WA-AIM

HIGH SCHOOL

In high school, students take tests in ELA, math, and science for federal accountability. Student scores on these tests determine a school's [adequate yearly progress \(AYP\)](#) status.

State tests may be taken with or without [tools, supports, or accommodations](#). Students take the WA-AIM only if it's documented in their IEP.

Tests Required for Federal Accountability		
Grades	Subject	Test
11	ELA	Smarter Balanced or WA-AIM
	Math	
	Science	WA-AIM
10	Science	Biology EOC

GRADUATION REQUIREMENTS FOR WASHINGTON STATE DISTRICT SCHOOLS

All public high school students are required to meet statewide graduation requirements in order to earn a diploma. The goal is that more students will be better prepared to meet 21st-century demands in their working and personal lives.

Within these pages, families, students, and educators can learn more about each of the new requirements including what each requirement is designed to do and how students will be supported.

To earn a high school diploma, a student must:

- [Earn high school credit](#)
- [Pass state tests or approved alternatives to those tests](#)
- [Complete a Culminating Project](#)
- [Complete a High School and Beyond Plan](#)
- Information Technology Course

OSPI has created several [resources](#), including a **graduation toolkit** and **graduation checklists**, to help educators and families understand state graduation requirements. These resources are updated when changes occur.

The [Washington State Board of Education](#) established **minimum** credit requirements, the Culminating Project and the High School and Beyond Plan.

The [Washington State Legislature](#) established state testing requirements.

[High school transcript](#) criteria are established by [WAC 392-415](#).

SPECIAL CONSIDERATIONS FOR IEP TEAMS IN REGARD TO GRADUATION

The state legislature passes laws that provide Graduation Pathways which are essential courses a student needs to accomplish in order to meet graduation requirements. A student's expected year of graduation is four years after they enter the 9th grade. (For example, if a student enters 9th grade in the 2021 school year, their graduating class will be the Class of 2025).

CAREER AND TECHNICAL EDUCATION (CTE) COURSE SEQUENCE

For a student who earns a minimum of 2 high school CTE credits in the same program area, it may be used to meet the graduation pathway.

A Local CTE Graduation Pathways designed by districts that include at least 2 high school CTE credits from differing program areas if the sequence is approved by the local school board, school board designee, or local advisory committee, and receives final approval by OSPI.

SMARTER BALANCED ASSESSMENT

Students meeting this graduation pathway need to earn at least the following scores on the high school English Language Arts (ELA) and math Smarter Balanced Assessment (SBA) of:

- Score on ELA – 2548
- Score on Math – 2595

ACT/SAT/AP/IB EXAMS

Students may use scores on college admissions (ACT, ACT with Writing, SAT, SAT with Essay), and specified Advanced Placement (AP) or International Baccalaureate (IB) tests, to show they possess the knowledge and skills expected of high school graduates.

DUAL CREDIT COURSES

A student who completes a dual credit course in English language arts or mathematics in which the student has the potential to earn college credit may use the passage of the course as a graduation pathway.

TRANSITION COURSES

Passage of the Bridge to College course in English language arts or math may be used as a graduation pathway.

School districts with current Articulation Agreement(s) for an indicated English language arts or math course. By passing the course indicated in the agreement (resulting in 100-level or higher college-level course placement), the course may be used as a graduation pathway.

WASHINGTON ACCESS TO INSTRUCTION & MEASUREMENT (WA-AIM) ASSESSMENT

The WA-AIM is designed for students with the most significant cognitive disabilities. Students [participating in the WA-AIM](#) may **meet the graduation pathway requirement. The graduation scores identified by the State Board of Education (in August 2015)** for the WA-AIM are:

- Score on ELA – 104
- Score on Math – 103

ARMED SERVICES VOCATIONAL APTITUDE BATTERY (ASVAB) TEST

For a student who takes the ASVAB while in high school and earns at least the minimum score on the Armed Forces Qualification Test (AFQT) portion of the test (as posted on the [State Board of Education \(SBE\) website \(link is external\)](#) it may be used to meet the graduation pathway.

Students may also attain an AFQT score through the Pending Internet Computerized Adaptive Test (PiCAT). PiCAT scores must be validated at a Military Entrance Processing Stations (MEPS). For more information on the PiCAT steps, please visit the SBE website.



EFFECTIVE PROFESSIONAL LEARNING

SSD PROFESSIONAL DEVELOPMENT PROCESS AND ORIENTATION & INDUCTION

PROFESSIONAL DEVELOPMENT PROCESS

Guiding Principles of Effective Professional Learning

All new hires will receive general information regarding employment and orientation to the district's organization, expectations, procedures, and guidelines.

The professional development process should promote dialogue, self-reflection, and professional growth for all employees. The professional development process is characterized by the following domains:

- 1) Planning and Preparation
- 2) Classroom Environment
- 3) Instruction
- 4) Professional Responsibilities

LEVELS OF PROFESSIONAL DEVELOPMENT OFFERED TO STAFF

- New Special Education Staff Mentor Program – Special Education specific
- Building Professional Development
- Department Professional Development – Special Education specific
- Department Leadership Team Professional Development – Special Education specific



CHAPTER 6

PROCEDURAL SAFEGUARDS

PROCEDURAL SAFEGUARDS NOTICE

IDEA and state regulations implementing IDEA, only require the provision of procedural safeguards must be given to a parent: - Upon initial referral for evaluation;

- At all IEP meetings;
- On the date the decision is made to make a removal that constitutes a disciplinary change of placement;
- Upon parental request for an additional copy

STUDENT RECORDS PROCEDURES

The Rights of Privacy Act and district procedures provide that:

- 1) **All information in the student's file is confidential.** Files should remain at school in a location that can be secured by a lock when not in use.
- 2) **Parents, guardians, and eligible students who are at least eighteen years of age have access to all student information collected, stored, and disclosed which pertains to the student.** Per district guidelines, either the natural parent or legal guardian has the authority to inspect and review information relating to his or her child unless the district has received a legally binding document stating that the parent or guardian does not have the authority under applicable state law governing such matters as guardianship, separation, and divorce.

RELEASE OF INFORMATION (WRITTEN/ORAL)

Written Request

All requests for the release of any student information should be forwarded to the Central Office. A signed release form must accompany the request for records.

- 1) Unless parental rights have been terminated, only natural parents, legal guardians, or surrogate parents may authorize the release of student records
- 2) At age 18, the student will authorize the release of his/her records. Only in the case where a judge has declared a student incompetent of decision-making and the district has documentation of this decision, can a parent authorize the release of records for an 18-year-old.

Student Services will send the requested information to the authorized recipient. No copies should be made and/or distributed by school-level personnel. Requests to review the teacher file should be forwarded to the Student Services.

