



MATANUSKA-SUSITNA
BOROUGH SCHOOL DISTRICT



MSBSD Special Education Processes 2022-2023

Revised August 2022



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Introduction

The office of Student Support Services Special Education Department is responsible for provision of services to children with disabilities from age 3 through the school year they turn 22. Specialized services are provided through the employment of over 300 special education teachers and itinerant specialists in more than 100 special education programs.

This booklet of guidelines is to serve as a companion to the [Alaska Guidance for Sped Personnel \(Handbook\)](#) in defining processes unique to our district. The processes described are designed as a reference for District Staff and supplement to the Alaska Guidance for Sped Personnel (Handbook) and to the Individuals with Disabilities Education Improvement Act 2004 (IDEA 2004). This manual will be updated in conjunction with revisions to the above-mentioned references and may be supplemented with memos from the Director of Student Support Services. This manual will be provided to every certified special education staff member in MSBSD.

Vision Mission, Beliefs, Values and Goals

Student Support Services shares MSBSD's vision, mission, beliefs, values, and goals. It is the responsibility of Student Support Services to ensure that these ideals are assessable by all children.

Vision

Mat-Su Borough School District will be a model of excellence in teaching, learning, and engaging all students.

Mission

Mat-Su Borough School District prepares all students for success.

Beliefs

- We believe that the need and best interests of students drive all decisions.
- All students can and want to learn.
- Educational choices and community participation are essential to student success.

Guiding Principles

Stewardship
Quality
Collaboration

Accountability
Integrity
Commitment

Empathy
Respect

Goals

1. Improve student success, achievement, and performance.
2. Develop excellent educators and leaders.
3. Use innovative practices to improve the education system.
4. Include families and community members in the education of our students.
5. Promote safe and healthy environments for all.

Confidentiality

Privacy rules and regulations surrounding the disclosure of student information are strict. [The Family Educational Rights and Privacy Act \(FERPA\) \(20 U.S.C. § 1232g; 34 CFR Part 99\)](#) is a federal law

that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

The Director of Student Support Services is designated as the district designee responsible for maintaining confidentiality of student information. All staff must prevent the unauthorized disclosure of personally identifiable information (including name, address, parents, student number, other information that would make it possible to identify the child) pertaining to children with disabilities. Information regarding students with disabilities is restricted within the district to employees with a **need-to-know** information.

Written Permission

Written permission to disclose information to anyone who is not working in the district is required. This permission must be kept in the students' Student Support Services file.

Record Security

Special education records must be kept in a locked location, on school grounds. Records removed from the locked location must be kept in possession at all times until returned to a secure location.

Volunteer and Classroom Observer Confidentiality

Parent and other volunteers or observers who spend time within the special education classroom or on field trips are required to sign a confidentiality agreement with the school district. Confidentiality Statements are to be kept in the case manager's working file at school, it should not be uploaded into Synergy SE.

Email Protocol

All district email is fully discoverable and may be requested in legal proceedings, under several different sections of the Freedom of Information Act, both State and Federal. Please remember that you must always have **no expectation** of privacy when using an email system. Remember, whatever you write may end up in public media, and may be subject to records request or subpoena.

Subject lines should follow a very generic format. An acceptable subject line would be "student" for general emails concerning a student with disabilities among district personnel.

Subject lines for meeting also follow a very generic format. An acceptable subject line for a meeting would be "IEP meeting", "ESER meeting", and "RTI meeting".

Do not include student names, initials, or ID numbers in subject lines. Student names or initials may only be used within the body of an email to schedule an IEP or to forward documents without comment.

Rule of Thumb: never identify students by name, ID#, or using information that will allow others to determine who any student is.

Recording Meetings

MSBSD does not allow audio or video taping of IEP meetings unless: as written in IDEA regulations, the taping is necessary for parents to understand and/or participate in developing the IEP, or the IEP process, or to implement other parental rights guaranteed under Part B of IDEA.

Video Taping Students

Parent/Guardian permission should be acquired before recording. Explain the purpose of the recording with parents. Videos may not be emailed, use a thumb drive or other storage device if video is to be shared with team members. Video copies are considered part of a working file and should be treated as such (purged/destroyed after use i.e. current academic school year). No other students may be included in the video.

Working Files

Anything maintained about a student is consider a student record. Student records must be maintained, kept confidential, stored, produced upon request, available for parent to review and destroyed according to district process. Working files can be kept by the case manager or related service provider and contain special education paperwork, data, or other relevant information pertaining to the student's special education needs, program, and instruction. Working files could be reviewed during a due process hearing or during law action. Be aware that what you put in your working file can be reviewed at any time.

Best practice is to document progress within the quarterly progress notes. Working files should be purged at the end of the school year.

Working files can include, but is not limited to, the following:

Suggested Contents:

- Therapy logs/notes
- Behavior data
- Progress monitoring data
- Data collected on goal/objectives
- Work samples that relate to areas of eligibility
- School/home correspondence

Test Protocols

Send all test protocols to SSS District Office following the evaluation completion. There is no need to print online scoring reports as long as the information has been copied into the ESER. The ESER itself will be the official test record.

Personal Notes and Discoverable Educational Records

Non-Discoverable Personal Notes/Memory Aides

These are documents created and kept by a district employee for their sole use. (34 CFR99.3) These personal notes or other memory aides are not shared or referenced in conversation. These documents should be maintained for only the current school year.

Discoverable Educational Records

Student records, which contain information directly, related to a student and are maintained by an agency or institution. (34 CFR 99.3) Educational records may be requested by and given to parents. Notes that are intended to be referenced or shared at a meeting orally and/or copied to any other document (IEP/ESER etc.) could become a matter of an educational record. Any record passed between staff could also become an educational record and can be subject to discovery in a due process hearing or other litigation.

All parent and out-of-district request for records will be filled from SSS office. Parents have a right to their child's educational records. Current ESER/IEP can be given to parent by current case manager. Parent has access to current IEP in ParentVUE.

Meeting Invitations:

Parent/Guardians must be given at least 10 days notice of a meeting, unless otherwise mutually agreed upon with that box checked.

Transfer In:

Transfer-In meeting held within 45 days of email notification from record technician.

Evaluations:

90 calendar days to evaluate, determine eligibility, review evaluation, and draft IEP.

Referral:

Communicate as the process outlines in the Referral/Evaluation section of this manual but should be completed and sent to Student Support Services for processing within 10 working days of signed consent.

ESER/IEP paperwork finalization:

ESER/IEP must be finalized within ten (10) working days of the meeting.

ESY –

For students that are eligible for ESY

- Annual Review held between August-February Parent conference date – must complete ESY portion within IEP AND ESY Eligibility Form at the annual review.
- Annual Review due and expected to be held AFTER February Parent Conference date – must conduct IEP Amendment for ESY and ESY Eligibility Form no later than February Parent Conference date
- Parent Online Registration for ESY will open in April.
- Transportation form will be completed by case manager in April.

Fall ESER/IEP Dates

All IEP's due on or before September 15th of the next school year must be completed by the end of the current school year.

All 3-year Reevaluations due on or before September 30th of the next school year must be completed by the end of the current school year.

Student Age Timeline

Student 3 - 5.6 years old

Student enters special education between ages 3 and 5.6 years old, Early Childhood entry indicators (COSF) must be completed in Synergy SE. This can be found in the student's Special Ed Documents in Synergy SE > Miscellaneous Documents > Child Outcome Summary Form.

Student Turns 9

A child who has been eligible as ECDD must have another (different) eligibility determination made PRIOR to ninth birthday or student will no longer be eligible for special education.

Student Turns 15

Transition plans are required by IDEA during the annual review prior to their 16th birthday. This will often take place when the student is 15 years old.

Student Turns 16

At age 16, a transition plan must be in place in the IEP. If a student will turn 16 before September 1 of the following school year, a secondary transition plan is required during the current school year.

Student Turns 17

At age 17, a transfer of rights letter must be sent to parent and student; future communication must be directed to student. This is in the Miscellaneous Tab in Synergy SE. Check the box on page one of the IEP stating letter has been sent.

Student Turns 22

Student may continue in special education through the remainder of the school year, then is required to exit.

Required Participants

[IDEA 2004, Section 1414 \(d\) \(1\) \(b\)](#), states that the IEP team includes the following people:

- The parents of a child with a disability. IDEA 04 re-emphasizes parental participation. It is expected that we will encourage, even convince parents to attend meetings.
- Not less than 1 regular education teacher of such child (Best practice: certified in general education and currently practicing in general education).
- Not less than 1 special education teacher, or where appropriate, not less than 1 special education provider of such child
- A representative of the local educational agency, other than the special education teacher.
- An individual who can interpret the instructional implications of evaluation results (either the special education teacher, or a school psychologist).
- At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related service personnel as appropriate.
- Whenever appropriate the child with a disability, beginning at **age 15**, must be invited when any transition is to be discussed.

Others

- Representative of private school if student is enrolled there.
- Transition service providers when appropriate, if parent provides prior permission.
- ILP teacher, if requested by parent, at initial transfer in IEP meeting.
- Related service personnel: either in attendance, or provides written input regarding the nature, frequency and amount of related service to be provided
- Other individuals at parent's discretion.

All IEP members in attendance must document their attendance. If parents do not attend, efforts to involve the parents must be documented.

Meeting Invitations

District policy requires a minimum of 10 days prior notice to the parent. No less than three documented attempts to contact parents be made regarding the meeting. Best practice is to offer

multiple times to all meeting participants so that the best time can be selected to meet everyone's needs. Less than the minimum 10 days prior notice is only acceptable in circumstances where parents and all other parties mutually agree. In this instance, the box on the meeting invitation for mutual consent must be checked, and telephone contact must be documented on the invitation. It is required that, at the time of IEP meeting scheduling, you email the team members with the time and place, and purpose of the meeting. Itinerant staff travels to many buildings; a written invitation may not reach them in a timely manner.

Fill in all appropriate boxes and send to invited staff members. When you prepare an Invitation, be sure and check all the boxes to be considered at the meeting.

Parental Participation

Parental participation is a valuable and required component of the team meeting. Parent participation should be well documented. Parental Procedural and Safeguards must be offered at **all** meetings with parents. Offer to clarify any points or concerns in the Procedural Safeguards document for parents. Avoid overuse of jargon and stop frequently to assure parent understanding. Ask frequent and open-ended questions and offer clarification on any potentially confusing items. Document all parent comments, questions, and concerns. *Remember, not all parents are as well versed in acronyms as school personnel.*

Parent Rights for Special Education Procedural Safeguards

Click [HERE](#)

Participants and Signatures

At the beginning of the meeting, the case manager shall collect the signatures of all participants. The District Representative should affirm that all required participants are in attendance. If all participants are not in attendance, the meeting should be halted and efforts to gather required personnel be made or the meeting rescheduled for a time when everyone can attend. It is important that all members of the team are present for the **entire** meeting.

Agenda

Everyone's time is valuable and must be respected. Accordingly, all meetings should start promptly on time and adhere to an agenda that has been preplanned by the casemanager. For most meetings the document itself can serve as an agenda outline. For example, an IEP meeting can follow an IEP section by section for its agenda.

Drafts

IEPs are working documents, and as such changes can and should occur during the meeting. All IEPs distributed at the meeting should be clearly marked as draft. This can easily be accomplished by checking the box marked "DRAFT" on the cover page of the IEP. Best Practices is to give the family a draft IEP one week prior to the IEP meeting.



The screenshot shows the top navigation bar of the IEP system with tabs: Cover, Strengths/Concerns & PLAAFP, Special Factors, Assessments, Goals, Needs & ESY, Services, Placement, Meeting Notes, and Attachments. The 'Cover' tab is highlighted with a red box. Below the tabs, there are several date fields: IEP Date (06/09/2023), IEP Review Due Date (06/09/2023), Eligibility Effective Date, and Re-evaluation Due Date. On the right side, there is a 'Process Name' field with 'Initial Evaluation' and a 'Display DRAFT' checkbox, which is checked and indicated by a yellow arrow.

Written Notice

IDEA requires that the district provide the parent with a Written Notice any time the district proposes or refuses to initiate or change the identification, evaluation, placement, or IEP. The Written Notice (WN) is to reflect what action will occur following the IEP meeting; not what will occur at the meeting. If the student qualifies for Extended School Year (ESY), it is to be indicated in the Written Notice.

