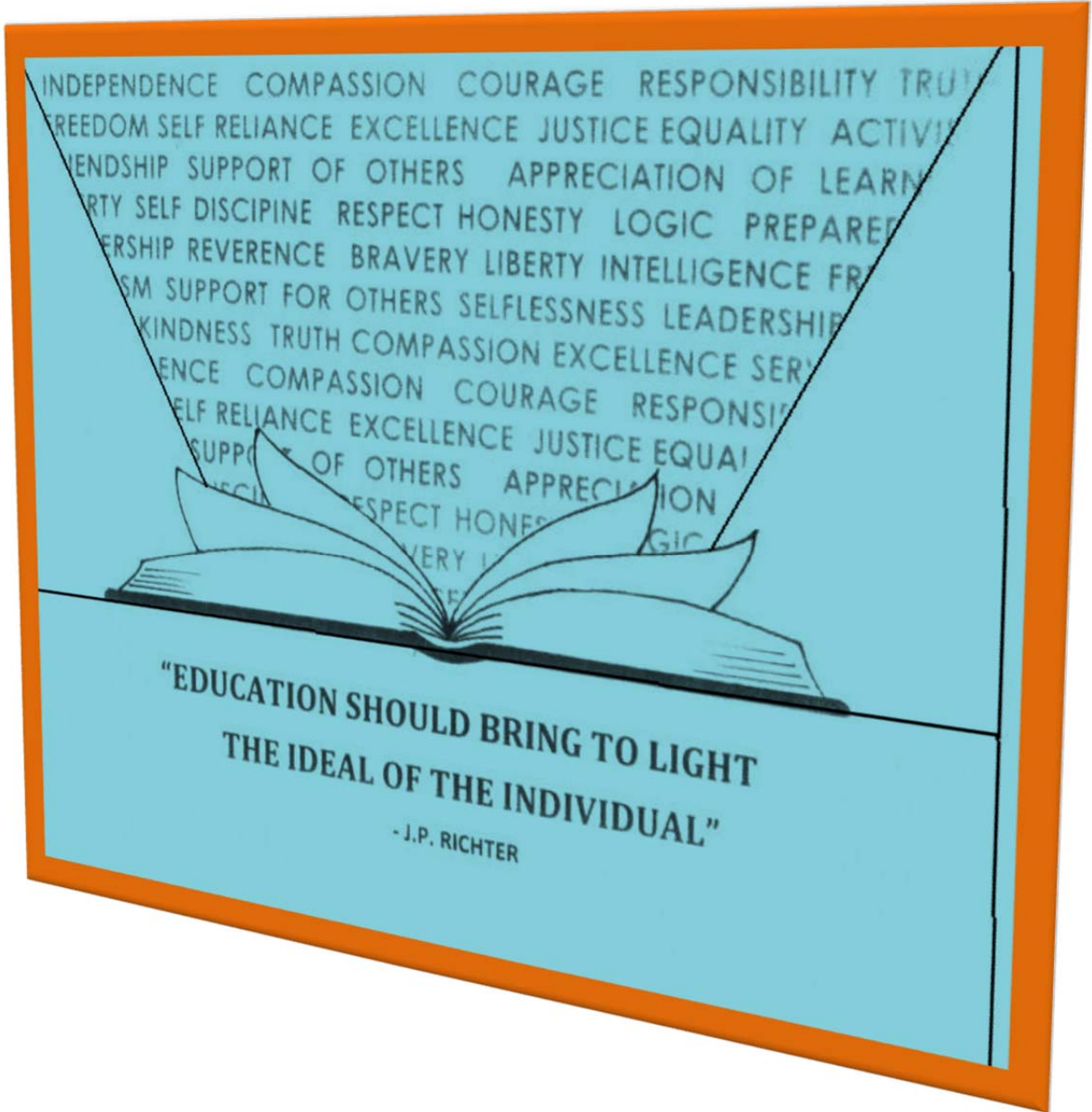


IEP PROCESS & PROCEDURES MANUAL





INDEPENDENCE COMPASSION COURAGE RESPONSIBILITY TRUTH
FREEDOM SELF RELIANCE EXCELLENCE JUSTICE EQUALITY ACTIVISM
FRIENDSHIP SUPPORT OF OTHERS APPRECIATION OF LEARNING
COURTESY SELF DISCIPLINE RESPECT HONESTY LOGIC PREPAREDNESS
TEAMWORK REVERENCE BRAVERY LIBERTY INTELLIGENCE FIRMNESS
DUTY SUPPORT FOR OTHERS SELFLESSNESS LEADERSHIP
GENTLENESS KINDNESS TRUTH COMPASSION EXCELLENCE SERVICE
CONFIDENCE COMPASSION COURAGE RESPONSIBILITY
SELF RELIANCE EXCELLENCE JUSTICE EQUALITY
SUPPORT OF OTHERS APPRECIATION
RESPECT HONESTY LOGIC
BRAVERY LIBERTY

**"EDUCATION SHOULD BRING TO LIGHT
THE IDEAL OF THE INDIVIDUAL"**

- J.P. RICHTER



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ACKNOWLEDGEMENTS

A resource document cannot be put together without the help and support of many people. Acknowledgements and thanks to all individuals who contributed to the information contained within this Manual, and to those who offered suggestions for its improvement. Their expertise and commitment to our students with disabilities are appreciated.

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INTRODUCTION

This Individualized Education Program (IEP) Manual is provided by the Office of Special Education to assist in compliance with federal and state laws relating to programs and services for students with disabilities. This manual will assist in the completion of forms developed by the IEP team. Information and procedures contained herein are to be followed by all participants involved in the IEP process. This manual will remain in effect until legislation, legal interpretations, or special education administrators require modifications or revisions.

An electronic version of this manual and special education forms can be found on the St. Louis Public Schools' intranet at <http://intranet/Login/> → District Forms → Special Education Forms.

This manual is intended for the use of the staff of the St. Louis Public Schools. No part of the manual may be reproduced or used in any form by others without permission, in writing, from the Director of Special Education. Inquiries should be addressed to St. Louis Public Schools, Office of Special Education, 801 N. 11th Street, St. Louis, Missouri 63101.



IEPs created in the St. Louis Public Schools are managed electronically via the web-based Tyler School Information System (SIS). It can be accessed at <https://sis.slps.org/slps/>.

A username and password are required to access the system. Email spedsupport@slps.org for assistance with usernames, passwords and support issues.

SECTION ONE: MEETING PREPARATION AND CONCLUSION

FREE APPROPRIATE PUBLIC EDUCATION

One of the primary purposes of the Individuals with Disabilities Education Act (IDEA) is to ensure that all students with disabilities have available to them a free, appropriate public education (FAPE) that *must* emphasize special education in the least restrictive environment and *may* include related services, transition services, supplementary aids and services, and/or assistive technology devices and services. FAPE is individually determined for each student with a disability.

It is the policy of the State of Missouri that all children with disabilities between the ages of 3 and 21, have a right to a free appropriate public education (FAPE also includes children with disabilities who have been suspended or expelled from school). The state of Missouri ensures that FAPE is available to each eligible child residing in the state no later than the child's third birthday.

Definition of a Free Appropriate Public Education (FAPE)

A free appropriate public education (FAPE) is defined to include regular and special education and related services which:

1. are provided at public expense (**free**);
2. are provided in conformity with an appropriately developed individualized education program, or IEP (**appropriate**);
3. are provided under public supervision and direction (**public**); and
4. include an appropriate preschool, elementary, and secondary education that meets the education standards, regulations, and administrative policies and procedures issued by the State Department of Education (**education**).

When District Obligation to Provide FAPE Ends

1. when the student turns 21 years old, the District ends services on the 21st birthday
2. when the student receives a regular high school diploma
3. when the student no longer meets the eligibility criteria for special education services as determined by the team after a reevaluation

Temporary Suspension of FAPE

The District is not required to provide services to a child with a disability who has been removed from his/her current placement for ten (10) school days or less. The District is not required to provide FAPE to an eligible student until the 11th day of suspension. This could be cumulative or consecutive.

If the child with a disability has been removed for more than ten (10) school days the District must:

Provide services to the extent necessary to enable the child to continue to progress in the general education curriculum and to progress toward achieving to goals in his/her IEP if the removal is:

1. Under the school personnel's authority to remove as long as the removal does not constitute a change in placement, or
2. For behavior that is not a manifestation of the child's disability and results in a disciplinary change of placement.

Exceptions to FAPE

The District is not required to provide FAPE to the following children and youth:

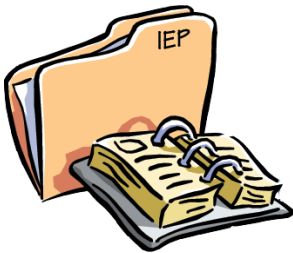
- A. Youth with disabilities who reach the age of twenty-one (21)
- B. Students who have graduated from high school with a regular high school diploma
- C. Children whose parent has refused to consent to the receipt of special education and related services in its entirety or has failed to respond to a request to provide such consent
- D. Parentally placed private school children with disabilities
- E. Children with disabilities who receive early intervention services under Part C of the Act.

PREPARING FOR THE IEP MEETING

IEP Team:

- The parent of the child
- LEA *
- Regular education teacher *
- Special education teacher *
- Individual who can interpret the instructional implications of evaluation results *
- Other individuals who have knowledge or expertise regarding the child
- The student (by age 16)
- Related Service Provider(s)

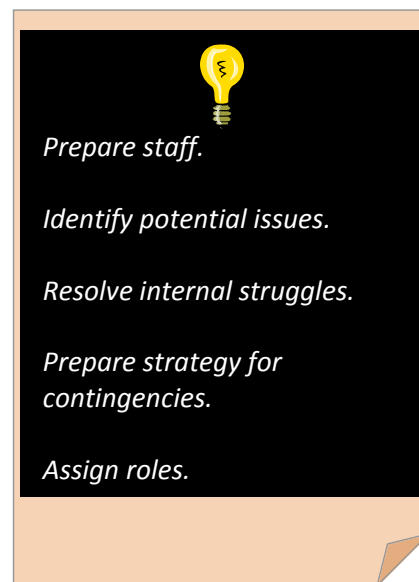
* Required team members



Determine the need for an educational surrogate.

- Take steps to ensure the parent(s) of the student with a disability is present at the meeting or offered the opportunity to participate.
- Complete the following form(s), if appropriate, at least 10 days prior to the meeting. Obtain a response from the appropriate Special Education Process Coordinator.
 - *Paraprofessional Consideration Form*
 - *Special Transportation Worksheet*
 - *Psychological Counseling Consideration Form*
- Arrange for a foreign language interpreter for speakers of other languages, sign language interpreter for parents or students who are deaf and assistive listening device for parents or students who are hard of hearing.
- Decide which general education teacher(s) should attend. Gather information.
- Discuss the benefit of having the student attend and then make the decision regarding his or her participation (students who will be 16 years of age during the cycle of the IEP MUST be invited. All high school students must be invited).
- Establish a mutually agreeable date, time, and location; ensure availability of the LEA representative. . Complete the Notification of Meeting in SIS and send to all IEP team members/participants.
- Inform participants of their roles and responsibilities. Send pertinent information to all team members so they can prepare for the meeting.
- Prepare the agenda.

- Prepare the meeting place (e.g., arrange furniture in a manner reflecting equality of team members). Assure that meeting is accessible to people with disabilities.
- Encourage student-led meetings, when appropriate.
- Create a new draft IEP document in the SIS online IEP System.
- Ensure availability of possible needed forms. (i.e., Procedural Safeguards, Parent’s Bill of Rights, Excusal of Mandatory IEP Team Members Agreement, Authorization for Release of Information, Notice of Action)

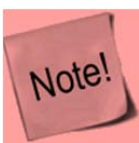


PRE-IEP INFORMAL CONVERSATIONS

Prior to the IEP team meeting, the casemanager or special education process coordinator may facilitate an informal discussion with staff members involved in assessing and/or serving the student.

This meeting will allow for sharing assessment data, student progress, and perceptions about the program needs of the student (i.e., *teaching methodology, lesson plans, or coordination of service provision.*)

If there are differing opinions about what is in the best interest of the student, the issues should be discussed.



Those participating in a pre-IEP discussion are **NOT ALLOWED** to predetermine the content, placement, or outcome of the IEP.

NOTICE OF PROCEDURAL SAFEGUARDS AND PARENTS’ RIGHTS

All special education staff members and administrators must be familiar with the content of the *Procedural Safeguards Notice* and the *Parents’ Bill of Rights* (not included)

in this manual). These documents must be provided to the parent/adult student **at least once per school year**.



Use the *IEP Multi-purpose Page* to document that an IEP team member provided the parent with a copy of the Procedural Safeguards (e.g., *Parent was provided a copy of the Procedural Safeguards on 6/18/2013*).

EDUCATIONAL SURROGATES

An Educational Surrogate fills the role of a parent for the student with a disability whenever decisions are being made about the student's educational placement and program. The surrogate parent may represent the student in all matters related to the identification, evaluation, and educational placement of the child, and the provision of a free appropriate public education (FAPE) to the student.

Children with disabilities eligible for an Educational Surrogate are those who:

- have no identified parent;
- have parents who, after reasonable efforts, cannot be located by a public agency;
- are wards of the state and are living in a facility or group home (and not with a person acting as a parent); or,
- are unaccompanied homeless youth.

In these cases the District must:

- have a method for determining whether a student needs a surrogate and
- assign an individual to act as a surrogate for the parents.

The LEA arranges for an educational surrogate, if necessary. The LEA should contact the special education process coordinator for assistance.

ADVOCATES AND ATTORNEYS AT IEP TEAM MEETINGS

Parents are entitled to bring people to the meeting to assist them. The parent is encouraged, but not obligated by law, to let the District know who they intend to bring. Such cooperation can facilitate arrangements for the meeting and help ensure a productive, student-centered meeting.

- Once a district representative is aware that a parent is bringing an attorney or advocate to the meeting, the special education process coordinator should be notified. If an attorney is present and the notice leaves insufficient time to ensure counsel represents the District, the meeting may be rescheduled.

- If a parent unexpectedly brings an attorney to the meeting and the District is not represented by legal counsel, whether to proceed with the meeting is contingent upon the issues and the comfort level of the District personnel. The special education process coordinator should be consulted immediately. The meeting should not be convened without the presence of counsel for the District until approval is received from the special education process coordinator. It is permissible to suspend the meeting and reschedule at a mutually agreeable date and time.

Q. What is the role of an advocate at the IEP team meeting?

A. Since the parent has invited the advocate to the IEP team meeting, this person is considered to be an IEP team member and may assume an active role in the review and development, if appropriate, of the student's IEP. The nature and extent of the advocate's role is determined by the parent, clarified with the advocate prior to the IEP team meeting and then communicated to the IEP team members.

Q. Is it appropriate for the IEP team to directly interact with the advocate at the IEP team meeting?

A. Yes. If the parent has determined that the advocate has knowledge or special expertise regarding the student and has invited this individual to serve as a member of the student's IEP team, then the advocate is a participating member of the IEP team.

ELECTRONIC RECORDING OF IEP TEAM MEETINGS

Electronic recording is defined as any audio, video, or other electronic recordings of meetings.

The IDEA does not address the use of audio or video recording devices at IEP team meetings. District policy and procedures prevail.

St. Louis Public Schools Board policy #5146

Use of Video or Audio Recorders at IEP Meetings

The use of video or audio recorders during Individualized Education Program ("IEP") meetings is prohibited. Exceptions to this policy will be made if the IEP team determines that use of audio or video recorders are necessary to ensure that the parent understands the IEP, the IEP process, or to implement other parental rights guaranteed under part B of the IDEA. The Director of Special Education will ensure that this policy will be uniformly applied to all students.

The following procedure for electronic recording should be followed by IEP teams:

A parent request to the Director of Special Education to tape record the IEP team meeting will be permitted under the following circumstance:

The participant who seeks to record the meeting presents documentation substantiating that he/she has a disability that significantly limits his or her ability to understand meaningfully the information to be discussed at the meeting or to participate meaningfully in any decision-making that the meeting is intended to accomplish, provided. However, that recording in the manner requested constitutes the only feasible means of accommodating the limitation.

If a parent meets the above criteria and wishes the IEP team meeting to be tape recorded, he/she should make that request, in writing, to the LEA 14 days prior to the IEP team meeting. The LEA should notify the special education process coordinator for follow up with the Executive Director of Special Education. The District will arrange dual tapings, one to be issued to the parent and one maintained by the District at the close of the meeting.



If the IEP team meeting is electronically recorded and maintained by the District, the recording becomes an “education record” subject to the confidentiality requirements of the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Educational Act (IDEA).

IEP DEVELOPMENT REQUIREMENTS

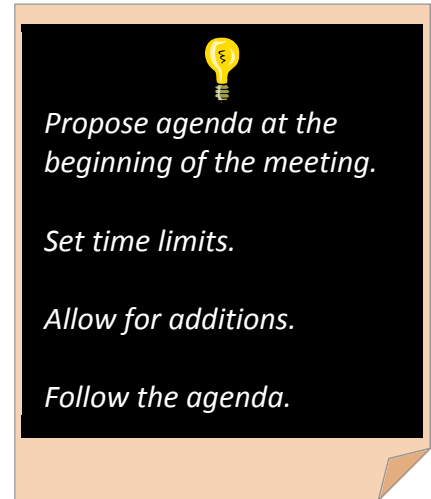
An IEP team meeting needs to be scheduled whenever any of the following occurs:

- A parent/adult student or teacher/service provider requests a meeting to develop, review, or revise the student’s IEP
- Initial formal assessment of the student is complete and the student is eligible for services
- Interim placement of student with IEP from another district
- Any reevaluation of a student is conducted
- The student demonstrates a significant change or lack of anticipated progress toward his/her annual goals and/or in the general curriculum
- The annual review is due to discuss student progress, present levels, transition planning (when appropriate), new goals, special factors, and the student’s educational placement/services for the upcoming year



If a parent requests an extension past the due date of the IEP and the LEA grants the request; the State will still consider the LEA “out-of-compliance”.

START SCHEDULING EARLY!



IEP TEAM MEETING AGENDA

Using an agenda during the IEP team meeting helps keep everyone on task and working through the decision making process from beginning to end. The agenda is also a simple method of making sure the team makes decisions in the correct order. It should guide the discussion. Throughout the meeting use familiar terms and phrases that are parent friendly.



Generally speaking, the agenda would follow the questions presented within the IEP form. Care should be taken to limit the written document to the questions presented within the IEP form.

IEP TEAM MEETING PROTOCOL

Here are some ground rules to follow during the IEP team meeting.

Length of Meeting

- Establish time parameters with the group at the onset of the meeting.

- There is no legal basis to arbitrarily limit the length of time of an IEP team meeting. If the time constraints of the school necessitate ending a meeting without enough time being available for the meeting to be properly conducted or for productive discussion to take place, the meeting should be adjourned but rescheduled at a mutually convenient time. The law is clear that the parent/adult student must be given a "meaningful opportunity" for participation in the IEP process.
- One way to avoid lengthy IEP team meetings is to develop an agenda for the meeting and stick to the agenda.

Keep the meeting professional

- Assign a Facilitator - Someone to:
 - Run the meeting
 - Introduce the agenda and keep things moving
 - Enforce the ground rules calmly
 - Focus the discussion on the student's needs
 - Follow the sequence of the IEP document
- Introduce team members
- Introduce the agenda and keep things moving
- Enforce the ground rules calmly
- Focus the discussion on the student's needs
- Follow the sequence of the IEP document
- Agree to disagree
- Document the disagreement. [the LEA presents the District's offer of a free and appropriate public education (FAPE)]

TEAM DECISION MAKING

The IEP team meeting serves as a communication vehicle between the parent/adult student, district personnel, and other IEP team members that enables them, as equal participants, to make joint, informed decisions regarding the student's special education services. All members of the IEP team are expected to work toward consensus regarding the services that will be included in the student's IEP to ensure that he or she receives a free appropriate public education (FAPE). If consensus is not reached, it is the LEA's responsibility to decide the services necessary to provide FAPE in the least restricted environment.

If the IEP Team refuses a parent request, *Written Notice (Notice of Action)* needs to be completed and provided to the parent/adult student at least 10 days prior to the initiation of the action. However, a lesser period may be reasonable in unusual circumstances.



FOLLOWING THE MEETING: Providing Copies of IEPs

Everyone who is responsible for implementing any portion of the IEP must have access to the IEP, be knowledgeable of the content of the IEP, and be informed of his or her specific responsibilities related to implementing a student's IEP. This includes being informed of any specific accommodations, modifications, or supports that will be provided to the student to ensure that the IEP is implemented appropriately.

Providing Paraprofessionals Opportunity to Review and Have Ongoing Access to IEPs

Every principal/case manager must implement procedures to ensure that each paraprofessional responsible for assisting the implementation of a student's IEP is provided the opportunity to **review a copy** of the student's IEP prior to implementation of the IEP. Additionally, the procedures must ensure that each paraprofessional responsible for assisting in the implementation of a student's IEP has **ongoing access** to a copy of the IEP.

Informing School Personnel of IEP Implementation Responsibilities

Ensure that teachers, related service providers and paraprofessionals have access to the IEP (e.g., **legal access folder, electronic copies, or hard copies**). Every principal/designee must have a process for ensuring that each general education teacher, special education teacher, related service provider and other support staff has been informed, prior to implementation of the IEP, of his or her responsibility to implement the student's IEP, including the responsibility to provide accommodations, program modifications, supports and/or services.

Note: Dissemination of student information must be sent to SLPS team members from an SLPS email account to an SLPS account, fax, or PONY. This information is protected under the guidelines of FERPA. Dissemination of student information sent to NON-DISTRICT team members must be PASSWORD PROTECTED from SLPS email accounts or sent via US Mail. *

To accomplish these, the principal should designate one or more professional staff members who are familiar with the contents of the student's IEP, such as an administrator, and/or teacher, to directly inform appropriate staff of their specific responsibilities.

- Following the IEP team meeting, a copy of the IEP document must be given to the parent within 20 calendar days.



SECTION TWO: MEETING PARTICIPATION

A. INDIVIDUALIZED EDUCATION PROGRAMS

An Individualized Education Program (IEP) must be developed and written for every student who is to receive special education services. **The IEP must be written before any services are provided to students with disabilities.**

Initial Individualized Education Program

An Initial IEP must be written within 30 days following the Eligibility Staffing and is written for:

- A student who has been found to be eligible for special education services.
- A transfer student who has a current, accepted evaluation, found eligible for services, but enrolled in the District without an initial IEP.

Annual Individualized Education Program

Each student's IEP shall be reviewed at least annually. Meetings may be held any time throughout the school year, as long as the IEP is reviewed annually and is in effect at the beginning of each school year.

REQUIRED MEMBERS OF IEP TEAM

All IEP team participants have a responsibility to prepare for the IEP team meeting. Advance preparation involves several activities important to the overall success of the meeting. Writing an effective IEP takes teamwork. These responsibilities may include, but are not limited to, the activities described below.

Local Education Agency (LEA) Representative

Principals traditionally serve as the LEA within the SLPS buildings. The role and responsibilities of the LEA is critical in the IEP process. The importance of an LEA at an IEP team meeting cannot be overstated.

In the St. Louis Public Schools, the LEA must be present at all IEP meetings and cannot be excused. The LEA must participate in the entire IEP Meeting.

LEAs have the option of designating a person to serve as the LEA, with the understanding that the person selected will carry out the responsibilities of the position.



Because the LEA serves a unique role in the IEP process, designees should be persons who...

- understand the consequences of their decisions, and
- can facilitate agreements among persons with diverse opinions.

- ❑ The LEA must assure that the special education and related services indicated on the IEP will be provided within the timeframes delineated and that the IEP meets compliance with local, state, and federal regulations.
- ❑ The LEA must be qualified to provide, or supervise the provision of specially- designed instruction to meet the unique needs of students with disabilities.
- ❑ The LEA must be knowledgeable of the general curriculum.
- ❑ The LEA must be knowledgeable about the availability of the District's resources and possess the ability to commit District resources
- ❑ The LEA makes the necessary arrangements for designated building staff to attend the meeting.
- ❑ The LEA must be familiar with Procedural Safeguards, Notice of Action, Parent Bill of Rights

Parent

The term "parent" refers to a parent, guardian, a person acting as a parent, foster parent, an emancipated student, or an educational surrogate appointed by the Department of Elementary and Secondary Education.

Student

It is required that students, all high school students, specifically those 16 years of age and older, be invited to the IEP team meeting. Younger students may be invited to attend, if appropriate. If the student does not attend the IEP meeting, the IEP team or case manager should take other steps to ensure that the student's needs, preferences and interests are considered.

General Education Teacher

At least one (1) General Education Teacher of the student **must** attend the IEP meeting if the student is or may be participating in the regular education environment. If a child has more than one General Education Teacher responsible for carrying out a portion of the IEP, the principal or LEA may designate which teacher or teachers will serve as IEP team member(s), taking into account the best interest of the student.

- ❑ Participates in a student's IEP meeting and collaborates with the casemanager to provide accommodations, adaptations, modifications or supports for the student.
- ❑ Provides anecdotal records, work samples and other information relevant to the student's potential for learning, rate of learning and need for specialized instruction.
- ❑ Identifies instructional and classroom management strategies which have been or have not been successful with the student.
- ❑ Identifies the student's learning style in the general classroom and discusses special factors that may impede his/her learning.

- ❑ Assists in determining positive behavioral interventions and strategies.
- ❑ Identifies supplementary aids and services, program accommodations or modifications, and support for school personnel that may be necessary for the student to benefit from instruction.
- ❑ Discusses current performance in relationship to the General Education Curriculum, including behavior and attendance patterns.