ORGANIZATION OF STUDENT FILE

Recommended:

- A. Access Sheet
- B. BIP/FBA
- C. Stand-alone PWN
- D. Pupil Data Forms (stapled together)
- E. ESY Information
- F. IEPs (current to least current) PWN in the back
- G. Meeting attendance/notes
- H. Parent input survey
- I. Student input survey
- J. All IEPs are to be retained
- K. Data collections are to be attached to the appropriate
- L. IEPs (Data collections need to be retained for two years only)
- M. Notice of Intent; evaluation, reevaluation, placement
- N. Signed consent or Prior Written Notice form
- O. Evaluations/Reevaluations (most current through least current), including referral packet
- P. Vocational Assessment Reports
- Q. Related Services reports (OT, audiology, medical, etc.)
- R. Pupil progress reports/transcripts
- S. Records of disciplinary actions
- T. Parent contacts
- U. Agency reports
- V. Protocols
- W. Administrative reviews/hearings
- X. Release of information documents

TRANSFER PROCEDURES FOR STUDENTS ENTERING

All transfer documentation will be submitted to Student Services within five (5) days of enrollment

1) Enrollment

- a. The neighborhood school registers the student and requests records from the previous school. The school psychologist secures and reviews special education records. The student is entitled to begin attending in a comparable program without delay. When a student transfers into the district, the school psychologist will send a completed transfer packet to Student Services within five (5) days. This will allow Student Services to add the new student to the special education count.

2) Evaluation and IEP Review (Verification of Special Education Eligibility)

- b. Students transferring from another Washington School District:
 - i. The neighborhood school team (including the school psychologist, special education teacher, and related service staff) meets to determine:
 1. If the evaluation is current, complete, and appropriate. The team must accept the evaluation since the student has already met eligibility requirements within the state of Washington. However, the team can determine that a reevaluation is needed based on the information in the evaluation report. In this case, the evaluation team accepts the evaluation but recommends a reevaluation.
 2. The IEP team must verify whether the IEP aligns to the evaluation eligibility areas, the summary of service page and least restrictive environment (LRE) page reflect the school minutes per week (MPW), the present levels and goals align, and whether the IEP is compliant.
 - (ii) Students transferring from another state:
 1. The neighborhood school team (including the school psychologist, special education teacher, and related service staff) meets to determine:
 - a. If the evaluation is current, complete, and appropriate. The school district must conduct an initial evaluation if determined that the evaluation from another state does not meet the current Washington State eligibility guidelines. Student receives comparable services until reevaluation is completed.
 - b. The IEP team must verify whether the IEP aligns to the evaluation eligibility areas, whether the summary of service page and least restrictive environment (LRE) page reflect the school minutes per week (MPW), whether the present levels and goals align, and whether the IEP is compliant.

(iii) For All Transfer Students:

1. IF the team determines the evaluation and IEP are current, complete, and appropriate, the team completes the Special Education Student Enrollment Card for Student Transfer (orange sheet), accepts the records, and completes a Prior Written Notice.

If the team determines the evaluation and/or IEP is not current, complete, or does not meet the state eligibility criteria, the team should initiate a reevaluation and/or IEP amendment, accompanied by a Prior Written Notice. All evaluation and IEP documents must be current to receive funding.

3) Placement

- a) If the team determines that the services recommended in the student's IEP cannot be provided at the neighborhood school, contact Student Services for an appropriate program location.
 - i) Placement decisions in district programs will be communicated to both sending and receiving school principals, school psychologists, and receiving IEP team by a Student Services administrator.
 - ii) After the placement decision is made, the sending school psychologist is responsible for completing and submitting the following required documentation to Student Services:
 - (1) Copies of current evaluation and IEP
 - (2) Prior Written Notice
 - (3) IEP Amendment and amended pages of IEP (if needed)
 - (4) Initiation of reevaluation documentation (if needed)
 - (5) Invitation to attend the meeting
 - (6) Special Transportation form (if needed)
 - iii) The school psychologist of the sending school will contact the psychologist at the receiving school to exchange information and arrange a placement meeting. The placement meeting should take place in the receiving school when possible. No placement meeting is needed if the student transfers during the summer.
 - iv) The sending school psychologist is responsible for completing the verification process and must send in all transfer documentation to Student Services within five (5) days of enrollment. Although the IEP may need to be amended, the student is entitled to begin attending a comparable program without delay.

STUDENT DISCIPLINE: [BOARD POLICY 3241P](#)

The district will implement culturally responsive discipline that provides every student the opportunity to achieve personal and academic success. The administration of other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior available online at: [Behavior: Menu of Best Practices and Strategies](#). Each district school will take into consideration the skills of school personnel and the needs of students when identifying a continuum of best practices and strategies school personnel should use to support students in meeting behavioral expectations.

IDEA DISCIPLINE GUIDELINES

DISCIPLINE UNDER IDEA 2004

There are several discipline options available under IDEA. These include:

1. Ten school days or less: short-term suspensions, placement in an appropriate interim alternative educational setting, or placement in another setting, all for 10 school days or less;
2. 45 school days: For weapons/drugs/serious bodily injury: placement for 45 school days in an appropriate interim alternative educational setting, for possession of weapons, or use, possession, or sale, or solicitation of a sale of drugs or infliction of serious bodily injury;
3. A 45 School Day: **Hearing officer Order for dangerous and violent students:** Quasi-Injunction as the result of a due process hearing, for dangerous and violent students, placing the student in a 45-school day alternative educational placement;
4. Long-term suspension or expulsion: suspensions in excess of 10 consecutive days, or in excess of 10 cumulative days if a pattern of suspension* is created, if the student's conduct is determined unrelated to the disability by assessing the determination of whether a suspension constitutes a disciplinary change of placement (long-term suspension) is based on:

Note: Services must be provided to students with disabilities who are suspended for more than 10 days in a school year if school personnel decide services are needed to enable the student to appropriately progress. However, if a suspension exceeds 10 days in a school year resulting in a disciplinary change in placement, and is considered a long-term suspension, the IEP team must decide upon continued services which provide a free, appropriate public education, and allow progress in the general education curriculum. **The Procedural Safeguards Notice must be given to the parent.**

MANIFESTATION DETERMINATION GUIDELINES

MANIFESTATION DETERMINATION

- 1) For students approaching ten (10) cumulative days of suspension, IEP teams must hold a manifest determination meeting to determine if the behavior for which the student was suspended is a manifestation of the student's disability.
- 2) A manifestation determination is required by IDEA 2004 to determine if there is a relationship between the disability and the behavior that results in suspensions beyond ten (10) cumulative days. Student behavior plans must be implemented with fidelity throughout the school setting.
- 3) A student may not be removed to a more restrictive environment if the FBA and/or BIP have not been properly implemented.
- 4) Factors to determine whether the conduct was a manifestation of the disability by members of IEP team following a review of all relevant information in the student's file and any relevant information provided by the parent include:
 - a. If the conduct was caused by, or had a direct and substantial relationship to the child's disability; or
 - b. If the conduct was the direct result of the school's failure to implement the IEP.
- 5) Conduct a Functional Behavior Assessment and develop a Behavior Intervention Plan, if the conduct is a manifestation of the student's disability: the IEP team shall conduct a functional behavioral assessment and implement a behavioral intervention plan if not done prior to the behavior that resulted in the discipline action
- 6) If the student already has a behavioral intervention plan, the IEP team shall review the plan and modify it, as necessary, to address the behavior involved in the disciplinary action.