Sample Written Notice

	Annual IEP	Referral for an Evaluation	ESER Meeting	Combined ESER and IEP
Description of proposed or refused action	Implement the IEP as agreed upon by the team.	Conduct an evaluation in the areas of... (List areas checked on the consent for evaluation.	___ is eligible for special education services under the category of ___ Services will be provided in _____	___ is eligible for special education services under the category of ___ Services will be provided in _____ Implement the IEP as agreed upon by the team.
Reason for proposed Action	Annual review of IEP was held. Team developed a new IEP	3-year reevaluation is due to determine if ___ qualifies for special education. OR Due to lack of progress in Tier 3 interventions, team would like to evaluate ___ to determine eligibility for special education.	Evaluation Summary and Eligibility Report reviewed by team.	Evaluation Summary and Eligibility Report reviewed by team. Annual review of the IEP was held.
Description of evaluation procedure, test, record, or report used in deciding to propose or refuse action	Parent input, standardized assessments, AIMSweb data, MAP scores, team discussion Behavior data (Whatever you use to develop the IEP.)	Parent input, standardized assessments, AIMSweb data, MAP scores, team discussion, Behavior data (Whatever was use to determine the referral.)	Parent input, standardized assessments, AIMSweb data, MAP scores, team discussion, Behavior data (whatever was used to determine eligibility)	Parent input, standardized assessments, AIMSweb data, MAP scores, team discussion, Behavior data (whatever was used to determine eligibility and IEP development)
Description of other options considered, if any, and reason for rejecting Them	No other options at this time. OR Outline options discussed and list reason for rejecting.	No other options at this time. OR Outline options discussed and list reason for rejecting.	No other options at this time. OR Outline options discussed and list reason for rejecting.	No other options at this time. OR Outline options discussed and list reason for rejecting.
Other factors that are relevant to the proposal or refusal	No other factors at this time. OR List factors that are relevant to the IEP	Parent signed consent for evaluation	No other factors at this time. OR List factors that are relevant to the IEP	No other factors at this time. OR List factors that are relevant to the IEP

	Transfer-in ESER/IEP current	Transfer-in ESER current IEP expired	Transfer-in expired ESER with current IEP	Expired ESER and IEP
Description of proposed or refused action	_____ meets MSBSD criteria for special education under the eligibility of _____. Transfer-in IEP with changes as agreed upon by the team. The following sections were amended...	_____ meets MSBSD criteria for special education under the eligibility of _____. New annual IEP implemented as agreed upon.	Conduct an evaluation in the following areas: Current IEP will be implemented until the evaluation is complete.	Conduct an evaluation in the following areas: _____ will remain in the general education setting until the evaluation has been completed.
Reason for proposed action	_____ moved from out of district with a current ESER and IEP.	_____ moved from out of district with a current ESER with an expired IEP.	_____ moved from out of district with an expired ESER and current IEP.	_____ moved from out of district with an expired ESER and IEP
Description of evaluation procedure, test, record, or report used in deciding to propose or refuse action	Parent input, out of district ESER and IEP, team discussion	Parent input, out of district ESER and expired IEP, team discussion	Parent input, out of district expired ESER and current IEP, team discussion	Parent input, out of district expired ESER and IEP, team discussion
Description of other options considered, if any, and reason for rejecting them	No other options at this time. OR Outline options discussed and list reason for rejecting.	No other options at this time. OR Outline options discussed and list reason for rejecting.	No other options at this time. OR Outline options discussed and list reason for rejecting.	No other options at this time. OR Outline options discussed and list reason for rejecting.
Other factors that are relevant to the proposal or refusal	No other factors at this time. OR List factors that are relevant to the IEP	No other factors at this time. OR List factors that are relevant to the IEP	No other factors at this time. OR List factors that are relevant to the IEP	No other factors at this time. OR List factors that are relevant to the IEP

Possible options and reasons for rejecting:

- Team discussed placement in Behavior Support Program but rejected because daily behavior point sheet indicates success in resource room and general education classroom.

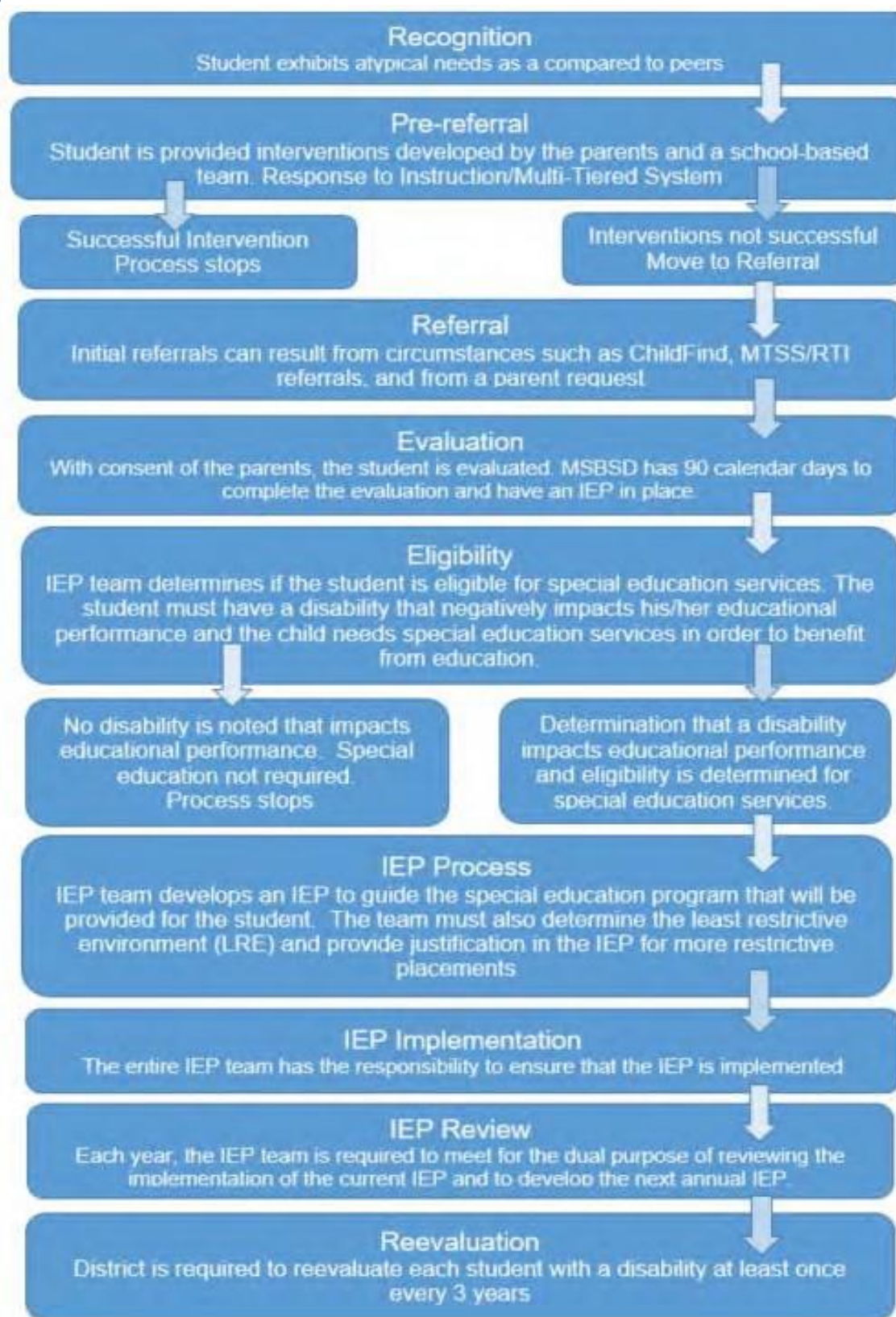
Other factors:

- Transportation changes
 - XXX is eligible for special education transportation, but parents are choosing to transport
 - XXX is eligible for special education transportation but is on a boundary exempt. Parents will transport.
- Reasons for non-compliance
 - IEP was due on _____. The general education teacher was not available. Parent requested to hold the meeting when the general education teacher would be present.
 - IEP was due on _____. Team was not able to meet because the parents were out of state. Parents requested to hold the IEP meeting when they returned.
- Reconvening a meeting
 - Team will reconvene in 3 weeks to review behavior data.
 - Team will reconvene at the end of first semester to review testing data.
- Parents agree for team to hold a meeting when they are not available.
 - IEP meeting due. Parents agreed for the team to meet without them. Teacher will review IEP on _____ with the parents. Team will reconvene if necessary.

Meeting Notes

Meeting notes should be well formatted, concise, yet comprehensive, and legible. They should reflect conversations and agreements on all actions and decisions during the meeting. Always document in the meeting notes the parental procedures and safeguards were offered to parents. At the close of the meeting, review notes with all participants, and obtain agreement. Assign a team member to take notes within student's SE plan. If prefer to hand write notes, these notes must be typed in after the meeting then shredded once entered and saved in SE.

Special Education Process



District Representatives

Being a District Representative entails a high level of responsibility. The two main duties of a District Representative are to commit district resources and funds, and to ensure that all legal processes are followed for the meeting. The Director of Student Support Services or the Principal of each building designates District Representatives.

Qualifications for being a District Representative include:

- Understand special education meeting legal requirements to ensure all components are present and being addressed.
- Be qualified to provide or supervise special education services.
- Be knowledgeable about general curriculum.
- Be able to commit district resources.

The Director of SSS has designated all Speech Pathologists, Psychologists, and Resource Specialists to serve as District Representatives. Principals can designate individuals from their building to represent them at meetings. A District Representative at an IEP meeting may not fulfill the special education provider, or regular education teacher's role at that meeting. If there is more than one Service Provider in attendance (for example the special education teacher and the speech pathologist), the special education teacher can attend as the Service Provider and the Speech Pathologist can attend as the District Representative. For further questions or concerns about District Representatives, please contact your Resource Specialist.

What is the District Representative role with the IEP team?

Being a District Representative entails a high level of responsibility. The two main duties of a District Representative are to commit district resources and funds, and to ensure that all legal processes are followed for the meeting. The Director of Student Support Services or the Principal of each building designates District Representatives.

A District Representative must attend all IEP meetings. This duty falls on the principal unless a designee is appointed by the principal to function as the District Representative.

District Representative Role

What is the role of the District Representative at the ESER, IEP, manifestation, or other special education meeting?

1. Ensure that all team members are in attendance and have fully participated in the discussion
2. Ensure that the parent's requests are directly responded to by appropriate team members
3. Address any misrepresentation of facts - clarify facts or discussion points
4. Redirect the discussion if it digresses outside of the agenda or IEP
5. Maintain decorum - designate a break or rescheduling of the meeting if it becomes too emotional or disagreeable
6. Table discussion topics that are clearly outside of the team's decision purview - follow up with proper personnel
7. Identify consensus of the team
8. Ensure that paperwork is complete with signatures

What is the District Representative role in the event of a disagreement among team members?

While an overwhelming majority of IEP teams agree throughout the entire IEP development and revision meeting, there are rare events where there is a disagreement between team members. Such disagreements occur most between school professionals and parent requests. In the event of a disagreement, it is the responsibility of the District Representative to:

1. Ensure that all team members are in attendance and have fully participated in the discussion
2. Ensure that the parent's requests are directly responded to by other team members
3. Identify consensus of the team after providing each team member an opportunity to discuss the issue.
4. Ensure that the Written Notice addresses the topic of disagreement and succinctly captures the team consensus

If a consensus is not reached: A 1986 9th Circuit case provides guidance.

Doe v. Maher (9th Circuit, 1986) "If consensus is not reached, the agency has the duty to formulate a plan to the best of its ability in accordance with information developed at the prior IEP meetings but must afford the parent a due process hearing in regard to that plan".

- District Representative will make the final recommendation in the event of a lack of consensus.
- Do you have to provide it at the meeting? No, but within reasonable time. (next day)
- It is also reasonable to reconvene as a team after more information is gathered

Additional Considerations:

It is strongly recommended that an administrator attend any meetings where staff or parents have concerns or there have been issues at prior meetings. An administrator should attend any manifestation determination meeting.

Parent, Surrogate Parent, and Foster Parent

IDEA requires that a member of the IEP team fill the role of someone who is familiar with the child. The majority of the meetings held will require the participation of someone filling the role of parent.

One or more of the following can fill the role of a parent:

- A biological or adoptive parent of a child.
- A guardian generally authorized to act as the child's parent or authorized to make education decisions by the state.
- An individual acting in the place of a biological or adoptive parent with whom the child lives. This list includes grandparent, stepparent, or other relative.
- An individual who is legally responsible for the child's welfare, as determined by the child's enrollment record and an agreement that is in the school's possession.
- A surrogate parent who has been appointed by the district.
- An affirmed foster parent.

The biological or adoptive parent, when attempting to act as the parent and when more than one party is qualified to act as a parent, must be presumed to be the parent unless the biological or adoptive parent does not have legal authority to make education decisions for the child.

OCS

OCS does not sign special education paperwork as "parent". Student will have a FosterParent (confirmed by district) or Surrogate Parent (appointed by district).

Foster Parent

If a child has been in the same foster home for a period of time and it is reasonable to assume that the Office of Children's Services will not be moving the child to a different foster situation in the foreseeable future, then the foster parent may serve as the parent of a child for the purposes of special education. A foster parent must submit an Affirmation Form stating they are willing to serve as the parent, and then the district must provide a Confirmation letter to the foster parent. These forms must be uploaded to Synergy SE. Foster Affirmation Form is located in Misc Documents in Synergy SE.