Special Education Teacher/Case Manager

- ❑ Ensures compliance with federal, state and district. timelines (IEPs, triennial reviews, evaluations, etc.)
- ❑ Schedules, invites, and conducts IEP team meeting with parents and district participants
- ❑ Sends IEP Notification of Meeting to parent/IEP Team
- ❑ Notifies participants of parent confirmation of attendance at the scheduled IEP
- ❑ Facilitates the development of the DRAFT IEP for the student
- ❑ May act as the Individual Interpreting Instructional Implications of Evaluation Results.
- ❑ Ensures that all service providers input their respective data into the web-based SIS IEP draft
- ❑ Completes Transportation and Para Forms/worksheets as appropriate
- ❑ Ensures that all portions of the IEP are completed
- ❑ Distributes approved copy of the IEP to the parent/guardian (within 20 calendar days from the IEP meeting date)
- ❑ Communicates to the parent/guardian they have ten (10) days from the date of the IEP meeting to consider what is being proposed via the NOA (unless they waive the ten (10) days).
- ❑ Provides the appropriate sections of the IEP to staff implementing accommodations and modifications to the students
- ❑ Ensures IEP is implemented as soon as possible following its development in accordance to timelines
- ❑ Maintains appropriate documentation related to the student's disability
- ❑ Schedules follow-up IEP if IEP is not completed at the initial meeting, if parent needs
- ❑ Collects, analyzes and reports data in a relevant and measurable manner
- ❑ Ensures all providers report on student's progress on goals in SIS and send a copy to the parent, as indicated on the IEP
- ❑ Follows the provided checklist in maintaining the special education Legal Access File (LAF) in a neat and reverse chronological order

- ❑ Reviews the contents of the IEP with district staff responsible for the implementation of the IEP, including the general education teacher(s) as appropriate whenever a new IEP has been developed, and prior to the first day of the new school year
- ❑ Meets with school psychologist/psychological examiner and assessment team to coordinate reevaluation (RED) process
- ❑ Meets with student’s general education teachers and service providers at the beginning of the school year to review the contents of IEP
- ❑ Schedules manifestation determination meeting if the student has, or will be removed from school/special education services due to suspensions of more than 10 cumulative school days.
- ❑ Provide parent with a copy of Notice of Procedural Safeguards and Parents Bill of Rights

*****Speech-Language Pathologist serves as case manager for Speech and Language only IEPs**

Individual Interpreting Instructional Implications of Evaluation Results

This IEP team member is an individual who can interpret what the student’s evaluation results mean in terms of designing appropriate instruction. The evaluation results are very useful in determining how the student is currently doing in school and what areas of need the student has. This team member must be able to talk about the instructional implications of the student’s evaluation results, which will help the team plan appropriate instruction to address the student’s needs. **This individual should have a background in assessment and may be someone who participated in the evaluation of the student.**

Q. Can an IEP team member serve in more than one role?

A. *An IEP team member may fill more than one of the team positions if properly qualified and designated. For example, the LEA representative may also be the person who can interpret the student’s evaluation results.*

*It should be noted, however, that each team member brings important information to the IEP meeting. Team members share their information and work together to write the student’s IEP. Each person’s information adds to the team’s understanding of the student and what services the student needs. **For these reasons, the practice of team members serving dual roles is discouraged.***

B. IEP TEAM MEETING PARTICIPANTS

“Coming together is a beginning; keeping together is progress; working together is success.” – Henry Ford

Required

- LEA (Principal/Designee)
- Special Education Teacher(s)/Case manager
- General Education Teacher (must be knowledgeable of curriculum content at student's age appropriate grade level) and be one of the student's assigned teachers
- Work Experience Coordinator (for 11th and 12th grade students)
- Individual Interpreting Instructional Implications of Evaluation Results
- Outside Agency Representative for Post-Secondary Transition



The special education teacher, general education teacher and the Individual Interpreting the Instructional Implications of the Evaluation Results may be excused in whole or in part from the IEP meeting if the excusal is done prior to the IEP meeting and is agreed upon by the parent/adult student and LEA representative. Documentation must be present on the Excusal of Mandatory IEP Team Members form. If a mandatory IEP team participant does not attend the entire meeting for any reason, an excusal form must be completed.

Invited, But Not Required

- Parent
- The student, whenever appropriate
- School Psychologist, Psychological Examiner or a person knowledgeable about evaluation/reevaluation procedures/results
- School Nurse
- Related Service Provider(s), input needed if not in attendance
- Work Experience Counselor (for any high school student, if appropriate)
- Agency Representative/Transition Provider (for students age 16 years and older, if prior permission has been obtained)

For SPEECH ONLY, Required

- Principal/LEA or Designee
- Speech-Language Pathologist
- General Education Teacher (must be knowledgeable of curriculum content at student's age appropriate grade level)
- Individual Interpreting Instructional Implications of Evaluation Results

For SPEECH ONLY Invited, But Not Required

- Parent
- The student, whenever appropriate
- School Nurse
- Related Service Provider(s), if not in attendance
- Work Experience Counselor (for any high school student, if appropriate).
- Agency Representative/Transition Provider (for students age 16 years and older, if prior permission has been obtained)



If not in attendance, follow the **Excusal of Mandatory IEP Team Members** procedures.

C. STUDENT DEMOGRAPHIC INFORMATION

This form contains the student's identifying information, IEP content data, and documentation of IEP team meeting participants. All sections **must** be completed.

Student Demographics

- **Student Identifying Data:**
Enter all requested data not pre-populated by the web-based, SIS program, where allowable (i.e., name, address, birthdate, grade, etc.).
- **Student ID# / MOSIS ID#:**
SLPS students are identified by a District issued, 8-digit number and a 10-digit, Department of Elementary and Secondary Education (DESE) issued Missouri Student Information System (MOSIS) number. These numbers are pre-populated by the web-based, SIS program.
- **Resident District Home School:**
This data may be pre-populated. If not, enter the name of the student's resident district home school.

For ECSE students enrolled at an off-site location (e.g., Head Start), enter the student's resident district home school. Do not enter "*Special Ed (non-enrolled)*".

For students in transition (homeless), the current school is the resident home school.

- **Location where services are being provided:**
Enter the name of the District/Agency, school name, address, and phone number of the current school if different than the resident district home school.

Example: The student lives in the Ashland School attendance area, but attends Mullanphy ILC School. In this scenario, Ashland is the resident district home school and Mullanphy is the current school.

- **Primary Language or Communication Mode(s):**
Indicate the student's primary language or method of communicating (e.g., Spanish, Bosnian, augmentative communication, etc).

- **Educational Decision Maker:**
Indicate the name, address, phone and e-mail of the person who is designated to make educational decisions for the student. This is particularly important for students whose parent(s) no longer have educational rights.

If the student has reached the age of 18, the student becomes the Educational Decision Maker unless parent(s) present legal documents stating otherwise.

A surrogate parent serves as the Educational Decision Maker for a student who resides in a group home or residential facility.

- **IEP Casemanager and Phone Number**
Enter the casemanager's name and a contact phone number.
- **IEP Type**
The IEP type is pre-populated from the Special Services IEP Abstract Page.
- **Dates**
If the fields do not pre-populate, enter the...
 - Date of previous IEP Review
 - Date of most recent evaluation/reevaluation (verify most recent evaluation date in SIS)
 - Projected date for next triennial evaluation

IEP CONTENT

- **Date of IEP Meeting:**
Enter the date the IEP meeting was actually held.

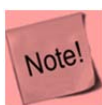
- Multiple Meeting Dates for One Conference:**
IEP Meetings that continue for more than one day must be documented on the Multi-Purpose Page by including the dates and participants for each date. A new attendance sheet must be completed at each meeting.
- Initiation date of IEP:**
The projected date the IEP will start must be entered on the Special Services IEP Abstract Page, it will then be pre-populated in this field. The parent can agree for the change to be carried out immediately (within one [1] to five [5] days) and waive the 10-day waiting period or the parent can agree to have the entire 10 days to consider the action being proposed.

If the IEP team meeting resulted in a change of placement or change in services, 10 days from the date of the meeting must elapse before any action can occur unless the parent/adult student elects to waive the 10-day waiting period.
- Projected Date of Annual IEP Review:**
The date entered in this field is pre-populated 364 days from the date of the meeting. You have the ability to override this date if necessary.
- Parent Provision of IEP:**
The date the parent was provided a copy of the IEP must be entered on the Special Services IEP Abstract Page, it will then be pre-populated in this field. This date must be within 20 calendar days from the date of the meeting.

D. IEP TEAM MEETING PARTICIPANTS AND ROLES

This section lists the names, roles, and methods of attendance of individuals who participated in developing the IEP.

Enter the name of each person who participated in the IEP meeting next to the role they served. Only the names of the individuals who were in attendance at the IEP meeting are entered on the page. The appropriate box must be checked in the “Method of Attendance” section of the form for each attendee (**see Excusal of Mandatory IEP Members**).

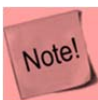


The St. Louis Public Schools requires that everyone in attendance sign the Participants in IEP Meeting and Roles section of the Demographic Page of the IEP. A signature does not imply agreement with IEP content; it indicates attendance.

The **Part C Representative** is invited when the student is transitioning from First Steps (birth to 3 years of age) to school-age programming.

The **Representative of an agency which may provide postsecondary transition services** is invited if the purpose of the IEP meeting includes consideration of post-secondary transition. The casemanager must invite the student and representatives from any other agency likely to provide or pay for the services. These agencies include, but are not limited to:

- Vocational Rehabilitation (VR)
- Developmental Disability Resources (DD Resources)
- Metropolitan Employment Rehabilitation Services (MERS)
- St. Louis Regional Center



The casemanager must obtain a signed “*Authorization for Release of Information*” from the parent/adult student prior to inviting representatives of other agencies to the meeting.

E. EXCUSAL OF MANDATORY IEP TEAM MEMBERS

In the St. Louis Public Schools, the LEA Representative may not be excused in whole or in part from the IEP team meeting. The LEA is needed to ensure that decisions can be made at the meeting about commitment of District resources that are necessary to implement the student’s IEP that would be developed, reviewed, or revised at the IEP team meeting.

The special education teacher, general education teacher and the Individual Interpreting the Instructional Implications of the Evaluation Results may be excused “in whole” (from all) or “in part” (any part) of an IEP team meeting when their **area of curriculum or related services is not being modified or discussed**, (a) if the parent and District agree to the excusal, and (b) the parent’s agreement is in writing.

These members may be excused “in whole” (from all) or “in part” (any part) of an IEP team meeting when the **meeting involves a modification to or discussion of the member’s area of curriculum or related service**, (a) if the District consents to the excusal, (b) the parent’s consent is in writing, and (c) the excused member submitted written input into the development of the IEP to the parent and the team prior to the meeting.

Directions for completing the *Excusal of Mandatory IEP Team Members Agreement Form*

- Write the first and last name of the IEP team member who is being excused next to their role.

- Write the individual's area of curriculum (math, communication arts, etc.) or related service.
- Check if the IEP team member will be excused in whole or in part from the IEP meeting.
- Check the reason for excusal, #1 or #2.



Allowing IEP team members to be excused from attending an IEP team meeting is intended to provide additional flexibility to parents, not school personnel, in scheduling IEP team meetings and to avoid delays in holding an IEP team meeting when an IEP team member cannot attend due to a **scheduling conflict.** Although the District, not the parent, determines the specific personnel to fill the roles of the District's required participants at the IEP team meeting, the District remains responsible for conducting IEP team meetings that are consistent with the IEP requirements of the law and the regulations.

SECTION THREE: IEP CONTENT

A. PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (PLAAFP)

The PLAAFP or “*Present Level*” is the foundation of the student's IEP. The present level must be consistent with the evaluation and reevaluation results. The Present Level identifies and prioritizes the specific needs of the student and establishes baseline performance in the general education curriculum. In other words, the Present Level provides a description of the degree of match between the student’s current skill levels and the expectations of the student’s learning environment.

The Present Level section of the IEP is critical because it is the springboard for developing annual goals. Simple, clear, and understandable Present Level statements will encourage active participation from all team members and lead to a functional and effective Individualized Education Program.

Directions for Completing the Present Level:

How the child’s disability affects his/her involvement and progress in the general education curriculum or, for preschool children, participation in age-appropriate activities. (For students with transition plans, consider how the child’s disability will affect the child’s ability to reach his/her post-secondary goals (what the child will do after high school):

- State, **in the first sentence**, the student’s age, grade level and educational identification with the specific area(s) of need.
- Address the academic development and functional needs of the student.
- Include statements addressing how the disability affects performance in academic areas (e.g., reading, math, writing, spelling, etc.), assessments, and also nonacademic areas (e.g., daily life activities, mobility, communication, social skills, etc.).

This section may include a statement addressing the impact Limited English Proficiency has on the student’s ability to access the general education curriculum, if applicable.

- Address the student’s social/emotional/behavioral functioning.
- Describe the student's learning style.
 - Include a Print Disability Statement for students with visual impairment, physical disability, multiple disabilities, learning disability in reading, dyslexia, eligibility requirements are defined by copyright law not education law. “Due to the student’s physical impairment he

has a print disability and requires digital, adapted, and modified text so he is able to access the general education curriculum and books.”



- Describe how the student will access the general education curriculum.
- Include statements addressing how the disability affects the student’s ability to reach his/her post-secondary goals. (*Refer to Form C: Post-Secondary Transition Plan.*)

Present Levels should change every year!

- Use factual statements to describe how the child’s disability affects his/her involvement and progress in the general education curriculum. For example, instead of saying a behavior occurs frequently, describe the frequency (e.g., twice per day...).
- Include baseline data that correlates with the prior year’s IEP goals.
- Differentiate between medical diagnoses and educational disabilities.
- Use the stranger test: Would a stranger be able to picture this child after reading the Present Level?
- Differentiate between school based information and parent or doctor provided information.

The strengths of the child (For students with transition plans, consider how the strengths of the child relate to the child’s post-secondary goals):

- Report area of strengths noted by school staff, parents and other members of the IEP team.
- Report strengths as identified by the student. Student participation is encouraged at any age, but mandated for the IEP in effect when the student turns 16.
- Include statements addressing how the strengths of the student relate to the child’s post-secondary goals. (*Refer to Form C: Post-Secondary Transition Plan.*)

Concerns of the parent/guardian for enhancing the education of the child (For students with transition plans, consider the parent/guardian’s expectations for the child after the child leaves high school):

- Report parent concerns that impact the student's educational performance.
- Include statements addressing the parent/guardian’s expectations for the student after the student leaves high school. (*Refer to Form C: Post-Secondary Transition Plan*)



The District is not required to put everything a parent requests in this section. The purpose of having it in the IEP is to document that the discussion, which is required by the IDEA, took place. What is included in this section is determined by the district. If you have a question about what should be included, contact your Special Education Process Coordinator.

Changes in current functioning of the child since the initial or prior IEP (For students with transition plans, consider how changes in the child’s current functioning will impact the child’s ability to reach his/her post-secondary goal.):

- Specify what the student has learned/accomplished (reading or math grade level and quantify progress over baseline).
- Report progress in the general education curriculum (examples may include grades, group participation rates, task and project completions, etc.).
- Report school staff concerns (academic and non-academic).
- Include assessment of the student's progress toward goals on the previous IEP supported with data at the IEP meeting.
- Include prior interventions and explain data indicating their effectiveness or ineffectiveness.
- Include statements addressing how changes in the student’s functioning will impact his/her future.

A summary of the most recent evaluation/re-evaluation results:

- Provide a **summary** of diagnostic results.
- Specific diagnostic tests scores should be included unless there is a valid need to do so and they can be presented in a manner that is easily understood by the team participants.

A summary of the results of the child’s performance on: general state (MAP/MAP-A,EOC, NAEP and ACCESS for ELLS)

- List test names and scores for any district-wide assessments. If scores are not available, state why not.

A summary of the results of the child's performance on: district-wide assessments

- Summarize the results of the district-wide assessment(s) given to this student.

A summary of formal and/or informal age appropriate transition assessments based on the student's needs, preferences and interests (must be included no later than the first IEP to be in effect when the student turns age 16):

- Summarize the results of the transition assessment(s) given to this student.

For students participating in alternative assessments, a description of benchmarks or short-term objectives:

N/A Objectives/benchmarks are on goal page(s)

Check this box if the student is participating in alternative assessments. A description of the benchmarks or short-term objectives will be written on the *IEP Goal with Objectives/Benchmarks and a Reporting Form* page.

Objectives/benchmarks described below:

This section does not apply to St. Louis Public Schools users. Do not enter any objectives/benchmarks data in this section.

Present Level



What information constitutes an acceptable Present Level statement?

A well-written Present Level statement gives clear, objective information about a student's abilities and limitations.

- **Present** means - Current, happening now, at this moment
- **Level** means - A position on a scale of intensity or amount or quality
- **Performance** means - That which is performed or accomplished; a thing done or carried through; an achievement

Examples of specific PLAAFP excerpts:

1. *Teacher records show that John turns in a weekly average of 60% of his math assignments, and 50% of his English assignments (100% expected). Fewer than 75% of assignments turned in are complete. He appears capable of completing the work as given. This performance jeopardizes completion of his coursework for graduation.*
2. *In unstructured settings and transitional times of the day, Reed's activity level increases and he more likely violates school rules, or becomes agitated and angry. Reed does not de-escalate behavior and is not willing to discuss situations afterward. Disciplinary records indicate 8 disciplinary removals in the past 10 school days and 27 in 3 previous months, causing him to fall behind in his schoolwork. Reed's reading fluency is interrupted by substitutions. Reed does not efficiently use context or phonics clues which affect his progress in reading as indicated by his performance on third grade classroom oral reading benchmark tests.*
3. *When given grade-level oral instruction, Phyllis can comprehend and use information when provided visual cues and questions for clarification. Auditory processing needs affect her ability to take notes during lectures.*
4. *When given written materials, Ashley can comprehend and use the information when provided assistance with technical or difficult vocabulary, extended time, and frequent questioning for comprehension.*
5. *Michael knows how to compute math problems and is able to meet the 5th grade standards for understanding and applying problem solving strategies to*

story problems when provided assistance with determining the required math processes in relation to language used.

6. *When performing grade level writing expectations, Kate can complete the assignment when provided assistance with organizing information, sentence structure and editing for spelling.*
7. *David is able to follow 2 step directions in a variety of contexts with little or no difficulty. He occasionally needs prompts and repetitions to carry out the directions.*
8. *When orally presented material is broken down into small portions, Bobby can recall the main idea, some details and some concepts.*
9. *Jeffrey is able to formulate a 5-word sentence when provided with a target word. At the conversational level, he will use utterances of 3-5 words.*
10. *Kevin is able to physically navigate the classroom and playground, however when jumping or hopping some loss of direction occurs which requires some arms-length redirection.*
11. *Maggie can cooperatively play with peers during recess with only minor supervision. One-to-one with familiar others, she can demonstrate basic social skills that reflect a desire to interact with others and maintain a relationship.*
12. *Nicole is on time for class 75% of the time. She is able to follow instructions when given step-by-step format or modeling. She also takes constructive guidance well from adults and peers. She is appropriate with others in all situations.*

Vague PLAAF Examples:

Tanya is friendly.

Nate is hyperactive.

Sharon can't talk well.

Wayne knows a lot about careers.

Jeff's math skills are at the 2nd grade level.

Stephanie doesn't participate much in gym class.

Marques is frequently absent.

More Specific PLAAF Examples:

Tanya greets peers and adults appropriately.

Nate is out of his seat 40% of the time during a one hour class period.

Sharon cannot say consonant and vowel sounds in isolation.

Wayne can name five careers and five jobs associated with each.

Jeff cannot write answers to single and double digit addition problems without regrouping.

Stephanie cannot run, kick or hop.

Marques attends school less than 70% of the time.

B. SPECIAL CONSIDERATIONS: FEDERAL & STATE REQUIREMENTS

This page consolidates all the considerations required by federal and state law. The IEP team must consider all listed areas by checking the appropriate boxes under each subheading. The questions on this form must be discussed and completed during the IEP team meeting.

Is the student blind or visually impaired?

If **"yes"**, the IEP team member representing services to Blind or Visually Impaired students completes *Form A: Blind and Visually Impaired*.



If the student does not have a current educational diagnosis of Blind or Visually Impaired, but the IEP team has concerns that there may be an undiagnosed educational disability in the vision area; a Review of Existing Data Meeting must occur to consider the need for a vision evaluation.

Is the student deaf or hearing-impaired?

If **"yes"**, the IEP team must consider the student's language and communication needs; identify opportunities for direct communication with peers and professionals in the student's language and communication mode, academic level, identify needs including opportunities for direct instruction in the student's language and communication mode.



If the student does not have a current educational diagnosis of Hearing Impairment /Deafness but the IEP team has concerns that there may be an undiagnosed educational disability in this area; a Review of Existing Data Meeting must occur to consider the need for an audiology evaluation.

Does the student exhibit behaviors that impede his/her learning or that of others?

If **"yes"**, strategies including positive behavior intervention and support may be addressed in one (1) or more of the following methods:

- Behavior Intervention Plan (BIP)
- IEP Goal(s)
- IEP Accommodation(s)

A student whose behavior impedes his/her learning and that of others may have a *Behavior Intervention Plan (BIP)* to address the concerns. This is based on documentation in the student's most recent evaluation, data, and Functional Behavior Assessment. The BIP will include appropriate positive behavioral interventions/strategies and other supports needed to address the behaviors.



Any student with a disability can have a behavior that impedes his/her learning regardless of the identification.

Does the student have Limited English Proficiency?

Limited English Proficient describes an individual who meets the following criteria:

- age 3 through 21;
- enrolled or preparing to enroll in an early childhood, elementary, middle or secondary school;
- not born in the United States or whose native language is a language other than English;
- of Native American or Alaska Native, or a native resident of the outlying areas and;
- from an environment where a language other than English has had a significant impact on the individuals' level of English language proficiency; or who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and;
- whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet State proficient level of achievement on State assessments, the ability to successfully achieve in classrooms where the language of instruction is English or the opportunity to participate fully in society.

If **"yes"** is checked, the IEP must address the impact Limited English Proficiency has on the student's ability to access the general education curriculum.

Does the student have communication needs?

It is **not** necessary for a student to have an educational diagnosis of Speech and/or Language Impairment in order to have a communication need. Students who use sign language, communicate through Braille, augmentative communicative devices, etc., have communication needs. A student may also have communication needs based on his/her native language (language normally used by the student in the home or learning environment).

If **"yes"** is checked, the communication needs of the student must be addressed in the IEP.



A communication need does not necessarily equate to the provision of speech and/or language therapy.

Does the student require assistive technology device(s) and/or services?

The IEP team must address a need for assistive technology. The provision of assistive technology devices and services enables the students with disabilities to (1) receive instruction, learn, play, move about, achieve, be independent, and therefore, (2) interact to a greater extent with non-disabled peers.

An **assistive technology device** is any item, piece of equipment or product system, whether commercially off the shelf, modified or customized, that can be used to increase, maintain, or improve the student's functional capabilities (e.g., tape recorders, magnifiers, enlarged keys for computers, adapted keyboards, etc..). **Assistive technology services** directly assist the student in the selection, acquisition, or use of an assistive technology device.

If **"yes"** is checked, information about the device(s) and service(s) need to be included in the IEP.



When the IEP team is considering the assistive technology needs of the student and determines that more information needs to be gathered in this area, a Review of Existing Data Meeting must occur to consider the need for an assistive technology evaluation.

Extended School Year

Extended School Year (ESY) services must be considered for all individuals with an IEP. ESY services are to be provided to students who:

- Need to maintain critical life skills because they are at risk of losing those skills
- Emerging skill development without interruption
- Experience significant regression/recoupment of previously learned skills without the provision of such services

As part of the IEP process, the IEP team must determine if a student needs a program of special education and related services extending beyond the normal school year. The IEP team should carefully considers student needs and make a data based decision. The IEP team determines that the services are necessary for the provision of a Free Appropriate Public Education (FAPE) to the student.



***The Extended School Year Services: Determination of Need* worksheet was developed to help IEP teams decide the need for ESY and justify their recommendation. The applicable information from the**

worksheet must be transferred to the *Multi-Purpose Page* in the IEP to document the discussion and justification for ESY services.

The consideration for eligibility for ESY services must be done annually. **The IEP team must answer the following questions:**

- a) Is there a skill that needs to be mastered immediately? If the student does not master the skill immediately, is the degree of mastery likely to be permanently reduced? What **data** support this?
- b) Is the student at a critical stage of development where there is a window of opportunity that will be lost if services are not provided? What **data** support this?
- c) Are there changes in the student's medical, physical, or sensory status that makes it possible to predict an accelerated rate of learning during the ESY period (critical stage)? What **data** support this?
- d) Is the skill in a critical area of learning and will a break in services result in the loss of a window of opportunity for mastering the skill? What **data** support this?
- e) Does the student demonstrate behaviors or deficits that would cause regression if breaks in programming occur?

The IEP team needs to take into account the fact that all students, whether receiving general education or special education instruction, lose skills when there is a break in services. Students who lose skills over breaks in service, but who can recoup those skills with re-teaching in a reasonable amount of time, are not eligible for ESY services.

- If the answer to all of these questions is “no”, ESY services are not needed for a FAPE.
- If the answer to one or more of these questions is “yes”, the IEP team needs to develop a plan for ESY services.



ESY service minutes are never arbitrarily assigned. In other words, ESY minutes for related services are not all ½ of the total minutes provided during the school year.

If related services are necessary for the student to benefit from the special education services provided during ESY, then they must be provided.

Depending on the nature and severity of their disabilities, some students may require ESY services to be provided for a longer period of time than others. The IEP team will determine the duration and type of services that each student shall receive during ESY services. The goals should be a continuum of all or part of the previous year's IEP.

- If **"yes"** is checked, complete *Form B-Extended School Year*.
- If the need for ESY services will be addressed at a later date, that specific date must be entered. The IEP team must convene by that date, and *Form B-Extended School Year* is completed indicating whether or not the student is eligible for services.

WHAT ARE NOT EXTENDED SCHOOL YEAR SERVICES?

Because ESY services are uniquely designed to provide FAPE to students with disabilities, it is necessary to emphasize that **these services are:**

- **Not** based on the category of the student's disability - services must be based on the student's unique educational needs;
- **Not** necessarily a continuation of the total IEP provided to a student with a disability during the regular school year;
- **Not** an automatic program provision from year to year;
- **Not** summer school, compensatory services, or enrichment programs; and
- **Not** a service to be provided to maximize each student's potential.

Transition Services

A transition plan is required for all students who are 16 years of age or who will be 16 during the duration of the IEP that is being written.

If **"yes"** is checked, complete *Form C: Post-Secondary Transition Plan*.

A transition plan is required to begin no later than the first IEP to be in effect when the child is sixteen (16), or younger if determined appropriate by the IEP team.

The transition plan must be based on the result of an age-appropriate transition assessment. Transition assessments are required prior to the child's 16 birthday. The child must be invited to any IEP meetings at which postsecondary transition planning will be discussed.