SERVICES DURING SUSPENSION

- 1) Access to Services: Any interim alternative educational setting determination involving a disciplinary change of placement (a long-term suspension):
 - a. Will be made by the IEP team
 - b. Must be selected to enable the student to continue to progress in the general curriculum and to receive services required by the IEP
 - c. Must include services and modifications designed to address the behavior involved in the disciplinary action so that it does not recur.
- 2) "Stay-Put" Under Disciplinary Actions:
 - a. If a parent requests a due process hearing regarding the disciplinary action to challenge the interim alternative educational setting or the manifestation determination, the student will remain in that interim alternative educational setting pending the hearing decision or until expiration of the time of the interim

alternative educational setting, whichever comes first (unless the parties agree otherwise).

AVERSIVE INTERVENTION

WAC 392-172A-02076 Prohibition of aversive interventions. (1) School district personnel are prohibited from using aversive interventions [2] OTS-7211.4 with a student eligible for special education and are prohibited from physically restraining or isolating any student, except when the student's behavior poses an imminent likelihood of serious harm as defined in WAC 392-172A-01092 and 392-172A-01109.

REASONABLE FORCE

[Restraint, Seclusion, and Reasonable Force, Board Policy 3246P](#)

USE OF FORCE CONTINUUM

Whenever possible and practical, the use of force continuum will be followed for all students including those with a Section 504 plan and those eligible for special education. District staff must only use the degree of force necessary to protect a student, students or staff from imminent bodily injury, substantial bodily harm or great bodily harm.

1) The generally accepted use of force continuum includes, in order:

- a) Staff/school security officer presence;
- b) Verbal/non-verbal communication, de-escalation;
- c) Administrator/staff/school security officer presence
- d) Physical interventions
- e) Restraint devices
- f) Other reasonable force as authorized by RCW 9A.16.020

2) Appropriate use of force:

- a) Physical force may be used to prevent or minimize imminent bodily injury, substantial bodily harm, or great bodily harm to self or others, or if de-escalation interventions fail or are inappropriate to protect district property.
- b) Restraint devices may be used when a student's behavior poses a threat of imminent, substantial or great bodily harm to self or others or will cause significant property damage but will be used only by personnel trained and authorized by the board to use these tools after de-escalation interventions fail or are inappropriate.
- c) Restraint devices may be used as needed to obtain possession of a known or reasonable-suspected weapon or other dangerous object on a person or within the control of a person.

- d) Consistent with the provisions found in WAC 392-03120, nothing in this policy and procedure precludes the use of reasonable force to control unpredicted spontaneous behavior by a student with an Individualized Education Program (IEP) that includes an Aversive Intervention Plan or by a student with a Section 504 Plan, when the behavior possesses a clear and present danger of serious harm to the student, to another person, or to property; or of seriously disrupting the educational process.

3) Inappropriate use of force:

- a) Physical force or restraint devices will not be used as a form of discipline or punishment;
- b) Physical force or restraint devices will not be used as an initial response to destruction or property, school disruption, refusal of the student to comply with school rules, or a staff directive; or a verbal threat that does not constitute a threat of imminent bodily injury, unless other forms of de-escalation intervention fail or are inappropriate; and
- c) Physical force or restraint devices should not be used as an intervention., if the school employee, school resource officer, or school security officer knows that the student have a health condition or physical problem and the condition or problem would be exacerbated by the use of force.

EMERGENCY RESPONSE PROTOCOL

PURPOSE: The purpose of the Emergency Response Protocol (WAC 392-172A-02105) is to document the advanced educational planning required in order to provide a free, appropriate public education (FAPE), and the consent of the parent, as defined in WAC 392-172A-01040, in advance of the adoption of the emergency response protocols.

Please document in IEP online and inform the Building Safety Team of the student plan.

DE-ESCALATION PROTOCOL

Purpose and Objective:

The purpose of this is to provide special education teachers and staff with step-by-step actions that will guide them to assist students in de-escalation techniques where physical aggression is present. The protocol will give actionable steps that will work in progression to provide the student with safe alternatives to express their agitation. It will also provide multiple opportunities and techniques for the student to de-escalate safely. If the safety of the student and/or others around them is compromised, the use of restraint and/or isolation by a trained adult may be necessary.

De-escalation Protocol Regarding Student Physical Aggression

Situation: Student is escalated to which physical aggression (punching, kicking, scratching, biting, attacking) is the main source of communication. Teachers and staff will respond accordingly:

- (1) Escalated student is physically aggressive towards other student(s)
 - (a) Staff will remove the other student(s) from the setting completely
 - (b) Radio contact will be made to a special education teacher
- (2) Escalated student is physically aggressive to staff members
 - (a) Staff will attempt redirects at the current location
 - (b) Staff will make radio contact with a special education teacher
- (3) New adult switches with current staff and assists the student in de-escalation
 - (a) New adult may continue with redirects
 - (b) A new adult may redirect the student to a new, safe location within the same setting to allow de-escalation on their own terms
- (4) The Special Education Teacher replaces the adult (if not already done so) and redirects the student to a completely new setting to continue the de-escalation process. If necessary, the special education teacher may use physical prompting to guide the student to the new setting.
- (5) The Special Education Teacher may redirect the student to the preferred activity to continue to allow the de-escalation process.
- (6) The Special Education Teacher and/or trained staff may use restraint techniques and/or isolation if the situation is deemed unsafe for the student and/or others around them. This step is of absolute necessity and the final option towards de-escalation.
- (7) Student shows signs of baseline with a calm body. The student is then redirected to continue with their daily schedule.

ISOLATION/RESTRAINT NARRATIVE FORM

Student: _____

Date: _____

Antecedent
(Trigger)

Behavior

Consequence
(What did we do to deescalate?
What is the result?)



CHAPTER 7

SPECIALLY DESIGNED INSTRUCTION

WHAT IS SPECIALLY DESIGNED INSTRUCTION (SDI)?

- 1) Specially Designed Instruction (SDI) must be designed and supervised by certificated staff with a special education endorsement. If SDI is not provided by the staff with an endorsement, the role of that staff is to follow the requirements of 392-172A-02090:
 - a)(g) Special education and related services must be provided by appropriately qualified staff. Other staff including general education teachers and paraprofessionals may assist in the provision of special education and related services, provided that the instruction is designed and supervised by special education certificated staff, or for related services by a certificated educational staff associate. Student progress must be monitored and evaluated by special education certificated staff or for related services, a certificated educational staff associate.
- 2) Follow this link to the state regulations (WACs):
<http://apps.leg.wa.gov/WAC/default.aspx?cite=392-172A>
- 3) If the serving teacher/substitute does not hold a special education endorsement then a regular schedule of collaboration will be implemented with a certificated special education teacher, meeting at least once a week for the purpose of designing and supervising the specially designed instruction.
- 4) A log will be maintained documenting the collaboration between the endorsed special education teacher and the non-endorsed. The log will include the date, time, topics discussed, and next steps. Copies of the log will be provided to the supervising principal weekly.
- 5) Specially Designed Instruction (SDI) for children with disabilities is a requirement under the Individuals with Disabilities Education Act (IDEA), the federal law governing special education programs. SDI refers to the teaching strategies and methods used by teachers to instruct students with disabilities.