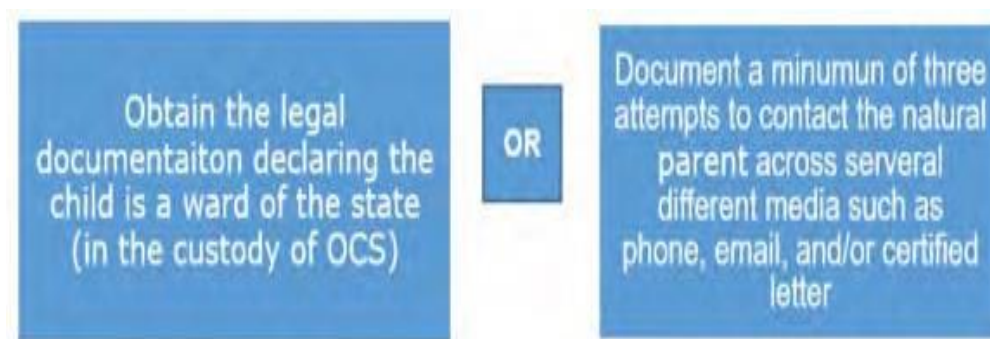
Case manager is responsible for obtaining foster parent affirmation signatures. This form is to be sent to your records tech in SSS.

Surrogate Parent

In some situations, children may be residing with adults other than parents and relatives who are not filling the role of foster parent. In these unique situations, a surrogate parent must represent the child. Relatives may be considered as potential surrogates and be appointed. All potential surrogate parents must undergo mandated training with the district. The Director of Student Support Services appoints all Surrogate Parents.

The following special circumstances require representation by a surrogate parent:

- A surrogate parent is required when the child is a ward of the state, unless foster parent has been confirmed by district.
- A surrogate parent is required if the child's parents are not able to be located, and there is no one authorized to make educational decisions for the child.
- A surrogate parent is required if the child is residing with someone other than a relative, and there is no designation of someone who is legally responsible to make educational decisions for the child.
- A surrogate parent is required if the student is an unaccompanied homeless youth.



Surrogate Parent Flow

Case manager determines a surrogate parent is needed.

- Consult your Resource Specialist
- Submit these pieces of documentation to Cindy Klauder Student SupportServices.
- Student Support Services identifies a potential surrogate parent who has

completed mandated training.

- The Director of Student Support Services appoints a surrogate parent.

Judicial Decree

If a judicial decree or order identifies a specific person to act as the parent of a child or to make educational decisions on behalf of a child, then such person or persons shall be determined to be the parent. This legal paperwork must be in the possession of the school before allowing **anyone** other than the parent to act as a parent.

Naming convention for uploaded documents

StudentInitials_DocumentName_2digitmonth-2digitday-2digityear of the document

For Example: AZ_IEP_01-01-20 AZ_PlacementConsent_01-01-20

Transfer-In from Out of District

Transfer-In Process

1. Case Manager/School Psychologist/Related Service Providers as appropriate will receive email notification from record technician of student that is ready for review and transfer in.
 - a. Record technician will upload OOD records in historic documents for school team review.
 - b. Record technician will open ESER and upload OOD ESER to Attachment Tab.
 - c. Case manager will communicate with school team when they would be available for meeting with parent to review out of district ESER and draft annual IEP within 45 days of email notification from record technician or by other due date, whichever comes first. See next section for other due date scenarios.
 - d. Case manager contacts parent to notify them that out of district records have been received and services are being provided as written or as appropriate within MSBSD and to schedule meeting within 45 days of record receipt or by other due date, whichever comes first.
 - e. Case manager to draft Written Notice (use the Written Notice in Misc Docs) noting the following:
 - comparable services will be provided
 - document contact with parent
 - f. Case manager will open Consent for Evaluation and check the boxes for areas that student is currently eligible for in OOD ESER.
 - DO NOT finalize this document. It is only populated in order to provide ESER the appropriate areas to address.
 - g. School psychologist and related service providers will review records located in historic documents of student's SE record.
 - h. If any providers need additional information or need to conduct a formal evaluation due to the lack of information in the out of district ESER, that provider will need to contact the parent so they are aware of the need for additional information.
 - i. Parental consent via Consent for Evaluation is not necessary as this is an area that the student is already eligible for and parent had provided that consent for evaluation with the current ESER.
 - If school team would like to evaluate an area that the student is not currently eligible for, Consent for Evaluation must be obtained from parent for this new area and a Referral Packet (Referral document, Observation Guide document, vision and hearing check with school nurse) will need to be completed. This new area falls in the 45 day window for completion with the rest of the Transfer In paperwork.
 - j. Psychologist and related service providers will enter information into draft ESER documenting current out of district ESER and eligibility for MSBSD.
 - k. Psychologist and related service providers will enter a statement in Overall Summary speaking to eligibility and enter Educational Needs and Recommendations as appropriate
 - l. Psychologist will complete ESER eligibility tab and notify team by email that ESER is complete, print and sign ESER eligibility prior to meeting if eligibility remains same as out of district ESER.
 - m. If recommendation to change eligibility, draft and print to sign at meeting with parent.
 - n. Case manager and related service providers will draft an annual review IEP based upon the out

of district ESER that is now populated into the MSBSD ESER.

- o. School team (case manager, district rep, general education teacher, school psychologist and related service providers) will review out of district ESER and draft an annual IEP with parent. Be sure to include on the written notice for this meeting that the records from the previous district were reviewed and accepted.
- p. Student will continue to receive services as appropriate.
- q. Case manager will complete all uploading and follow up paperwork for finalization.
- r. REMINDER: Finalize the IEP LAST.

Transfer In Record Scenarios

1. Out of district ESER and IEP are active and IEP and ESER due date is after 45 day transfer in notification date
 - a. Implement OOD IEP
 - b. Team review OOD ESER and draft annual IEP
 - c. Hold meeting before 45 day timeline
2. Out of district ESER and IEP active and IEP or ESER due date is before 45 day transfer in notification date
 - a. Implement OOD IEP
 - b. Team review OOD ESER and draft annual IEP
 - c. Hold meeting prior to IEP or ESER due date, whichever comes first
3. Out of district ESER is expired and IEP is active
 - a. Implement OOD IEP
 - b. Gain consent from parent for evaluation
 - c. Conduct evaluation
 - d. Hold meeting to review ESER and draft annual IEP within 90 days
4. Out of district ESER is active and IEP is expired
 - a. Implement OOD IEP as appropriate
 - b. Team review OOD ESER and draft annual IEP within 45 days
5. Student will turn 9 and has an ECDD eligibility prior to 45 day transfer in notification date
 - a. Implement OOD IEP
 - b. Gain consent from parent for evaluation (you will be changing eligibility)
 - c. Conduct evaluation
 - d. Hold meeting to review ESER and draft annual IEP within 90 days or prior to 9th birthday, whichever comes first.
6. Out of district ESER and IEP are expired
 - a. Student is a regular education student, no further action
 - b. If school has concerns, they will initiate an initial evaluation.

Propose evaluation/additional assessment if Transfer-In student does not meet MSBSD eligibility criteria.

If eligibility does not meet MSBSD criteria, and the child has or had an active IEP during current school year, the IEP will be implemented until the evaluation is completed or until it expires. If eligibility does not meet MSBSD criteria, and the IEP has expired prior to the current school year,

student will be served in general education setting, without special education services, and an intervention team will be convened at the school of enrollment. If the school psychologist determines that an immediate evaluation needs to be conducted, the intervention team will proceed with evaluation planning and obtaining consent.

Important Exceptions to Transfer in Students

All files for students eligible as speech impaired will be reviewed by Speech Pathologist at school site.

All files for preschool and students from residential psychiatric treatment centers will be reviewed at the Student Support Services office.

If a student comes into the district with an IEP placement that is not available at the enrolling (boundary) school, a Resource Specialist is required to be involved in the placement discussion.

Evaluation Process Overview

The Evaluation Process is conducted when a student will be evaluated to determine special education eligibility.

Evaluation Process Best Practice

- Hold Preplanning Team meeting prior to meeting with parent to determine area(s) to assess. All persons that may be conducting an evaluation should be invited to this meeting. Areas to assess should not be determined by case manager alone.
- Hearing and vision screening for initial evaluation or additional assessment should be conducted prior to parent consent.
 - If student fails vision or hearing screening, contact your psychologist to determine next step.
- Evaluation/protocols from outside MSBSD and within the school district must be sent to SSS when evaluation is completed.

Evaluation Timeline

Under Alaska regulation 4 AAC 52.115, once consent is obtained, districts have 90 calendar days to evaluate, determine eligibility, and offer services. 4 AAC 52.115 reads: “(a) No later than 90 calendar days after obtaining parental consent for an initial evaluation or re-evaluation of eligibility the district shall evaluate the referred child, develop an IEP if the child is determined to be eligible and parental consent for services is obtained, and provide the child with special education and related services.

(b) A district remains obligated under AS 14.30.278 to develop an IEP not later than 30 days after the determination of the child’s eligibility.”

For clarity, the district has up to 90 days to determine eligibility **AND** provide an IEP. If a district determines eligibility earlier, for example in 35 days, the district will then have 30 days from the eligibility determination to develop and to provide an IEP. If the district determines eligibility after 60 days, for example in 70 days, the district may not exceed the 90 days to provide IEP services.

Referral

A referral for special education is initiated when the team, including parent, suspects that the student may have a disability. The referral is the first part of the Evaluation Process. Detailed instruction for completing a referral is described within each evaluation process.

- Initial Referral is for students who are not currently receiving special education services and comes from ChildFind, MTSS referral, or parent request for an evaluation.
- Additional Assessment Referral occurs when the student’s team wants to consider additional areas of special education eligibility.

Vision and Hearing Screening

Students must have a vision and hearing screening conducted by school nurse **prior** to obtaining parent consent to evaluate. Vision and hearing screening must not be older than 1 year.

If student does not pass one or both screenings, contact your school psychologist immediately to determine how to proceed.

Vision and hearing screening information is not included on the ESER.

Vision and Hearing on the Consent for Evaluation is for conducting an evaluation in those areas, not for the nurse screening.

If you have vision or hearing concerns for your student, contact your assigned vision or hearing specialist for a special education specific screening.

Team/Staff Participants

- School Psychologist
- Case Manager
- Related Service Provider(s) as appropriate
- General Education Teacher(s) – one is required, additional general education teachers as appropriate
- School Principal
- School Nurse
- Resource Specialist
- Other team members as appropriate
 - Literacy coach

Evaluation Planning Meeting

For all referrals, team should conduct a Pre-Evaluation Planning Meeting to discuss areas to evaluate. Areas to evaluate should not be determined by the case manager alone. Related service providers will determine if their area will be assessed. For initial or additional assessment, related service providers should conduct a screening to determine if an evaluation is supported. School psychologist along with case manager will determine if academic or behavior/social emotional/adaptive areas will be assessed.

For teams considering conducting an FBA as part of the evaluation process, the school psychologist must be extensively involved in this process.

Consent to Evaluate

Team must obtain consent for all areas to be evaluated. Parent signature on Consent to Evaluate, indicates that they agree to the checked areas of evaluation. Parents can revoke their consent during the evaluation process via written request. Contact your school psychologist and Resource Specialist for how to proceed.

Case manager will add the student to SE. Navigate to the SE Student Screen.

❖ Select +Add

SE Student

Menu Meet With Student Find Undo + Add

❖ Find and Transfer student to SE

Student SIS Number Find

Find Students

Selection Criteria (Search)

Last Name

Transfer Info

Initial Process

Initial 504 Process

Initial Evaluation

Annual Review

Re-Evaluation

Transfer In

Exit

Finally, click 'Transfer' to add the student to SE

Enter Last Name of student you are transferring into SE. Click Find

Select 'Initial Evaluation' from the drop menu

Click the row of the student you want to select. The row will turn blue.

Observation Guide

This should be completed by the Case Manager or school psychologist as appropriate. This can be completed by a related service provider if they are also the case manager (usually specific to Speech Language Pathologist). The observation should occur in an environment other than your own classroom. On notes tab, write a summary in narrative form on your observations. Refrain from assumptions, and state observable facts.

Consent for Evaluation

Fill in the following areas from the form signed by the parent at the meeting then casemanager will finalize. If after multiple attempts the case manager is unable to obtain consent, please contact your resource specialist on how to proceed.

This portion to be completed by Parent(s)/Guardian(s)

The attached Prior Written Notice explains the action(s) to be taken.

☐ I consent to the actions checked above.

☐ Consent for the evaluation is hereby denied.

Please return this form to:

Case Manager Name

Phone:

555-1234

Consent Received Date

Mark the box that the parent marked on their signed copy. Enter the date that the parent signed

ESER

Case manager will complete the following areas of the ESER Cover Tab

Evaluation Summary and Eligibility Report

Student Name: _____

Menu: Save, Undo, Delete, Print Preview, Validate, Finalize

Description: Evaluation Summary and Eligibility Report (ESER)

Document Alias: ESER

Display 'DRAFT' [Click 'DRAFT']

Do not enter this field

1 Select Initial Evaluation

Date of Meeting: [Do not enter this field yet it will be for the meeting to review the ESER]

Three Year Reevaluation Due Date: _____

Type of Evaluation: [Select Initial Evaluation]

Referral Date: [Enter the date parent signed consent.]

2

The purpose of this evaluation: _____

Timeline

Days Completed: _____ Days Overdue: _____

Evaluation Areas Tab

Complete the Parent Information and Observations, and Classroom Observations/Concerns

Evaluation Summary and Eligibility Report

Student Name: _____

Menu: Save, Undo, Delete, Print Preview, Validate, Finalize

Description: Evaluation Summary and Eligibility Report (ESER)

Document Alias: ESER

Display 'DRAFT'

1 1. Enter date, staff name, credential and click save.