Transfer of Rights

Notification must be given, beginning not later than one year before the student is 18 years old, informing the student of the rights under IDEA that will transfer to the student upon reaching the age of majority.

- Check “**N/A**” only if the student is under the required age for notification.
- Enter the date the transfer of rights notification was provided.

State Assessments

- Check “**yes**”, if there are any state assessments administered at the student’s grade level.
- **Complete Form D-Part 1: State Assessments Participation**
- **Form D-Part 2A: Grade-Level Accommodations.**
- **Form D-Part 2B: End-of-Course Assessment Accommodations**
- **Form D – Part 3: ACT@ Accommodations**
- **Form D – Part 4: Alternate Assessment (MAP-A)**
- **Form D – Part 5: ACCESS for ELLs 2.0 and Accommodations for Students with an IEP/504.**

District-Wide Assessments

- Check “**yes**” if there are district-wide assessments administered for the student’s age/grade level. **District-wide assessments do not include those that are used only for instructional purposes.**
- Complete *Form E: District-Wide Assessments.*

Accommodations chosen for these assessments should reflect those required by the student in the daily classroom settings and documented in the present level.



For example, if a student has a scribe for his/her daily work, then the use of a scribe for District assessments would be appropriate for the team to consider. If the student completes his/her daily work without the use of a scribe, this accommodation choice would not be expected.

D. IEP GOAL(S) WITH OBJECTIVES/BENCHMARKS AND REPORTING FORM

IEP goals address skills or behavior for which specifically designed instruction is required for students to access and make progress in the general education curriculum with non-disabled peers as appropriate.

Goals drive services. They are not written for a disability, but rather to address the student's academic, functional, and behavioral needs.

Goals should contain the qualities of being "SMART."

S	Specific and descriptive
M	Measurable
A	Attainable
R	Relevant
T	Time limited (one year)

IEP Goal Writing Standards...The IEP includes goals that:

- Are directly linked to an area identified within the student's present level of academic achievement and functional performance (present level) that describes how the student's disability affects student performance requiring specialized instruction
- Are achievable within a year considering the student's expected rate of progress, strengths, needs and baseline data
- Enable the student to be involved in the general education curriculum and for ESCE/Preschool, participate in age and/or developmentally appropriate activities
- Are instructionally relevant
- Are present for each special education and related service
- Written in observable, measurable terms
- Written in terms that parents and professionals can understand
- Are time-bound... reasonably calculated to be accomplished in one year
- Include a description of benchmarks or short-term objectives aligned to alternate achievement standards, for students taking alternate assessments

Goals



A Goal statement must contain the following three (3) parts:

- *the Skill or Behavior that will be achieved* - defines the exact skill or behavior derived from concerns stated in the Present Level, usually reflects an action, can be directly observed, and is measurable. (Skill is **bold** in examples).
- *the Direction for the skill or behavior*- indicates whether the skill or behavior will increase, decrease, or be maintained. (Direction is *italicized* in examples).
- *the Level of Attainment/Criterion* that will be achieved - identifies how much, how often, or to what standards the skill or behavior must occur in order to demonstrate that the goal has been reached. The goal criterion specifies the amount of growth the student is expected to make by the end of the IEP. (Level of Attainment/Criterion is underlined in examples).

Example: Goal #1

“Donald will *decrease* his ***talking-out behavior*** in structured and unstructured small group settings with *no more than 1 episode per week.*”

Example: Goal #2

“Joey will *increase* his ***written language skills*** by using correct capitalization and punctuation within sentences independently with *80% accuracy in 8 out of 10 trial sentences.*”

Example: Goal #3

“Ann will *increase* her ability to ***pronounce the /k/ and /g/ sounds*** in the initial, medial and final positions of two-syllable words during a general conversation *with 90% accuracy.*”

Example: Goal #4

Amy will *increase* her ***reading comprehension skills*** by reading a short story at the 3rd grade level and giving a brief summary which includes the main idea, characters and important details with *75% accuracy on 3 of 5 data days.*”

Example: Goal #5

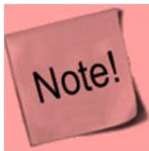
“Tom will *increase* his ***mathematical skills*** by creating tables or graphs to represent categorical and numerical data (including line plots) *in 3 of 4 tries.*”

For students with Transition Plans, indicate which goal domain(s) this annual goal will support:

- Post-secondary Education/Training
- Employment
- Independent Living

Goals Relevant to Post Secondary Transition Services

The IEP to be in effect when the student reaches 16 years of age includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet post-secondary goals.



Although the law indicates that transition is effect at age 16, the St. Louis Public Schools require that transition be completed for students in grades 8-12 (upon completion of 8th grade), regardless of their ages.

These goals must:

- be measurable;
- address the post-secondary areas of (1) education or training; (2) employment and (3) independent living, as needed;
- enable the student to meet post-secondary goals;
- improve the academic and functional achievement of the student to facilitate his/her movement from school to post-school;
- be based on age-appropriate post-secondary transition assessment.

Progress Toward the Goal

The goal page includes a listing of how progress toward the annual goal will be measured, an area for recording the dates that reports will be given to the parent, and an indication of the progress made toward meeting the annual goal.

Comments

Enter any comments that are relevant to progress made or lack thereof. If no progress was achieved, a statement explaining the student's lack of progress must be written in this section.

Measurable Benchmarks/Objectives

Benchmarks/objectives are not required by law to be included in the IEP unless the student is taking alternative assessments. For students taking the alternative assessments, a description of benchmarks or short-term objectives aligned to alternate achievement standards must be recorded in this section.

REPORTING PROGRESS

THE REQUIREMENT:

The IEP must provide a statement of how the student's parent(s) will be regularly informed of their child's progress toward the annual goals and the extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year. The frequency at which parents are informed must be at least as often as parents of non-disabled students are informed of their child's progress. **This must be supported by data.**

THE PURPOSE:

Regular reports to parents provide a mechanism to monitor a student's progress toward the annual goals and to evaluate the effectiveness of the student's special education services. The process of assessing, evaluating, and reporting student progress enables the school and the parents to monitor student learning and identify what action, if any, is needed to help a student succeed.

METHOD OF INFORMING PARENTS OF PROGRESS TOWARD ANNUAL GOALS:

Check (✓) the decided upon method(s) of progress reporting.



If progress is such that the student is not expected to reach his/her annual goals, the IEP team should review and, if appropriate, revise/amend the student's IEP to ensure the student is being provided the appropriate supports and services. This determination should be made by the end of the second reporting period of the IEP.

IEP PROGRESS MONITORING:

Progress monitoring is the method of formative assessment used to measure student's progress toward meeting a goal. Progress monitoring procedures guide how data will be collected in order to make instructional decisions about the progress of the student and establish a decision making plan for examining the data collected.

Progress monitoring assists the teacher or service provider in making ongoing instructional decisions about the strategies being used. It also provides summative evidence that enables the IEP team to determine whether the student has achieved his or her goals.



Monitoring progress on IEP goals must include the following:

- **How progress will be measured...**

When explaining how progress will be monitored, the IEP team must include an explanation of how the student will be demonstrating skills and knowledge.

- **How often progress will be monitored...**
The IEP team must describe how often a student’s progress will be monitored. Monitoring of IEP goals must be done frequently and regularly.
- **When changes in special education services will be considered...**
The IEP team must describe what changes will be considered.

The data collection schedule depends on how service is delivered. Data collection does not necessarily have to be separate from instructional time; this situation can provide a real picture of student performance during a typical day.

Times for data collection should be worked into daily and weekly plans for instruction.

The effectiveness of services and instructional method is determined most efficiently when progress is measured frequently. Consider the following.

<i>If progress is monitored</i>	<i>Then effectiveness may</i>
Daily, as part of instruction	Be determined within 2 weeks
Twice a week	Be determined within a month
Weekly	Be determined within a quarter
Quarterly	<u>NOT</u> be determined, even after a year

SERVICES SUMMARY

The IEP team must determine the student’s special education service(s), related service(s), supplemental aid(s) and service(s), program modification(s)/accommodation(s) and support(s) for school personnel.

Special Education Services

Special education services can only be delivered by a special education teacher/therapist. These services include, but are not limited to reading, math, written language, study skills, speech and/or language therapy. For ECSE, these services include but are not limited to pre-academics, social skills, and task related behavior.

Teaching methods, approaches, methodology and techniques are not to be included on this page. In other words, Applied Behavior Analysis (ABA), Picture Exchange Communication System (PECS), Earobics, etc. should not be listed here.

Speech/Language services can be listed as a special education service or a related service. If speech or language is the student’s primary service, it should be listed in the upper portion of the grid as a *Special Education Service*. If the speech or language

service is assisting the student in benefiting from another special education service, then it should be listed in the lower portion of the page as a *Related Service*.

The team must also specify the following for each service:

- the **amount** of time (e.g., 300 minutes per week).

- the **frequency** (how often the service will be provided...e.g., daily, weekly, monthly)

- the **location** (where the services will occur).
 - **Special Education Location:**
A special education setting is any setting where the student is receiving special education services, one-on-one services with a special educator provider, and/or only with other students with disabilities in the location at the time of services.

 - **General Education Location:**
A general education setting is one where the service is provided to the student with a disability alongside typically developing or non-disabled peers in the general education setting. The special educator (teacher or therapist) goes into this setting to provide the needed service.

- **Teacher...Do NOT enter anything in the “teacher” column**

Collaborative Teaching (CT)

Collaborative teaching	A style of pedagogy in which teachers collaborate with one another in planning instruction, may team-teach with one another, and often collaborate with students in setting instructional goals and designing instructional activities.
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The co-teaching service delivery model is implemented when a general educator and a special educator co-teach a subject in the general education classroom setting. This creates a shared classroom with purposeful instruction that includes joint accountability and varied responsibilities for both teachers.

- the **begin date** and **end dates** (if they are different from the duration of the IEP page 1).



Unless otherwise specified, any listed programs and related services will begin on the initiation date of the IEP and continue for one (1) school year, following the approved District calendar.

- the **Compensatory Education Services** (CMP) designation if compensatory service minutes are to be included in the IEP. You will not see this designation on your printed document, but it is listed in the SIS on-line document



All students must be educated in the least restrictive environment (LRE) and have access to the general education curriculum to the maximum appropriate extent.

Related Services

Related services are support services that are required to assist a student with a disability to benefit from his/her special education. If a student does not need special education, related services cannot be provided through the IEP.

May include, but are not limited to, the following are supportive services required to assist a student with a disability to benefit from special education.

- Transportation
- Speech and/or Language Therapy
- Audiology services
- Psychological services
- Physical and Occupational therapy
- Counseling services
- Rehabilitation counseling
- Orientation and Mobility services
- School health services
- Social work services in schools
- Music Therapy

Enter the amount of time, the frequency and the location of each listed service. If the begin and end dates are different from that of the IEP, indicate those dates in the sections provided.

Check **“N/A”** if the student does not require related services.

Supplemental Aids/Services

Supplementary aids and services are defined as those that are provided in regular education classes or other education-related settings to enable students with disabilities to be educated with non-disabled students to the maximum extent appropriate. Some examples include:

- Interpreters and/or Communication Development Specialist (takes notes for the interpreter) for students who are deaf or hearing impaired.
- Materials and specialized equipment (e.g., assistive technology/augmentative communication devices), Personal FM Assistive Listening Device.
- Instructional support provided in the regular classroom

- Paraprofessional services for individuals with severe physical disabilities for assistance in and about school.

Enter the amount of time, the frequency and the location of each listed service. If the begin and end dates are different from that of the IEP, indicate those dates in the sections provided.

The amount of time for paraprofessional services must be listed in minutes per week. **“As needed” is not an acceptable statement.**



If the IEP team determines that paraprofessional services are required, complete the ***Paraprofessional Consideration Form*** BEFORE the IEP team meeting and the *Para-Educator/Adult Services IEP* form DURING the meeting.

The *Paraprofessional Consideration form* must be completed annually and submitted to the appropriate Special Education Process Coordinator at least (30) days prior to the IEP team meeting. This timeline allows the process coordinator sufficient time to review the documentation and advise the IEP team accordingly.

Check **“N/A”**, if the student does not require related services.

Program Modification(s) and Accommodations

Modifications and accommodations are often adaptations to the environment or curriculum, changes in performance expectations, or specialized equipment that helps the student access the general education curriculum. **Program modifications and accommodations may be used in both general and/or special education settings.**

Supports for School Personnel

Supports for school personnel focuses directly on assistance the school staff receives in order to meet the needs of the student. This includes any specialized materials, training or consultant services needed to effectively work with the student. Examples of support for school personnel include:

- access to resources such as specialized reading materials and videotapes
- training opportunities
- observational site visits
- consultative services

Some examples of consultative services are:

- Meeting with team members once every 5 weeks to update progress on goals/objectives;

- Participating with education team in setting up routines and collecting student progress data once every month;
- Observing once a month to determine the extent to which the student uses adaptive skills already learned;
- Meeting with classroom teachers once every 5 weeks to discuss ways to increase the student's use of adaptive techniques;
- Obtaining feedback from classroom teachers once a month to check on the student's study skills, social skills, etc.; or
- Communicating with the family monthly on daily living skill needs, acquisition or progress."

TRANSPORTATION AS A RELATED SERVICE



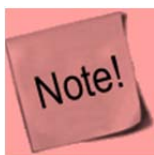
Transportation is provided as a related service for **students with disabilities** when they cannot get to school in the same manner as non-disabled peers. Transportation services include travel to and from school and between schools.

The principle of “least restrictive environment” applies to all services received by a student with a disability, including transportation. This means that a student with a disability should be

transported with students without disabilities to the extent that it is appropriate to do so.

If the District places a student in a non-attendance area school, transportation may be provided by the District as a related service. However, if a student is capable of using the same method of transportation as students without disabilities, transportation should not be listed as a related service in the IEP.

All decisions regarding transportation must be made on an individual basis and **not** based on a disability category or the parent’s request. If the IEP team determines that the student’s disability does not impact his/her ability to self-transport, but the parent requests transportation for their child, transportation is not provided.



If the parent opts to transport their child even though services could be provided, this arrangement should be noted in the IEP on the *Multi-Purpose Page*.

Special Transportation Worksheet

If the IEP team determines that transportation as a related service is required, the justification for this service must be thoroughly documented in the *Present Level of Academic Achievement and Functional Performance (Present Level)* form. **The Special Education Transportation Worksheet must be completed annually and submitted to the special education process coordinator 30 days prior to the IEP meeting. The need for this service should be thoroughly supported, in detail, by the nature and extent of the disability.**

Pick-up and Drop-off

Unless the IEP specifies otherwise, all students requiring special transportation will be picked up and dropped off by a bus at designated bus stops established by the District.

Some students need special transportation services such as curb-to curb transportation. It is appropriate for a student to receive curb-to-curb transportation to and from home when he or she is unable to walk or get to a corner safely because of the nature and extent of their disability or the student is younger than kindergarten age.

Some justifications for *curb-to-curb* transportation are:

- The student has a physical disability or a severe health condition that prevents him/her from walking or getting to the corner safely, as documented by a medical report.
- The student has a documented, severe cognitive disability that prevents him/her from walking or getting to the corner safely.
- The student has a behavior/emotional disability that is so severe or erratic that there is concern for the safety of the student and/or the safety of others.
- The student has a severe communication disability that prevents the student from communicating for his/her safety (e.g., student is non-verbal or uses alternate means of communication).
- The student has a visual or hearing disability and is unable to arrive at a bus stop or school independently (e.g., blind or visual field loss, unable to hear safety signals such as car horns).
- The student is eligible for Early Childhood Special Education (ECSE) services and will not be able to participate in the program without transportation due to age.

Vehicle / Safety Restraints

Students who are able to get on and off the school bus or van unassisted can often ride on the same seats as other students.

Some of these modifications and accommodations may include, but are not limited to:

- vehicle adaptations or adaptive equipment on the school bus (e.g., wheelchair lift)
- child safety restraints
- school bus attendant



If documentation exists that justifies the IEP team’s consideration of a taxi transport or a bus attendant, the appropriate special education process coordinator must be notified at least 30 days prior to the IEP team meeting via the *Special Transportation Worksheet*. This allows the process coordinator time to review the documentation and advise the IEP team accordingly.

Q. What pre-known issues trigger an immediate contact to my special education process coordinator?

- A. *The process coordinator must be notified prior to the IEP meeting when:*
- *School bus equipment requires modification to provide transportation services to the student.*
 - *The student has severe behavioral problems and transportation personnel are required to implement a behavioral program.*
 - *The student is medically fragile and requires special handling.*

Q. If a student is receiving transportation as a related service, do I write a goal?

- A. *If transportation is being provided solely to and from school or between schools, no goal is needed. However, if instruction is provided to a student to increase his/her independence or improve behavior during transportation, the goal must be included in the IEP.*

REGULAR EDUCATION PARTICIPATION

Extent of Participation in Regular Education

For Preschool:

- Check **“yes”** only if the student will receive all special education, including speech and language services and related services, in a regular early childhood program.
- Check **“no”** if the student will be removed from the regular education setting for any special education and/or related services.
- Check **“no”** if the student is receiving special education in a small group setting with an ECSE teacher.
- Check **“no”** if the student is in a reverse mainstream setting.
- Describe the student’s need for small group or individual instruction.
 - What delays have been documented which require small group/individual instruction?
 - Does the student exhibit poor task focus or attending skills that make small group instruction necessary?
 - Make note if the student is medically fragile or has medical restrictions.

Examples:

1. *Amber requires individual and small group instruction with repeated drill and practice to participate in age-appropriate activities and meet the goals of the current IEP.*
2. *Tom requires constant supervision and monitoring to remain in the learning environment and remain safe while participating in age-appropriate activities.*
3. *Christine requires extra time and attention to understand and respond to age-appropriate conversations.*
4. *Daniel requires modeling and cueing to participate in social activities.*

For K-12

- Check **“no”** if the student is to be removed from the general education environment for any time and describe to what extent he/she will not participate and why full participation is not appropriate.

Examples:

1. Kevin will participate in regular education ___% of the time. Full participation in regular education is not appropriate because regular education curriculum and goals could not be adapted to the level Kevin requires, nor could that setting appropriately address his academic and social/emotional needs of development. Due to his cognitive delays and behavior it would be difficult for him to develop meaningful relationships with other students in a regular education curriculum.
2. Lauren will participate in regular education ___% of the time. Full participation in regular education is not appropriate because Lauren is easily overwhelmed which leads to frustration and the tendency to completely shut down when she is confused, anxious, or does not understand what is expected of her.
3. Jeffrey will participate in regular education ___% of the time. Full participation in regular education is not appropriate because Jeffrey's ability to participate and make progress in the general education curriculum is limited due to the fact that he is not able to read grade-level material, demonstrate knowledge in writing at grade level expectations or independently manage his assignments. Due to these factors, Jeffrey would benefit from individualized instruction for part of the day to achieve success in the general education curriculum.

Participation in Physical Education

Indicate in this section whether or not the student...

- will participate in a regular physical education program or
- will participate in a regular physical education program with accommodations or
- will participate in adapted physical education or
- requires no physical education. Also, check the reason if no PE is required.



Physical education activities are not required for ECSE students. However, regular physical activity for preschoolers may improve a student's fitness, in both health-related and skill-related areas.

Participation in physical education may not be required for high school students if credit has been earned or waived.

Adapted PE

If the student requires adapted physical education or if the discussion may include adapted physical education, the **Physical Education Teacher** should be invited to the IEP team meeting.

If the student requires accommodations in order to participate in physical education classes, this must be reflected in the Present Level of Academic Achievement and Functional Performance (Present Level).

Adapted PE is **not** a related service. If required, it should be documented under Special Education Services. Adapted PE does not have to be provided by a special education teacher, but would be provided by a general education PE teacher.

Participation of Program Options, Nonacademic and Extracurricular Activities

Full participation is assumed for all students unless otherwise specified.

The IEP team must discuss the student's ability to participate, as appropriate, in non-academic and extracurricular services and activities (e.g., meals, recess periods, athletics, clubs and recreational activities). According to the needs of the student, as articulated in his/her IEP, the District may provide service(s) to a student in order to allow participation in non-academic and extracurricular activities (e.g., interpreter, transportation, behavioral contracting, etc.)

PLACEMENT CONSIDERATIONS AND DECISION

Placement considerations and decisions are made by the IEP Team. Placement decisions are determined annually and must be made according to the Least Restrictive Environment (LRE). The LRE means that *"to the maximum extent appropriate, students with disabilities must be educated with students who do not have disabilities"*.

IEP placement considerations are based on whether education in the general education classroom with the use of supplementary aids and services can be achieved satisfactorily. In other words, can the student function in the general education classroom with the proper program supports and modifications? The IEP Team, when determining the appropriate placements, must always consider the general education classroom first.

Placement decisions cannot be made solely on the student's disability category. It is also not determined by the space, the name of the room or the name of the building in which the student receives services.

All placement options must be considered beginning with the least restrictive.

General education placement must be considered for all students K-12 at least annually.

PLACEMENT CONTINUUM (ECSE)

Early Childhood Setting:

Children with disabilities who receive all of their special education and related services in educational programs designed primarily for children without disabilities. No education or related services are provided in separate special education settings.

Early Childhood Special Education Setting:

Children with disabilities who receive all of their special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community-based settings. No special education or related services as designated by an IEP are provided in an early childhood setting.

Home:

Children with disabilities who receive all of their special education and related services in the principal residence of the child's family or caregivers.

Part-time Early Childhood Special Education Setting:

Children with disabilities who receive all of their special education and related services in multiple settings, such that: (1) general and/or special education and related services are provided at home or in educational programs designed primarily for children without disabilities AND (2) special education and related services are provided in programs designed primarily for children with disabilities.

Residential facility

Children with disabilities who receive all of their special education and related services in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.

Note: Only use this option when the IEP team has determined that the child needs to be placed in a residential facility in order to receive FAPE, not because the child is already placed in a residential facility by another agency or because the location for the provision of services is located such a distance from the child's home that residing in the facility is necessary. In those cases, another placement option would be used, such as Home, EC, ECSE, or Separate School.

Separate School

Children with disabilities who receive all of their special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community-based settings. No special education or related services as designated by an IEP are provided in an early childhood setting.

***Itinerant services outside the home:

Children with disabilities who receive all of their special education and related services at a school, hospital facility on an outpatient basis, or other location for a short period of time (i.e., no more than 3 hours per week). These services may be provided individually or to a small group of children.

PLACEMENT CONTINUUM (Kindergarten-Grade 12)	
1100-Inside the regular class at least 80% of time.	387 or fewer minutes per week
1201-Inside the regular class 40% -79% of time.	388 to 1161 minutes per week
1301-Inside the regular class less than 40% of time.	1162 plus minutes per week
1403-Public Separate School (day) facility Gateway Michael//CAJT/State Schools	1935 minutes per week
1402-Private separate school (day) facility	1800 minutes per week)
1601-Homebound/Hospital	These minutes are determined by the IEP Team and are no less than 300 minutes per week

*****DO NOT ROUND NUMBERS**

Placement and Home/School Proximity for K-12 students only:

For K-12 students: Is this student’s placement as close as possible to the child’s home and/or in the school he/she would attend if non-disabled?

Click **“yes”** if the student is attending his/her block assigned (neighborhood) school.

Check **“no”** and explain why another school setting is required. For example: *Parent elects to enroll student at a choice school.*

REVOCATION OF CONSENT

If the parent of a student with a disability refuses all services in the IEP after having consented to those services in the past, the LEA shall follow the revocation of consent procedures.

A parent may at any time after the initial provision of special education and related services revoke consent in its entirety for the continued provision of special education and related services to their child. Once the District receives a parental revocation of consent, in writing, for all special education and related services for a student and provides prior written notice, the District must discontinue all special education and related services to the student. Written Notice (Notice of Action) is required.

<p>Q. Can a parent revoke consent for the continued provision of some services and not others and, therefore, require the District to continue to provide only those services for which the parent has not revoked consent?</p>
--

A. *No. The IEP is the District's provision of a complete program that, in total, provides FAPE.*

**Things Parents Must be Reminded of When Revoking Consent
(see Attachment B)**

There are many rights and protections offered to special education students that are not available to students in general education.

- Your child will be dismissed from special education and will no longer receive any special education or related services. His/her IEP will no longer be in effect.
- Your child will no longer be considered to have a disability.
- Your child will be educated in all general education classes and will not have the benefit of special education accommodations and modifications, specialized instruction or related services. All instruction will be provided on grade level and your child will be held to the same standards of accountability as any other non-disabled student.
- Your child will be required to meet all graduation requirements put forth by the State of Missouri and the St. Louis Public Schools.
- Your child will be expected to follow the Code of Student Conduct for SLPS and will be subject to the same expectations and regular discipline consequences of non-disabled students.
- If, after dismissal from special education, St. Louis Public Schools proposes to discipline my child in a manner that involves removal to a disciplinary alternative education program or expulsion and I decide to seek an evaluation to determine eligibility for special education, St. Louis Public Schools will be deemed to have no knowledge of my child's suspected disability and may implement the discipline pending a new evaluation to determine eligibility.
- If your child has already received special education and related services, The St. Louis Public Schools is not required to amend your child's education records to remove any references to the receipt of special education and related services because of the revocation of consent.

Documents Required for Revocation in SIS-Tyler:

- ❑ The signed revocation must be uploaded into the Imported Documents section.
- ❑ An evaluation form utilizing the "Revocation of Consent Code" under the Identification section. The eligibility date is the date of the signed revocation.
- ❑ A NOA must be completed based on the revocation.
- ❑ Amend the IEP to add a comment in the Comments section of the Special Services IEP Abstract

*** See Sample NOA in Appendix

SECTION FOUR: IEP FORMS

FORM A: BLIND AND VISUALLY IMPAIRED

The Itinerant Teacher of the Blind and Visually Impaired must be invited to the IEP meeting for students who are blind or visually impaired. He/She must assist in the completion of Form A.

Check **“no”** if the IEP team determines that Braille instruction is not appropriate for a child with blindness or visual impairments; The basis for that determination shall be documented on the IEP.