- 6) In designing an Individual Education Program (IEP) for a student, the team must determine specific instructional strategies that teachers must use and the supplementary aids and services that the student needs in order for the student to have access to and progress in the general curriculum. Specially Designed Instruction (SDI) is used to support the student's goals, benchmarks, and objectives on his/her IEP.
- 7) Specially Designed Instruction (SD) is *"adapting as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child's disability and to ensure access of the child to the general education curriculum so the child can meet the educational standards that apply to all children within the jurisdiction of the school district."* (34 CFR 300.39(b)(3) Code of Federal Regulations)

HOW IS SDI DEVELOPED?

To develop appropriate specially designed instruction for each disabled student, educators and parents work together to analyze student work, evaluation information, and any other available data to determine the student's strengths and weaknesses. Based on that student's unique learning needs, strategies are developed. Teachers continue to measure students' progress and make changes in instruction as needed.

Under state and federal law, certificated special education providers (teachers and therapists) are required to monitor and report student progress. Monitoring student progress is documented on teacher/therapist-made tracking forms, district-required data collection forms, work samples, and other means of recording student progress. Progress reporting is an important component that informs parents and IEP teams whether an IEP may need to be adjusted prior to the annual date to address a lack of expected progress, or to address more than expected progress.

- At the IEP team meeting:
 - For each goal, determine when the district will provide progress reporting and what the district is using to measure progress. Document this in the IEP.
 - Make sure that the periodic reporting is no less frequent than identified in your district's procedures
- After the IEP meeting
 - Use the data and methods described in the IEP to provide progress reporting to address how the student is or is not making progress
 - Keep the data that is used to address progress
 - Make sure that progress reporting occurs consistent with the frequency described in the IEP.
- With each report card, all progress reports are to be sent to parents. Progress reports include comments with specific data listed for each date sent.

8 STEPS THAT FACTOR INTO SDI

Eight-Step Process for Standards-Based IEPs. In this process, once a student is determined eligible for special education services (i.e., the student has a disability and, because of the disability, has a need for specially designed instruction), there are seven steps to be followed in developing a standards-based IEP. The seven major steps that educators can take to develop a standards-based IEP are:

- 1) Consider the grade-level content standards for the grade in which the student is enrolled or would be enrolled based on age.
- 2) Examine classroom and student data to determine where the student is functioning in relation to the grade-level standards.
- 3) Develop the present level of academic achievement and functional performance (PLAAFP)
- 4) Develop measurable annual goals aligned with grade-level academic content standards and/or adaptive skills
- 5) Assess and report the student's progress throughout the year.
- 6) State and District Assessment. What Universal Tools, Accommodations, and/or Designated Supports are needed
- 7) **Identify specially designed instruction including accommodations and/or modifications** needed to access and progress in the general education curriculum.
 - a. This is the step where the IEP team determines needed specially designed instruction, modifications, and accommodations that should be implemented for the student to meet their IEP goals.
 - b. The IEP team will determine the frequency, durations, and location of a student's specially designed instruction (i.e., how often a student will receive special education services and where those services will occur.
- 8) Determine the most appropriate assessment option.

As seen above, the specially designed instruction is the next to last step in the standards-based IEP development. It is determined after a student's PLAAFP and goals are developed.

The specially designed instruction is what will be implemented in addition to all educational and support services that every student is eligible for in order to help the student achieve their annual IEP goals. **Specially designed instruction is the supplemental special education service(s) the student needs because of their disability.** Specially designed instruction must be designated in the student's IEP. Additionally, the provision of the specially designed instruction (in accordance with the IEP) must be documented. In short, the IEP must specify what specially designed instruction the student will receive, including the frequency, duration, and location of the service(s). Additionally, the LEA must document that the specially designed instruction is delivered to the student, including the frequency, duration, and location of the delivery. This is true, regardless of whether the specially designed instruction is a direct, indirect, or support service and regardless of the location in which the specially designed instruction is delivered (general education or special education setting).

UNIVERSAL DESIGN FOR LEARNING

Universal Design for Learning (UDL) or high-yield instructional strategies can be used as an instructional strategy for all students, regardless of special education eligibility. These strategies can be used by all teachers in order to meet the needs of all learners in their classrooms, across all ability levels. Along with Universal Design for Learning (www.cast.org) and other learning frameworks or strategies, differentiation is a general education instructional strategy available to all students, whether or not they are eligible for special education services. It can be used by all teachers in order to scaffold instruction and meet the needs of all the different learners in their classrooms, across all ability levels.

High-yield instructional strategies are advantageous for all learners. Below are a few reasons why teachers, campuses, and districts utilize these approaches:

- To meet the needs of diverse students
- Students are culturally and linguistically diverse
- Classrooms are ever-changing and diversifying in regard to the number of languages spoken and cultures represented
- To meet legal mandates
- Both the Every Student Succeeds Act, ESSA, and IDEA require individualized instruction
- More students with disabilities and diversity are included in the general education classroom and assessments
- ESSA requires the achievement gap to be closed
- Teachers who purposefully make content, processes, and outcomes more accessible mitigate the effect students' race, gender, ethnicity, language, and differing abilities may have on their learning experiences
- By teaching students of differing abilities in novel and various ways, students who do not respond to traditional methods of instruction receive a significant educational benefit
- To be more effective in teaching all students

SDI DELIVERY IN GENERAL EDUCATION

This instructional SDI service delivered in a mainstream classroom is considered a 'general education' setting. It is a term used for a student who is provided special education and related services in the general education classroom in accordance with the student's IEP. The term "special education" means specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability.

"Specially designed instruction" means content, methodology, or delivery of instruction that has been adapted, as appropriate to the needs of an eligible child, to:

- Address the unique needs that result from the child's disability and

- Ensure access of the child to the general curriculum
- Provides feedback to student

Examples of special education and related services provided to a student in the mainstream instructional setting include, but are not limited to: direct instruction, consult with teacher, team teaching, co-teaching, interpreter, education aides, curricular or instructional modifications or accommodations, special materials or equipment, consultation with the student and their general classroom teacher(s), staff development, and reduction of ratio of students to instructional staff members

In its simplest form, SDI is “**what the teacher does**” to instruct, assess, and re-teach the student in the general curriculum.

Per student's IEP, how does the student’s disability impact access and progress in the enrolled grade-level curriculum?

Per 34 CFR §300.39 (b)(3) what adaptations are appropriate to meet the needs of a child eligible for special education services for the student to access and progress in the current classroom content?

Content=	Methodology=	Delivery of Instruction=
Curriculum-State common core standards	The instructional design of content: an approach to instruction Methodology is based on research and best practice	The adaption of the methodology to meet the needs of individual students with disabilities.

These adaptations are the specially designed instruction for the student based upon specific needs resulting from the disability as described in the IEP and applied classroom content.		
How does the student access the general education curriculum? (i.e. accommodations, or modifications)	Is there a practice or set of approaches that prove to be more productive and/or ideal for this student when acquiring knowledge and skill?	How does the methodology need to be tailored to fit the specific need(s) of the student?