2 Highlight Parent Information and click Show Detail to enter information. Do the same for Classroom Observations/Concerns

Line	Area	Date of Evaluation	Staff Name	Evaluator	Credential
1	Parent Information and Observations	Complete	Case Manager Name	Select: Special Education Teacher	
2	Classroom Observations/Concerns				
3	Developmental Information/Health Concerns				
4	Academic History				

Medicaid form

- Parent will sign and select the appropriate response for Medicaid at meeting.
- Case manager will enter parent response and date that the parent signed in the document and Save.
- Case manager will give original signed Medicaid form to Record Specialist to be sent to SSS Record Technician.

Once the above paperwork has been completed as described, the case manager will:

- Notify, via email, their record technician that Initial Process docs are ready for review and confirm that the Consent to Evaluate has been uploaded to the Attached Docs in the Evaluation Process
- Send the original copy of the signed Consent to Evaluate to your record technician via In-District Mail.

SSS Record Technician will review the process and notify team of evaluation and timeline via email.

Conduct Evaluation

Evaluators will complete their evaluation portions and enter information into the ESER.

Evaluators will email School Psychologists and record technician when they have completed their portion of the evaluation.

When all areas are complete, the school psychologist will draft eligibility and notify record technician and case manager that the evaluation is ready to review with parents.

Meeting to review ESER

Case manager will consult with school psychologist, general education teacher, related service providers as appropriate, district representative as to when they are available for a meeting with parents. Case manager will schedule ESER review with family. Case manager will complete paperwork for meeting.

Process Documents			
✕	Line	Doc	
<input type="checkbox"/>	3	✓	Invitation to Attend - Invitation to Attend a Meeting
<input type="checkbox"/>	4	✓	AK EvalConsent - Consent for Evaluation
<input type="checkbox"/>	5	✓	WN Conduct Eval - Written Notice Conduct Eval
<input type="checkbox"/>		↻	ESER - Evaluation Summary and Eligibility Report (ESER)
<input type="checkbox"/>		↻	IEP Placement - Consent for Initial Placement
<input type="checkbox"/>		↻	IEP
<input type="checkbox"/>		↻	Written Notice - Written Notice

➤ Invitation to meeting - complete and finalize one in Misc Documents.

aphics Parents Team **Misc Documents** Historical Documents SpEd

First Name Middle Name Suffix

ent ID:

nt Creation

SpEd	Document ID	
<u>Create</u>	Invitation	Invitation to Attend a Meeting

Must invite the following roles

- Case Manager - must be present at meeting
- District Representative - must be present at meeting
- General Education Teacher - must be present at meeting
- Parent - must be invited. Parent consent is required to draft initial IEP. Best practice is to have parent in attendance.
- Evaluators - best practice to have them attend to review their evaluation results
- School Psychologist - best practice to have them attend to review evaluation results or discuss evaluation as they determined eligibility.

➤ ESER

Cover Tab

Evaluation Summary and Eligibility Report

Student Name: _____

Menu ▾ Save ✕ Undo ✕ Delete ✕ Print Preview Validate Finalize

Student Name: _____ Description: **Evaluation Summary and Eligibility Report (ESER)**

Cover Evaluation Areas Eligibility Notes Summary/Participants Attachments

Document Alias ☐ Display 'DRAFT'

ESER

Date of Meeting **Enter date of ESER review meeting. This sets the Three Year Reevaluation Due Date**

Referral Date

Three Year Reevaluation Due Date: **Do not enter info here. It will auto populate from Date of Meeting**

Type of Evaluation:

The purpose of this evaluation is to determine eligibility for special education services.

Timeline

Days Completed Days Overdue

Evaluation Areas Tab - nothing for Case Manager to enter here

Eligibility Tab

School psychologist will draft eligibility to sign at meeting with parent. After meeting, case manager will upload signed eligibility (psychologist signs this) to Attachments tab in the ESER.

Notes Tab

Enter meeting notes here. It is helpful to have another team member take notes during the meeting so you can run the meeting. Notes can be taken in a word document then copy/pasted into the Notes Tab after the meeting.

Summary/Participants Tab

Case manager will enter participant's names and roles. Be sure to indicate which staff member will be acting as the roles of District Representative, Case Manager/SE Teacher, and General Education Teacher. Case manager will print preview ESER and print the Summary/Participant page for signatures at the meeting. After meeting, case manager will upload signature page to Attachments tab in ESER.

Evaluation Summary and Eligibility Report

Student Name: _____ Description: **Evaluation Summary and Eligibility Report (ESER)**

Menu: Save Undo Delete Print Preview Validate Finalize

Student Name: _____ Description: **Evaluation Summary and Eligibility Report (ESER)**

Cover Evaluation Areas Eligibility Notes **Summary/Participants** Attachments

Document Alias: ESER ☐ Display 'DRAFT'

Educational Needs and Recommendations + Add

Line	View Order	Edu Need Code	Recommendations (matched to needs)
1	1	Communication	Speech Language Services

Evaluation Report Participants:

☐ A copy of the evaluation report was provided to Parent(s)

Signature of team, including parent(s), involved in the individual evaluation, whose assessment results are reflected in this compiled report. Members who disagree must attach an explanation of their position.

☐ Students 16 or older must be invited Click as applicable

[Refresh Participants from Team](#)

Parent Participants

Line	Parent Name	Relation Type	Educational Rights	Contact Allowed	Participant
1	Parent names from SIS will automatically show here.	Father	Yes	Yes	<input type="checkbox"/>
2		Step-Mother	Yes	Yes	<input type="checkbox"/>
3		Mother	No	Yes	<input type="checkbox"/>

Staff Participants + Add

Line	Staff Name	Title
1	Staff names from Team tab will automatically show here.	Case Manager / SE Teacher Required
2		District Representative Required
3	Change as appropriate to reflect meeting participants so their name will show on printed page for signatures.	General Education Teacher Required
4		School Psychologist
5		Speech/Language Pathologist

Other Participants + Add +Add participants as appropriate that will be in attendance at meeting

Line	Name	Job Title	Role for Validation
------	------	-----------	---------------------

Select parents that are invited. Names checked will show on print preview for signatures.

Parent Disagrees with Results

The first step in working with a parent in disagreement, is to discuss the concerns. The concerns can then be problem-solved by the IEP team. This is best practice for resolving parental disagreement, addressing the concerns at the school level, and expediting the process. Thoroughly document any solutions with a Written Notice and follow through with the plan in a timely manner. Remember to communicate frequently with parents to keep them informed of the implementation of solutions. If the parent continues to have concerns, contact your Resource Specialist immediately with the concerns and what solutions have been explored with the parent.

Team Member (including parent) Disagrees with Results

Team members that disagree with the eligibility determination at the ESER meeting, may indicate disagreement in the ESER notes and Written Notice. Team member will submit an explanation of their position. Contact your Resource Specialist in this situation for next steps.

Evaluation Summary and Eligibility Report

Student Name: _____

Menu: Save, Undo, Delete, Print Preview, Validate, Finalize

Student Name: _____ Description: **Evaluation Summary and Eligibility Report (ESER)**

Cover Evaluation Areas Eligibility Notes Summary/Participants Attachments

Document Alias: ESER ☐ Display 'DRAFT'

Educational Needs and Recommendations + Add

Line	View Order	Edu Need Code

Evaluation Report Participants:

☐ A copy of the evaluation report was provided to Parent(s)

Signature of team, including parent(s), involved in the individual evaluation, whose assessment results are reflected in this compiled report. Members who disagree must attach an explanation of their position.

Attachment Tab

This tab will have the eligibility page with school psychologist signature uploaded here by case manager. The meeting signature page will be uploaded as well. If any member disagreed with the evaluation results, their written explanation can be attached here.

- Written Notice- complete all boxes
- Consent for Initial Placement

Enter date of meeting and print for meeting. Parent signs and dates at the meeting. This consent is the parent's agreement to their child accessing special education services and an IEP will now be drafted.

Parent Declines Consent for Initial Placement

When a parent declines to give consent for initial special education placement, the child remains in general education without special education services. If a parent, at a later date, decides they would like special education services, a new referral must be started if the compliance (90 calendar day timeline) date is past. If the compliance date is not past, a new referral need not be started. In the ESER notes, the information about refusal of services should be noted. Information from the first evaluation may be used for the new evaluation.

When an evaluation has been conducted, an annual review of the IEP must be held within the 90 days from consent.

- Draft IEP – see IEP section of this manual for additional information

Three-Year Evaluation

A student receiving special education services must be evaluated every three years to determine if the student continues to qualify for special education services.

Alaska regulation 4 AAC 52.180 and the IDEA 34 CFR 300.303 requires that districts reevaluate each child with a disability to determine whether the child remains eligible for special education and related services and to determine the educational needs of the child. Federal regulation 34 CFR § 300.303 requires districts to reevaluate all students with disabilities under a variety of scenarios (bold added for emphasis):

“(1) If the public agency determines that the **educational or related services needs**, including improved academic achievement and functional performance, of the child warrant a re-evaluation; or

(2) If the child's **parent or teacher requests** a re-evaluation.

(b) Limitation. A re-evaluation conducted under paragraph (a) of this section--

(1) May occur **not more than once a year**, unless the parent and the public agency agree otherwise; and

(2) Must occur **at least once every 3 years**, unless the parent and the public agency agree that a re-evaluation is unnecessary.”

If a student's team believes that the student no longer requires special education programming or related services in a particular area (e.g. OT, math support, etc.), the team must conduct a re-evaluation meeting prior to “discontinuing” the identified programming or service. A re-evaluation meeting may not necessarily require full assessments. Data may be obtained from the service provider or other source(s). It is a team decision.

The school team should consist of the following members and this team will conduct a Pre-evaluation Team Meeting to determine areas to be evaluated.

- School Psychologist
- Case Manager
- Related Service Provider(s) as appropriate
- General Education Teacher
- Other team members as appropriate
 - Literacy coach
 - School Principal
 - School Nurse
 - Resource Specialist

Evaluation Planning Meeting

Case manager will schedule meeting with parent(s), referred to as an Evaluation Planning Meeting, to discuss areas to evaluate and sign Consent for Evaluation. All staff that will conduct an evaluation should be invited to this meeting to answer questions for parent. Contact your school psychologist and resource specialist for extenuating circumstances.

Paperwork Required for Evaluation Planning Meeting

- Access SE Student Screen by clicking student name in Portfolio

Process Documents			
✕	Line	Doc	
<input type="checkbox"/>	1	<input type="radio"/>	Referral - Referral
<input type="checkbox"/>	2	<input type="radio"/>	Observation - Observation Guide
<input type="checkbox"/>	3	<input type="radio"/>	Invitation to Attend - Invitation to Attend a Meeting
<input type="checkbox"/>	4	<input type="radio"/>	AK EvalConsent - Consent for Evaluation
<input type="checkbox"/>	5	<input type="radio"/>	WN Conduct Eval - Written Notice Conduct Eval
<input type="checkbox"/>	6	<input type="radio"/>	ESER - Evaluation Summary and Eligibility Report (ESER)
<input type="checkbox"/>	7	<input type="radio"/>	IEP Placement - Consent for Initial Placement

- Invitation: Document a minimum of 3 attempts to contact parent.
- Consent for Evaluation
 - Complete the following areas
 - Click Save
 - Print Preview to have a copy for parent to sign at meeting.

Consent for Evaluation

Student Name: _____

Menu

Student Name: _____ Document: **AK EvalConsent** Description: **Consent for Evaluation**

Evaluation

Eligibility Document date: _____ Document Date: _____

Consent for Evaluation

Date of Evaluation Meeting
Should match date that parent signs consent at bottom of document

Evaluation

Dear Parent/Guardian, a school district is required to obtain parental consent for an initial evaluation or reevaluation of a child. This form asks for your consent for the evaluation activities described below. If you have questions regarding this request, please contact the District's Director of Special Education.

To determine potential eligibility or continued eligibility for Special Education services, an evaluation will be conducted by a multidisciplinary team.

☒ **THIS EVALUATION WILL INCLUDE** (see checked areas below):

☒ Reading - To assess the level at which a student is achieving in the area of reading; curriculum based assessments and standardized academic achievement tests may be used.

☒ Writing - To assess the level at which a student is achieving in the area of written expression; curriculum based assessments and standardized academic achievement tests may be used.

☒ Math - To assess the level at which a student is achieving in the area of mathematics; curriculum based assessments and standardized academic achievement tests may be used.

☒ Cognitive - To assess general aptitude for school-based learning; standardized intelligence tests may be used. May include private provider report.

☒ Adaptive - To assess independent functioning at home, at school, and in the community. May include private provider report.

☒ Social, Emotional - To assess social/emotional development; standardized and informal assessments may be used. May include private provider report.

☒ Behavior - To assess school and home behavior; standardized and informal assessments may be used. May include private provider report.

☒ Communication (Speech/Language) - To assess how the student communicates and understands language; standardized and informal measures of articulation, language, voice and fluency may be used. May include private provider report.

☒ Fine Motor (OT) - To assess fine motor skills and/or writing skills for accessing and participating in the school environment and curriculum. May include private provider report.