Check **“yes”** if the IEP team determines that Braille instruction is appropriate and the student is to receive instruction in Braille. If the **“yes”** box is checked, the IEP should include the following:

- Means by which Braille will be implemented through integration with normal classroom activities
- The date on which Braille instruction will commence
- The specific goals and objectives which specify the competencies in reading and writing Braille to be taught during the school year
- The level of competency in Braille reading and writing expected to be achieved by the end of the IEP
- The duration of each service
- That a referral to Rehabilitation Services for the Blind has been discussed and the decision of the parent regarding the referral

FORM B: EXTENDED SCHOOL YEAR

The ESY decision must be documented on this page.

Extended School Year (ESY) must be considered for all individuals with an IEP. ESY services are to be provided to students who:

- A. Need to maintain critical life skills because they are at risk of losing those skills
- B. Are emerging in important skill development and an interruption would adversely affect this trend
- C. Experience significant regression/recoupment of previously learned skills without the provision of such services

As part of the IEP process, the IEP team must determine if a student needs a program of special education and related services extending beyond the normal school year. The IEP team should carefully consider students' needs and make a data based decision.

Complete the Extended School Year Services: Determination of Need worksheet to determine if the student is eligible for Extended School Year.

This form does not have to be completed if the student is determined not eligible for ESY services (as noted on the Special Considerations: Federal and State Requirements form).

If it is not known whether or not the student meets eligibility criteria at the time of the current IEP, the IEP team may determine ESY eligibility at a later date through the Amendment IEP process. The final decision, however, must be made by the 3rd quarter of the school year.

If it is determined that the student is eligible for ESY services:

- Enter the numbers of the goal(s) from the current IEP that will be addressed in ESY.
- Enter a description of the service by each selected goal as reflected on the Services Summary page. (e.g., Reading, Math, Speech Therapy, Occupational Therapy, etc.).
- List the amount of time (in minutes) the student will receive for each service during ESY.
- Frequency (how often the service should be provided)
- Location (where the service will be provided: general education or special education setting)
- Begin/end date (when the service will start and stop)

NOTE: Compensatory services **are not documented** on the ESY form. Compensatory service is documented on the Multi-Purpose Page.



It is unlawful to offer a one-size-fits-all or fixed-length program of ESY services.

Remember, ESY services are individually determined for each student's unique needs, and the duration of ESY services cannot be limited based on the type or degree of disability.

FORM C: POST-SECONDARY TRANSITION PLAN

The IEP for each student, beginning not later than the first IEP to be in effect when the child reaches 16 years of age and updated annually, includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet post-secondary goals.

Transition includes:

- A measurable, post-secondary goal(s) that covers education or training, employment, and as needed, independent living.
- Annual IEP goal(s) that will reasonably enable the student to meet post-secondary goal(s).
- Identified services in the IEP that focus on improving the academic and functional achievement of the student to facilitate his/her movement from school to post-school.
- Goals based on age-appropriate post-secondary transition assessment.
- Course of study.

FORM D: STATE ASSESSMENTS

It should be determined during the IEP team meeting which assessment the student will be required to take during the IEP period based on his/her current grade level or age. Students are required to take the following exams based on their grade level:

- **Missouri Assessment Program (MAP)**
- **End of Course (EOC) exam** (if in high school)
- **MAP-Alternate (MAP-A)** for qualified students
- **National Assessment of Educational Progress (NAEP)**
- **American College Testing (ACT)**
- **ACCESS 2.0** for English Language Learners
- **ACCESS 2.0 Alternate** for English Language Learners

You will be required to complete Form D-Parts 1-5 that is appropriate for the student. No student is exempt from state testing when they meet the grade level requirement. **MAP testing must be on the student's grade level even if he/she is performing below that level in school.**

Please indicate if accommodations are needed on the following assessments (MAP, NAEP, ACT, ACCESS 2.0 FOR ELLS, EOC). Accommodations should be based on the current IEP.

FORM D – Part 1: STATE ASSESSMENT PARTICIPATION

Grade-Level Assessment: Grades 3-8

- Tests students' progress in English language arts (ELA) and mathematics for grades 3-8 (and MAP-A 11)
- Tests student's progress in science for grades 5 and 8 (and MAP-A 11)
- Tests are administered in the spring of each school year

Determine if the student will:

- participate in the Grade-Level Assessment WITHOUT accommodations.
- participate in the Grade-Level Assessment WITH accommodations.(Complete Part 2A).This section contains a listing of the state accommodations for the Math, Science and Communication Arts sections of the MAP.
- has been determined eligible for and will participate in the MAP-Alternate (MAP-A); therefore, is excluded from Grade-Level Assessment participation. (Complete Part 4)

End-of-Course (EOC) Assessment: Grades 9-12 or, if appropriate, earlier grades

EOC exams must be completed following the completion of the course or before the student graduates from high school. DESE Required EOC Assessments: Algebra I (Algebra II if Algebra I was taken prior to grade 9), Biology, English II, and Government.

All students with disabilities except those eligible for MAP-A must take the required EOC Assessments. School personnel make the decision regarding when a student will take the required assessments. Students generally take the assessment when they have completed the course level expectations, but students with disabilities must take the assessments prior to graduation or exiting secondary school due to age limits, whether they have completed course level expectations or not.

LEA Optional EOC Assessments: Geometry, English I, American History, Physical Science and Algebra II (unless Algebra I was taken prior to grade 9) are optional assessments. For students with disabilities who do not qualify for MAP-A, the IEP team will decide whether the students will participate in or will be considered exempt from the additional EOC Assessments.

Determine if the student will:

Participate in these End-of-Course Assessments WITHOUT accommodations.

- Algebra I
- English II
- Algebra II
- American History
- English I
- Physical Science
- Biology
- Government
- Geometry

Determine if the student will participate in these End-of-Course Assessments WITH accommodations.

(Complete Part 2B)

- Algebra I
- English II
- Algebra II
- American History
- English I
- Physical Science
- Biology
- Government
- Geometry

IEP team has determined the student is exempt from these optional EOC Assessments:

- Algebra II
- American History
- English I
- Physical Science
- Geometry

The student has been determined to be eligible for and will participate in the MAP Alternate (MAP-A); therefore, is excluded from End-of-Course Assessment participation.

(Complete Part 4)

National Assessment of Educational Progress (NAEP)-If selected for Grades 4, 8 and 12

NAEP is a national test administered to a statewide representative sample of students for national comparison. Thus, the NAEP sample includes students with disabilities and every effort must be made to ensure that selected students have an opportunity to participate in NAEP. The way in which students with disabilities are assessed on the NAEP should mirror as closely as possible the way they are tested on the state assessment. The NAEP accommodations, as listed, are of a general nature and may vary somewhat by year and content area being assessed. A current, more specific list of allowable NAEP accommodations will be included in the NAEP materials sent to schools selected for the NAEP sample. For additional information regarding NAEP, refer to: <http://dese.mo.gov/college-career-readiness/assessment/naep>

The NAEP grades 4, 8, and 12 are designated by the state. If you have a student who is ELL eligible, you must contact your building ELL representative or the SLPS ELL Office to notify them the student is in your building for ELL services.

Determine if the student will:

- The student will participate in the NAEP Assessment, if selected, WITHOUT accommodations.
- The student will participate in the NAEP Assessment, if selected) WITH accommodations. (See NAEP Notes)
- The student has been determined eligible for and will participate in the MAP-Alternate (MAP-A); therefore, is excluded from NAEP Assessment participation. (Complete Part 4)

Grade 11: ACT®

American College Testing known as the ACT is the college readiness assessment.

Determine if the student will:

- The student will participate in the ACT Assessment. (Complete Part 3)
- The student has been determined eligible for and will participate in the MAP-Alternate (MAP-A); therefore, is excluded from ACT Assessment participation. (Complete Part 4)

K-12 ELL students (students marked LEP-RCV or LEP-NRC in Core Data): ACCESS For ELLs 2.0

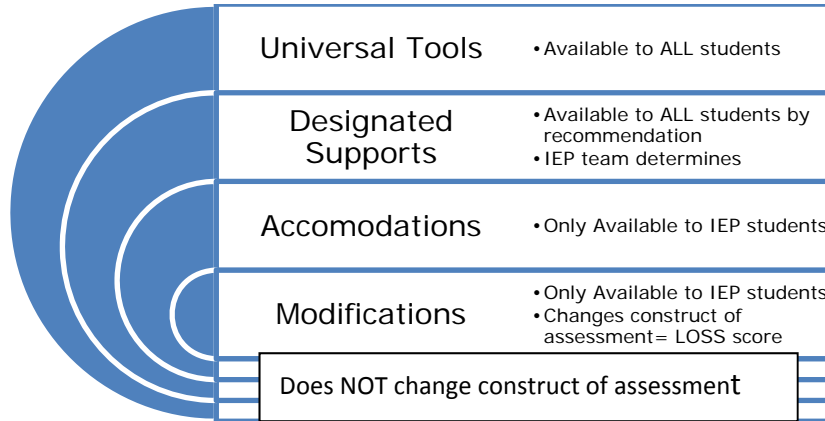
Missouri uses ACCESS 2.0 for English Language Learners (ELL) grades K-12 as its annual English Language Proficiency assessment. Students who are in monitored status for ELL do not take the assessment. You will not check ACCESS 2.0 for ELLs unless a student is coded ELL. Check with your building administrator and/or testing coordinator.

Access 2.0 Alternative for English Language Learners must also be administered to students who are MAP-A eligible only. The student will participate in the ACCESS For ELLs 2.0 Assessment WITHOUT accommodations.

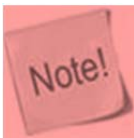
Determine if the student will:

- The student will participate in the ACCESS for ELLs 2.0 Assessment WITH accommodations. (Complete Part 5)
- The student will participate in the Alternate ACCESS for ELLs 2.0 Assessment.
- The student has been determined eligible for and will participate in the MAP-Alternate (MAP-A); therefore, is excluded from ACCESS for ELLs 2.0 Assessment participation. (Complete Part 4)

TYPES OF MAP ACCOMMODATIONS



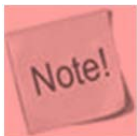
- ❑ Indicate the accommodations that are needed for each area listed.
- ❑ Accommodations selected must be related to the needs of the student in terms of his/her diagnosed area(s) of disability, English Language Learner needs and be consistent with information in the Present Level (PLAAFP), the IEP goals and interventions.
- ❑ Accommodations are to be of the same type implemented in general classroom-testing situations in math, science and communication arts during the IEP period.
- ❑ Any accommodations that are not listed, but are appropriate for the student, can be added in the boxes marked "Other: Specify" at the bottom of the chart. If more space is needed for this area, use the Universal Page.
- ❑ Review the MAP assessment schedule to determine which assessments the student will be taking during the IEP period per his/her grade level.



Give current copy of Form D and make sure appropriate staff/examiners are familiar with the required accommodations. Additionally, train staff/examiners for how to provide the accommodations.

Designated Supports for Grade Level Assessments Form

The Purpose of the Designated Supports for Grade Level Assessments document is to communicate an accurate depiction of designated supports with its corresponding state assigned codes, as chosen by an IEP team, to be given to the Testing Coordinator. This will allow for a more accountable measure for reporting the grade level assessment accommodations for individual students who have been determined eligible to receive special education services.



Process:

1. IEP teams will access the downloadable document from the SLPS Special Education Intranet District Forms web page.
2. Based on the current selected accommodation indicators for the Grade Level Assessment on the student's most current IEP, the case manager will transfer the same choices by writing corresponding code that matches the accommodation from the original IEP document to the SLPS Designated Support for Grade Level Assessments (DSGLA).

Add all applicable documents to the original IEP: Form D Parts 1-5 from the Choose Optional Forms section of the SIS IEP webpage when these document pages do not automatically populate.

3. Form D Part 1 and Parts 2, 3, 4 and/or 5 should be added to the DSGLA, given to the Testing Coordinator and imported to the SIS IEP Imported Documents section.
4. After the IEP meeting and the completion of the IEP (Reviewed by Supervisor) the case manager will give:
 - 1 copy of the DSGLA, Form D-Part 1 with Parts 2, 3, 4 and/or 5 to the Testing Coordinator
 - Import 1 copy of the DSGLA with Form D-Part 1 along with Parts 2, 3, 4 and/or 5 to the SIS IEP System
 - 1 hard-copy of the DSGLA to all of the appropriate educators slated to receive the student's testing accommodations.
5. This document is to be revised and the process repeated when changes are made on the State Accommodation Pages (Form D and Parts 1-5).

See Appendix.

FORM D-Part 2A: GRADE-LEVEL ASSESSMENT ACCOMMODATIONS

The Grade-Level Assessment features Universal Tools (available to ALL STUDENTS) and Accommodations (available only to students with an IEP). Some Universal Tools and Accommodations are only for ELL students.

Students who only have Universal Tools are students without accommodations.

Form D – Part 2B: END OF COURSE (EOC) ASSESSMENT ACCOMMODATIONS

The End-of-Course Assessment features Universal Tools (available to ALL STUDENTS) and Accommodations (available only to students with an IEP). Some Universal Tools and Accommodations are only for ELL students.

Form D – Part 3: ACT® Accommodations

The ACT® provides a variety of approved accommodations for the paper/pencil administration for students with IEPs and 504 plans. In Missouri, only these ACT®-Allowed accommodations are used so that assessments administered using ACT® will result in college reportable ACT® scores.

In order to receive accommodations on the ACT® via SLPS Office of Special Education, the district must submit a request supported by documentation to ACT® via SLPS Office of Special Education. Each request is reviewed by ACT® and the SLPS district is then notified via e-mail with an Accommodations Decision Notification. Only those accommodations approved by ACT® can be provided to the student during the administration of the ACT® at the SLPS district.

Suggestions Obtaining ACT Approval for Accommodations

- Submit all required supporting documentation
- Most recent Evaluation Report showing eligibility and documenting standardized testing scores.
- Current IEP showing the classroom accommodations on Form F, the state-wide assessment accommodations on Form D and the ACT Accommodation Request form all “match” the present level of performance description of the student.
- If is OK to highlight these documents to indicate the internal consistency and demonstrate the student’s need for and current use of the requested accommodation.

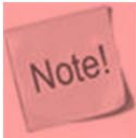
What if ACT Doesn’t Approve the Requested Accommodations...

First:

- Provide ACT with additional documentation to support the use of the accommodation

If ACT Still Does NOT Approve the Accommodation:

- Reconvene the IEP team to determine if the accommodation is required for participation in the ACT
- If NO, change IEP to reflect required accommodations and student participates in ACT with the ACT approved accommodations
- If YES, the student will only be able to participate in this administration of the ACT using the ACT approved accommodations



Form D of a student's IEP should reflect appropriate ACT-approved accommodations that will allow the student access to test content.

Form D – Part 4: ALTERNATE ASSESSMENTS (MAP-A)

Missouri has determined that the MAP-A is the alternate assessment to be used by the state in lieu of participation in either the Grade-Level or End-of-Course assessments for students with the most significant cognitive disabilities who meet the multiple criteria for eligibility to participate in the alternate assessment based upon an educational curriculum focusing on essential skills and alternative learning standards.

To be eligible for MAP-Alternate (MAP-A) the student **must meet all five** (5) of the eligibility criteria below:

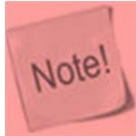
1. The student has demonstrated significant cognitive disability and adaptive behavioral skills. Therefore, the student has difficulty acquiring new skills and the skills must be taught in very small steps.
2. The student does not keep pace with special education peers, even with the majority of students in special education, with respect to the total number of skills acquired.
3. The student's educational program centers on the application of essential skills to the Missouri Show Me Standards.
4. The IEP Team, as documented in the IEP, does not recommend participation in the Missouri Assessment Program (MAP) subject areas or taking the MAP with accommodations.
5. The student's inability to participate in the MAP subject area assessments is not primarily the result of excessive absences; visual or

auditory disabilities; or social, cultural, language or economic differences.

If the IEP team determines that the student is eligible for the MAP-A, explain **why** the student cannot participate in the regular MAP assessment and **how** the alternative assessment (MAP-A) is appropriate.

Any “**No**” Criterion= NOT eligible to participate in the alternate assessment

All “**Yes**” Criterion=ELIGIBLE to participate in the alternate assessment



A description of benchmarks or short-term objectives for students who take the alternative assessments aligned to achievement standards must be described in the IEP Goal(s) with Objectives/Benchmarks Reporting Form.

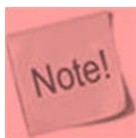
Form D – Part 5: ACCESS FOR ELLs 2.0

Complete Form D-Part 5 (Access for ELLs) section of this page if the IEP Team determines that accommodations are needed on the Access for ELLs 2.0 Assessment. This section contains a listing of the state accommodations for the Listening and Reading, Writing and Speaking.

ACCESS for ELLs 2.0 was designed to incorporate Universal Design principles in order to provide greater accessibility for all ELLs. WIDA provides Accessibility Tools (available to all ELLs), Test Administration Procedures (available to all ELLs) and Accommodations (available only to those with an IEP).

Considerations When Choosing Appropriate Accommodations for Alternate ACCESS:

<http://dese.mo.gov/college-career-readiness/assessment/access-ells>



The student will participate in the Alternate ACCESS for ELLs 2.0 Assessment. (For those who do or would qualify for MAP-A; (complete Part 4)

- Accommodations selected must be related to the needs of the student in terms of his/her diagnosed area(s) of disability, English Language Learner needs and be consistent with information in the Present Level (PLAAFP), the IEP goals and interventions.
- Accommodations are to be of the same type implemented in general classroom-testing situations in math, science and communication arts during the IEP period.

FORM E: ASSESSMENT ACCOMMODATIONS

The IEP Team must identify and determine whether or not the student will participate in the district-wide assessments for his/her grade level during the period of the IEP.

If the IEP team determines the student **will** participate in District-Wide tests, enter the name of the assessment in the space provided on the IEP form. Any accommodations deemed appropriate must also be listed in the space provided.

Examples of district-wide assessments include, but are not limited to, the following:

- DRA (Developmental Reading Assessment)
- Acuity Benchmark
- High School Benchmark

If the team determines the student **will not** participate in District-Wide assessments, enter the name of the District-Wide Alternate Assessment in the space provided on the IEP form.

A statement of why the student **cannot participate** in regular District-Wide Assessments and why the District-Wide Alternate Assessment is appropriate for the student must be written.

FORM F: MODIFICATIONS and ACCOMMODATIONS

Each accommodation/modification/aid is identified by location, frequency, and duration. The IEP Team must determine, based on the student's strengths and needs, what is needed to allow the student to participate in the general education curriculum. Supports for school personnel are based on the needs of that person to enable them to implement the IEP.



The need for accommodations and modifications to the general education curriculum is not a reason for removing the student from the general education classroom. Accommodations and modifications for students can be used in the general and/or special education settings.

It is important that the IEP Team considers the student's preferences when determining accommodations and modifications. The student can provide feedback about which accommodations and modifications are helpful and which are not.

- ***Accommodations*** are practices and procedures in the areas of administration, response, setting, and timing/scheduling that provide equitable instructional and assessment access for students with disabilities.

- **Modification** means changing, lowering, or reducing learning or assessment expectations.

Enter any specific modifications/accommodations/supports that are not listed but are needed on the "other" lines at the end of each section. If the student requires accommodations on Form D-Part II: State Assessments, those accommodations must be reflected on this page.

Examples of supports that may be provided for school personnel include:

- information on a specific disability and implications for instruction;
- training in use of specific positive behavioral interventions;
- training in the use of American Sign Language;
- assistance with curriculum modifications;
- behavioral consultation with school psychologist, social worker or other behavioral consultant; and/or
- transitional support services.

Consultative Services:

Consultation is a service model in which specialized expertise is used to develop the most effective educational environment for the student. The “expert” assists school staff (usually the primary classroom teacher) in supporting the educational needs of the student through a problem-solving approach. The amount of time needed for the consult and the frequency is determined by the IEP team based on the needs of student and support needed by the school staff. It can stand alone (as a related service) or be in combination with direct services. *Support for School Personnel* should be checked on the Service Summary page. The type, description, beginning date and ending date must be listed on Alternate Form F. A statement should also be included on the multi-purpose page describing the need for the consultation.

NOTIFICATION OF MEETING

The purpose of the Notification is to ensure that the parent/adult student or any student (when post-secondary transition is a purpose of the meeting) is notified of the IEP meeting and has the opportunity to participate in the meeting. This document serves as a legal notification to individuals of the purpose of the meeting and who has been invited to attend.



The **1st meeting notice** is to be completed and sent to the parent/adult student at least **30 calendar days** prior to the meeting.

It is imperative that the school begins scheduling the meeting in advance of the ending date of the IEP (at least 30 days) to ensure the IEP is developed within required timelines.

Content of the Notification of Meeting:

- The parent/adult student is informed of all purposes of the meeting.
- For students, beginning not later than the first IEP to be in effect when the student is 16 years of age, post-secondary transition is stated as a purpose of the meeting, at least annually or whenever post-secondary is to be discussed at the IEP meeting.
- The time and date of the meeting is stated.
- The location of the meeting is indicated.
- The participants who will attend are indicated by name and/or role(s).
- The parent/adult student is informed of his/her right and agency's right to bring other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate, and that the determination of whether or not the individual has knowledge or special expertise is made by the inviting party.
- The parent of a student previously served in First Steps is informed of his/her right to request that a service coordinator or other representative of First Steps be invited to the initial IEP team meeting to assist with a smooth transition of services.
- The Notification includes those persons the District has chosen to invite to the IEP meeting.

If the purpose of the meeting includes consideration of post-secondary transition, the District must invite the student and representatives from any other agency likely to provide or pay for services.



The District must obtain a signed *Release of Information* from the parent/adult student prior to inviting representatives of other agencies to the meeting.

Key Questions Regarding the Notification of Meeting

Q. When can I hold the IEP team meeting as initially scheduled?

- A. *If the parent/adult student initially responds with “No, I don’t want to attend” this response must be documented in detail. **THE IEP MEETING MAY THEN BE HELD AS SCHEDULED.***



Q. When do I have to reschedule an IEP team meeting?

- A. *If there is “No Response” from the parent/adult student **OR***
*If the parent/adult student says “No, I cannot attend on that date” **OR***
*If the parent/adult student agrees to the time and place of the meeting, but does not attend or request to reschedule, **THEN THE CASE MANAGER MUST RESCHEDULE THE MEETING.***

In any of the above situations, the notification of the second attempt to schedule another meeting must be done through direct contact with the parent/adult student.

If after an attempt to schedule a second meeting the parent/adult student did not attend, the case manager may proceed with the rescheduled meeting as planned.

Q. When should I send the Notification of Meeting?

- A. *The Notification of Meeting must be sent 10 calendar days prior to the meeting unless the parent/adult student agrees to hold the meeting sooner.*

Q. How many attempts do I make to elicit the participation of the parent/adult student in the IEP team meeting?

- A. *A meeting may be conducted without a parent/adult student in attendance if the school is unable to convince the parent/adult student to attend. In this case, the school must have a record of attempts to arrange **at least two (2) meetings** at a mutually agreed upon time and place.*

Q. What constitutes acceptable documentation of attempts to contact the parent/adult student?

- A. *Detailed records of telephone calls made, or attempts, and the results of those calls or copies of the correspondence sent to the parent/adult student and any responses received are acceptable documentation of attempts to contact the parent/adult student.*

Q. What am I required to do if the parent/adult student wishes to reschedule the meeting?

- A. *While every effort must be made to include the parent in the IEP meeting, it is not in the best interest of the student to delay this process any longer than necessary. **The IEP must never be delayed beyond the ending date of the previous IEP. START SCHEDULING EARLY!***

RECORD OF DISTRICT ATTEMPTS TO SCHEDULE MEETING

The *Record of District Attempts to Schedule Meeting* form serves as documentation of attempts to involve the parent/adult student in the IEP process. The form must be updated for each attempt.

Completion of *The Record of District Attempts to Schedule to Schedule Meeting* is self-explanatory. It is formatted similar to a flowchart. The form provides step-by-step procedures whose completion is dictated by the parent's/adult student's response or attendance at the scheduled meeting.

RECORD OF DISTRICT ATTEMPTS TO SCHEDULE MEETING	
<p><input type="checkbox"/> 1st Attempt</p> <p>Date of contact: _____</p> <p><input type="checkbox"/> Parent waived notification requirement*</p> <p>Method of contact:</p> <p><input type="checkbox"/> Written: <input type="checkbox"/> Hand carried by student <input type="checkbox"/> Regular mail <input type="checkbox"/> Certified mail <input type="checkbox"/> Fax <input type="checkbox"/> E-mail <input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> Verbal: <input type="checkbox"/> Phone <input type="checkbox"/> Voice mail/answering machine <input type="checkbox"/> Face to face contact <input type="checkbox"/> Other: _____</p> <p><u>PARENT/GUARDIAN RESPONSE</u></p> <p><input type="checkbox"/> Do not want to attend (proceed with IEP meeting) <input type="checkbox"/> Cannot attend, please reschedule (proceed with 2nd attempt) <input type="checkbox"/> No response (proceed with 2nd attempt) <input type="checkbox"/> **Yes, I'll be there</p> <p>* In general, reasonable notification is 10 days.</p> <p>**If parent does not attend meeting, proceed to 2nd attempt</p>	<p><input type="checkbox"/> 2nd Attempt (must be a direct contact with parent)</p> <p>Date of contact: _____</p> <p><input type="checkbox"/> Parent waived notification requirement*</p> <p>Method of contact: (must be a direct contact)</p> <p><input type="checkbox"/> Written: <input type="checkbox"/> Regular mail <input type="checkbox"/> Certified mail</p> <p><input type="checkbox"/> Verbal: <input type="checkbox"/> Phone <input type="checkbox"/> Face to face contact</p> <p><u>PARENT/GUARDIAN RESPONSE</u></p> <p><input type="checkbox"/> Do not want to attend (proceed with meeting) <input type="checkbox"/> Cannot attend (proceed with meeting) <input type="checkbox"/> No response (proceed with meeting) <input type="checkbox"/> **Yes, I'll be there</p> <p>* In general, reasonable notification is 10 days</p> <p>**If parent does not attend, agency may proceed with meeting.</p>

BEHAVIOR INTERVENTION PLAN

The **Functional Behavior Assessment (FBA)** is an instrument is considered to be a problem-solving process for addressing student problem behavior. It relies on a variety of techniques and strategies to identify the purposes of specific behavior and to help IEP teams select interventions to directly address the problem behavior. This process is an antecedent to the **Behavior Intervention Plan (BIP)**.