EXAMPLES OF IMPLEMENTING SPECIALLY DESIGNED INSTRUCTION

When examining content adaptations as outlined in the IEP, the methodology used in the classroom should be research-based and implemented in the delivery of the instruction. This table is not all-inclusive and is used for illustrative purposes only.

Examples of Implementing SDI		
Content	Research-Based Methodology	Delivery of Instruction
A list of the modifications to content in this subject area	Research-based methodology that is included in the lesson in addition to the general lesson plan	What is needed by an individual student, based on the impact of their disability, to access the general curriculum (i.e. resources, accommodation(s), use of methodology(ies)/ strategy(ies))
Modifications to content should be determined between the general education teacher AND case manager	Determined by teacher	How will the delivery be adapted for the student? Determined by Teacher

Statement describing the difference between the classroom instructional strategy and the SDI in this scenario.

Jane is a student with a learning disability that impacts mathematics calculations		
IEP Determined Adaptation to Content	Research-Based Methodology	Delivery of Instruction
Simplified Digits	Chunking	Steps of multistep word problems bulleted Calculator Number Line Extended Time

While teachers may allow any student to use a calculator, this particular student requires it when completing math calculation problems. The teacher may also instruct students to deconstruct math work problems into bulleted steps in order to make solving the equation easier: this student is required to receive the word problem presented in that format.

Specially Designed Instruction:

Adapting the content, methods, and/or instructional delivery to address the unique needs of a student. SDI ensures access to grade-level academic standards or content connectors.



CHAPTER 8

PROCEDURAL GUIDELINES FOR TEACHERS

TEACHER/PARAEDUCATOR RESPONSIBILITIES

The teacher is responsible for paraeducators when they are working with students.

PLANNING/SCHEDULING

The teacher should have input into the paraeducator with a schedule and provide a work plan for each day (see examples below).

- 1) The para's schedule should include the time, location, and IEP-specific activities the para is supporting for the total workday (including before and after school)
- 2) The work plan should include lesson plans for the para to follow and materials to be used.
- 3) Para should also have 5-10 minutes daily to check and respond to email.

Article VII, Section 7.3

Lunch and Rest Period – All work shifts of more than four (4) hours shall have an uninterrupted lunch period of thirty (30) minutes. Each regular work shift shall consist of eight and one-half (8 ½) hours, including a thirty (30) minute uninterrupted lunch period which may be taken off-site at the employee's discretion and notification to the site supervisor or site designee. Each four (4) hour work segment shall include a ten (10) minute rest period.

Para's are entitled to a one-half hour lunch and one ten (10) minute break in a normal 6 or 6.5-hour shift.

MONITORING PERFORMANCE AND PROVIDING FEEDBACK

1. The teacher should provide opportunities for the para to observe teaching style and behavior management techniques utilized within the classroom to which assigned.
2. The teacher should observe the para, and provide feedback on their work with children.

ASSIGNING APPROPRIATE PARAEDUCATOR RESPONSIBILITIES

1. Review daily plan or schedule

2. Organize work packets, board work, and student work areas for space utilization each period.
3. Prepare daily student assignment sheets
4. Prepare daily behavior checklists for student or staff
5. Adapt instructional materials
6. Duplicate materials
7. Direct instruction that has been planned by the teacher
8. Monitor alternative testing procedures
9. Assist with student personal care needs

PARAEDUCATOR'S DAILY SCHEDULE

Time	Location	Student and Activities for Which you are Responsible	Case Manager

Adapted from Doyle, (1997)

Considerations: Paraeducators' Tools for Supporting the Instructional Process

T/TAC W&M 1-800-323-4489

INSTRUCTIONAL SUPPORT LESSON PLAN

Student _____ Course _____ Unit _____ Date/s _____

Instructional Objective/s for Most Students	Instructional Prompts		Modifications
	Type of Prompt ___natural ___gestural ___indirect verbal ___direct verbal ___model ___partial physical ___full physical	Who Provides Support? ___peer ___general educator ___special educator ___paraeducator ___related services personnel	Content <ul style="list-style-type: none"> • Facts • Concepts • Skills • Materials Process Product

Additional IEP Objective/s for this Lesson:

Considerations: Paraeducators' Tools for Supporting the Instructional Process

T/TAC W&M 1-800-323-4489

(next page)

OBSERVATION OF CLASSES

Parents and citizens may visit the classroom. For special education classrooms, they must have an educational reason to observe. This is to protect the student's rights to privacy. When scheduling an observation, follow the process below:

1. Building principals approve these observations as they are responsible for the health and safety of students in their building
2. Once an educational need is established (parent, district provider, outside provider, physician, etc....) the observation is scheduled for a mutually agreeable time with the observer, principal, and teacher.

During the observation, the building principal will accompany the observer or identify a building staff who can company observer such as an assistant principal, dean, counselor, or psychologist.

In contentious observation, always involve the special education administrator for your building in the process.

STUDENTS DEMONSTRATING CHALLENGING BEHAVIOR

A functional behavioral assessment can be a formal or informal assessment to identify the function or purpose the behavior serves for the student so that classroom interventions and behavioral support plans can be developed to improve behavior. The assessment could include observations of the behavior, and interviews with family, teachers, and the student, so as to determine the frequency, antecedent, and response of the targeted behavior.

A positive behavior intervention plan could include:

- A. Definition of the target behavior in observable terms;
- B. Identification of goals that address the behavior (increase, decrease behavior);
- C. A clear statement of the objective(s) for the student;
- D. Evaluation criteria of plan and schedule for evaluation;
- E. CAP (Criteria for Acceptable Performance)
- F. An outline of interventions, instruction (curricula), and resources that will be utilized to implement the plan;
- G. A description of in-service staff who will implement and monitor the plan; and
- H. A statement of each person's responsibility in implementing the plan.

Effective practices develop and increase a student's appropriate behavioral skills and social competencies. Student support must be flexible, fluid, and include teaching skills crucial to the needs of the student and the environment.

According to the IDEA, students with disabilities who demonstrate problem behavior(s) which interfere with their ability to access the general education curriculum or with the learning of others must have the function or communicative intent of their behavior assessed. The data collected and the hypothesis made through this process then becomes the basis of a behavior intervention plan. The behavior intervention plan is developed by the IEP team and is a framework of support, intervention, and services.

General List of Supports

Effective programming for students demonstrating challenging behavior includes the following supports, intervention, and services:

- Environmental Supports
- Peer Supports
- Direct Instruction in Areas of Specific Behavioral Deficits:
 - Individual Replacement Behavior Skills
 - Effective Communication Skills
 - Anger Management/Conflict Resolution
 - Social Skills
 - Basic Skills
 - Alternative Learning Strategies
 - Self-Advocacy
- Plan for generalizing skills across all educational environments
- Implementation of behavior motivational systems across all educational environments
- Crisis intervention strategies
- Communication system with parent/guardian and agencies
- Collaboration with general education teacher(s) and administration to adapt/modify instructional materials and/or teaching strategies for student to access the general education curriculum
- Collaboration with other special education service providers to coordinate services
- Possible referral for student or teacher/team support
- Social work intervention: provide instruction in the area of social skills facilitate communication with parents (case manage)
- Psychological consultation services

At the modified general education or resource levels the emphasis is building the supports, interventions, and services for the student in the general education setting to the maximum extent possible. Direct skill instruction reinforced throughout the environment is needed.