☒ Gross Motor (PT) - To assess mobility, positioning, and/or functional gross motor skills for accessing and participating in the school environment and curriculum. May include private provider report.

☒ Adapted PE - To assess gross motor skills to access and participate in Physical Education.

☒ Vision - To assess visual acuity and functional visual skills. May include private provider report.

☒ Hearing - To document hearing sensitivity and discrimination of speech (e.g., pure tone audiometry, speech discrimination, aided thresholds.) May include private provider report.

☒ Functional Behavioral Assessment

Only check areas to be evaluated for special education eligibility. Confirm with school psychologist and related service providers as appropriate.

☐ Other Assessments (specify):

If you only select "Other", you will be required to complete all areas to evaluate.

☒ This portion to be completed by Parent(s)/Guardian(s)

The attached Prior Written Notice explains the action(s) to be taken.

☐ I consent to the actions checked above.

☐ Consent for the evaluation is hereby denied.

Please return this form to:*

Case Manager Name

Phone:*

Complete

Consent Received Date

Do not complete these areas. Parent will complete on printed form. These areas will be filled in after parent signs.

- Written Notice Consent to Evaluate
- Provide parent with Procedural Safeguards

After the Evaluation Planning meeting with parents, case manager will complete the following paperwork, review by record technician, and finalize.

- Consent for Evaluation
 - upload signed copy to Attached Documents below Evaluation Process
 - send original to record technician at SSS
- Invitation
- Written notice Conduct Eval
- ESER

Process Documents			
✕	Line	Doc	
<input type="checkbox"/>	1	<input type="radio"/>	Referral - Referral
<input type="checkbox"/>	2	<input type="radio"/>	Observation - Observation Guide
<input type="checkbox"/>	Finalize	<input type="radio"/>	Invitation to Attend - Invitation to Attend a Meeting
<input type="checkbox"/>	Finalize	<input type="radio"/>	AK EvalConsent - Consent for Evaluation
<input type="checkbox"/>	Finalize	<input type="radio"/>	WN Conduct Eval - Written Notice Conduct Eval
<input type="checkbox"/>		<input type="radio"/>	ESER - Evaluation Summary and Eligibility Report (ESER)

Consent for Evaluation

Fill in the following areas from the form signed by the parent at the meeting then case manager will finalize.

☒ This portion to be completed by Parent(s)/Guardian(s)

The attached Prior Written Notice explains the action(s) to be taken.

☐ I consent to the actions checked above.

☐ Consent for the evaluation is hereby denied.

Please return this form to:

Case Manager Name

Phone:

555-1234

Consent Received Date

Mark the box that the parent marked on their signed copy. Enter the date that the parent signed

ESER

Cover Tab

Evaluation Summary and Eligibility Report

Student Name: _____

Menu: Save, Undo, Delete, Print Preview, Validate, Finalize

Student Name: _____ Description: **Evaluation Summary and Eligibility Report (ESER)**

Cover | Evaluation Areas | Eligibility | Notes | Summary/Participants | Attachments

Document Alias: ESER | Display 'DRAFT' | Click "DRAFT"

Date of Meeting: _____ Do not enter this field yet. It will be for the meeting to review the ESER.

Referral Date: _____ Enter the date parent signed consent.

The purpose of this evaluation is to determine if the student is eligible for special education services.

Timeline

Days Completed: _____ Days Overdue: _____

1. Select Re-evaluation

2. Enter the date parent signed consent.

Evaluation Areas Tab

Complete the Parent Information and Observations, and Classroom Observations / Concerns

Evaluation Summary and Eligibility Report

Student Name: _____

Menu: Save, Undo, Delete, Print Preview, Validate, Finalize

Student Name: _____ Description: **Evaluation Summary and Eligibility Report (ESER)**

Cover | Evaluation Areas | Eligibility | Notes | Summary/Participants | Attachments

Document Alias: ESER | Display 'DRAFT' | Show Detail

1. Enter date, staff name, credential and click save.

2. Highlight Parent information and click Show Detail to enter information. Do the same for Classroom Observations/Concerns

Line	Area	Date of Evaluation	Staff Name	Evaluator	Credential
1	Parent Information and Observations	Complete	Case Manager Name	Select: Special Education Teacher	
2	Classroom Observations/Concerns				
3	Developmental Information/Health Concerns				
4	Academic History				

Once the above paperwork has been completed as described, the case manager will:

- Notify, via email, their record technician that Re-evaluation Process docs are ready for review and confirm that the Consent to Evaluate has been uploaded to the Attached Docs in the Evaluation Process.
- Send the original copy of the signed Consent to Evaluate to your record technician via In-District Mail.

SSS Record Technician will review the process and notify team of evaluation and timeline via email.

Conduct Evaluation

Evaluators will complete their evaluation portions and enter information into the ESER.

Evaluators will email School Psychologists and record technician when they have completed their portion of the evaluation.

When all areas are complete, the school psychologist will draft eligibility, notify record technician, and case manager that the evaluation is ready to review with parents.

Meeting to review ESER

Case manager will consult with school psychologist, general education teacher, related service providers as appropriate, district representative as to when they are available for a meeting with parents. Case manager will schedule ESER review with family. Case manager will complete paperwork for meeting.

Process Documents			
✕	Line	Doc	
<input type="checkbox"/>	3	✓	Invitation to Attend - Invitation to Attend a Meeting
<input type="checkbox"/>	4	✓	AK EvalConsent - Consent for Evaluation
<input type="checkbox"/>	5	✓	WN Conduct Eval - Written Notice Conduct Eval
<input type="checkbox"/>		↻	ESER - Evaluation Summary and Eligibility Report (ESER)
<input type="checkbox"/>		↻	IEP
<input type="checkbox"/>		↻	Written Notice - Written Notice

- Invitation to meeting - complete and finalize one in Misc Documents

aphics Parents Team **Misc Documents** Historical Documents SpEd

First Name Middle Name Suffix

ent ID:

nt Creation

SpEd	Document ID	
<u>Create</u>	Invitation	Invitation to Attend a Meeting

Must invite the following roles

- Case Manager - must be present at meeting
- District Representative - must be present at meeting
- General Education Teacher - must be present at meeting
- Parent - must be invited. Best practice is to have parent in attendance.
- Evaluators - best practice to have them attend to review their evaluation results
- School Psychologist - best practice to have them attend to review evaluation results or discuss evaluation as they determined eligibility.

ESER

Cover Tab

Evaluation Summary and Eligibility Report

Student Name: _____

Menu ▾ Save ✕ Undo ✕ Delete ✕ Print Preview Validate Finalize

Student Name: _____ Description: **Evaluation Summary and Eligibility Report (ESER)**

Cover Evaluation Areas Eligibility Notes Summary/Participants Attachments

Document Alias: ESER ☐ Display 'DRAFT'

Date of Meeting: _____ Student: _____ Cable: Three Year Reevaluation Due Date: _____ Type of Evaluation: Reevaluation

Referral Date: _____

The purpose of this evaluation is to determine eligibility for special education services.

Timeline

Days Completed: _____ Days Overdue: _____

Evaluation Areas Tab - nothing for Case Manager to enter here

Eligibility Tab

Case manager print this page for School psychologist to sign at meeting. Once signed, case manager will upload to Attachment tab in ESER

Notes Tab

Enter meeting notes here. It is helpful to have another team member take notes during the meeting so you can run the meeting. Notes can be taken in a word document then copy/pasted into the Notes Tab after the meeting.

Summary/Participants Tab

Case manager will enter participant's names and roles. Be sure to indicate which staff member will be acting as the roles of District Representative, Case Manager/SE Teacher, and General Education Teacher. Case manager will print preview ESER and print the Summary/Participant page for signatures at the meeting.

Evaluation Summary and Eligibility Report

Student Name: _____

Menu ▾ Save Undo Delete Print Preview Validate Finalize

Student Name: _____ Description: **Evaluation Summary and Eligibility Report (ESER)**

Cover Evaluation Areas Eligibility Notes **Summary/Participants** Attachments

Document Alias: ESER ☐ Display 'DRAFT'

Educational Needs and Recommendations + Add

Line	View Order	Edu Need Code	Recommendations (matched to needs)
1	1	Communication	Speech Language Services

Evaluation Report Participants:

☐ A copy of the evaluation report was provided to Parent(s)

Signature of team, including parent(s), involved in the individual evaluation, whose assessment results are reflected in this compiled report. Members who disagree must attach an explanation of their position.

☐ Students 16 or older must be invited Click as applicable

[Refresh Participants from Team](#)

Parent Participants

Line	Parent Name	Relation Type	Educational Rights	Contact Allowed	Participant
1	Parent names from SIS will automatically show here.	Father	Yes	Yes	<input type="checkbox"/>
2		Step-Mother	Yes	Yes	<input type="checkbox"/>
3		Mother	No	Yes	<input type="checkbox"/>

Staff Participants + Add

Line	Staff Name	Title
1	Staff names from Team tab will automatically show here.	Case Manager / SE Teacher Required
2	Change as appropriate to reflect meeting participants so their name will show on printed page for signatures.	District Representative Required
3		General Education Teacher Required
4		School Psychologist
5		Speech/Language Pathologist

Other Participants + Add +Add participants as appropriate that will be in attendance at meeting

Line	Name	Job Title	Role for Validation
------	------	-----------	---------------------

Select parents that are invited. Names checked will show on print preview for signatures.

Parent Disagrees with Results

The first step in working with a parent in disagreement, is to discuss the concerns. The concerns can then be problem-solved by the IEP team. This is best practice for resolving parental disagreement, addressing the concerns at the school level, and expediting the process.

Thoroughly document any solutions with a Written Notice and follow through with the plan in a timely manner. Remember to communicate frequently with parents to keep them informed of the implementation of solutions.

If the parent continues to have concerns, contact your Resource Specialist immediately with the concerns and what solutions have been explored with the parent.

Team Member (including parent) Disagrees with Results

Team members that disagree with the eligibility determination at the ESER meeting, may indicate disagreement in the ESER notes and Written Notice. Team member will submit an explanation of their position. Contact your Resource Specialist in this situation for next steps.

Evaluation Summary and Eligibility Report

Student Name: _____

Menu ▾ Save Undo Delete Print Preview Validate Finalize

Student Name: _____ Description: **Evaluation Summary and Eligibility Report (ESER)**

Cover Evaluation Areas Eligibility Notes **Summary/Participants** Attachments

Document Alias: ESER ☐ Display 'DRAFT'

Educational Needs and Recommendations + Add

Line	View Order	Edu Need Code	Recommendations (matched to needs)
------	------------	---------------	------------------------------------

Evaluation Report Participants:

☐ A copy of the evaluation report was provided to Parent(s)

Signature of team, including parent(s), involved in the individual evaluation, whose assessment results are reflected in this compiled report. Members who disagree must attach an explanation of their position.

Team members that disagree with the eligibility determination at the ESER meeting, may indicate disagreement in the ESER notes and Written Notice. Team member will submit an explanation of their position.

Attachment Tab

This tab will have the eligibility page with school psychologist signature uploaded here by case manager. After the meeting with parents, the meeting signature page will be uploaded here by case manager.

- Written Notice- complete all boxes

When an evaluation has been conducted, an annual review of the IEP must be held within the 90 days from consent.

- Draft IEP - see IEP section of this manual for additional information

Additional Assessments

Additional assessments occur when a student is currently receiving special education services, and the team agrees that there is a need for further evaluation to determine need for a specific additional service. An additional assessment is also conducted to determine if a student that is currently eligible for a service and the team feels that the student may no longer require the service.

If it is determined through additional assessment the student no longer qualifies for a related service, please refer to Does Not Qualify for a Related Service.

The three-year re-evaluation due date remains the same when the evaluation is an additional assessment.

The school team should consist of the following members and this team will conduct a Pre-evaluation Team Meeting to determine additional assessment areas to be evaluated.

- School Psychologist
- Case Manager
- Related Service Provider(s) as appropriate
- General Education Teacher
- Other team members as appropriate
 - Literacy coach
 - School Principal
 - School Nurse
 - Resource Specialist

Case Manager will schedule a vision and hearing screening with the school nurse. If the student fails either or both, the case manager will contact the school psychologist to determine the next steps.

Evaluation Planning Meeting

Case manager will schedule meeting with parent(s), referred to as an Evaluation Planning Meeting, to discuss additional assessment areas to evaluate and sign Consent for Evaluation. All staff to conduct an evaluation should be invited to this meeting to answer questions for parent. Contact your school psychologist and resource specialist for extenuating circumstances.

Paperwork Required for Evaluation Planning Meeting

- Access SE Student Screen by clicking student name in Portfolio

Process Documents			
X	Line	Doc	
<input type="checkbox"/>	1	<input type="radio"/>	Referral - Referral
<input type="checkbox"/>	2	<input type="radio"/>	Observation - Observation Guide
<input type="checkbox"/>	3	<input type="radio"/>	Invitation to Attend - Invitation to Attend a Meeting
<input type="checkbox"/>	4	<input type="radio"/>	AK EvalConsent - Consent for Evaluation
<input type="checkbox"/>	5	<input type="radio"/>	WN Conduct Eval - Written Notice Conduct Eval
<input type="checkbox"/>	6	<input type="radio"/>	ESER - Evaluation Summary and Eligibility Report (ESER)
<input type="checkbox"/>	7	<input type="radio"/>	IEP Placement - Consent for Initial Placement

- Invitation: Document a minimum of 3 attempts to contact parent.
- Consent for Evaluation
 - Complete the following areas
 - Click Save
 - Print Preview to have a copy for parent to sign at meeting.