If a student's behavior impedes his/her learning or the learning of others, the IEP Team must consider the development of positive behavioral interventions and supports, and other strategies, to address that behavior. These provisions must not serve as a basis of placing students with behavior concerns in more restrictive settings.

If a Behavior Intervention Plan (BIP) is deemed necessary, it must be completed at the IEP meeting. Team participants identify and describe the targeted behavior(s) which most affect the student's learning. The focus of the BIP is to provide the student with positive behavioral supports by specifying instructional behavioral strategies, positive interventions, and reinforcers to be used to enable the student to increase or maintain the desired appropriate behavior.

The Present Level of Academic Achievement and Functional Performance statements which address social/emotional/behavioral functioning provide the basis for the development of the Behavior Intervention Plan.

If deemed necessary, goals consistent with these present level statements must also be developed at the IEP meeting. There is a direct link between behaviors that interfere with learning, the goals, and the Behavior Intervention Plan.

Directions for Completing Behavior Intervention Plan

- **Persons Responsible for BIP**
Check the title of individuals who will be responsible for implementation of the Behavior Intervention Plan. It is possible for more than one person to implement the BIP. It is recommended that this behavior support be provided in all instructional settings to maximize success toward desired behavior.
- **Check how Progress was measured.**
Check the appropriate method(s) that will be used to measure progress toward the desired behavior(s).
- Check **"Other"** and indicate additional or alternative methods the team agrees are appropriate.

The Plan

Write statements, which will address items 1 – 4 of the Behavior Intervention Plan. Respond to the prompts provided in parenthesis in each area on the form. Be specific and use positive language in describing behaviors, reinforcers/motivators and consequences appropriate to the student for whom the plan is being developed.

1. Identification and description of target behavior:

(What is the problem behavior? How often does it occur? When does it occur?)

Example:

He is verbally abusive toward adult authority figures. Observations indicate behaviors occur at least 3 to 4 times per day in the classroom, halls and lunchroom.

2. Identification and description of desired behavior:

(What behavior is desired after strategies have been implemented?)

Example:

Adam will comply with adult directive without negative comments

3. Strategies to be utilized:

(State what the implementor(s) will do. How will the behavior be changed? What skills will be taught to replace the targeted behavior? What will be done to increase the student's competence and ability to cope?)

Example:

School/class expectations will be explained to Adam each Monday. When he is confronted by an adult staff member for non-compliance, Adam will be reminded of the appropriate manner in which to respond to adults (modeling) and will be told he has a 2 to 3 minute period to calm down (redirecting) before he reacts to any requests or discipline referral. Should Adam accept this warning period, he will be allowed to state his case to the adult, given verbal prompts as needed. He will then be verbally redirected. He will be given visual cues and verbal prompts as reminders of expectations. When engaging in distracting and disruptive actions, Adam will be removed from the class/activity. When calm, he will be given the opportunity to discuss the situation and offer alternatives to his inappropriate behavior.

4. Consequences: State in positive terms.

(How will the desired behavior be reinforced? What form of responses will be given when the problem behavior occurs?)

Example:

Adam's positive behavior will be reinforced with improved citizenship ratings and positive contacts with the parent(s). If Adam continues disrespectful behavior, he will be referred for suspension.

5. Evaluation: (Check how often behaviors will be documented.)

Check the frequency with which the student's behaviors will be documented.

Documentation of observed student behavior may be at a frequency of daily, bi-weekly, weekly, monthly or at a frequency not listed, at the IEP Team's discretion.

Record progress at the time of each reporting period and provide a copy of this page to the parent at each reporting period.

Disciplinary Actions

Authority of School Personnel

School personnel may consider any unique circumstances on a case by case basis when determining whether a change of placement, consistent with other requirements of this section, is appropriate for a child with a disability who violates a code of student conduct.

Ten day or less

School personnel under this subsection may remove a child with a disability who violates a code of student conduct from their current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten (10) consecutive school days (to the extent such alternatives are applied to children without disabilities) without providing services.

Long Term Suspension

If school personnel seek to order a change in placement that would exceed ten (10) school days consecutively and the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability, the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner and for the same duration in which the procedures would be applied to children without disabilities, except services must be provided to ensure the child receives a free appropriate public education, although it may be provided in an interim alternative educational setting.

Change of Placement

A removal of a child with a disability from the child's current educational placement is a change of placement if:

- A. the removal is for more than ten (10) school days in a row; or,
- B. the child has been subjected to a series of removals that constitute a pattern because:
 - 1) the series of removals total more than ten (10) school days in a school year;

2) the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and,
3) of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another; and,
The school district determines whether a pattern of removals constitutes a change of placement on a case-by-case basis. That determination is subject to review through due process and judicial proceedings.

Disciplinary Actions and Procedures for students with Disabilities

- The LEA, parent, relevant members of IEP Team shall review: IEP, teacher observations, Behavior Intervention Plan (BIP) and any information provided by parent(s).
- The school's LEA, IEP team along with parent(s), & student must meet to conduct a manifestation determination.
- The IEP case-manager must conduct a Functional Behavioral Assessment (FBA) to produce an accurate BIP. (If a current BIP exist it must be updated to reflect changes that need to be made.)
- The Type One Packet is then delivered to Innovative Pathways.
- Once the Type One Packet is reviewed a hearing is scheduled. The hearing notification is sent to the sending school administration via email & parent/guardian via U.S. Postal Service first class.

PARA-EDUCATOR/ADULT SERVICES

The *Para-Educator/Adult Services* form is completed when the IEP team has determined the student's need for additional adult support/supervision. Paraprofessional services may be provided to promote and support the student's participation and progress in the General Education Curriculum.

Prior to making the decision that paraprofessional services may be needed, natural supports/assistance must be considered, attempted and documented over a period of time.

Natural supports refer to supports already present in the school environment. They are levels and types of assistance provided to the student to assist him/her to acquire, perform, and/or maintain a skill as independently as possible. Support types can vary widely, including, but not limited to, special visual or other sensory cues, full hand-over-hand assistance, specialized tools, altered response formats, the presence of certain people, assistive technology devices, and/or the use of varied materials, objects, icons, etc.

When considering the need for paraprofessional services, the following criteria must be considered:

1. Students who are medically fragile and require continuous monitoring of their individual health needs and/or equipment;
2. Students with severe/profound cognitive delays who require significant curricular modification or ABA services;
3. Students who exhibit extremely disruptive behaviors and require significant behavior interventions; students with self-injurious behaviors or aggressive behaviors toward others



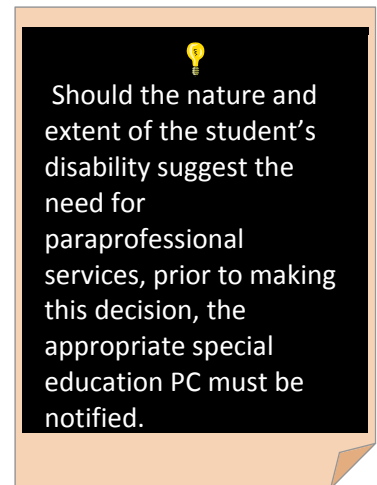
The Paraprofessional Consideration Form must be submitted at least 30 days prior to the IEP conference.

DATA TO SUPPORT JUSTIFICATION SHOULD BE INCLUDED!

Complete Sections A-C

A. Justification - provide detailed information regarding the student's need for Para Educator/Adult support.

- The need for a classroom or individual paraprofessional must be specific and detailed in the Present Level of Academic Achievement and Functional Performance (Present Level) statement.
- The need for an individual or classroom paraprofessional must be entered in the "Services Summary-Supplementary Aids/Services" section of the IEP.
- The IEP team must base the determination of need for this service on current information, not on past documentation. The severity of the student's disability, the level of physical, emotional, and mental independence are major considerations.



B. Specific Duties/Responsibilities of Para-educator - List all tasks to be performed for/with the student.

- The expectations of the paraprofessional role in the IEP goal implementation, educational modifications/accommodations, and student support(s) must be clearly defined.
- The location and time where the paraprofessional will render assistance must be documented.

- A paraprofessional may support a student with disabilities in the General Education and/or the Special Education setting.
 - A paraprofessional assigned to a given classroom or individual student works under the direction and guidance of the teacher.
- C. In the absence of the Para-educator, indicate how the required supports will be provided. Identify a person(s) in the school environment who assumes the responsibilities of the Para-educator.**
- The school principal or other administrative staff member has the authority to designate specific school personnel to assume the responsibilities of the paraprofessional.

IEP MULTI-PURPOSE PAGE

This *IEP Multipurpose Page* is available to provide added space for addressing any section of the IEP that needs additional documentation. It can be used as an overflow sheet for information that is already being addressed in another section of the IEP. The page becomes a part of the IEP and, as such, its information invokes all IEP implementation requirements.

This form can be used to document the following:

- Discussion and decision regarding Compensatory Education Services
- Provision of Applied Behavior Analysis/Discrete Trial Training
- Description of consultative services
- OT consult
- Review or waiver of the review of Procedural Safeguards/Parent’s Bill of Rights

IEP DATA COLLECTION REPORT

Directions for completing the IEP Data Collection Report

- | | |
|------------------------------|--|
| Special Education Placement: | Enter student's current placement.
For Initial IEPs, enter " none ". |
| Program: | Enter student's current program.
For Initial IEPs, enter " none ". |
| Related Service(s): | List all related services.
For Initial IEPs, enter " none ". |

- Purpose: Check the purpose of the IEP.
- Date: Enter date sent -Month/Day/Year.
- To: Check the educational role and enter the name of the person who will complete the form.
- From: Write the teacher/case manager's name.

In the following paragraph:

Enter the date this form needs to be returned to the teacher/case manager.

1. **ESTIMATE THE STUDENT'S GRADE LEVEL EQUIVALENT IN THE FOLLOWING AREAS.**

In the spaces provided, enter the student's functional grade level for reading, math, and written language.

2. **RATE EACH BEHAVIOR/AREA.**

Rate the student's behavior in each of the areas by checking the appropriate box using the scale from Excellent to Unsatisfactory. If there is not enough information to rate the student, check 'Unable to Rate'. Refer to the rating scales.

Academic progress in class/therapy

Rate the academic progress of the student over the time observed.

- | | |
|----------------|---|
| Excellent | -Grade of 90% or above in class/therapy |
| Good | -Grade of 80% -89% in class/therapy |
| Adequate | -Grade of 70% -79% in class/therapy |
| Poor | -Grade of 60% -69% in class/therapy |
| Unsatisfactory | -Grade of 59% or below in class/therapy |
| Unable to Rate | |

Work Habits

Rate the student's ability to begin and remain on assigned task over the time observed.

- | | |
|----------------|---------------------------------|
| Excellent | -Always on assigned task |
| Good | -Almost always on assigned task |
| Adequate | -Usually on assigned task |
| Poor | -Seldom on assigned task |
| Unsatisfactory | -Almost never on assigned task |
| Unable to Rate | |

Follows verbal and written instructions

Rate the student's ability to follow verbal and written instructions over the time observed.

Excellent	-Always follows verbal and written instructions
Good	-Almost always follows verbal and written instructions
Adequate	-Usually follows verbal and written instructions
Poor	-Seldom follows verbal and written instructions
Unsatisfactory	-Almost never follows verbal and written instructions
Unable to Rate	

Punctuality (school or class)

Rate the punctuality of the student over the time observed.

Excellent	-Always on time
Good	-Almost always on time
Adequate	-Usually on time
Poor	-Seldom on time
Unsatisfactory	-Almost never on time
Unable to Rate	

Attendance (school or class)

Rate the attendance of the student over the time observed.

Excellent	-Always present
Good	-Almost always present
Adequate	-Usually present
Poor	-Seldom present
Unsatisfactory	-Almost never present
Unable to Rate	

Follows school and class rules

Rate the student's ability to follow school and class rules over the time observed.

Excellent	-Always follows school and class rules
Good	-Almost always follows school and class rules
Adequate	-Usually follows school and class rules
Poor	-Seldom follows school and class rules
Unsatisfactory	-Almost never follows school and class rules
Unable to Rate	

Interaction with peers

Rate the student's ability to interact appropriately with peers over the time observed.

Excellent	-Always interacts appropriately with peers
Good	-Almost always in appropriately with peers

Adequate	-Usually interacts appropriately with peers
Poor	-Seldom interacts appropriately with peers
Unsatisfactory	-Almost never interacts appropriately with peers
Unable to Rate	

Cooperation with adults

Rate the student's ability to cooperate with adult authority figures

Excellent	-Always cooperates with authority figures
Good	-Almost always cooperates with authority figures
Adequate	-Usually cooperates with authority figures
Poor	-Seldom cooperates with authority figures
Unsatisfactory	-Almost never cooperates with authority figures
Unable to Rate	

3. EXPLAIN ANY BEHAVIOR/AREA RATED LESS THAN ADEQUATE.

Describe behavior(s) that are of concern in area(s) marked less than adequate.

4. COMMENTS AND/OR RECOMMENDATIONS.

Provide additional comments/recommendations not listed above. Any additional strengths or weaknesses can be added here.

COMPLETED BY Enter the staff member's name completing this form.

DATE Enter the date the form was completed.

NOTICE OF ACTION

Prior written notice must be given to the parent before the District initiates, changes or refuses the identification, evaluation, educational placement, or the provision of a free appropriate public education of the student. If the Notice of Action (NOA) relates to an action proposed that also requires parental consent, the District may give notice at the same time it requests parental consent.

The parent/adult student has a legal right to have notice a reasonable time prior to the implementation of any "proposed" action, which generally is at least 10 days. Ten (10) days of prior notice starts on the date of the notice.

Tips for Completing the Prior Written Notice

1. Complete all of the items on the form. Avoid using phrases and terms such as “N/A”, “not applicable”, or “see above”.
2. Ensure that each item of information on the form is understandable on its own merit. Don’t rely on another form or another piece of information to convey information that the prior written notice must communicate.
3. If the reasons are the same for two different “refused” actions, they may both be put on the same Notice of Action form. If the reasons are different, separate forms must be completed for each.
4. When asked to “describe” on the form, provide a comprehensive written account or list of the required items. The more information regarding the discussion at the meeting, the better able the parent/adult student is in making an informed decision.
5. When asked to “explain” on the form, provide adequate and sufficient information to justify or a complete explanation of the reason(s) for the action. The more information regarding the discussion at the meeting, the better able the parent is in making an informed decision.
6. If the form is completed by the conclusion of a meeting with the parent, review it carefully with the parent.

Directions for Completing the Notice of Action - (Do not leave any section blank)

On page 1 of the Notice of Action, please enter the following:

Enter the month, day and year the NOA was given to the parent/adult student.

Method of Provision

Check (✓) either “personally presented” (i.e., in person) or “mailed” via US Postal Mail.

Describe the Action

Check whether the District is “proposing” or “refusing” an action. A separate *Notice of Action* is completed for each proposal or refusal unless the reasons for each action are the same.

For actions being proposed:

The time period for the 10 days starts on the date of the notice. The proposed action cannot be implemented until ten days after the date of the notice, unless the parent/adult student waives this time requirement.

For actions being refused:

If a request is being refused, a *Notice of Action* stating refusal generally should be provided to Parent/adult student within 10 days of refusal of the parent's/adult student's request.

Actions that require a Notice of Action following an IEP team meeting

- **Initial Services**
- **Change of Placement**
A *Notice of Action* must be provided to the parent whenever the IEP Team determines that a change of placement is necessary.
- **Change of Services**
A *Notice of Action* is given to the parent any time there is a change in the type or amount of services provided.

"Change of services" is checked if the new IEP is proposing a change in anything marked on the Summary Services section of the previous IEP. If the new IEP has changes only in the student's goals and they are still addressing the same needs, this is not a change. However, if the changes in the goals result in a change in the amount, frequency, or location in the Services Summary section or if they are addressing different needs, this is a change in amount/type of service and a *Notice of Action* is required.

Explanation of Action

Explain in detail the action proposed or refused.

Options Considered and Why Rejected

State all the options that were discussed by the IEP team and why these were not appropriate. When refusing a request made by the parent, always include that request as an "option considered".

Basis for the Action

Explain why the action was taken.

Other Factors Relevant to the Action

Describe any information not previously addressed that affects the action. If there is no other information, state that "*no other relevant factors are present*".

Procedural Safeguards Statement and Parents Bill of Rights

Insert the name, address and phone number of the special education casemanager that the parent/adult student may contact if help is needed understanding the provisions of the procedural safeguards.

Complete the information in the remaining sections of the form. Enter the name of the LEA (Principal/Designee).

Preparer Information

Enter the name, title and phone number of the person preparing the NOA.

On page 2 of the *Notice of Action*, please enter the following:

Signature Requirement:

Check the appropriate section(s) requiring a signature.

Section 1

Parental consent is required for initial evaluation, initial services, and reevaluation with assessment. The parent/adult student must sign and date “Section 1” of the *Notice of Action* before those actions may be taken.

Section 2

Prior written notice requires generally that notice be given ten (10) days before a proposed action can take place. This is the period of time for the parent/adult student to consider the action and disagree with it if he/she chooses to do so. For actions other than initial evaluation, initial services, and reevaluation with assessment, parental written consent is not required.

The time period for the ten (10) days is based on the date entered at the top of page 1 of the *Notice of Action* form. The proposed action cannot be implemented until ten days after the date of the notice, unless the parent/adult student waives this time requirement.

IEP AMENDMENT

To make a change to a student’s IEP after the IEP team meeting, the parent/adult and the LEA, may agree not to convene an IEP team meeting for this purpose, and instead may use the *IEP Amendment* form to amend or modify the student’s current IEP. Upon request, the parent/adult student must be provided with a revised copy of the IEP with the amendments included. **The parent/adult student must be notified prior to amending the IEP.**

The *IEP Amendment* form may be used only to make minor changes on the existing IEP. If there are major changes such as significant changes in the Present Level statements, annual goals, accommodations or services summary section of the IEP, a completely new IEP must be completed.

Only IEPs written by the St. Louis Public Schools can be amended. When an IEP is amended in SIS, keep in mind the following rules:

1. When you choose **Amendment** as the form type, the Abstract page will copy over by default, it is a requirement. (Do not deselect the Abstract page or you will lose the next annual meeting date and be unable to add it)
2. If you **checkmark a page** to bring over into the amendment, **it will come over filled in.**
3. If you **uncheck a page**, **it will copy over blank.**
4. If a form has 2 versions (**editable and non-editable**), this means SIS has updated the form. Therefore, if **you checkmark the non-editable version of the form, it will copy over filled in, but you cannot edit it.**

If you choose the **new version(editable)**, you **may fill it in** as it will copy over blank. The system is designed this way to stay in compliance with DESE.

5. **You cannot choose both the editable and non-editable versions of a form**, it must be one or the other.
6. Click **Done** when you are finished choosing forms. However, when you choose Done, **you cannot change the form type from Abstract to Annual** on the Abstract Page.

Examples of **minor changes** to the IEP would include:

- Addition of a Behavior Intervention Plan (BIP)
- Adding or deleting a related service(s)
- Changes in the goals based on student performance
- Increased participation in the general education program
- Adding or deleting transportation as a related service
- Adding or deleting Extended School Year services

Examples of when **not** to amend an IEP would include:

- Increased/decreased service minutes that would result in a change of placement
- Addition of a service
- Qualification for the MAP-A Assessment
- Transfer IEPs

On Page 1 of the *Notice of Action*, please do the following:

- Enter the date of the annual IEP meeting.
- Enter the date of the amendment to the IEP.
- Enter the date the amended IEP will be implemented.
- Check the appropriate box indicating the individuals who agreed upon the amendments.
- Enter the names of the persons who agreed to the amendment.
- Check the method by which the agreement was made.
- Check the section(s) of the IEP that were amended or modified.

(The amendment makes changes to the existing IEP and does not extend the annual IEP date.)



A Notice of Action must be provided to the parent/adult student if the amendment results in a change of services, accommodations, modifications and/or placement.

On page 2 of the *Notice of Action*, please do the following:

- Check the appropriate box if the parent/adult student requests a copy of the addendum pages or if he/she requests the entire IEP with the amendment pages included.
- Write the date the parent requested the copies and the date the copies were given to the parent.
- If an IEP meeting was held to make the amendments, write the names of each of the participants at the meeting.

SECTION FIVE: APPENDICES

Appendix A-Student-Led IEP Team Meetings

Students who actively participate in their IEP team meeting...

- are more engaged in school.
- have more success achieving their academic goals and graduating from high school because they are involved in planning their own educational goals.
- know about their strengths and weaknesses and what accommodations actually work for them.
- show an increase in self-confidence, self-determination and the ability to advocate for themselves, leading to goal attainment and a fulfilling adult life after high school.

How can students participate?

There are three avenues through which students can participate in the IEP process.

The IEP Planning

Students meet with their casemanager to review their progress and discuss goals of the IEP. Students are able to review and measure areas of strength and opportunities for improvement. Additionally, any accommodations and modifications the student needs are discussed.

The IEP Team Meeting

The student will participate as a member of the IEP team. They are viewed as an integral part of the development of the IEP. The student can practice the skills of self-advocacy, active listening, responding, and questioning.

The IEP Implementation

By actively participating in the development and execution of the IEP, students learn responsibility and accountability. Participation can include such things as efforts toward completion of goals, advocating for their accommodations and modifications, and evaluating their own performance.

When does a student begin to lead in IEP meetings?

Decisions regarding when to involve a student in the process are made on an individual basis. A student-led IEP team meeting is a gradual process, whereby each year the student's participation in the IEP process will increase. While each student has different, individual needs, by the senior year of high school, students are able to effectively and clearly express their learning needs, discuss their progress, and explain their future plans to the team. This training in self-advocacy will not only make education more meaningful to the students, but also help to prepare them for the challenges of life after high school.

Appendix B- ASSISTIVE TECHNOLOGY

Assistive technology, as defined by IDEA, includes “...any item, piece of equipment, or product system, whether acquired commercially, off the shelf, modified, or customized that is used to increase, maintain, or improve functional capabilities of children with disabilities”.

Assistive technology should be considered for each student who has an Individualized Educational Program (IEP). After the goals have been defined, the IEP team members will consider whether assistive technology is necessary for the student to work towards mastery of the goals and to receive a free, appropriate public education in the least restrictive environment.

Considering Assistive Technology

To begin considering assistive technology, the IEP team must identify and define areas of concerns as well as existing barriers to student performance. The team gathers information about the student’s needs and abilities by asking the following questions:

- What functional or academic tasks does the student need to be able to perform to be successful in the general education curriculum and in completing IEP goals?
- Which of these tasks is the student unable to accomplish with typical resources and supports?
- What strategies and accommodations are currently being used to remove barriers?
- Could the use of assistive technology address the barriers and enable the student to be more successful?

After considering assistive technology, the team will reach one of the following conclusions and check the appropriate box on the *Special Considerations: Federal and State Requirements*:

- If current non-assistive technology interventions such as skill remediation, task modifications, or other interventions are working, the IEP team will specify in the IEP that assistive technology is not needed due to the success of other strategies currently in place.
- The student will continue to use tools that have been proven successful. Specify these tools in the IEP.
- The team has identified areas of concern and concluded that assistive

technology may be beneficial. An extended trial period (including data collection and analysis) will be used to determine which tools will be effective. The team will identify the assistive technology tools, length of trial period, and criteria for success.

- Further investigation/assessment is necessary to determine what assistive technology may be required. Contact your special education process coordinator for assistance.

Documenting the Use of Assistive Technology in the IEP

- **Special Considerations: Federal and State Requirements** - This page contains a check box indicating that assistive technology is or is not required. This box's primary function is to call attention to the use of assistive technology and direct the IEP reader to look for further information in other sections of the IEP.
- **Present Level of Academic Achievement and Functional Performance (Present Level)** - In this area, record what assistive technology the student is using to access the curriculum and meet IEP goals. Describe the product features/uses relevant to the student's needs. Additional information should include details such as appropriate environments, relevant tasks, and supports necessary.

Examples of how assistive technology may be addressed in the present level of the IEP.

- *John exhibits severe, expressive communication impairment. He communicates with peers and adults within his environment using vocalizations and a voice output augmentative communication device. He uses the augmentative communication device in all educational settings and appropriate vocabulary is programmed for each setting.*
- *Due to her significant visual impairment, Susan is not able to see standard print instructional materials such as textbooks, worksheets, and written tests. She requires that all print copies be enlarged through the use of a photocopier.*

If **"no"** was checked on the Special Considerations Page, note in this section that assistive technology was considered and is not necessary at this time.

- **IEP Goal (s) with Objectives/Benchmarks and Reporting Form** - Assistive technology is a tool, not a goal. Assistive technology may be mentioned in a goal if the technology is used to accomplish the task.



Avoid listing the brand name of an assistive technology device.

Describe the technology by the function it performs.

Tips:

- **“Message recording communication device”** rather than “Big Mack”, “Blackhawk” or “Dynamyte” communication device
 - **“Alternatives to handwriting for longer assignments such as computer word processing, dictation, or use of portable keyboards”** rather than “AlphaSmart keyboard” or “Via Voice software”
 - **“Switch access for environmental controls, communication and computer access”** rather than “AbleNet control unit”, “Big Red Switch”, or “DJ Mac Switch Interface”
- **Services Summary**
 - **Supplemental Aids/Services** - Use of assistive technology devices may be documented here.

The following are examples of how assistive technology may be addressed in the supplemental aids/services section:

Shaunda will have access to a portable word processor for all note taking in her general education classes.

Kendra will have access to a calculator for all math activities in her general education classes.

- **Form D-State Accommodations and Form E-Assessment Accommodations**

Examples of modifications needed for participation in State-wide and District-wide Assessments:

When participating in group testing situations, Marcus should wear his auditory trainer to optimize his ability to listen to verbal directions provided by the teacher.

Due to her severe visual impairment, Shantae requires that all testing materials including directions, if appropriate, and answer sheets should be provided to her in Braille.

In order to participate in tests that require a written response of greater than one paragraph, Stephen needs to use his portable word processor.

- **Form-F: Modifications/Accommodations/Aids** - Check the appropriate modifications and accommodations.
 - If necessary, use the “Other” category to list and describe assistive technology being used.
 - When describing assistive technology, **avoid brand names**. Naming a particular device or software program only locks a student in to using that specific product, which may become obsolete or not be appropriate in a given situation.