The student may need additional support identified in the behavior intervention plan to make proper progress toward the stated goals. Any time the Behavior Intervention Plan is reviewed

and needs to be revised, the IEP team must reconvene. Additional Special Education services may be needed which increases the amount of minutes and a change in placement.

GUIDELINES FOR CHANGE TO A LESS RESTRICTIVE ENVIRONMENT

Special education school teacher meets with the principal/assistant principal regarding increasing regular planned and systematic opportunities for students to be integrated with non-disabled peers.

Data to be considered:

- A. Most recent standardized testing, progress reports, performance, and attendance reports. Most recent IEP and evaluation.
- B. Data (at least 20 days) from the implementation of the current IEP
- C. Functional assessments and behavior intervention plan (if applicable)
- D. Incident reports if behavior is a concern
- E. Counseling/Social work summary (if applicable)
- F. Summary of health-related procedures required and supplies needed (if appropriate)
- G. Summary of student information

The IEP is scheduled at a mutually convenient time for parents, staff, and appropriate agency representatives (if applicable). At the IEP, placement options are reviewed. When possible, the student should (in the student's preferred mode of communication) describe their strengths, likes, and goals.

When the IEP team decides that a change of placement to a less restrictive environment is appropriate, a transition plan is developed by the general and special educators (teachers and administrators) of the receiving school in conjunction with the sending school as well as parents and student, as appropriate. This plan gives the specific steps to be followed and the roles and responsibilities of all those involved in the decision-making.

If additional support is needed, contact the appropriate support staff (BCBA, Behavior Health Specialist, Assistant Director, and Executive Director) for support.

The special education school teacher transfers relevant data, arranges transportation, and transfers the student file to the less restrictive setting.

GUIDELINES FOR CHANGE TO A MORE RESTRICTIVE ENVIRONMENT

The decision on whether a student's placement should be changed to a more restrictive environment is to be made by the student's IEP team. Consideration of a change of placement is made based on a review of multiple data points.

Information from the following interventions would support the IEP team's in-depth analysis of a specific student's needs:

- 1) Providing the student classes with adaptations, modifications, and universal supports as indicated in the student's IEP and calculated to provide the student success.
- 2) Communicating with the child's parents/ guardians about school concerns, identifying possible steps to take cooperatively with parents, taking those steps, and measuring their effectiveness.
- 3) Collecting and reviewing data on the effectiveness of interventions and supports in addressing target behavior and changing interventions and supports as necessary based upon the data.
- 4) Adjust the student IEP program over time to maximize student services
- 5) Developing a Functional Behavior Assessment (FBA) that results in:
 - a) A clear objective description of the challenging behavior
 - b) Identification of events, times, and situations that predict when the behavior will and will not occur
 - c) Identification of the consequences of maintaining the behavior
 - d) A hypothesis about the function of the behavior, and © data that supports the hypothesis
- 6) Developing a behavior intervention plan (BIP) based upon the findings of the FBA specifying:
 - a) A summary statement
 - b) Strategies for setting events, triggers, behavior, and consequences
 - c) Routines for the student and staff, and
 - d) Procedures to monitor and evaluate the plan's effectiveness
- 7) Implementing recommendations from those supports for a sufficient time to determine their effectiveness (typically around 20 school days), reviewing results of implementation with those resources; review update, provide additional interventions, and implement (typically around 20 days).
- 8) When considering placement in a special education district program, the IEP case manager will provide the following to the special education administrator for the purpose of a data review: the reason(s) that the team wants to consider of change of placement.
 - a) Grade reports and transcripts
 - b) State and district assessment results
 - c) The student's most recent IEP
 - i) Most recent reports of progress on IEP goals
 - d) The student's attendance record
 - e) Social work summary
 - f) Functional behavior assessment and intervention plans
 - i) Incident/discipline reports
 - g) Most recent data showing the effectiveness of intervention plans over at least twenty days of student attendance
 - h) Most recent reevaluation
 - i) Any other relevant information, i.e. medical reports or anecdotal records

(Anecdotal records collected by staff can supplement but do not replace any of the above information.)

The special education administrator will review the documents for compliance and return the information upon completing this review and provide further guidance to the team.

Change of Educational Placement Process

- 1) Demonstrate that all guidelines for change to a more restrictive program have been implemented.
- 2) If a student is not making satisfactory progress in their current program, the IEP team should convene to:
 - a. review the current evaluation and IEP, and consider revising the IEP to make changes that will enable the student to be more successful in the program.
- 3) If, after revising the IEP, the student does not make satisfactory progress, the IEP team should again convene to:
 - a. review and revise the IEP or consider a reevaluation to evaluate the student's current educational needs.
- 4) A reevaluation must be conducted if there will be a substantial or material alteration to a student's educational program. The team must consider:
 - a. If there will be a substantial or material alteration to a student's educational program. The team must consider:
 - b. Or whether the student's needs are not being served in the current setting
- 5) When considering a change to a more restrictive setting, a student services administrator must be consulted by the case manager when the team decides a change of placement needs to be considered.
- 6) Prior to an IEP where placement is an agenda item Placement decision the case manager is required to communicate to both sending and receiving schools' principals, school psychologists, receiving teachers, and appropriate related service providers.
- 7) The school case manager of the sending school will contact the school case manager of the receiving program to exchange information and arrange a placement meeting.
- 8) Only at the IEP meeting with an IEP developed can a change of placement be agreed upon by the team.
- 9) The sending case manager is required to collaborate with and develop a transition plan with the receiving program to ensure a successful transition in the change of placement.

Points to consider:

- IEP teams recommend program models but do not make school assignments. For students in general education with resource room services, the neighborhood school is the placement. The district, through the special services department, may assign students to any school that has the program described in the student's IEP.
- When considering a self-contained placement for students five (5) through eight (8) years of age with developmental delay eligibility, a special services administrator must review the evaluation.

- Program placement location is not an IEP or parent decision.
- Special services must be consulted if teams are looking at a more restrictive placement regardless if the current serving school has the recommended program.
- Whenever an IEP team is recommending a program change for a student, a student services administrator must be contacted to consider program options.

GUIDELINES FOR ISOLATION AND RESTRAINT

Isolation and Restraint is now a basic education policy.