Consent for Evaluation

Student Name: _____

Menu

Student Name: _____ Document: **AK EvalConsent** Description: **Consent for Evaluation**

Evaluation

Eligibility Document date: Date of Evaluation Meeting
Should match date that parent signs consent
at bottom of document.

Consent for Evaluation

Evaluation

Dear Parent/Guardian, a school district is required to obtain parental consent for an initial evaluation or reevaluation of a child. This form asks for your consent for the evaluation activities described below. If you have questions regarding this request, please contact the District's Director of Special Education.

To determine potential eligibility or continued eligibility for Special Education services, an evaluation will be conducted by a multidisciplinary team.

THIS EVALUATION WILL INCLUDE (see checked areas below):

☒ Reading - To assess the level at which a student is achieving in the area of reading; curriculum based assessments and standardized academic achievement tests may be used.

☒ Writing - To assess the level at which a student is achieving in the area of written expression; curriculum based assessments and standardized academic achievement tests may be used.

☒ Math - To assess the level at which a student is achieving in the area of mathematics; curriculum based assessments and standardized academic achievement tests may be used.

☒ Cognitive - To assess general aptitude for school-based learning; standardized intelligence tests may be used. May include private provider report.

☒ Adaptive - To assess independent functioning at home, at school, and in the community. May include private provider report.

☒ Social, Emotional - To assess social/emotional development, standardized and informal assessments may be used. May include private provider report.

☒ Behavior - To assess school and home behavior; standardized and informal assessments may be used. May include private provider report.

☒ Communication (Speech/Language) - To assess how the student communicates and understands language; standardized and informal measures of articulation, language, voice and fluency may be used. May include private provider report.

☒ Fine Motor (OT) - To assess fine motor skills and/or writing skills for accessing and participating in the school environment and curriculum. May include private provider report.

☒ Gross Motor (PT) - To assess mobility, positioning, and/or functional gross motor skills for accessing and participating in the school environment and curriculum. May include private provider report.

☒ Adapted PE - To assess gross motor skills to access and participate in Physical Education.

☒ Vision - To assess visual acuity and functional visual skills. May include private provider report.

☒ Hearing - To document hearing sensitivity and discrimination of speech (e.g., pure tone audiometry, speech discrimination, aided thresholds.) May include private provider report.

☒ Functional Behavioral Assessment

☐ Other Assessments (specify): _____

If you only select "Other", you will be required to complete all areas to evaluate.

This portion to be completed by Parent(s)/Guardian(s)

The attached Prior Written Notice explains the action(s) to be taken.

☐ I consent to the actions checked above.

☐ Consent for the evaluation is hereby denied.

Please return this form to: Phone: Consent Received Date:

Do not complete these areas. Parent will complete on printed form. These areas will be filled in after parent signs.

Only check areas to be evaluated for special education eligibility. Confirm with school psychologist and related service providers as appropriate.

- Written Notice Consent to Evaluate
- Provide parent with Procedural Safeguards

After the Evaluation Planning meeting with parents, case manager will complete the following paperwork, review by record technician, then finalize.

- Consent for Evaluation
 - Upload signed consent to Additional Documents below process documents
 - Send original to record technician
- Invitation
- Written notice conduct eval
- Referral
- Observation
- ESER

▼ Process Documents			
×	Line	Doc	
<input type="checkbox"/>	Finalize	○	Referral - Referral
<input type="checkbox"/>	Finalize	○	Observation - Observation Guide
<input type="checkbox"/>	Finalize	○	Invitation to Attend - Invitation to Attend a Meeting
<input type="checkbox"/>	Finalize	○	AK EvalConsent - Consent for Evaluation
<input type="checkbox"/>	Finalize	○	WN Conduct Eval - Written Notice Conduct Eval
<input type="checkbox"/>		○	ESER - Evaluation Summary and Eligibility Report (ESER)

- Referral
 - Complete the following

UD AK REFERRAL

Student Name:

Student Name: Document: **Referral** Description: **Referral**

Document Date:

Date of Consent Meeting/Parent Consent

Referred On:

Date Parent signed consent

Type of Referral:

☐ Initial
 ☐ Re-Evaluation
 ☐ Additional Assessment

Reevaluation Due Date:

This date will automatically fill.

REFERRED FOR

- ☐ Reading
- ☐ Writing
- ☐ Math
- ☐ Cognitive
- ☐ Adapted PE
- ☐ Behavioral
- ☐ Social, Emotional
- ☐ Communication (Speech/Language)
- ☐ Fine Motor Skills - OT
- ☐ Gross Motor Skills - PT
- ☐ Adaptive
- ☐ Vision
- ☐ Hearing
- ☐ Pre-academic School Readiness

The areas checked here should mirror the areas check on the Consent for Evaluation.

UD AK REFERRAL

Student Name: _____ Document: **Referral** Description: **Referral**

Menu: Save | Undo | Delete | Print Preview | Validate | Freeze

Student Name: _____ Document: **Referral** Description: **Referral**

Referral | Related Information | Attachments

Document Date: _____ This date will pull from Referral Tab.

PRIOR EVALUATIONS:

☐ Psychological _____

☐ Educational: _____

☐ Physical/Medical: _____

Check any that apply. Indicate date of prior evaluation as appropriate.

Attendance History + Add

Line	Year	Grade	Absences	School Location	Significant Info
Refresh Attendance Click to refresh attendance.					

Grades Repeated

☐ Yes ☐ No choose one

Vision Screening + Add

Line	Screen Date	Left Eye	Right Eye	Both Eyes	Left Eye with Glasses	Right Eye with Glasses	Both Eyes with Glasses
Refresh from Health Screen Click Refresh from Health Screen. OR Click Add for Vision and Hearing to enter screening information. Enter additional information as appropriate.							

Hearing Screening + Add

Line	Screen Date	Left Result	Right Result
Refresh from Health Screen Click Refresh from Health Screen. OR Click Add for Vision and Hearing to enter screening information. Enter additional information as appropriate.			

Other Health Information:

ATTACHMENTS

☐ PreReferral Intervention Strategies

☐ Tier III RTI form*

☐ Developmental Profile (Kindergarten), if available

☐ AIMS web progress monitoring Individual Report*

☐ Other _____

Check any that apply

*required for all K-5 referrals for academic concerns

➤ Observation Guide

This should be completed by the case manager or school psychologist as appropriate. This can be completed by a related service provider if they are also the case manager (usually specific to Speech Language Pathologist). The observation should occur in an environment other than your own classroom. On notes tab, write a summary in narrative form on your observations. Refrain from assumptions, and state observable facts.

Case Manager will complete and finalize the invitation, Consent to Evaluate and Written Notice Consent to Evaluate.

➤ Consent for Evaluation

Fill in the following areas from the form signed by the parent at the meeting then casemanager will finalize.

This portion to be completed by Parent(s)/Guardian(s)

The attached Prior Written Notice explains the action(s) to be taken.

☐ I consent to the actions checked above.

☐ Consent for the evaluation is hereby denied.

Please return this form to:

Case Manager Name _____ Phone: 555-1234

Consent Received Date _____

Mark the box that the parent marked on their signed copy. Enter the date that the parent signed

Cover Tab

Evaluation Summary and Eligibility Report

Student Name: _____

Menu: Save, Undo, Delete, Print Preview, Validate, Finalize

Student Name: _____ Description: **Evaluation Summary and Eligibility Report (ESER)**

Cover Evaluation Areas Eligibility Notes Summary/Participants Attachments

Document Alias: ESER Display DRAFT Click DRAFT

Date of Meeting: _____ Do not enter this field yet. It will be for the meeting to review the ESER.

Referral Date: _____ Enter the date parent signed consent.

The purpose of this evaluation: _____

Timeline: Days Completed: _____ Days Overdue: _____

Three Year Reevaluation Due Date: _____

Type of Evaluation: _____

1 Select Additional Assessment

2

➤ ESER

Evaluation Areas Tab

Complete the Parent Information and Observations, and Classroom Observations/Concerns

Evaluation Summary and Eligibility Report

Student Name: _____

Menu: Save, Undo, Delete, Print Preview, Validate, Finalize

Student Name: _____ Description: **Evaluation Summary and Eligibility Report (ESER)**

Cover Evaluation Areas Eligibility Notes Summary/Participants Attachments

Document Alias: ESER Display DRAFT

1. Enter date, staff name, credential and click save.

2 Highlight Parent information and click Show Detail to enter information. Do the same for Classroom Observations/Concerns

Line	Area	Date of Evaluation	Staff Name	Evaluator	Credential
1	Parent Information and Observations	Complete	Case Manager Name	Select: Special Education Teacher	
2	Classroom Observations/Concerns				
3	Developmental Information/Health Concerns				
4	Academic History				

Once the above paperwork has been completed as described, the case manager will:

- Notify, via email, their record technician that Additional Assessment Process docs are ready for review and confirm that the Consent to Evaluate has been uploaded to the Attached Docs in the Evaluation Process
- Send the original copy of the signed Consent to Evaluate to your record technician via In-District Mail.

Record technician will review the process and notify team of evaluation and timeline via email.

Conduct Evaluation

Additional Assessment Evaluators will complete their evaluation portions and enter information into the ESER.

Evaluators will email School Psychologists and SSS Record Technician when they have completed their portion of the evaluation.

When all areas are complete, the school psychologist will add the following:

- A statement in the Overall Summary box in the Evaluation Areas Tab in the ESER that speaks to the student's current area(s) of eligibility.

Evaluation Summary and Eligibility Report

Student Name: _____

Menu ✓ Save ✕ Undo ✕ Delete Print Preview Validate Finalize

Student Name: _____ Description: **Evaluation Summary and Eligibility Report (ESER)**

Cover **Evaluation Areas** Eligibility Notes Summary/Participants Attachments

Document Alias
ESER ☐ Display 'DRAFT'

Tests Show Detail

Overall Summary

Date of Evaluation Evaluator Credentials

Recommendation

This is an additional assessment to determine if "student" is eligible for special education services in the areas of reading. Currently his eligibility from 4/22/19 reports eligibility in the areas of math and speech. "Student" continues to be eligible for math and speech.

body

- Copy/Paste current areas of Educational Needs and Recommendations from current ESER.

Evaluation Summary and Eligibility Report

Student Name _____

Menu ✓ Save ✕ Undo ✕ Delete Print Preview Validate Finalize

Student Name: _____ Description: **Evaluation Summary and Eligibility Report (ESER)**

Cover Evaluation Areas Eligibility Notes **Summary/Participants** Attachments

Document Alias
ESER ☐ Display 'DRAFT'

Educational Needs and Recommendations + Add

Line	View Order	Edu Need Code	Recommendations (matched to needs)
1	1	Math	Specialized Instruction
2	2	Communication	Specialized Instruction

Copy and paste each area from current ESER into Additional Assessment ESER.

- Complete Eligibility Tab and draft eligibility. If the Additional Assessment results in the student not being eligible for the area addressed in the additional assessment, but the student continues to be eligible for their original areas of educational need, please be sure to complete the eligibility page for qualifying for special education as they are still eligible in their original ESER and the eligibility category will not change.
- Notify Record Technician and Case Manager that the evaluation is ready to review with parents.

Meeting to review ESER

Case manager will consult with school psychologist, general education teacher, related service providers as appropriate, district representative as to when they are available for a meeting with parents. Case manager will schedule ESER review with family. Case manager will complete paperwork for meeting.

Process Documents			
✕	Line	Doc	
<input type="checkbox"/>	3	✓	Invitation to Attend - Invitation to Attend a Meeting
<input type="checkbox"/>	4	✓	AK EvalConsent - Consent for Evaluation
<input type="checkbox"/>	5	✓	WN Conduct Eval - Written Notice Conduct Eval
<input type="checkbox"/>		↻	ESER - Evaluation Summary and Eligibility Report (ESER)
<input type="checkbox"/>		↻	IEP
<input type="checkbox"/>		↻	Written Notice - Written Notice

- Invitation to meeting - complete and finalize one in Ad Hoc Docs

aphics Parents Team **Misc Documents** Historical Documents SpEd

First Name Middle Name Suffix

ent ID:

nt Creation

SpEd	Document ID	
Create	Invitation	Invitation to Attend a Meeting

Must invite the following roles

- Case Manager - must be present at meeting
- District Representative - must be present at meeting

- General Education Teacher - must be present at meeting
- Parent - must be invited. Parent consent is required to draft initial IEP. Best practice is to have parent in attendance.
- Evaluators - best practice to have them attend to review their evaluation results
- School Psychologist - best practice to have them attend to review evaluation results or discuss evaluation as they determined eligibility.