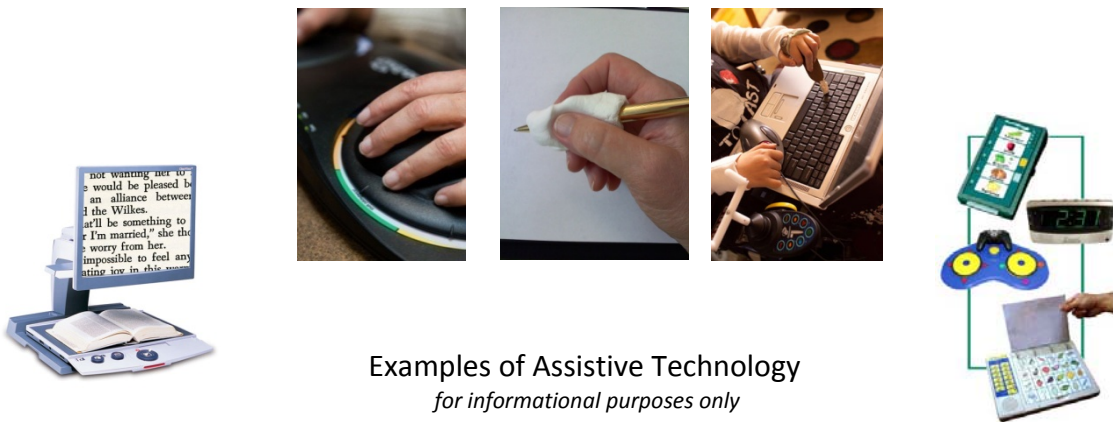
Flexibility in the IEP allows the student’s team to find and use the most appropriate tool for each task. Rather, describe the necessary assistive technology and the function it performs.

Supports for School Personnel

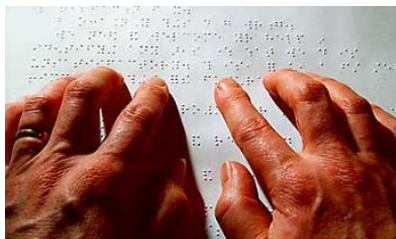
Examples of how assistive technology should be addressed in this section of the IEP:

Paul’s teachers will receive training in the use and programming of his augmentative communication device.

Kelly’s special education and general education teachers will be provided with follow-up training and technical assistance as needed to aid them in integrating the use of her assistive technology devices (spell checker, word processor) into her school curriculum.



Examples of Assistive Technology
for informational purposes only



<p><u>Motor Aspects of Writing</u></p>	<p><u>Reading</u></p>
<ul style="list-style-type: none"> • Adapted tool grips • Stabilize materials with non-slip material • Slantboard • Stamps • Raised lined paper • Wrist weight • Dictation software • Sticky notes for fill-in-the-blank answers • Drop down menus in WORD documents 	<ul style="list-style-type: none"> • Book holder/easel • Enlarged text • Color Overlays • Thesaurus • Dictionary • Books on tape • E Texts • Screen readers • Picture Symbols • Highlighter tape
<p><u>Mobility</u></p>	<p><u>Vision</u></p>
<ul style="list-style-type: none"> • gait trainer • stander • walkers • braces • canes • wheelchairs 	<ul style="list-style-type: none"> • Screen Magnifiers • Screen magnification software • Enlarged text • Braille • Handheld magnifiers
<p><u>Computer Access</u></p>	<p><u>Study and Learning</u></p>
<ul style="list-style-type: none"> • Keyguard • Mini mouse • Touch screen • Trackball • Alternate keyboard • Switch interface • Speech to text software • Text to speech software • Picture software 	<ul style="list-style-type: none"> • Picture Schedules • Post-it notes • Highlighter tape • PDA • Outlining/organizing programs • Handheld recorders • Visual timers
<p><u>Daily Living</u></p>	<p><u>Hearing</u></p>
<ul style="list-style-type: none"> • Adapted eating and drinking utensils • Adapted personal hygiene tools • Switch operated cooking devices (ex-pouring, blender, etc) • Picture task analysis for chores • Switch adapted toys • Environmental control units • Adapted swings • Adapted tricycle 	<ul style="list-style-type: none"> • Classroom amplification system • Personal amplification system • Captioning

<p><u>Written Composition</u></p>	<p><u>Communication</u></p>
<ul style="list-style-type: none"> • Word cards • Handheld spell checker • Sentence Strips • Tape recorder • Voice Recognition software • Talking Word Processor • Graphic Organizing software • Microsoft Word accessibility features 	<ul style="list-style-type: none"> • Eye Gaze board • Object communication boards • Single message voice output device • Multi-message voice output device • Voice output with multiple levels • Voice output with dynamic display
<p><u>Seating/Positioning</u></p>	<p><u>Math</u></p>
<ul style="list-style-type: none"> • Non-slip surface on chair to prevent slipping • Bolster, rolled towel, blocks for feet • Adapted/alternate chair, • Custom fitted wheelchair or insert 	<ul style="list-style-type: none"> • Counters/manipulatives • Flash cards • Rubber stamps for numbers/graphs • Calculator • Talking calculator • Math software • Graph paper to organize math problems • Recorded word problems • Computer calculator • Math fact sheets

Appendix B1-DOCUMENTING IEP SERVICES FOR AUGMENTATIVE COMMUNICATION USERS

What is Augmentative Communication?

Augmentative communication is any device, system or method that improves the ability of a student with a communication impairment to communicate more effectively.

How should it be documented in the IEP?

Present Level of Academic Achievement and Functional Performance
IEP-Section 1



A student's need for an AAC system is determined on a case-by-case basis.

When documenting the IEP, do not require equipment that the student has never tried!


If you are unsure about AAC strategies, modifications or equipment, contact the AAC facilitator supporting the student before the IEP meeting.

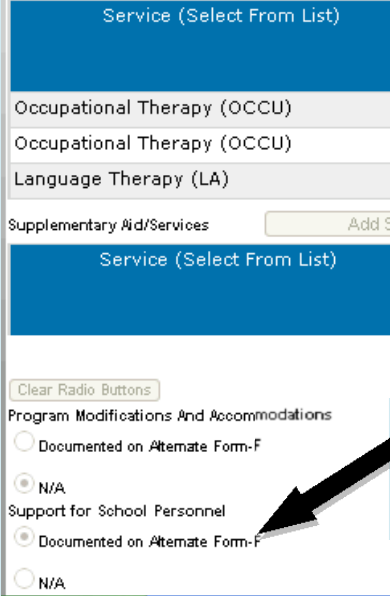
DESCRIBE THE SYSTEM.
AVOID NAMING THE DEVICE.

For example:

- 1. Voice Amplification System or Voice enhancer (NOT an "ECHO VOICE")**
- 2. Simple Voice Output Communication Aid with a single message (NOT a "BIG MACK" or a "LITTLE MACK")**
- 3. Voice Output Communication Aid with levels (NOT a "GO TALK 9" or a "TECH/TALK")**
- 4. A multi-level voice output communication device with a static display and at least 32 locations (NOT a "TECH SPEAK 32")**
- 5. Voice output communication device with dynamic screen capabilities (NOT a "VANTAGE LITE" OR A "DYNAVOX MAESTRO")**

If features are listed, a piece of damaged, broken or lost equipment can be replaced with an equivalent alternate.

 <p>NEW! PECS clarification</p>	<ol style="list-style-type: none"> 6. Picture communication cards, board or book with text or picture/text 7. Dry erase board and marker 8. Object communication board 9. Sign language <ul style="list-style-type: none"> • Describe how/where it is used • Include “back-up” system (i.e., signs, picture symbols) in the event the primary system is temporarily unavailable, lost or broken. <p>Do not list Picture Exchange Communication System (PECS) as a strategy. Describe the visual communication strategy you are using, e.g., picture exchange training, symbol exchange training.</p> <p><i>Don’t confuse your terms. Picture Communication Symbols (PCS™) from Boardmaker® and Picture Exchange Communication System (PECS) are not the same.</i></p>
<p>Special Considerations: Federal and State Requirements IEP-Section 2</p>	<p>Check “Yes” to:</p> <ul style="list-style-type: none"> • “Does the student have communication needs?” • “Does the student require Assistive Technology device(s) and /or services?”
<p>IEP Goals IEP-Section 3</p>	<p>Do not use the assistive tech device as a goal itself, but as a means of making progress toward the goal. (e.g., <i>Using multi-modality techniques, the student will...</i>)</p>
<p>Services Summary Page IEP- Section 5</p>	<p>Do Not List AAC Facilitator As A Related Service Provider</p> <p><u>Support for School Personnel</u> Mark “Documented on Alternative Form-F”</p>

	 <p>The screenshot shows a software interface with a blue header 'Service (Select From List)'. Below it are three rows of service options: 'Occupational Therapy (OCCU)', 'Occupational Therapy (OCCU)', and 'Language Therapy (LA)'. There is a 'Supplementary Aid/Services' section with an 'Add S...' button. Below that is another 'Service (Select From List)' header. A 'Clear Radio Buttons' button is present. Under 'Program Modifications And Accommodations', there are two radio button options: 'Documented on Alternate Form-F' (unselected) and 'N/A' (selected). Under 'Support for School Personnel', there are two radio button options: 'Documented on Alternate Form-F' (selected) and 'N/A' (unselected). A black arrow points to the selected 'Documented on Alternate Form-F' option under 'Support for School Personnel'.</p>
<p>Modifications/Accommodations/Aids Alternate Form F</p>	<p>Document "Supports for School Personnel"</p> <p>Write <i>"Augmentative Communication Facilitator consult with school staff as needed."</i></p>
<p>IEP Multi-Purpose Page</p>	<p>Write "Supplementary Aids/Services-access to augmentative communication system Frequency=daily</p> <p>Write "Modifications/Accommodations- access to augmentative communication system, Frequency=daily for duration of IEP, Location=all areas</p>

Appendix C-CREATING S.M.A.R.T. GOALS

Specific **M**easurable **A**ttainable **R**elevant **T**imely

If you can remember the meaning behind the acronym SMART, you will be prompted to write better goals that will lead to student improvement. A SMART goal clarifies exactly what students should learn, the standard of learning expected and the measures used to determine if students have achieved that standard. Make sure you review goals regularly. Goals will need to be reviewed to ensure that the goal is 'achievable'. Setting a goal too high is almost as bad as not having a goal at all. Every goal should be focused on a skill.

Specific - Goals should be...

- Specific - Say what you want to achieve
- Target areas of academic achievement, functional performance (behavior) to be taught
- Clear to anyone that has a basic knowledge of the student's academic needs

To set a specific goal you must answer the six "W" questions:

- *Who: Who is involved?
- *What: What skill you want the child to accomplish?
- *Where: Identify a location.
- *When: Establish a time frame.
- *Which: Identify requirements and constraints.
- *Why: Specific reasons, purpose or benefits of accomplishing the goal.

Measurable - Goals should...

- Be reasonable and objective
- Describe what a student can accomplish within a 12 month period
- Enable a teacher to assess the child's progress

When you use measurable goals, you know when the goal is reached and when a skill is mastered.

Attainable - Goal should be...

- Reasonable, and Realistic
- Feasible in terms of available resources
- Action-oriented – written with action verbs

Establishing a baseline helps teams develop goals that are attainable in the specified time frame. They emphasize a progression of learning and reflect what the student is likely to achieve within that time frame.

Relevant - Goals should be ...

- Results-oriented, relevant, reasonable
- Focus on the end results you desire rather than the activities necessary to get there

Progress and Performance must be monitored – Quantitative or Qualitative Assessments

Time-Limited - Goals should be...

- Time-based, tangible - grounded within a time frame
- Enable you to monitor progress at regular intervals

T can also stand for Tangible - When your goal is tangible you have a better chance of making it specific and measurable and thus attainable.

EXAMPLES of S.M.A.R.T GOALS:

John will increase his accuracy of computation of two-digit addition problems from 40% to 80% by the end of the IEP as measured by a 10 problem teacher made addition test.

Sally will decrease her aggression towards other students (hitting and name calling) from 25 incidents to 0 incidents during the school day by the end of the IEP as measured by observational checklists.

Appendix D-HOMEBOUND INSTRUCTION

Homebound instruction is designed to provide continuity of educational services between the classroom and the designated location other than the student's school (for example: their home, the library, community center, etc.) for students whose medical needs, both physical and psychiatric, contraindicate school attendance.

Homebound instruction is not intended to supplant school services and is, by design, temporary. It is not a remediation program and is not designed to provide students with time to make up previously missed assignments. The goal of homebound instruction is to keep the student as current as possible with classroom instruction. It is expected that the family and school will minimize academic work missed due to absences prior to the initiation of homebound services.

Homebound instruction may be used to supplement the classroom program for health impaired students whose health conditions may interfere with regular school attendance (e.g., students receiving dialysis; chronic asthma, behaviors exhibited that result in injury to self and others, or concomitant disabilities). The licensed physician's/clinical psychologist's statement must include the medical diagnosis, reason for confinement, and the length of time the student is to remain at home.

Continuity of educational services for the student, while receiving homebound instruction, is essential. The homebound teacher maintains regular communication with appropriate school personnel. The curriculum, including textbooks and materials of the home school, is utilized. Specific assignments from the home school are tailored to meet the student's current needs based on physical ability as determined by the medical status.



If you have a student for whom the IEP team may be considering Homebound Instruction, contact your special education process coordinator for assistance in completing the required documents.

Service Delivery Instructions

The amount of homebound instruction is based on the student's individual needs as determined by the IEP team. The IEP for homebound instruction should address the areas in which the student requires special education instruction.

The IEP team must follow the same general procedures as written in the IEP manual for developing Annual IEPs with the following specific instructions:

SERVICES SUMMARY PAGE

- **Special Education Services-** Go to Drop Down box and enter *“Homebound Instruction”*.
- **Amount-** The amount of instructional time is based on the student’s individual needs and is an IEP Team decision.
- **Frequency-** Enter *“Weekly”*
- **Location-**Enter *“Special Education”*
- **Beginning and Ending Dates**

PLACEMENT CONSIDERATIONS AND DECISION PAGE

Placement Continuum (K-12)-Check *“Homebound/Hospital”*

Exiting the Homebound Instruction Program

- The Homebound teacher invites the student’s previous casemanager to the scheduled IEP meeting in preparation for a return to the school setting. [11/17/15]
- The Homebound teacher is responsible for drafting the IEP in SIS and holding the IEP team meeting with the receiving casemanager. [11/17/15]
- When the homebound teacher completes the IEP, he/she will contact the Process Coordinator for Homebound Instruction for IEP on-line approval.
- The Homebound teacher is responsible for sending a copy of the IEP to the parent/adult student.

Appendix E-SCHOOL COUNSELING AS A RELATED SERVICE

School counseling focuses on the relations and interactions between students and their school environment with the purpose of reducing the effect of environmental and institutional barriers that impede student academic success. Those relations and interactions often need to be cultivated by “social skills training” which promotes more productive and positive interaction with others. Counselors teach social skills to students who are, at present, socially unskilled in order to promote acceptance by teachers, adults and peers. A social skills training program might include:

1. Manners and positive interaction with others
 - approaching others in social acceptable ways
 - learn how to ask for permission rather than acting impulsively
 - how to make and keep friends
 - sharing materials, toys, etc.
2. Appropriate classroom behavior
 - work habits/ academic survival skills
 - listening
 - attending to task
 - following directions
 - seeking attention properly
 - accepting the consequences of one’s behavior
3. Better ways to handle frustration/anger
 - counting to 10 before reacting
 - distracting oneself to a pleasurable task
 - learning an internal dialog to cool oneself down and the best course of action
4. Acceptable ways to resolve conflict with others
 - using words instead of physical contact
 - seeking the assistance of the teacher or conflict resolution team



Note!

The school counselor must be invited to IEP meetings:

- where documented evidence suggests the need for the inclusion of school counseling services in the IEP.
- when the IEP is for a high school student who will graduate by meeting high school credit.

IEP teams should not assign school counseling as a related service without input from the school counselor.

Appendix F-PSYCHOLOGICAL COUNSELING

Psychological counseling is designed to serve students with emotional disturbances or other disabilities who are also experiencing **severe** emotional issues that compromise attainment of their IEP goals.

At school, these students display repetitive, persistent patterns of behavior which result in significant disruption. These disturbances usually cause significant impairments in academic and/or social functioning. The main focus is on developing and maintaining appropriate emotional and social behavior.

Psychologists, qualified school social workers, and professional school counselors may provide psychological counseling as a related service.



Psychological Counseling Worksheet

When documented evidence suggests the need for psychological counseling, the *Psychological Counseling Worksheet* must be submitted to the designated professional counselor at least 10 calendar days prior to the IEP team meeting. This allows the counselor to review the collected data and advise the IEP team accordingly.

Before considering the need for psychological counseling as a related service...

- All normal intervention for individual/small groups that counselors/ social workers would conduct with the general education population at large must be exhausted.
- Case managers must consult with school counselors/social workers prior to ever considering the need for psychological counseling.

There must be data documenting the need for counseling that clearly indicates the student is not benefitting from their IEP and, as a result, counseling intervention is needed.

Appendix G-COMPENSATORY SERVICES

Generally speaking, compensatory services are provided to a student when services included in a student's IEP have not been provided appropriately. If a request for compensatory services is made, or if it is determined that compensatory services should be considered, the special education process coordinator should be contacted.

Appendix H-LEAST RESTRICTIVE ENVIRONMENT (LRE) -Considerations for Placement

Considerations for any removal of a student from the general education classroom cannot be based on the disability category of the student, configuration of the schools in a district, availability of related services, administrative convenience, availability of space, curriculum content, and/or methods of curriculum delivery.

Necessary supports and services are to be provided to students within the general education classroom setting whenever possible in accordance with IDEA standards of utilizing the least restrictive environment (LRE). The IEP team must consider whether services would be more appropriately brought to the student in the regular classroom setting before determining that the student must be removed from the general education classroom to receive special education services.

A benefit of delivering services in the general education classroom is that the student will be able to maintain continuity in educational programming. General and special education teachers must collaboratively plan and provide effective curriculum and instruction. The IEP team must consider the needs of the individual student, as well as the effect the provision of services will have on other students in the classroom.

These considerations must be made for each student during the IEP team meeting.

- The nature and severity of the student's disability (may **not** be the only consideration for removal);
- The diverse learning style of the student;
- The need for specially designed materials, supplies and equipment which would prohibit access to the general education curriculum and goals of the classroom;
- Significant modifications to the general education curriculum which would have an adverse effect on the educational program and learning environment of the other students;
- The inability of the student to engage appropriately with other students;
- Any potential harmful effect on the student or on the quality of services that the student needs;
- The significant disruptions which would occur in the general education class having a negative effect on the education of the other students;
- The degree to which the student would not benefit from services provided in

the general education classroom.

Appendix I-FOREIGN LANGUAGE INTERPRETERS AND SIGN LANGUAGE INTERPRETERS

IEP meetings depend on good communication between the parent and school personnel. When a parent does not speak English or is deaf/hard-of-hearing, the IEP team must bring in an interpreter to ensure that team members understand each other and that the parent can give informed consent.

Services begin when the interpreter arrives at the school/site. Therefore, it is imperative that the meeting begins as scheduled. If the meeting is canceled or rescheduled, the interpreter must be notified.

The casemanager must adhere to the following guidelines for obtaining services of the interpreters in order to ensure payment for their services.

- Complete the Interpreter Request Form in its entirety
- Submit the form electronically to your Special Education Process Coordinator at least 3 days prior to the scheduled conference
- Request will be reviewed and forwarded for processing and final approval

All requests must be submitted electronically and approved by the Office of Special Education.



Foreign Language Interpreters

The St. Louis Public Schools' ESOL Department may be able to provide interpreters for IEP team meetings for ESOL students with disabilities. If the District's ESOL Department is not able to provide an interpreter, one will be provided. The District will pay for these services.

Complete and submit the form in its entirety prior to the IEP team meeting. Secure the services of the interpreter before you notify the parent and other members of the IEP team. Send the interpreter a copy of the *Notification of Meeting* as a reminder.

Complete the *Request for Interpreter Payment Form* and any forms given to you by the interpreter immediately after the meeting. Send all documents to the appropriate special education process coordinator for processing.



Sign Language Interpreters

If you need a sign language interpreter for a meeting, call: **Deaf Way 314.989.0694.**

Complete the *Request for Interpreter Payment Form* and any forms given to you by the interpreter immediately after the meeting. Send all documents to the appropriate special education process coordinator for processing. If a student requires daily

interpreter services, contact the Itinerant Teacher of the Hearing Impaired to make arrangements for a long-term sign language interpreter.

Q. Could the IEP team use a family member or friend to interpret?

A. While using a person's family member may seem logical and convenient, it is not advisable for several reasons:

This practice may affect objectivity, impartiality, and prevent accurate communication. Also the student may not feel comfortable expressing feelings freely with a family member present.

Using a relative could compromise the student's right to privacy and confidentiality.

There is no assurance that a family member has adequate language skills for communicating effectively in various settings outside the home.

It is essential that the IEP team secure a professional interpreter. This way the IEP team knows the communication will be interpreted both accurately and impartially.

Appendix J-CASE MANAGER RESPONSIBILITIES

The case manager is responsible for coordinating the development, monitoring and evaluation of the effectiveness of the IEP for a student who is receiving special education services. He/She is responsible for facilitating communication between the home and school and coordinating the annual review and reevaluation processes and transition planning. The case manager must be knowledgeable about the student's educational needs, programming, special education procedures and Procedural Safeguards.

Specific case management responsibilities include, but are not limited to, the following:

- Special Education Teacher/Case Manager
- Ensures compliance with federal, state and district. timelines (IEPs, triennial reviews, evaluations, etc.)
- Maintain appropriate documentation
- Schedule, invites, and conducts IEP team meeting with parents and district participants
- Send IEP Notification of Meeting to parent/IEP Team
- Notify participants of parent confirmation of attendance at the scheduled IEP
- Facilitate the development of the DRAFT IEP for the student
- Chair IEP team meeting
- May act as the Individual Interpreting Instructional Implications of Evaluation Results.
- Ensures that all service providers input their respective data into the web-based SIS IEP draft.
- Complete Transportation and Para Forms/worksheets as appropriate
- Distribute final copy of the IEP to the parent/guardian (within 20 calendar days from the IEP meeting date).
- Provide the appropriate sections of the IEP to staff implementing accommodations and modifications to the students.
- Ensure IEP is implemented as soon as possible following its development in accordance to timelines
- Maintaining appropriate documentation

- Schedule follow-up IEP if IEP is not completed at the initial meeting, if parent needs
- Collect, analyze and report data in a relevant and measurable manner.
- Ensure all providers report on student's progress on goals in SIS and send a copy to the parent, as indicated on the IEP

- Clearly communicate to the parent/guardian they have ten (10) days from the date of the IEP meeting to consider what is being proposed via the NOA (unless they waive the ten (10) days).
- Follow the provided checklist in maintaining the special education red Legal Access File (LAF) in a neat and chronological order.
- Whenever a new IEP has been developed, and prior to the first day of the new school year, review the contents of the IEP with district staff responsible to implement the IEP, including the general education teacher(s) as appropriate
- Meet with school psychologist and assessment team to coordinate reevaluation (RED) process
- Meet with student's general education teachers and service providers at the beginning of the school year Review contents of IEP
- Schedule manifestation determination meeting if the student has, or will be removed from school/special education services due to suspensions of more than 10 cumulative school days.
- Provide parent with a copy of Notice of Procedural Safeguards and Parents Bill of Rights

Appendix K-DISCONTINUATION OF SPECIAL EDUCATION SERVICES

The IEP team may determine that a student no longer requires special education services when the student can function within the instructional range of the general education classroom, not necessarily at grade level, without specially designed instruction or supplemental aids and services.

When the student's performance is within the scope of general education expectations, then exit from all special education and/or related services should be considered. It is a goal of special education to resolve educational concerns in the least restrictive environment.

What are the basic criteria for dismissal?

- Goals have been met and the IEP team has documented evidence that the student no longer requires special education support or services to be successful in general education.
- The conditions that qualified the student for initial eligibility have been improved to the extent that he/she can function adequately in general education with or without natural supports.
- The disability no longer interferes with the student's ability to participate in the general educational program.

Student No Longer Meets Eligibility Criteria

If it is suspected that a student no longer has a disability and is no longer in need of special education services (dismissal from special education), reevaluation procedures must be initiated to determine if the student still meets the eligibility criteria. As part of the reevaluation process, the IEP team, which includes the parent, reviews existing data on the student, including, but not limited to, evaluations and information provided by the student's parents, current classroom-based assessments, and observations by teachers and related services providers. If the student is not eligible, the team will provide the parent/adult student with prior written notice (Notice of Action) of this decision before discontinuing special education services.

Student Completes Requirements for a High School Diploma

The District's obligation to provide special education services ends when the student meets the District and state requirements that apply to all students for receipt of a high school diploma. Although this is considered a change of placement, a reevaluation is not required. Ten (10) days prior to graduation and the discontinuation of special education services the District should:

- provide the parent/adult student with written notice that the District's obligation to provide special education services ends when the student obtains a regular high school diploma; and
- provide the parent/adult student with a written summary of academic achievement and functional performance which shall include recommendations to assist the student in meeting his or her post-secondary goals (*Summary of Performance*).

Student Reaches Maximum Age

For students who have not graduated from high school with a regular diploma the district's obligation to provide special education services ends when the student turns 21 years of age. This is considered a change of placement that does not require a reevaluation. If a student is turning 21, the district should:

- provide the parent/ adult student with written notice that "the district's obligation to provide special education services ends when the student turns 21 years of age" and
- provide the parent/adult student with a written summary of academic achievement and functional performance which shall include recommendations to assist the student in meeting his or her post-secondary goals (*Summary of Performance*).



If an IEP expires before the student's graduation date, an entire IEP must be written for the student to continue the services for the remainder of the school year. If the IEP expires after the student's graduation date, a Notice of Action and SOP must be completed for each graduating senior. Place a copy of the SOP form in the student's file.