For those students whose previous behavior leads you to believe there is a high likelihood of the student's behavior requiring isolation and restraint (***Restraint or isolation of any student is permitted only when reasonably necessary to control spontaneous behavior that poses an imminent likelihood of serious harm***), a building support plan should be completed with the parents outside of the IEP process. The building support plan **must not** include the term aversive interventions but should include many of the components previously addressed in aversive intervention plans including:

- Description of the circumstances under which isolation and/or restraint may be used.
- Specify the type of restraint or isolation that may be used.
- Reason isolation and/or restraint are judged to be appropriate
- Behavioral objective sought to be achieved by the use of isolation and/or restraint
- Describe the positive interventions that have been attempted and the reason they failed, if known.
- Maximum duration of the isolation and/or restraint
- Special precautions that must be taken in connection with use of isolation and/or restraint.
- Person or persons permitted to use isolation and/or restraint, the current qualifications and required training of the personnel permitted to use isolation and/or restraint.
- List the means of evaluating the effects of the use of isolation and/or restraint and a schedule for periodically conducting the evaluation at least every three months when school is in session.
- Building support team and parent signature indicating agreement to plan.



CHAPTER 9

THE IEP MEETING

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SCHEDULING IEP MEETINGS

Effective IEP Scheduling Procedure

The purpose of the process is to insure all needed participants can be at the IEP meeting as well as provide enough time to work through the IEP scheduling process so that teams can proceed with IEP meeting in the event a parent is not able to attend.

- 1) Review case load/ New student added to Caseload
- 2) Input IEP Due dates into a calendar (Google Calendar Recommended)
- 3) Set a 45-day reminder to Schedule IEP for 30 days before the due date

Scheduling IEP with team members:

- 1) Contact IEP team members and parents with 3 IEP dates that are 30 days before the IEP due date.
- 2) If team members or parents have conflict find a mutually agreeable time
- 3) Provide parents with an official IEP invitation from IEP online with agreed upon meeting time.
- 4) Document contact and scheduling attempts in IEP online

Invite the following "required" staff:

- Building administrator or Designee
- General Education Teacher
- Related Service Providers providing services on the IEP
- Special Education Teacher

Options may include:

- Speech and Language
- Occupational Therapy
- Physical Therapy
- Psychologist
- Nurse
- BCBA
- Special Education TOSA
- Student Service Administrator

If parents choose not to attend, contact student services for guidance on the process for scheduling meetings.

IEP MEETING AGENDA

- Introductions: During this time, release of information forms will be signed and procedural safeguards will be handed out. Make sure you invite students to the IEP ages 14 and older.
- Establish the length of the meeting: who needs to leave, and what time.
- Group Norms: Respectful Tones, Assume Good Will, Adhere to Time Frame
- Steps 1-111: This should take no more than 5 minutes
- PLAAFP: Review the present level of student performance

- IEP Progress Report: Review with parent(s)
- Special Considerations: Review with team
- Discussion on Student Needs: Discuss strengths and areas of needs
- Goals: Based on disability, justified in the PLAAFP
- Service Summary: How much time is needed to meet the goals/ students need?
- Placement Consideration
- State Assessment/ Accommodations
- Additional Questions/ Comments/ Concerns:
- Prior Written Notice

Should be able to be completed within 40 minutes.

IEP meetings are to review the current IEP and develop a new IEP. IEP meetings are not intended to discuss everything that has gone on all year; those discussions should be ongoing throughout the year

IEP ROLES & RESPONSIBILITIES

1) Role of the regular education teacher

- Provide information on the general education standards, curriculum, and expectations;
- Assist in determining appropriate positive behavioral interventions and strategies;
- Assist in determining supplementary aids and services; and
- Assist in determining program modifications and support needed for school personnel.

2) Role of the special education teacher

- Develop draft goals and objectives (if applicable) and share them with team members, including the parents, before the meeting; is recommended
- Identify instructional strategies that would meet the needs of the child;
- Discuss how to modify the general education curriculum to help the child learn;
- Identify the supplementary aids and services that the child may need to be successful in the regular classroom and elsewhere;
- Describe how to modify testing or to provide the test with individual appropriate accommodations so the child can show what he or she has learned; and
- Describe how instruction can be individualized and how the program will be implemented throughout the course of the school day.

3) Role of the related service provider

- Contribute to the development of the goals and objectives for parents and team members to discuss;
- Identify instructional and environmental modifications or accommodations that would assist the child in benefiting from special education; and

- c. Recommend and describe the nature, frequency, and amount of related service to be provided, once the child's goals and objectives have been established.

4) Role of Building Administrator/Designee

- a. Ensure that the services will be provided by the district;
- b. Ensure that the legal requirements of federal and state laws and operating standards are met;
- c. Assist the team in identifying the variety of service delivery and placement options available in the district;
- d. Clarify questions regarding curriculum adaptations and modifications;
- e. Coordinate the acquisition of needed services; and
- f. Provide information on community services, as appropriate.

5) Role of the Evaluator

- a. Assist the team in planning appropriate instruction to address the child's needs;
- b. Identify instructional strategies to address academic and functional needs based on evaluation results
- c. Provide suggestions to the team on instruction and classroom modifications or adaptations

These roles do not belong solely to the individual who interprets the implications of the evaluation results. The parents and other IEP team members may also contribute to these roles.

PRIOR WRITTEN NOTICE

Special Education Prior Written Notice (PWN)	
Prior written notice is a document outlining important school district decisions about a student's special education program. School districts must provide parents with prior written notice after a district decision is made, but before the decision is carried out. A PWN should be issued 3 to 5 days after the decision, and then the changes should be implemented about 3 to 5 days after the parent receives the PWN (a week from the day the prior is sent home is a good standard practice for proposed changes to start). This gives parents the required time to consider the district's decision prior to it being implemented. This also gives the team time to transition the student effectively.	
Purpose of the PWN	<p>A PWN is used to notify a parent about decisions that affect the:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identification <input type="checkbox"/> Evaluation <input type="checkbox"/> Placement or <input type="checkbox"/> Provision of FAPE to an IEP student <p>Even if the decision was made through a series of emails and there was no actual meeting. If a parent has made a</p>

	request - this is how we inform parents of the team's decision.
When	<p>Issue a PWN after every team decision to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Initiate <input type="checkbox"/> Refuse to initiate <input type="checkbox"/> Change, continue, or discontinue; the <ul style="list-style-type: none"> *Identification *Evaluation *Placement *Provision of FAPE for a Special Ed student
Description of the Action	<p>Explain the items you marked on the PWN with a clear statement. Ex:</p> <ul style="list-style-type: none"> • The district is proposing to initiate an IEP for student x. • The district is refusing to initiate educational placement for student x.
Reason for Action	<p>Explain why you are proposing or refusing an action. This feels repetitive but allows for clarity. Use the sentence from the description of the action as your sentence starter. Ex:</p> <ul style="list-style-type: none"> • The reason the team is proposing to initiate an IEP for student x is that he was recently evaluated and found to qualify for special education services. • The reason the team is refusing to initiate educational placement for student x is that the evaluation completed on 1 .1 5.1 5 documents that student x is not eligible for services.
Options Considered, but Rejected	<p>Describe in reasonable detail any other options that were considered at the meeting. (Do not list unavoidable options, such as NOT reevaluating every three years, or not offering services to qualified students. If no other options were considered/rejected, state that instead.)</p> <ul style="list-style-type: none"> • The team considered but rejected the parent's request to change Johnny's qualifying category from Emotional Behavioral Disability (EBD) to Specific Learning Disability (SLD) • The team considered but rejected the parent's request for school-based equine therapy. As the team was in agreement, no other options were considered or rejected.
Reason Those Options Were Rejected	<p>Explain succinctly the team's reasoning for rejecting the request using the statement above as a sentence starter:</p> <ul style="list-style-type: none"> • The reason the team rejected the parent request to change Johnny's qualifying category from EBD to SLD is because the evaluation documented that EBD is the most accurate eligibility category.