➤ ESER

Cover Tab

Evaluation Summary and Eligibility Report

Student Name: **Abdulkhaafid, Eyin M.**

Menu ▾ Save X Undo X Delete Print Preview Validate Finalize

Student Name: **Abdulkhaafid, Eyin M.** Description: **Evaluation Summary and Eligibility Report (ESER)**

Cover Evaluation Areas Eligibility Notes Summary/Participants Attachments

Document Alias
ESER ☐ Display 'DRAFT'

Date of Meeting: Enter date of ESER review meeting. Do not enter info here. It will remain the three year reevaluation due date

Referral Date:

Three Year Reevaluation Due Date: Type of Evaluation: Additional Assessment

The purpose of this evaluation is to determine eligibility for special education services.

Timeline

Days Completed Days Overdue

Evaluation Areas Tab - nothing for Case Manager to enter here

Eligibility Tab

Case manager will print this page for school psychologist to sign at meeting. Once signed, case manager will upload to Attachments tab in ESER.

Notes Tab

Enter meeting notes here. It is helpful to have another team member take notes during the meeting so you can run the meeting. Notes can be taken in a word document then copy/pasted into the Notes Tab after the meeting.

Summary/Participants Tab

Case manager will enter participant's names and roles. Be sure to indicate which staff member will be acting as the roles of District Representative, Case Manager/SE Teacher, and General Education Teacher.

Case manager will print preview ESER and print the Summary/Participant page for signatures at the meeting.

Evaluation Summary and Eligibility Report

Student Name: _____

Menu ▾ Save Undo Delete Print Preview Validate Finalize

Student Name: _____ Description: **Evaluation Summary and Eligibility Report (ESER)**

Cover Evaluation Areas Eligibility Notes **Summary/Participants** Attachments

Document Alias: ESER ☐ Display 'DRAFT'

Educational Needs and Recommendations + Add

Line	View Order	Edu Need Code	Recommendations (matched to needs)
1		Communication	Speech Language Services

Evaluation Report Participants:

☐ A copy of the evaluation report was provided to Parent(s)

Signature of team, including parent(s), involved in the individual evaluation, whose assessment results are reflected in this compiled report. Members who disagree must attach an explanation of their position.

☐ Students 16 or older must be invited Click as applicable

[Refresh Participants from Team](#)

Parent Participants

Line	Parent Name	Relation Type	Educational Rights	Contact Allowed	Participant
1	Parent names from SIS will automatically show here.	Father	Yes	Yes	<input type="checkbox"/>
2		Step-Mother	Yes	Yes	<input type="checkbox"/>
3		Mother	No	Yes	<input type="checkbox"/>

Staff Participants + Add

Line	Staff Name	Title
1	Staff names from Team tab will automatically show here. Change as appropriate to reflect meeting participants so their name will show on printed page for signatures.	Case Manager / SE Teacher Required
2		District Representative Required
3		General Education Teacher Required
4		School Psychologist
5		Speech/Language Pathologist

Other Participants + Add +Add participants as appropriate that will be in attendance at meeting

Line	Name	Job Title	Role for Validation
------	------	-----------	---------------------

Select parents that are invited. Names checked will show on print preview for signatures.

Parent Disagrees with Results

The first step in working with a parent in disagreement, is to discuss the concerns. The concerns can then be problem-solved by the IEP team. This is best practice for resolving parental disagreement, addressing the concerns at the school level, and expediting the process. Thoroughly document any solutions with a Written Notice and follow through with the plan in a timely manner. Remember to communicate frequently with parents to keep them informed of the implementation of solutions. If the parent continues to have concerns, contact your Resource Specialist immediately with the concerns and what solutions have been explored with the parent.

Team Member (including parent) Disagrees with Results

Team members that disagree with the eligibility determination at the ESER meeting, may indicate disagreement in the ESER notes and Written Notice. Team member will submit an explanation of their position. Contact your Resource Specialist in this situation for next steps.

Evaluation Summary and Eligibility Report

Student Name: _____

Menu ▾ Save Undo Delete Print Preview Validate Finalize

Student Name: _____ Description: **Evaluation Summary and Eligibility Report (ESER)**

Cover Evaluation Areas Eligibility Notes **Summary/Participants** Attachments

Document Alias: ESER ☐ Display 'DRAFT'

Educational Needs and Recommendations + Add

Line	View Order	Edu Need Code
------	------------	---------------

Evaluation Report Participants:

☐ A copy of the evaluation report was provided to Parent(s)

Signature of team, including parent(s), involved in the individual evaluation, whose assessment results are reflected in this compiled report. Members who disagree must attach an explanation of their position.

Team members that disagree with the eligibility determination at the ESER meeting, may indicate disagreement in the ESER notes and Written Notice. Team member will submit an explanation of their position.

Attachment Tab

This tab will have the eligibility page with school psychologist signature uploaded here by case manager. After the meeting with parents, the meeting signature page will be uploaded here by case manager. Explanations of disagreements can be uploaded here as well.

- Written Notice- complete all boxes

When an evaluation has been conducted, an annual review of the IEP must be held within the 90 days from consent.

Eligibility Criteria

Eligibility criteria are strictly established under state statute. All components of the evaluation are documented on the ESER. Once an ESER is completed, a school psychologist reviews the file to determine if the results meet the criteria established by the state, as referenced in the [Alaska Guidance for Sped Personnel \(Handbook\)](#).

Placement/Least Restrictive Environment (LRE)

Changing a student's placement is a serious and significant step. Therefore, the law requires school districts to have a "continuum of placements" available, extending from the regular education classroom to homebound/hospital placement, in order to accommodate the needs of all students with disabilities. Using the continuum concept makes it more likely that each student is placed appropriately in an environment that is specifically suited to meet his/her needs. *The Law intends that the degree of "inclusion" be driven by the student's needs as determined by the IEP (Individual Education Program) team, not by the district's convenience or the parents' wishes.* In developing the IEP for a student with disabilities, the IDEA (**Individuals with Disabilities Education Act**) requires the IEP team to consider placement in the regular education classroom as the starting point in determining the appropriate placement for the student. If the IEP team determines that the "least restrictive environment" appropriate for a particular student is not the regular education classroom for all or part of the IEP, **the IEP team must include an explanation in the IEP as to why the regular education classroom is not appropriate.** As such it is incumbent upon the team, and the school district, to ensure that lower-level interventions have been implemented, with fidelity, with no significant change in behavior noted.

Student's current placement:

- **Inside general class 80% or more of the day.** The teacher and/or student may have been provided with special equipment and supplies, special transportation, paraprofessional services, or other supportive services.
- **Inside general class 40%- 79% of the day.** The student is in the regular classroom, and a special education teacher or therapist works with the regular education teacher and provides instruction in the regular class to student who's identified needs can be met with part-time support. This instruction may be on an individual or small group basis and is always coordinated with the regular class activities.
- **Inside general class less than 40% of the day.** The student is receiving as much of the regular classroom instruction as appropriate. Additional educational experiences are provided by a special education teacher or therapist in a pull-out program or self-contained classroom designed to meet identified needs. The duration of time spent with the teacher or therapist is determined by the degree of intervention necessary to meet the student's needs. Interaction integration with non-disabled peers, students without disabilities, may occur in the regular classroom, and in non-academic and

extra-curricular activities as determined by the IEP Team.

- **Separate school facility.** The student receives instruction in a separate day school. These experiences are supplemented by involvement in those parts of the regular school program that are appropriate.
- **Institutional services.** The student resides in an institutional setting and receives all instruction in this setting. Involvement with non-disabled peers, students without disabilities, is provided as indicated in the IEP.
- **Homebound/Hospital instruction.** The home or hospital program consists of instructional and/or supportive services provided by the school to a student in his/her home, in a convalescent home, or in a hospital. A physician must certify in writing and the IEP provide that the student's bodily, mental, or emotional condition do not permit attendance at a school.
- **Served in Correction facility**

Private Referrals

Students who are not enrolled in our district but reside in the Mat-Su Borough are entitled to a special education evaluation at district expense. An exception may be when a student is enrolled in another Alaskan school district; that school district would be notified and will conduct that evaluation. In all cases, these private referrals, are to be processed by contacting Student Support Services at 746-9221.

Children ages 2 years 9 months - age 5: contact SSS office at 907-746-9221

ChildFind Referrals and for Infant Learning referral please contact

Student Support Services 907-746-9221

School age students (ages 5 - 21): contact Student Support Services 907-746-9221

Upon receipt of a "Private Referral Packet", It will be referred to the Director of Student Support Services, who will assign an evaluation team leader. That person will contact the parent to begin the process of evaluation planning.

Does Not Qualify (DNQ)

Does Not Qualify means the student is not eligible for services. When a student is evaluated and "does not qualify", the ESER must still be filled out, meeting held by the compliance date, and signatures obtained. A Written Notice is required.

DNQ Process

To complete an evaluation process when a student does not qualify, the team should complete all parts of the evaluation process.

On the Eligibility Tab of the ESER, the school psychologist will mark the boxes accordingly and digitally sign the eligibility. This page will be printed and signed by the psychologist.

Case manager will upload signed page to ESER Attachment Tab and then send original signed page to record technician.

On the Cover page of the ESER, the following box will be checked by school psychologist.

Evaluation Summary and Eligibility Report

Student Name: _____

Menu ▾ Save ✕ Undo ✕ Delete ✕ Print Preview

Student Name: _____ Description: **Evaluation Summary**

Cover Evaluation Areas Eligibility Notes Summary/Parti

Document Alias
ESER ☐ Display 'DRAFT'

Date of Meeting _____ Student is not eligible, Reevaluation is Not Applicable: ☐

Referral Date _____

There should not be any Educational Needs on the Summary Tab

Evaluation Summary and Eligibility Report

Student Name: _____

Menu ▾ Save ✕ Undo ✕ Delete ✕ Print Preview Validate Finalize

Student Name: _____ Description: **Evaluation Summary and Eligibility Report (ESER)**

Cover Evaluation Areas Eligibility Notes **Summary/Participants** Attachments

Document Alias
ESER ☐ Display 'DRAFT'

Educational Needs and Recommendations + Add

For a DNQ, there should not be any areas added to this section.

Line	View Order	Edu Need Code	Recommendations (matched to needs)

IEP team will hold meeting to review the evaluation, gain participation signatures and draft a Written Notice.

After the evaluation review meeting, case manager will finalize all documents. As this is a DNQ, an IEP will not be drafted and should remain unopened.

Check Ad Hoc/Misc. Docs to see if there are any documents that need to be finalized in this tab.

Once all documents are finalized, case manager will manually move the student to the Exit Process.

Case Manager will complete the Written Notice and Exit form. Case manager will complete SOP and COSF as appropriate. Finalize all documents as appropriate in this process with the Exit form being finalized last.

Case Manager will notify record technician that exit is complete. Record technician will exit student from Synergy SE.

Does Not Qualify for a Related Service

If a student no longer qualifies for a related service, however they still have educational need on their ESER and they will be exited from the related service prior to the 3-year re-evaluation, utilize the additional assessment process to document and complete a DNQ for a related service. The exiting related service will want to work with the case manager and school psychologist to determine

who will be responsible for completion of particular portions of the ESER and IEP. Please communicate with your team.

*Note: A Referral Packet (Referral Form, vision/hearing screening, and Observation Guide) is not required for a DNQ for a related service.

Individualized Education Program (IEP)

When an IEP is allowed to lapse for a student who is eligible and currently receiving services, the school district becomes legally liable for denial of FAPE. There is no legal excuse allowed for letting an IEP lapse.

Review of IEPs

The purpose of the annual review requirement is "...to determine whether the annual goals for the child are being achieved;" (34 CFR § 300.324(b)). Annual review meeting should start with the **goals** as written, and look at evidence of success or failure. Then, IEP teams conducting annual reviews should **revise** the IEP "...as appropriate, to address –

- “(A) Any lack of expected progress toward the annual goals described in §300.320(a)(2), and in the general education curriculum, if appropriate;
- (B) The results of any reevaluation conducted under § 300.303;
- (C) Information about the child provided to, or by, the parents, as described under § 300.305(a)(2);
- (D) The child's anticipated needs; or
- (E) Other matters.”

***NOTE: Draft IEPs**, while a district cannot present a completed IEP to the parents at the beginning of a meeting, the preparation of a draft IEP is acceptable **provided** the intent is to use the IEP document as a basis for discussion. It is highly encouraged to provide the parent with a copy of the draft IEP prior to the IEP meeting to allow them the opportunity to review the draft.*

- **Invitation**
Invite parents, case manager, general education teacher, district representative, related service provider as appropriate.
- **Progress Report**
Update progress on current objectives on progress notes page, each objective to have comment on progress. This should be completed PRIOR to drafting new goals/objectives.

Synergy Education Platform MATANUSKA-SUSITNA BOROUGH SCHOOL DISTRICT

SE Student

Menu ▾ Meet With Student ◀ 🔍 ▶ 🖨️ ✓ Save ↶ Undo + Add ✕ Delete

Student Name: _____ Gender: **Male** Primary disability: _____ School: _____ Case Manager: _____

Demographics Parents Team Misc Documents Historical Documents **SpEd Docs** 504 Docs Timeline Student Contact

Last Name _____ First Name _____ Middle Name _____ Suffix _____ Student ID _____

Current Settings

Previous IEP Date: 01/11/2020 Previous Evaluation Date: 03/01/2018 Primary Disability: _____ Preschool Primary Disability: _____

IEP Review Due Date: 01/11/2021 Re-evaluation Due Date: 02/28/2021 Exit Date: _____ Exit Reason: _____ Exit Explanation: _____

Progress Report Current IEP

Current BIP

Referral Date: _____

Medicaid Consent Status: _____ Medicaid Consent Status Date: _____

Preschool AM/PM: _____ Initial Placement Date: 01/11/2016 ESER Received: _____ IEP Received: _____

Click Print Progress Report and Save to Historical folder button this will allow for parents to see in ParentVue (don't have to keep a printed copy, this button saves it in the system, which is needed. Printed copy can be retained in the working file as desired).