- Q.** If a student is currently receiving Special Education services, what is the procedure for discontinuing a related service?
- A.** *This decision must be made during an IEP team meeting convened by the casemanager or via the IEP Amendment process. It is based on current documented information regarding the student's progress and need for the related service. Common criteria for discontinuation of a related service include successful achievement in the general education curriculum without support of the related service, and progression to a level commensurate with the student's ability. At the conclusion of the IEP team meeting, the parent/adult student must be provided prior written notice of a proposed change in services before services cease, and the IEP team must revise the student's IEP, as appropriate.*
- Q.** May a student be dismissed from special education based upon infrequent attendance or poor motivation?
- A.** *No. Infrequent attendance and poor motivation are not reasons for dismissal. The IEP team may need to consider a change in special education services, delivery models, instructional techniques, learning strategies, accommodations, or interventions for that student. The IEP goals may need to be revised to address these areas of concern. In addition, the IEP team should consider whether or not the disability continues to have a negative impact on academic/school functioning.*

SECTION SIX: FORMS

IEP Team Meeting Sample Agenda

Date _____

Student _____ Case Manager _____

Introductions

Purpose of Meeting/Parameters

- Clarify purpose of the meeting
- Establish time parameters, if any
- Review Parent Rights (note if decline)
- Update student demographic information

Present Level of Academic Achievement and Functional Performance

- Evaluation summary/diagnostic areas
- How disability affects general education performance
- Strengths
- Performance /functioning changes since last IEP including review of prior goals and benchmarks (if applicable)
- Parental concerns/issues
- Current interventions (what works and what does not)
- Performance on state/district assessments

Goals/Objectives/Benchmarks

- Prioritize and establish goals and objectives and/or benchmarks (if applicable)
- Establish accommodations and modifications, assistive technology requirements for each area.

Services Summary

- Minutes
- Related services

Regular Education Participation

- Extent of participation
- Placement considerations

Remaining Issues

- Transportation
- Transition
- Extended School Year
- Transfer of Rights/age of majority (if required)
- Beginning dates of services/10-day waiver
- Consent, if required
- Notice of Action for initial services, change of placement/services, if required
- Conclusion/Summary

Paraprofessional Consideration Form



DEPARTMENT OF SPECIAL EDUCATION
Paraprofessional Consideration Form
(to be used when considering the need for a paraprofessional)

Enter the information by clicking on the shaded area to the right of the colon (:)

Name of student possibly needing additional support:	Date of Request:
Name of those individuals on the student's team submitting this request:	

Step One: Needs Assessment

Check the appropriate boxes by clicking on the or, where appropriate, enter the information by clicking on the shaded area to the right of the colon (:)

Does the student...	Yes	No
Have a current Behavior Intervention Plan (BIP)? If yes, please attach a copy. If not, please provide additional information (i.e. this is a new student, the strategies we are presently informally trying include..., etc.):	<input type="checkbox"/>	<input type="checkbox"/>
Have severe physical limitations? If yes, please list the specific activities and times that additional adult support is needed due to this student's physical needs:	<input type="checkbox"/>	<input type="checkbox"/>
Have severe visual or hearing impairments? If yes, please list the specific activities and times that additional adult support is needed due to this student's visual or hearing needs:	<input type="checkbox"/>	<input type="checkbox"/>
Exhibit behaviors that are injurious to self or others? If yes, indicate which the student exhibits: <input type="checkbox"/> running <input type="checkbox"/> swatting <input type="checkbox"/> hitting <input type="checkbox"/> head banging <input type="checkbox"/> throwing objects <input type="checkbox"/> biting <input type="checkbox"/> pinching <input type="checkbox"/> Other:	<input type="checkbox"/>	<input type="checkbox"/>
Require a larger amount of attention, which takes away from the education of other students? If you answered yes, please provide the following information: <ul style="list-style-type: none"> ▪ About how many students are impacted? (Please make note of any special considerations of the population of students being impacted): ▪ On average, how much time (daily or weekly) is taken away from other students due to the attention this student requires? ▪ If available, attach related documentation (gathered through data collection) that exhibits the amount of time taken away from peers. 	<input type="checkbox"/>	<input type="checkbox"/>
Require constant redirection to participate in daily classroom activities? If answering yes, please provide the following information: <ul style="list-style-type: none"> ▪ How frequently is the student having to be redirected? ▪ Attach related documentation (gathered through data collection such as a frequency count) that demonstrates the number of redirects needed. 	<input type="checkbox"/>	<input type="checkbox"/>
Not progressing in his/her current setting (despite the implemented behavior plan, alternative intervention strategies, etc.) <u>and</u> does data demonstrate little to no progress?	<input type="checkbox"/>	<input type="checkbox"/>

Check the appropriate boxes by clicking on the or, where appropriate, enter the information by clicking on the shaded area to the right of the colon (:)

Other Questions for Consideration

Describe the student’s level of independence as compared with peers. Would a paraprofessional increase or decrease the student’s level of independence?

What specific settings and environments does the student need support?

Specify the duties and responsibilities that a paraprofessional would be required to perform for this student:

- medical (specify: _____)
- physical assistance (please specify: _____)
- behavior management
- assistance with daily classroom tasks, activities, and routines
- other (specify: _____)

When the student begins to escalate, does the presence and support of an adult seem to decrease or increase the escalation? (If not applicable, please simply write N/A):

Please provide information regarding any other extenuating circumstances that would further support this request:

Step Two: Determination

Upon completion of the above information, please submit this to your building administrator for further consideration. At that time, other solutions will be investigated. When no other solution can be found, the Office of Special Education will be contacted to obtain approval to hire the needed paraprofessional. Following that, the team will complete the following section.

To be completed by your building administrator

<input type="checkbox"/>	After further investigation, this student does not appear to need the additional support of a paraprofessional. Justifications behind this decision include:
<input type="checkbox"/>	This student’s present needs can be met through the following solution (i.e. accessing volunteers, utilizing adults presently in the building, etc.):
<input type="checkbox"/>	The Office of Special Education has been contacted and a paraprofessional will be assigned to meet the student’s present needs.

Step Three: Final Considerations

The team will complete this if a decision is made to add a paraprofessional (and following the completion of the above portion of this form).

Will this paraprofessional require any specialized training with respect to the student or the student’s disability to adequately perform his or her duties?
Would this student require a paraprofessional of a particular gender?
List any criteria that should be considered for a reduction in the use of cessation of the use of the paraprofessional? (Specifically, how and at what point will we fade the usage of this paraprofessional?)
Additional considerations:

TRANSPORTATION WORKSHEET

- Add (initial request)
 Continue (no change)
 Modify



DEPARTMENT OF SPECIAL EDUCATION Special Transportation Worksheet

Directions:

Complete this worksheet to help determine the need for transportation as a related service and justify the IEP Team's proposed recommendations. After you receive a response from the special education supervisor, applicable information must be transferred to the Transportation as a Related Service page during the IEP meeting. If the "Comments" section has insufficient space due to character limitation, use the IEP Multi-Purpose Page to complete the information transfer.

FOR OFFICE USE ONLY
To consider transportation as a related service, this supporting documentation is
___ Sufficient ___ Insufficient
Comments on page 2 ___ yes ___ no
Returned to case manager
on _____ by _____.

Student _____	DOB _____	ID# _____
School _____	Case manager _____	
Grade _____	Date of Eligibility Meeting _____	
Date of IEP meeting to determine need for transportation as a related service _____		

Least Restrictive Transportation Environment:

Can this student be transported with typically developing peers?

- Yes, with no modifications or support - STOP. Consideration for special transportation is not indicated.
 Yes, with modifications specified below

Student Information

Area of Primary Eligibility _____

Secondary (if applicable) _____

Medical Diagnosis (if applicable) _____

1. Does student have medical conditions that may present problems during transport (e.g., allergies, shunts, student falls asleep easily, has bee sting allergies, has significant swallowing difficulty/choking concerns, respiratory difficulties, seizures, heat intolerance, diabetes)?

- No
 Yes, explain _____



St. Louis Public Schools
Office of Special Education

Authorization for Release of Information

Student Name _____ Date of Birth _____

I, hereby authorize _____, to release
Organization/Individual

my child's information/records for the purpose listed below to:

Name _____ Phone _____

School _____ Grade _____

Address _____

To release the following information:

- Physician/Hospital Reports/Records.
- Psychiatric/Psychological Assessment Report (with scores)
- Recent Discharge Summary Other
- Other (specify) _____

To release the following education information:

- Cumulative Permanent Schools Records
- Current Special Education IEP
- Most Recent Evaluation Report
- Other (specify) _____

This information will be used for the following purpose(s):

- Educational evaluation and program planning.
- Health assessment and planning for health care services and treatment in school.
- Medical evaluation and treatment.
- Other _____

Authorization

This authorization is valid for one calendar year. It will expire on _____. I understand that I may revoke this authorization at any time by submitting written notice of the withdrawal of my consent except to the extent that action has already been taken upon it. I recognize that these records, once received by the school district, may not be protected by the HIPAA Privacy Rule, but will become education records protected by the Family Educational Rights and Privacy Act. I also understand that if I refuse to sign, such refusal will not interfere with my child's ability to obtain special education services.

PROHIBITION OF RE-DISCLOSURE: Federal regulations regarding the confidentiality of medical records prohibit the re-disclosure of this information without the specific written consent of the patient or legal representative.

Signature of Parent/Legal Guardian

Date

Student Signature (if emancipated or an adult)

Date



Summary of Performance (SOP)

St. Louis Public School District, _____ High School

The Summary of Performance (SOP) is required under the reauthorization of the Individuals with Disabilities Education Act of 2004. The IDEA 2004 language regarding the SOP is as follows: For a child whose eligibility under special education terminates due to graduation with a regular diploma, or due to exceeding the age of eligibility, the local education agency “shall provide the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals” 20 USC 1414(c)(5)(B)(ii). *These recommendations should not imply that any individual who qualified for special education in high school will automatically qualify for services in the postsecondary education or the employment setting. Postsecondary settings will continue to make eligibility decisions on a case-by-case basis.*

Background Information

Student Name: _____ Date of Birth: _____ Year of Graduation/Exit: _____

Address: _____ Telephone Number: _____
(Street) (Town, State) (Zip code)

Student’s Primary Disability: _____ Secondary Disability (if applicable): _____

Primary Language: _____

Date provided: ____/____/____ Prepared by: _____ Phone #: _____

Assessment Reports: Check the assessment reports used as a basis for this summary

- Psychological/cognitive
- Neuropsychological
- Medical/physical
- Achievement/academics
- Informal assessment (*specify*): _____
- Other (*specify*): _____
- Response to Intervention (RTI)
- Language/proficiency
- Reading assessments
- Communication
- Adaptive behavior/FBA
- Social/interpersonal skills
- Community-based assessment
- Self-determination
- Behavioral analysis
- Classroom observations
- Assistive technology
- Career/vocational assessment

Part 1: Postsecondary goals – This section states the student’s specific postsecondary goal(s).

Postsecondary Area	NA	Postsecondary Goal
Training		
Education		
Employment		
Independent living, if appropriate		

Part 2: Summary of Performance: This section includes information on academic achievement and functional levels of performance. Next to each specified area, complete the student’s present level of performance and the accommodations, assistive technology and supports that were **provided** in high school to assist the student in achieving progress.

Academic Achievement and Functional Performance	Present Level of Performance (grade level, strengths, preferences, interests)	Accommodations, Assistive Technology and Supports Provided in the Area
Reading (basic reading/ decoding, comprehension and speed)		
Math (calculation, algebraic problem solving, quantitative reasoning)		
Written Language (written expression, spelling)		
Functional Performance (e.g. general ability and problem solving, attention and organization, communication, social skills, behavior, independent living, self-advocacy, learning style, vocational, employment)		

Part 3: Recommendations to assist the student in meeting postsecondary goal(s) (see Part 1) – This section presents recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or support services, to enhance access and participation in postsecondary goals.

Postsecondary Area	NA	Recommendations to Assist the Student in Meeting Postsecondary Goals
Training		
Education		
Employment		
Independent Living		

REQUEST FOR INTERPRETER PAYMENT



Office of Special Education

Interpreter Request Form

For Office Use Only	
Date Received at OSE	_____
Approved by	_____

Date of Request:	Time: <input type="radio"/> AM <input type="radio"/> PM
Language:	(Please Select) Please specify Other:
Requestor's Name:	
Requestor:	<input type="radio"/> ESOL <input type="radio"/> Special Education
Student's Name:	
DOB	
Location of School and Address	
Phone:	
Email:	
Date of Assignment:	
Time:	<input type="radio"/> AM <input type="radio"/> PM
Contact Person at Location:	
Subject Matter:	<input type="checkbox"/> IEP Meeting <input type="checkbox"/> Parent Teacher Conference <input type="checkbox"/> Other: _____
Other details:	

Created June 2016

Extended School Year Services, Determination of Need

St. Louis Public Schools – Department of Special Education EXTENDED SCHOOL YEAR SERVICES: DETERMINATION OF NEED

Student: _____ DOB _____ ID# _____

School _____ Casemanager _____ Date _____

Directions:

Complete this worksheet to help determine the need for ESY and justify the IEP team's recommendations. This information must be transferred to the Multi-Purpose Page after you receive a response from the Special Education Process Supervisor. For each question, provide the rationale for determining YES/NO for each area (N/A if the student has no goals in this area). Supporting documentation includes, but is not limited to:

- Pattern of regression after past breaks in service
- Pre-/post-tests before/after breaks
- Anecdotal records from home/school
- Teacher-made checklists
- Progress on annual goals
- Other documentation of extenuating circumstances
- Work samples
- Frequency charts
- Therapy logs
- Referrals/discipline file
- Report cards

1. Does the data indicate the likelihood that significant regression will occur in critical life skills related to **academics**, or, for pre-K students, **developmentally appropriate pre-academic skills**, and that those skills cannot be recouped within a reasonable amount of time without ESY services?

___ Yes ___ No Supporting Data Reviewed: _____

Rationale: _____

2. Does the data indicate the likelihood that significant regression will occur in critical life skills related to **communication**, and that those skills cannot be recouped within a reasonable amount of time without ESY services?

___ Yes ___ No Supporting Data Reviewed: _____

Rationale: _____

3. Does the data indicate the likelihood that significant regression will occur in critical life skills related to **independent functioning and self-sufficiency**, and that those skills cannot be recouped within a reasonable amount of time without ESY services?

___ Yes ___ No Supporting Data Reviewed: _____

Rationale: _____

4. Does the data indicate the likelihood that significant regression will occur in critical life skills related to **social/emotional development or behavior**, and that those skills cannot be recouped within a reasonable amount of time without ESY services?

Yes No Supporting Data Reviewed: _____

Rationale: _____

5. Does the data indicate the likelihood that the student is at a **crucial stage** in the development of a critical life skill, and that a lapse in services would substantially jeopardize the student's chances of learning that skill? This may include **emerging skills** as well as **critical points of instruction** on existing skills.

Yes No Supporting Data Reviewed: _____

Rationale: _____

6. Is the **nature or severity** of the student's disability such that the student would be unlikely to benefit from his or her education without the provision of ESY services? The nature of the disability may include the student's **rate of progress**.

Yes No Supporting Data Reviewed: _____

Rationale: _____

7. Are there **extenuating circumstances** pertinent to the student's current situation that indicate the likelihood that FAPE would not be provided without ESY services? Examples of students who may require ESY services under this criterion include, but are not limited to, the following:

- a student who has recently obtained paid employment and requires the services of a job coach in order to be successful
- a student who requires ESY services in order to remain in his or her existing LRE and prevent movement to a more restrictive setting
- a student whose frequent health-related absences have significantly impeded progress on goals related to critical life skills

Yes No Supporting Data Reviewed: _____

Rationale: _____

St. Louis Public Schools

Independent Living Post-secondary Goal Worksheet

This form is designed to help the IEP team decide if a student needs a postsecondary goal in the area of independent living. *Independent living includes the skills and knowledge an individual needs to direct his or her life at home and in the community.* Transition assessment information should be taken into account when completing this form and additional assessment may be necessary to adequately identify goal(s).

Review each statement, and consider whether the student possesses the identified skills.

Yes – performs independently and consistently;

No – performs inconsistently or not at all; consider an independent living goal

NA – not an area of independence being considered at this time;

Home Living

	Yes	No	NA
Follows daily living routine (e.g., personal hygiene, dressing, selecting clothes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Purchases, prepares and stores food; maintains healthy diet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performs light household maintenance (e.g., cleaning, unclogging drains or toilets)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriately makes and receives telephone calls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows disaster safety routines for fire and natural disasters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Household & Money Management

	Yes	No	NA
Creates and maintains checking & savings accounts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manages money (e.g., counts money, makes change, budgets, pays taxes, & monthly bills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluates cost of services (e.g., banking, telephone, leasing, credit cards, loans)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Locates & acquires place to live (e.g., finds housing, understands rental agreements)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sets up living setting (e.g., organizes furniture, arranges for utilities and services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands the importance of a good credit rating, how to view and interpret a credit report, and methods to improve credit rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Transportation

	Yes	No	NA
Selects appropriate method of transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possesses required transportation documentation (e.g., driver's license, bus pass)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizes transportation (e.g., carpool partners, door-to-door bus or cab service)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Navigates throughout community using preferred mode of transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If driving, knows of automotive maintenance schedules and routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Law & Politics

	Yes	No	NA
Knows how to participate in voting and political decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands basic local, state, and national laws	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands rights as a person with a disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Community Involvement

	Yes	No	NA
Locates & participates in leisure, recreation, and community activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Locates and uses community services (e.g., stores, banks, medical facilities, recreation facilities, health department, police department, social services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completes paperwork for medical treatment, community services, insurance, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans and acquires wardrobe (e.g., select appropriate clothes, compare prices)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds appropriately to environmental cues (e.g., signs, sirens)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Personal Safety and Interpersonal Relationships

	Yes	No	NA
Performs basic first aid and seeks medical assistance when appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practices community safety routines (e.g., when to talk to strangers, avoiding unsafe locations, locking doors, asking for directions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands when it is appropriate to call 911	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows CPR and when it is necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains relationships with family and friends; establishes new friendships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands the concepts of sexuality (e.g., physical self, reproductive process, dating, relationship, marriage).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes informed choices regarding sexual behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates an understanding of basic parenting skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Self-Advocacy

	Yes	No	NA
Expresses strengths and needs; asks for accommodations when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses preferences appropriately, identifies long- and short-range goals, and takes steps to reach goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assertively advocates for self in situations outside of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds appropriately to typical exchanges with others (e.g., saying hello, being bumped or brushed against, making small talk, sarcastic remarks, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resolves conflicts through discussion, reasoning, & compromise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Independent Living Skills

	Yes	No	NA
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If “No” was answered for any of the skills identified above, a postsecondary goal should be considered for the area of independent living. The discussion questions below help further identify an appropriate goal.

Independent living goal(s) needed at this time? Yes No

Is additional assessment information needed in the area of independent living? Why?

What are the 3 most important independent living skills to be addressed in IEP?

- 1.
- 2.
- 3.

How can we work on these particular skills throughout this coming year (i.e., instruction, related services, post-school living objectives, daily living skills, and/or functional vocational evaluation)?

What annual IEP goal(s) will enable the student to meet the postsecondary independent living goal?



Office of Special Education

[Insert Date]

Re: Transfer of Parental Rights at Age of Majority

Dear: [Insert Parent Name and Student Name]

Our records show that on [insert date], [insert student name] will be 18 years old. According to Missouri Law, the age of majority is 18. Under the Individuals with Disabilities Education Act (IDEA), upon reaching the age of 18, parent procedural rights transfer to the student unless the student has been declared incompetent by a court of law and a guardian has been appointed by the court. Thus, at age 18, the student becomes the educational decision-maker and will receive all notices required under the IDEA. If the student at age 18 is still a dependent of the parent as defined in Section 152 of the Internal Revenue Service Code of 1954, then the parent will be provided copies of any notices provided to the student, and may attend IEP meetings at either school district or student invitation, and access the educational records of the student at the discretion of the school district.

When a child with a disability turns 18 some parents obtain a power of attorney so they can assist the child in making financial and legal decisions. The child is not declared incompetent but the parents are given the right to act on their behalf. A power of attorney can be revoked at any time. On the other hand a guardian is appointed by the court and a court order is required to remove the guardian. Additional detailed information about options to help your child with a disability when he turns 18 can be found at

http://www.mobar.org/uploadedFiles/Home/Publications/Legal_Resources/Brochures_and_Booklets/Family_Law_Conference/Children%20with%20Disabilities.pdf

If you have any questions or concerns, please call me at [insert phone number].

Sincerely,

[Insert special education contact name]



St. Louis Public Schools • Office of Special Education

NOTICE OF ASSIGNMENT

Date Student Student Number Date of Birth Current School

Parent(s) City/State/Zip Parent(s) City/State/Zip Address Home Phone/Cell Address Home Phone/Cell

The assignment for the above named student is as follows and will be effective School Address Phone

Program /Classroom

- Cross-Categorical Special Education Transition Hearing Impaired Autism Speech-Language Impaired Other

Placement (ECSE)

- In the regular early childhood program at least 80% of time of the day In the regular early childhood program 40-79% of time In the regular early childhood program less than 40% of time Separate Class Separate School Residential Facility Home Service provider location

Placement (K-12)

- Inside the regular class 80% or more Inside the regular class no more than 79% of the day and no less than 40% of the day Inside the regular class less than State-operated Separate School Private Separate (Day) Facility Public Separate (Day) Facility Homebound/Hospital Private Residential Facility

Related Services

- Assistive Technology Occupational Therapy Speech Therapy Transportation Audiology Physical Therapy Transition Services Language Therapy Psychological Services Other

Questions pertaining to this assignment should be addressed to me at (office) or (fax).

Special Education Supervisor

801 N. 11th Street • St. Louis, Missouri 63101

PSYCHOLOGICAL COUNSELING WORKSHEET

ST. LOUIS PUBLIC SCHOOLS
DEPARTMENT OF STUDENT SUPPORT SERVICES / SPECIAL EDUCATION

Initial (completed by school counselor) Annual/Re-evaluation (completed by case manager)

Date _____

Student _____ Student Number _____ DOB _____

School _____ Grade _____ IEP? Y N

Teacher _____ Room Number _____

Case Manager _____ Phone _____

Mother _____ Home Phone _____ Cell _____

Father _____ Home Phone _____ Cell _____

Student lives with Mother Father Both

Address

Before reading the rest of this form, first describe the student's problems. What mainly concerns you about this student? What have you observed?

Student _____ Student Number _____ DOB _____

Evaluate the student in every potential problem area. Check the appropriate box as follows:

- Check "Yes" (Y) if you believe that a student presents with this problem.

- Check “No” (N) if in your judgment the student does not have this problem.
- Check “Unknown” (U) if you have no information regarding this problem.

Decide if you think that the overall problem is serious, very serious, or most serious. Check the appropriate box. In some categories it is necessary to look for a combination of behaviors rather than a single isolated behavior.

<input type="checkbox"/> Motivation	Y <input type="checkbox"/> N <input type="checkbox"/> U <input type="checkbox"/>	Serious <input type="checkbox"/>	Very serious <input type="checkbox"/>	Most serious <input type="checkbox"/>
<input type="checkbox"/> Swearing	Y <input type="checkbox"/> N <input type="checkbox"/> U <input type="checkbox"/>	Serious <input type="checkbox"/>	Very serious <input type="checkbox"/>	Most serious <input type="checkbox"/>
[] Bullying	Y <input type="checkbox"/> N <input type="checkbox"/> U <input type="checkbox"/>	Serious <input type="checkbox"/>	Very serious <input type="checkbox"/>	Most serious <input type="checkbox"/>
[] Fighting	Y <input type="checkbox"/> N <input type="checkbox"/> U <input type="checkbox"/>	Serious <input type="checkbox"/>	Very serious <input type="checkbox"/>	Most serious <input type="checkbox"/>
[] Worries	Y <input type="checkbox"/> N <input type="checkbox"/> U <input type="checkbox"/>	Serious <input type="checkbox"/>	Very serious <input type="checkbox"/>	Most serious <input type="checkbox"/>
[] Stressed	Y <input type="checkbox"/> N <input type="checkbox"/> U <input type="checkbox"/>	Serious <input type="checkbox"/>	Very serious <input type="checkbox"/>	Most serious <input type="checkbox"/>
[] Friendship problems	Y <input type="checkbox"/> N <input type="checkbox"/> U <input type="checkbox"/>	Serious <input type="checkbox"/>	Very serious <input type="checkbox"/>	Most serious <input type="checkbox"/>
[] Peer Relationships	Y <input type="checkbox"/> N <input type="checkbox"/> U <input type="checkbox"/>	Serious <input type="checkbox"/>	Very serious <input type="checkbox"/>	Most serious <input type="checkbox"/>
[] Inattentive	Y <input type="checkbox"/> N <input type="checkbox"/> U <input type="checkbox"/>	Serious <input type="checkbox"/>	Very serious <input type="checkbox"/>	Most serious <input type="checkbox"/>
[] Hyperactive	Y <input type="checkbox"/> N <input type="checkbox"/> U <input type="checkbox"/>	Serious <input type="checkbox"/>	Very serious <input type="checkbox"/>	Most serious <input type="checkbox"/>
[] Social Skills	Y <input type="checkbox"/> N <input type="checkbox"/> U <input type="checkbox"/>	Serious <input type="checkbox"/>	Very serious <input type="checkbox"/>	Most serious <input type="checkbox"/>
[] Lying	Y <input type="checkbox"/> N <input type="checkbox"/> U <input type="checkbox"/>	Serious <input type="checkbox"/>	Very serious <input type="checkbox"/>	Most serious <input type="checkbox"/>
[] Absences	Y <input type="checkbox"/> N <input type="checkbox"/> U <input type="checkbox"/>	Serious <input type="checkbox"/>	Very serious <input type="checkbox"/>	Most serious <input type="checkbox"/>
[] Tardy	Y <input type="checkbox"/> N <input type="checkbox"/> U <input type="checkbox"/>	Serious <input type="checkbox"/>	Very serious <input type="checkbox"/>	Most serious <input type="checkbox"/>
[] Withdrawn	Y <input type="checkbox"/> N <input type="checkbox"/> U <input type="checkbox"/>	Serious <input type="checkbox"/>	Very serious <input type="checkbox"/>	Most serious <input type="checkbox"/>
[] Stealing	Y <input type="checkbox"/> N <input type="checkbox"/> U <input type="checkbox"/>	Serious <input type="checkbox"/>	Very serious <input type="checkbox"/>	Most serious <input type="checkbox"/>
[] Depression	Y <input type="checkbox"/> N <input type="checkbox"/> U <input type="checkbox"/>	Serious <input type="checkbox"/>	Very serious <input type="checkbox"/>	Most serious <input type="checkbox"/>
[] Perfectionist	Y <input type="checkbox"/> N <input type="checkbox"/> U <input type="checkbox"/>	Serious <input type="checkbox"/>	Very serious <input type="checkbox"/>	Most serious <input type="checkbox"/>
[] Destruction of Property	Y <input type="checkbox"/> N <input type="checkbox"/> U <input type="checkbox"/>	Serious <input type="checkbox"/>	Very serious <input type="checkbox"/>	Most serious <input type="checkbox"/>
[] Anger	Y <input type="checkbox"/> N <input type="checkbox"/> U <input type="checkbox"/>	Serious <input type="checkbox"/>	Very serious <input type="checkbox"/>	Most serious <input type="checkbox"/>
[] Dishonest	Y <input type="checkbox"/> N <input type="checkbox"/> U <input type="checkbox"/>	Serious <input type="checkbox"/>	Very serious <input type="checkbox"/>	Most serious <input type="checkbox"/>
[] Grief	Y <input type="checkbox"/> N <input type="checkbox"/> U <input type="checkbox"/>	Serious <input type="checkbox"/>	Very serious <input type="checkbox"/>	Most serious <input type="checkbox"/>
[] Other _____	Y <input type="checkbox"/> N <input type="checkbox"/> U <input type="checkbox"/>	Serious <input type="checkbox"/>	Very serious <input type="checkbox"/>	Most serious <input type="checkbox"/>

Student _____ Student Number _____ DOB _____

OTHER

You may have observed behaviors or feelings that are a serious concern but do not fit into the above checklists. Please describe those behaviors and rate them.