	<ul style="list-style-type: none"> The reason the team rejected the parent's request for school-based equine therapy is that the team determined that SDI in emotional regulation would be most beneficial for the student in the school setting. As the team was in agreement, no other options were considered or rejected.
Description of Info Used as the Basis for Action	List the information the team considered when making the decision. Ex: Review of present levels, team discussion, assessment in cognitive, academic, parent input, student self-report, observations, etc.

IEP PRESENT LEVELS

PLAAFP (Present Levels) Guidelines

Professional Presentation: Always read your PLAAFP before presenting as a draft. Edit for spelling, grammar, and content.

- Introductory Statement: Every **IEP** should contain an introduction that gives a clear global picture of the student (do not describe parents or families), including
 - Their academic functioning in general ed areas (if any)
 - Their performance in other areas, as relevant to understanding and gaining a clear picture of the student,
 - Health concerns or diagnoses as appropriate (do not include cognitive scores),
 - Any other information that is important to understanding the student (need for staff support, assistive tech needs, etc.)
- Qualifying Areas: You must report on present levels for every qualifying area as listed on the evaluation. You may not add or delete areas.
- Contents for Academic Areas:
 - Include student's *academic achievement* (test scores, classroom scores, and any other available quantitative data). Do not include behavior information in academic areas.
 - Include a specific statement regarding how their disability impacts their ability to make progress in the general curriculum.
 - Quantitative information about the academic area of the triennial evaluation should be included **if** it is less than one year old. Note the data source and the date of the evaluation.
- Contents for Behavior and Adaptive areas:
 - Include the student's functional performance (what they look like in class; a statement of their current functional level)
 - Include a specific statement regarding how their disability impacts their ability making progress in the general curriculum.
 - Quantitative information about the academic area of the triennial evaluation should be included if it is less than one year old. Note the data source and the date of the evaluation.
- Use **objective** language to describe **the observable behavior** using **qualitative** and **quantitative** data. Reports should focus on what the student looks like, at this moment in

time. Use both qualitative and quantitative data. Be as specific as you can and use current data. If you describe a behavior, also describe quantitative data around it (i.e., frequency, duration).

- Instead of saying "Student has trouble making friends," describe it objectively with qualitative and quantitative data: "Student does not independently initiate social interactions with peers [qualitative]. He responds to peer initiations with staff prompts about 75% of opportunities, but his responses are limited to one-two word utterances and don't contain follow-up questions [quantitative]. This negatively impacts his ability to function in the school social environment, and improving peer interaction skills will be a focus of this year's instruction."
- PLAAFP (Present Levels) to Goal Link: Always make sure that your PLAAFP links to your annual goal statement. Your baseline data in your goal statement should be clearly stated in your PLAAFP. Following is an Annual goal example, building off of the PLAAFP example above:
 - BEHAVIOR: Student will complete a 3-step social interaction, including initiation & 2 follow-up responses/questions, with one verbal prompt per step
 - BASELINE: 0 / 1 0 staff-directed trials
 - GOAL LEVEL: 5 / 1 0 staff-directed trials

(next page)

IEP PARENT INPUT FORM

PURPOSE: The purpose of this form is to gather parent input prior to an IEP meeting, which will assist the IEP team in developing the IEP. This form can also be used to gather parent input for other purposes, such as during the referral and evaluation process, preparation for other meetings with the parent, etc.

PARENT INPUT FORM

Date: _____

To: _____

Re: _____

Parent(s)/guardian(s)/adult student

Student Name

The IEP team, which includes you, will be meeting soon to discuss your child's IEP. The information you provide can help our team develop the most appropriate IEP for your child. Your input is extremely valuable. Please take a few moments to complete the following questions, and return this form to your child's school by:

Date

What are the strengths of your child?

What motivates your child?

CONSIDERATION OF THE NEED FOR EXTENDED SCHOOL YEAR (ESY)

Student Name: _____ IEP Date: _____

Standard for ESY	Yes	No	Data/Information Review
Regression/Recoupment: Substantial regression in critical skills is expected as a result of an interruption in instruction. The student will likely require significant time to recoup lost skills. If all YES, then the student is not eligible for ESY services.			
1. Is the regression typical of the student's function throughout the year rather than due to a scheduled break in instruction?			
2. Has the student made progress toward IEP objectives up until this time, despite not having been provided with an ESY?			
3. Can the regression be recouped within 45 school days after returning to school?			
Nature and/or Severity of Disability: The nature or severity of the student's disability is expected to require a longer school year for the student to prevent regression recoup lost skills suffer significant loss of skills, behavior, or opportunities in an area deemed to be crucial to reaching the ultimate goal of independence. If NO, then the student is not eligible for ESY			

Based on the evidence above, this student:

- Does not require consideration for an ESY; or
- Requires consideration for an ESY to address a specific goal or need Record ESY service in the IEP or attach the form to the IEP (if applicable).

1) What are ESY services?

- a. ESY refers to special education and/or related services provided beyond the normal school year for the purpose of providing a FAPE to a student with a disability. The purpose of ESY is different from the purpose of enrichment programs, summer school programs offered to all students, or compensatory education programs, and are not simply an extension of the regular school year. services are offered at no cost to parents and will vary by type, location, and length of time, depending on the individual needs of the student. The purpose of ESY services is to maintain skills, not to develop new ones.

2) ESY services are NOT:

- a. for teaching new skills;
 - b. based on the category of student's disability;
 - c. mandated for all students with disabilities;
 - d. required 12-month programs;
 - e. child care services
 - f. Any student with an IEP is eligible for the consideration of ESY services if ESY is essential to provide FAPE. Each student has his or her own individual educational needs. Therefore, ESY services will accomplish different purposes for different students. Some students may suffer losses of social, behavioral, communication, academic, self-sufficiency, or other skills during interruptions in academic year instruction.
- 3) Standards to consider ESY when skills may be jeopardized by an interruption in instruction.
- 4) The IEP team determines the need for ESY services: (Data/Information Review)
- a. uses a variety of information
 - b. ongoing assessment
 - c. informal and formal methods
 - d. examples of data that may be used:
 - i. Daily academic or behavioral performance records
 - ii. Criterion-referenced and norm-referenced test data;
 - iii. Anecdotal records from information collected throughout the year;
 - iv. Behavioral checklists
 - v. Student's work samples
 - vi. IEP progress reports

- vii. Expert opinion
 - viii. Parent input
 - ix. Therapy logs
 - x. Point sheets
 - xi. Frequency charts
 - xii. The student's prior experience with regression/recoupment
 - xiii. Other predictive information
- 5) A guideline for establishing severe recoupment is nine weeks, but this is not a hard and fast rule
- 6) The critical question for the IEP team is not whether the student can benefit from ESY, but rather whether ESY is essential for providing FAPE.