Serious Very serious Most serious

Date seen by school counselor _____ Follow-up sessions Y N

Outcome: _____

Have you contacted the parent about your concern? Y N If "Yes", enter date _____

Explain _____

1st Intervention tried:

Outcome:

2nd Intervention tried:

Outcome:

Student _____ Student Number _____ DOB _____

3rd Intervention tried:

Outcome:

What other services is student receiving (out of school counseling, etc.) ?



Office of Special Education

IEP MONITORING CHECKLIST

DATE _____
SCHOOL _____ PRINCIPAL _____
CASEMANAGER _____ MANAGER/COMPLIANCE TEACHER _____

PRIOR TO MEETING

YES	NO	
___	___	Parent contacted 30 days prior to IEP/75 days prior to reevaluation to set up meeting; documentation of contact form is completed.
___	___	Related service provider, school psychologist, gen. ed. tchr., nurse, counselor and social worker (as needed) are notified of meeting
___	___	Initial IEP has been set up within the 30 calendar day window.
___	___	Agenda is developed, if needed.
___	___	Other _____

INTRODUCTIONS AT MEETING

YES	NO	
___	___	Parent/ Guardian are given a copy of the Procedural Safeguards.
___	___	Parents/Guardians are given copy of Procedural Safeguards and Parent’s Bill of Rights.
___	___	Excusal forms are completed as needed.
___	___	All parties are introduced.
___	___	Release forms are signed, if needed.
___	___	All required participants are in attendance.
___	___	Other _____

DEMOGRAPHIC PAGE

YES	NO	
___	___	All areas are completely filled in and demographics are updated, as needed.
___	___	Type of IEP is checked Initial or Annual.
___	___	Dates for reevaluation are verified.
___	___	Participants and Roles are completed.
___	___	Other _____

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

YES	NO	
___	___	Starts with student’s identified area of disability; consistent with evaluation/reevaluation results in the evaluation report.
___	___	Addresses how the student’s disability affects involvement and progress in the general education curriculum (or age-appropriate for preschool students) for students with transition plans, consider how the child’s disability will affect the child’s ability to reach his/her post-secondary goals (what the child will do after high school).
___	___	Addresses student’s need to take an alternative assessment or documents need for accommodations for state or district.
___	___	Addresses the strengths of the child (For students with transition plans, consider how the strengths of the child relate to the child’s post secondary goals (Parents and general educators are asked to contribute) for students with transition plans, consider how the strengths of the child relate to the student’s secondary goals.

<input type="checkbox"/>	<input type="checkbox"/>	Addresses the concerns of the parents for enhancing the education of their child (For students with transition plans, consider the parent/guardian's expectations for the child after the child leaves high school)
<input type="checkbox"/>	<input type="checkbox"/>	Reflects changes in current functioning of the child since the initial/prior IEP. Should include narrative; percentages on previous goals. (For students with transition plans, consider how changes in the child's current functioning will impact the child's ability to reach his/her post-secondary goal) List the interventions that have and have not been successful with the student.
<input type="checkbox"/>	<input type="checkbox"/>	testing
<input type="checkbox"/>	<input type="checkbox"/>	Includes a summary of the most recent evaluation/reevaluation results.
<input type="checkbox"/>	<input type="checkbox"/>	Other _____

SPECIAL CONSIDERATIONS: FEDERAL AND STATE REQUIREMENTS

YES	NO	
<input type="checkbox"/>	<input type="checkbox"/>	All boxes are checked and extra forms are generated, as appropriate.

IEP GOALS

YES	NO	
<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates consistency with the content of the present level of performance.
<input type="checkbox"/>	<input type="checkbox"/>	Can be reasonably accomplished with the duration of the IEP
<input type="checkbox"/>	<input type="checkbox"/>	Utilizes SMART goal format (Have a direction, skill area, action, condition, measure
<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates involvement in the general education curriculum, as appropriate (For preschool children, participation in appropriate activities).
<input type="checkbox"/>	<input type="checkbox"/>	Addresses each special education and related service.
<input type="checkbox"/>	<input type="checkbox"/>	Addresses the student's other educational needs resulting from the disability.
<input type="checkbox"/>	<input type="checkbox"/>	For student's taking alternative assessments, description of benchmarks or short term objectives aligned to alternate achievement standards
<input type="checkbox"/>	<input type="checkbox"/>	Progress is documented as frequently as progress reports are given to parents on the goal sheet (also documented on #4 Reporting Progress).

SERVICES SUMMARY

YES	NO	
<input type="checkbox"/>	<input type="checkbox"/>	Matches identified concerns in the PLAAFP
<input type="checkbox"/>	<input type="checkbox"/>	Special education services begin with <i>Instruction in...</i>
<input type="checkbox"/>	<input type="checkbox"/>	Amount of minutes matches the identified needs stated on the goal page.
<input type="checkbox"/>	<input type="checkbox"/>	Frequency and location are checked.
<input type="checkbox"/>	<input type="checkbox"/>	Dates are entered only if they are not a goal for the entire year.

PROGRAM MODIFICATION

YES	NO	
<input type="checkbox"/>	<input type="checkbox"/>	Advance appropriately towards attaining the annual goals to be involved in and make progress in the general education curriculum and to participate in extra-curricular activities and to be educated and participate with other children with disabilities and children without disabilities

TRANSPORTATION AS A RELATED SERVICE

YES	NO	
<input type="checkbox"/>	<input type="checkbox"/>	Address as appropriate

REGULAR EDUCATION PARTICIPATION

YES	NO	
<input type="checkbox"/>	<input type="checkbox"/>	For any student not participating 100% in the regular environment (K-12), the IEP includes a description of the extent that the student will not participate and WHY full participation is not appropriate

For preschool children, if all of the child's special education and related services are not provided in a regular education setting the IEP includes: a description of the extent that the child will not receive special education and related services in a regular education setting, reasons why the IEP team determined that provision of services in the regular education setting was not appropriate. Note: For preschool children, regular education setting is a setting which is designed primarily for children without disabilities.

PLACEMENT CONSIDERATIONS AND DECISION

YES NO

Every box above what is selected must be marked as considered. You must always consider the least restrictive before selecting a more restrictive placement

NOTICE OF ACTION

YES NO

A written notice is provided to the parents prior to placement and signed parental consent for the initial placement is obtained. The notice contains an explanation of the proposed action, reason why it was proposed, options considered and why rejected, information used as a basis for the action, other relevant factors. Any change on the IEP requires a notice of action.

TRANSITION CONSIDERATIONS ON THE IEP (For students who will turn 16 during the cycle of the current IEP)

YES NO

Notification Page states postsecondary transition is stated as a purpose of the meeting.

There is evidence that agency representatives were invited to the IEP.

Student was invited to the meeting.

Parent or student consent (once student reaches the age of majority) to invite an outside agency is obtained.

Front Page There is evidence that the agency representative attended or explanation of services provided documented in IEP.

Special Consideration Page Student informed of transfer of rights at age 17 and 18

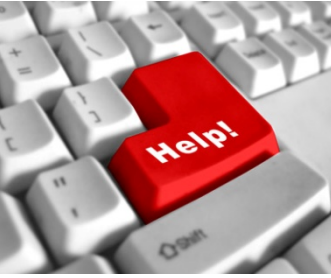
Transition Services Planning Page There a measurable postsecondary goal that covers education or training, employment and, as needed, independent living.

The courses of study are a multi-year description of coursework from the student's current to anticipated exit year that is designed to help achieve the student's desire postsecondary goal(s).

Annual Measurable Goals There are annual IEP goals included that will help the student make progress towards the stated postsecondary goal(s) (education/training, employment and as needed, independent living)

USEFUL WEBSITES

For additional information on various topics in the manual, visit the following internet sites:



**Missouri Department of Elementary and Secondary Education–
Division of Special Education-home page**

<http://dese.mo.gov/special-education>

Missouri State Performance Plan for Special Education

<http://dese.mo.gov/special-education/state-plan-special-education>

Missouri State Standards and Indicators Manual

<http://dese.mo.gov/special-education/compliance/standards-indicators>

Special Education Disability Codes and Definitions

<http://dese.mo.gov/sites/default/files/speced-Exb18.pdf>

Special Education Placement Categories Codes and Definitions

http://dese.mo.gov/sites/default/files/speced-Exb19_1.pdf

Technical Assistance Bulletin: State & District-Wide Assessments of School Achievement

<http://dese.mo.gov/sites/default/files/State%20District%20Assessment%20Oct%202014%20TAB.pdf>

Overview of Missouri Assessment Program-Alternatives (MAP-A)

<http://dese.mo.gov/college-career-readiness/assessment/map-a>

Measurable Goals & Objectives Q&A

<http://dese.mo.gov/faqs/measurable%20goals%20&%20objectives>

ESY

<http://dese.mo.gov/special-education/compliance/extended-school-year-policies>

IEP Q&A

<http://dese.mo.gov/faq-categorization/individualized-education-program>

Procedural Safeguards

<http://dese.mo.gov/special-education/compliance/procedural-safeguards>

FERPA (Family Educational Rights and Privacy Act)

<http://msb.dese.mo.gov/documents/FERPA.pdf>

GLOSSARY

Accommodation

A practice or procedure that provides a student with a disability equitable access during instruction and to assessments in the areas of: presentation; response; setting; and scheduling. Accommodations do not reduce learning expectations. Appropriate accommodations are made to level the playing field (i.e., to provide equal opportunity to demonstrate knowledge).

Adult Student

A student who has reached age 18 and is now emancipated; the student's role converts to that of the parent.

Annual Goal

A statement in an IEP of what a student needs to learn and should be able to learn within one year.

Behavioral Intervention Plan (BIP)

A proactive plan designed to address problem behaviors exhibited by a student in the educational setting through the use of positive behavioral interventions, strategies, and supports.

Consent

The parent/adult student tells the school, in writing, that he/she understands and agrees to what the District plans to do. Consent is voluntary and the parent/adult student can take it back at any time. The parent can revoke the consent, but it does not cancel what the LEA has already done.

Day

Term refers to "calendar days", not school days, unless otherwise specified as school days or business days

DESE

The Department of Elementary and Secondary Education governs the Missouri policies and procedures for the implementation of special education services.

District

The St. Louis Public Schools

Extended School Year Services (ESY)

The individualized extension of specific special education and related services provided to a student with a disability beyond the normal school year. The determination of a student's need for ESY services is made annually by the student's IEP team.

FERPA

The Family Educational Rights and Privacy Act is a Federal law that protects the privacy of student education records.

GEC General Education Curriculum

The curriculum students without disabilities learn in the general education classroom.

IDEA

The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to eligible infants, toddlers, children and youth with disabilities.

Identification

The decision that a student is eligible for special education and related services as a student with a disability in accordance with the Individuals with Disabilities Education Act (IDEA)

Indirect Services

A service provided for or on behalf of the student to ensure implementation of the individualized education program (IEP) in the least restrictive environment (LRE). Indirect services may involve teaching, consulting with, and/or directly supervising other personnel (including paraprofessionals and parents) so that they can carry out therapeutically appropriate activities.

LEA Local Education Agency

A person on the IEP team who can commit the District's resources so the student can and will receive the IEP services.

Least Restrictive Environment (LRE)

An educational environment which meets the needs of a student requiring special education and related services as set forth in the student's IEP and which, to the maximum extent appropriate to the student's needs, ensures that the student will be educated with non-disabled peers.

Limited English Proficient

An individual who does not speak English as his or her primary language and who has a limited ability to read, speak, write, or understand English.

Modifications

A practice or procedure that changes, lowers, or reduces learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level.

MOSIS ID

The Missouri Student Information System or MOSIS ID Number is a randomly generated state identification number given to every student receiving services in the public schools. In an effort to meet the reporting requirements of the Federal No Child Left Behind legislation and reduce the data burden on local schools and districts, the Department of Elementary and Secondary Education developed this student-level record system. MOSIS will provide more accurate data, reduce the time needed for data collection, and allow quicker responses to data requests.

Music Therapy

As a related service according to IDEA, music therapy assists students to be functional participants in their educational environment. Music therapists provide direct and consult services to a student, when assessed, to show that music therapy is needed to assist in gaining IEP progress. Music therapy may include:

- providing and modeling songs to teachers to help with specific IEP objectives
- providing ideas to assist with music therapy relaxation techniques and those to assist with regulation and sensory needs
- use of music and music activities to help a student achieve on their IEP

Print Disability

Is one who is unable to gain information from printed materials at an anticipated level for their grade and needs alternative access or a specialized format (i.e., Braille, Large Print, Audio, Digital text) to access that information. This includes students with blindness, visual impairments, learning disabilities or other physical conditions.

Prior Written Notice

An IEP team shall provide prior written notice to the parent of a student with a disability before the public agency proposes or refuses to initiate or change the identification, evaluation, educational placement of the student, or the provision of FAPE to the student.

Procedural Safeguards

Rules outlined in IDEA that give parents the rights to participate, have notice, and give consent. The procedural safeguards also determine how parents and schools can resolve disputes through mediation, due process, or complaint procedures.

Related Services

Developmental, corrective and other supportive services that the student's IEP team identifies as required in assisting him or her in benefitting from special education.

School Day

Any day, including a partial day, students are in attendance at school for instructional purposes.

Student in Transition

A student sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; living in motels, hotels, trailer parks, camping grounds, cars, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings due to the lack of alternative adequate accommodations; living in emergency or transitional shelters; abandoned in hospitals; awaiting foster care placement; migratory children who qualify as homeless because they are living in circumstances described above; or unaccompanied youth, including youth not in the physical custody of a parent or guardian, such as runaways and youth denied housing by their families.

Summary of Performance (SOP)

The SOP is required under the reauthorization of the Individuals with Disabilities Education Act of 2004. The SOP, with the accompanying documentation, is important to assist the student in the transition from high school to higher education, training and/or employment.

Transfer of Rights

When a student with a disability reaches the age of 18, all rights afforded to a parent transfer to the student. The parent and student must be informed of the transfer of rights at least one year prior to the student's 18th birthday.

FREQUENTLY ASKED QUESTIONS



Q. Can another person stand in for a parent as the educational decision maker? What if the parent sends a signed note? What if he/she gives permission over the phone?

A. *In general, a parent cannot give away their educational decision-making rights. There are exceptions, such as when the student is living with someone else who is acting as a parent or when a parent provides A POA does not transfer rights. It gives a person the ability to exercise another person's rights.*

But practically speaking, the only time the status of educational decision-maker is really going to be at issue is when consent is needed, or written notice is being provided. As for attendance at IEP meetings, there is nothing to obligate a responsible public agency to convene an IEP meeting with a person the parent has indicated in a note or phone call will "act on the parent's behalf." (DESE web FAQ)

Q. Can the IEP Team prepare a "draft IEP" before an IEP Meeting?

A. *Yes and the parent/adult student must understand that the document is a draft, and is not set in stone. The IEP team must be careful not to become so invested in their draft that they discount, or give the appearance of discounting, any proposals for change the parent/adult student makes at the meeting. Remember, a draft is a starting point for team discussion.*

Q. Can an IEP team meeting continue if a parent or his/her advocate elects to leave?

A. *Yes, the meeting can continue. Inform the person who is leaving and document the fact that the meeting will continue in his or her absence.*

Q. If a student is currently receiving Special Education services, what is the procedure for adding a related service?

A. *Before adding a related service, such as occupational therapy, physical therapy, or speech therapy, the reevaluation process must be followed and it must be determined by the IEP team that the student requires the related service in order to benefit from special education.*

The Notification of Meeting IEP must indicate the reason for the meeting; such as to discuss a change in FAPE (services). The district does not need to obtain new parental consent for placement. The student's IEP must be revised, as appropriate, and prior written notice of a change of FAPE provided to the parent/adult student.

- Q. Are teachers required to provide parents/adult students with copies of personal notes written about a student and used to support report card grades and progress toward goals?**
- A. *Education records are defined as those records kept by the district regarding the student. An employee's personal notes are not considered education records. The notes, however, must remain 'personal' and not be made a part of the student's file.*
- Q. Where are one-to-one paraprofessionals documented in a student's IEP?**
- A. A one-to-one para-educator would be documented in a student's IEP under the section "Supplementary Aids and Services". The "Para-Educator/Adult Services Form" must be completed annually, updated with data and included with the IEP.
- Q. When parents have equal decision making rights and they don't agree on consent, what do you do when one parent signs consent and the other objects?**
- A. Consent is only required to be obtained from one parent. The school can proceed with the process for which consent was obtained and the opposing parent has procedural safeguard rights, including due process hearing rights, assuming that they are indeed joint educational decision-makers. The same is true when a parent revokes consent for special education services.
- Q. Can students with disabilities be removed from school for possession of a dangerous weapon, possession or use of illegal drugs, or sale or solicitation of a controlled substance?**
- A. Yes. Such students may be removed from school in several ways: (1) a 45-calendar-day interim alternative educational placement; (2) a court injunction; (3) a long-term suspension or expulsion if the student's conduct is determined to be unrelated to the student's disability; or (4) a 45-calendar-day interim alternative educational placement following a decision by a formal due process hearing that the student is dangerous. (The 45-day interim placement also can be renewed through additional due process hearings if the student is deemed to be dangerous.)
- Q. Does the Missouri Safe Schools Act apply to students with disabilities?**
- A. Yes. However, this state law specifies that its provisions are subject to the state and federal regulations on disciplining students with disabilities. Those provisions come into play primarily where the disciplinary action involves a long-term suspension (defined in question #7) or expulsion, and where a student has been expelled from a prior district and is seeking to enroll in a new one.
- Q. Can a school district "stack" suspensions when drugs and weapons are involved?**

A. Yes. When a student is involved with a dangerous weapon or drug situation, there is nothing to prohibit the school district from imposing an initial short-term suspension, followed by a 45-calendar-day alternative interim educational placement, and followed by a long-term suspension or expulsion (if the student's conduct is then determined unrelated to the disability).

Q. Are school districts required to use 45-calendar-day placement for drugs or weapons, or can they go right to a long-term suspension/expulsion if conduct is unrelated to the student's disability?

A. No, a school district is not required to use the 45-calendar-day interim alternative educational placement when a student is involved with a dangerous weapon or drugs. School personnel may consider any unique circumstances in a case-by-case basis and determine if a short-term suspension is best. A school district may proceed immediately to a long-term suspension or expulsion if the IEP team determines the conduct is unrelated to the disability. As stated above, the school district may also "stack" suspensions. This means a school district could short-term suspend a student to allow time to convene the IEP team to determine if the child's disability is related to the behavior that is subject to the disciplinary action (manifestation determination). If the conduct is determined to be unrelated to the student's disability, a long-term suspension or expulsion may then be imposed.

Q. How does the school district remove students with disabilities from school if they are dangerous or violent?

A. There are four options: (1) A court injunction; (2) a due process hearing order for a 45-calendar-day alternative interim educational setting; (3) a long-term suspension or expulsion if the conduct is unrelated to the disability; or, (4) a change of placement through the IEP process to a more restrictive environment based on needs of the student. This last method cannot be used as a long-term suspension/disciplinary option.

Q. When a student with a disability is suspended for more than 10 days in a school year, does the student still receive services?

A. When a student with a disability is suspended for more than 10 days in a school year, but is not long-term suspended, the school district administration, in consultation with the child's teacher, will determine which services are needed to enable the child to appropriately progress in general curriculum and appropriately advance towards achieving goals set out in the IEP.

Q. What is considered a "long-term" suspension?

A. A long-term suspension is a suspension in excess of 10 consecutive days or in excess of 10 days cumulatively where a pattern of suspension is created. To determine whether a pattern is created, school districts must consider:

- 1) if the series of removals total more than ten(10) school days cumulatively in a school year;
- 2) if the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and,
- 3) such additional factors as length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

Q. When can students with disabilities be long-term suspended or expelled?

A. Students with disabilities may be long-term suspended or expelled if the conduct leading to the discipline is unrelated to the student's disability. However, even where the conduct is unrelated, the student must continue to receive a free appropriate public education (FAPE) and services which allow for continued progress in general education curriculum pursuant to an Individualized Education Program (IEP) during the period of long-term suspension or expulsion.

Q. Do students have a right to services when short-term suspended?

A. No. Students who receive short-term, out-of-school suspensions do not have a right to continued services. Students with disabilities who are short-termed suspended must be provided any services provided to nondisabled students. An example is providing homework to students who are short term suspended. However, if such students have been suspended in excess of 10 days cumulatively, the school administrator, in consultation with the student's teacher, will determine if a pattern of suspensions exists. If no such pattern is determined, school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are required on the 11th day and thereafter.

Q. What are some discipline options that can be used with a student with a disability?

A. Short-term suspensions; community service; detentions; paying for damage to school property; Saturday school; counseling or social skills training; long-term suspensions or expulsions (if the conduct is determined unrelated to the disability); 45-calendar-day interim alternative educational placements if the student possessed a dangerous weapon, or possessed/used illegal drugs, or solicited/sold controlled substances.

Q. Can a child go to kindergarten with a YCDD diagnosis?

A. It depends. If a district has adopted the policy to identify 3 to pre-K 5 year olds using the YCDD category and has also chosen to allow the continuation of that criteria for Kindergarten-age eligible children (age 5 by August 1), then for any children previously identified as ECSE/YCDD, the IEP team can choose to continue that non-categorical label until they are first-grade age eligible (age 6 by August 1). It should be noted that, whatever the categorical label, once the

child turns Kindergarten age eligible, ECSE grant funds may not be used to pay for the child's services.

Q. Is consent required before conducting a Functional Behavior Assessment (FBA)?

A. Yes. An FBA is generally understood to be an individualized evaluation of a child in accordance with 34 CFR §§300.301 through 300.311 to assist in determining whether the child is, or continues to be, a child with a disability. The FBA process is frequently used to determine the nature and extent of the special education and related services that the child needs, including the need for a BIP. As with other individualized evaluation procedures, and consistent with 34 CFR §300.300(a) and (c), parental consent is required for an FBA to be conducted as part of the initial evaluation or a reevaluation.

Q. Under what circumstances must an IEP team use FBAs and BIPs?

A. As noted above, FBAs and BIPs are required when the LEA, the parent, and the relevant members of the child's IEP team determine that a student's conduct was a manifestation of his or her disability. If a child's misconduct has been found to have a direct and substantial relationship to his or her disability, the IEP team will need to conduct an FBA of the child, unless one has already been conducted. Similarly, the IEP team must write a BIP for this child, unless one already exists. If a BIP already exists, then the IEP team will need to review the plan and modify it, as necessary, to address the behavior.

An FBA focuses on identifying the function or purpose behind a child's behavior. Typically, the process involves looking closely at a wide range of child-specific factors (e.g., social, affective, environmental). Knowing why a child misbehaves is directly helpful to the IEP team in developing a BIP that will reduce or eliminate the misbehavior.

For a child with a disability whose behavior impedes his or her learning or that of others, and for whom the IEP team has decided that a BIP is appropriate, or for a child with a disability whose violation of the code of student conduct is a manifestation of the child's disability, the IEP team must include a BIP in the child's IEP to address the behavioral needs of the child.

Q. How can an IEP address behavior?

A. When a child's behavior impedes the child's learning or that of others, the IEP team must consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior. Additionally, the team may address the behavior through annual goals in the IEP. The child's IEP may include modifications in his or her program, support for his or her teachers, and any related services necessary to achieve those behavioral goals. If the child needs a BIP to improve learning and socialization, the BIP can be included in the IEP and aligned with the goals in the IEP.

- Q. If a student with a disability exhibits behaviors that are not related to the disability, should the statement on the Special Considerations page concerning behavior be marked “yes” or “no”?**
- A. The behaviors need to be addressed whether they are related to the disability or not. You can certainly document in the IEP whether you have determined them related or not. There is no requirement to develop a Behavior Intervention Plan (BIP). However, if one is needed it must become a part of the IEP. The requirement is to consider positive behavior interventions/strategies if the student’s behavior is impeding the learning of himself or others.
- Q. If student behaviors are absolutely not related to the disability (student receives speech therapy for articulation errors but also exhibits problem behaviors) why would the IEP team need to address this as part of the IEP?**
- A. The reason could be because the behaviors impede the student’s learning or the learning of others.
- Q. If a BIP is a part of the IEP, do we need to use the amendment process if a change needs to be made in the BIP?**
- A. IDEA requires that the BIP be a part of the IEP. This triggers the use of the amendment process when the BIP needs to be amended.
- Q. If a student has already been placed in special education without signed parental consent, how can that problem be corrected?**
- A. This cannot be corrected retroactively because IDEA requires signed parental consent before a child receives special education services. You should, however, provide the parent with a Notice of Action for initial services, obtain consent and include this documentation in the child’s special education record.