Progress Report

Student Name: _____

Menu ▾ 🖨️ ✓ Save ✕ ↶ Undo ✕ **Print Progress Report and Save to Historical folder**

Student Name: _____ Student ID: _____ Gender: _____ Birth Date: _____ Grade: _____

IEP

IEP Date: _____ Date this IEP will be Reviewed: _____ IEP Status: **Current IEP**

Cover Tab: Section 1 & 2

Ensure that all student information is correct, the meeting purpose is clearly stated, and student eligibility category is correctly labeled. Ensure that all required participants are listed, and their titles are clearly labeled. Record procedural safeguards were given to parent.

Participants

Ensure that all required participants are listed, and their titles are clearly labeled. Record procedural safeguards were offered to the parent and if the parent either accepted or declined acopy.

- Complete and print for signatures at IEP meeting

StudentIEP

Student Name: _____ Student ID: _____ Gender: _____ Birth Date: _____ Grade: _____ IEP Status: **Draft IEP**

Menu ▾

Student Name: _____ Student ID: _____ Gender: _____ Birth Date: _____ Grade: _____ IEP Status: **Draft IEP**

Cover Strengths/Concerns & PLAAFP Special Factors Assessments Goals Mods. & ESY Services Placement Meeting Notes Attachments

Dates

IEP Date: _____ IEP Review Due Date: _____ Eligibility Effective Date: _____ Re-evaluation Due Date: _____ Process Name: Initial Evaluation Display 'DRAFT'

When you save the IEP Date, this will auto populate the IEP Review Date

This field will fill when the ESER is finalized

This field will fill when ESER is finalized

Primary Eligibility: _____ This field will fill when ESER is finalized

☐ Transfer of Rights Letter has been sent to both parent and student (At least one year before turning 18, student must be informed of his/her rights).

Notice of Procedural Safeguards Provided: _____ Must select one

☐ Include Transition in IEP

Signature of Participants in Attendance At IEP Meeting

Student Consulted/Present: _____

Parent Participants

Line	Parent Name	Relation Type	Educational Rights	Contact Allowed	Consulted	Present
1	Parents names will automatically fill from SIS information	Father	Yes	Yes		
2		Step-Mother	Yes	Yes		
3		Mother	No	Yes		

Staff Participants

Line	Staff Name	Role	Consulted/Present
1	Case Manager / SE Teacher	Required	
2	District Representative	Required	
3	General Education Teacher	Required	
4	School Psychologist		
5	Speech/Language Pathologist		

Staff names from Team Tab will fill here. Change as appropriate for who will be in attendance at the IEP meeting.

Select 'Invited' for which participants will be attending. Selecting 'Invited' will make name appear on Print Preview for signatures at IEP meeting.

Other Participants

Line	Name	Title	Role	Consulted/Present
------	------	-------	------	-------------------

*Signature indicates attendance and does not constitute agreement or disagreement with IEP content.

Strengths/Concerns & PLAAFP : Section 3

Student strengths should include specific items. Try to avoid generalities that apply to all students such as, "She is fun to have in class."

Record all parent comments and concerns.

If no additional agency comments are available put none in the box, the box may not be left blank.

Present Level areas are populated from the Educational Needs on the ESER. You must address each present level.

The Additional Present Levels grid is for health-related information and other unique situations. If you are unsure about using the Additional Present Levels grid, contact your resource specialist.

StudentIEP

Student Name:

Menu

Student Name: Student ID: Gender: Birth Date: Grade: IEP Status: **Draft IEP**

[Cover](#) [Strengths/Concerns & PLAAFP](#) [Special Factors](#) [Assessments](#) [Goals](#) [Mods. & ESY](#) [Services](#) [Placement](#) [Meeting Notes](#) [Attachments](#)

Date will fill from cover page

Student Strengths

Complete at the IEP meeting

Student and Parent Comments, Needs or Concerns

Complete at the IEP meeting

Other Agency Comment

Complete at the IEP meeting

☒ Present Levels of Academic Achievement and Functional Performance

(Must address all identified needs and each need from the Evaluation Summary and Eligibility Report, and each need must correspond to a goal and objective or benchmark)

[Open Student Test History](#)

Student's current functioning (Consider most recent performance on classroom, statewide, and district-wide assessments) and results of most recent evaluation.

☒ Present Levels ☐ Show Detail Present Level category will fill from Educational Needs on ESER. Each present level will require a goal/objectives and service minutes.

Line	View Order	Present Level Code	Description
1	1	Communication	Must be addressed

☒ Additional Present Levels ☐ Show Detail

Line	View Order	Edu Need Code	Description
			Library available as applicable

Describe how disability affects the student's involvement and progress in the general education curriculum or, for a preschool student, participating in appropriate activities:

Must be addressed

Top

Special Factors: Section 4

Address each item in the special factors section with the team. Items may not be left with a blank check box. If the box concerning student behavior impacting progress is selected, behavior should be noted in the PLAAFP. A goal concerning the targeted behavior should also be written. Any item checked as a yes must addressed in the IEP.

Special Factor Behavior

In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.

Cover Strengths/Concerns & PLAAFP **Special Factors** Assessments Goals Mods. & ESY Services Placement
Meeting Notes Medicaid Attachments

Section 4 - Special Factors

BEHAVIOR

Does the student's behavior impede the student's learning or the learning of others to the extent the student may require positive behavioral interventions and supports?

Yes

If this is yes addressed in the PLAAFP and create a goal

☐ Functional Behavior Assessment is recommended

Please see section of FBA

☐ Consent for FBA has been obtained

☐ Behavior Support Plan is recommended

☐ Behavior Support Plan is in place and attached to the IEP

Document found in Misc Docs, when completed it will be in the process and attached in Historical Doc

Special Factor Communication

Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode.

Cover Strengths/Concerns & PLAAFP **Special Factors** Assessments Goals Mods. & ESY Services Placement
Meeting Notes Medicaid Attachments

COMMUNICATION

Does the student have communication needs? (For Example: Unintelligible, non-verbal, or Deaf or Hard of Hearing)

No

SPECIFY the need(s):

Special Factor Language

In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP.

Cover Strengths/Concerns & PLAAFP **Special Factors** Assessments Goals Mods. & ESY Services Placement
Meeting Notes Medicaid Attachments

LANGUAGE

Does the student have language needs due to Limited English Proficiency?

No

Special Factor Visual Impairment

In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child.

Cover Strengths/Concerns & PLAAFP **Special Factors** Assessments Goals Mods. & ESY Services Placement
Meeting Notes Medicaid Attachments

VISUAL IMPAIRMENT

Does the student require instruction in Braille?

No

Special Factor Assistive Technology

Alaska requires that assistive technology be "...made available to a child with a disability who needs devices or services for supplementary aids and services in regular classes or in the child's home or other setting in order to receive a FAPE (4 AAC 52.148)." Assistive Technology (AT) includes low-tech items, as well as those more advanced. Some examples, but by no means an exhaustive list, of AT devices are as follow: alternate keyboards, anti-slide mat, highlighted bar magnifier, correction tape, reading text guides, graphic organizer, grid paper, handheld audio reader, highlighter tape, interactive white boards, jumbo rulers, magnetic sheets, on screen keyboards, pencil grips, raised line paper, rubber stamps, screen magnification, screen reader software, speech recognition software, switches (access, voice output, etc.), tactile rulers, templates, timer, touch screens, Velcro, whiteboard/chalkboard, word prediction software, and word rings. This list is intended to give a small idea of AT variations.

Cover Strengths/Concerns & PLAAFP **Special Factors** Assessments Goals Mods. & ESY Services Placement
Meeting Notes Medicaid Attachments

ASSISTIVE TECHNOLOGY

Does the student require Assistive Technology (AT) devices, tools, implements or AT related services (includes "low tech" items)? DESCRIBE:

No

Special Factor Print Disability

Cover Strengths/Concerns & PLAAFP **Special Factors** Assessments Goals Mods. & ESY Services Placement
Meeting Notes Medicaid Attachments

PRINT DISABILITY

Does the student possess a disability (visual impairment, physical impairment, or learning disability) that prevents student from gaining information from standard print-based instructional materials requiring a specialized format (Large Print, Digital, Audio, Braille)?

Yes

Special Factor Transportation

Special transportation is provided to/from school and in and around school for students that require specialized transportation in order to access their educational needs.

Who is eligible for special transportation?

Students that are currently eligible for special education and require specialized transportation to access their educational needs.

Where does special transportation bus to/from?

Special transportation will be provided within the student's home boundary.

Exceptions to transportation within home boundary:

- If a parent requests a boundary exemption to a school outside of their home boundary, it is the parent's responsibility to transport their child to and from school.
 - If they request a boundary exemption and the student attends a daycare, etc. that exists within this exemption boundary, special transportation can be accessed to and from the daycare to the boundary exemption school.
 - Your Resource Specialist will need to verify this transportation request prior to submitting to transportation. Best practice is to not commit transportation outside of a boundary without Resource Specialist approval first.
- If a student will be accessing a district wide program that is not available in their boundary school. Special transportation will be provided to that student between their home and the school they will be attending. Please consult your Resource Specialist for further information.

When should a transportation form be completed?

Case manager should review and update transportation at each annual review. This review is only necessary for students that receive special transportation currently, or if the team is considering adding special transportation to the IEP.

Case manager will complete a transportation form when there is a change in student pickup or drop off information. Parents that call transportation to change their pickup/drop off information will be redirected to contact the case manager to make this change. If a parent has moved out of the current boundary or is requesting a change that is out of the current school boundary, please contact your Resource Specialist to determine the next step.

Case manager will complete a transportation form when a student exits from special education or is no longer enrolled with the district and they were receiving special transportation.

Forms can be submitted at any time. All forms that are submitted by 11:00 AM on Friday's will be routed to start the following Wednesday. If you submit the form after 11:00 AM on Friday, the transportation will be delayed an additional week.

The screenshot shows the 'Special Factors' tab in the IEP software. The 'TRANSPORTATION' section is highlighted with a red box. Below it, a dropdown menu is set to 'Yes'. An orange arrow points from this dropdown to a yellow box containing the text: 'Select 'Yes' then click Save. Then select the reason for transportation and click Save'. Below the dropdown, a section titled 'The following needs are addressed in the IEP' contains several checkboxes: 'Age - Preschool', 'Medical', 'Other (Explain)', 'Student Uses wheelchair', 'Behavioral', 'Mobility', and 'Program placement outside boundary school'. An orange arrow points from the 'Other (Explain)' checkbox to another yellow box containing the text: 'A transportation form will need to be completed'.

- Complete Transportation form as detailed in the Transportation section.

Special Factor Medical

The screenshot shows the 'Special Factors' tab in the IEP software. The 'MEDICAL' section is highlighted with a red box. Below it, a dropdown menu is set to 'Yes'. Below the dropdown is a large text area for describing medical needs. At the bottom of the section, there is a 'No' dropdown and the text 'OR Medical/Health Plan is in Student's Confidential Health File'.

Transition Plan: Section 5

Transition plans are required by IDEA during the annual review prior to a student's 16th birthday. This will often take place when the student is 15 years old.

Summary of Performance (SOP) needs to be completed for the following:

- Graduation with a diploma
- Exit at the age of 22

When a transition plan is needed, a new tab will appear among the sections of the annual IEP. If you wish to initiate a transition plan earlier than required, check the box titled "Include Transition in IEP" on the cover page. The box is located under the "Procedural Safeguards" box. Save the page with the boxed checked, and a new tab will appear titled Transition.

Transition

The first 4 questions of the transition plan should be answered 'yes'. If any question is answered 'no', type a reason in the text box. The fifth question, referencing outside agencies, may be N/A. However, if you answer this question yes, be sure to address the "Transition Consent" tab within the invitation to the IEP. Parent permission **MUST** be given for the district to invite any outside agency to participate in the IEP.

Section 5 - Transition

Was this student invited to attend this IEP meeting?

Has the student completed an age appropriate transition assessment?

Has the IEP team determined if the student should apply to the Department of Vocational Rehabilitation (DVR) or Tribal Vocational Rehabilitation (TVR)?

Does this student's IEP include appropriate measurable post-secondary goals that cover the education/training, employment, and independent living plan (reviewed annually)?

If outside agencies/community partners are a part of this plan, were they invited (with parental consent) to the IEP meeting?

Explain all NO Responses

Statement of Transition Services: Coordinated Activities/ Strategies

Pre-loaded starter statements for writing measurable post-secondary goals will be generated in the employment, education and training, and adult living sections. Case manager should not remove these 3 statements. The statement should be completed with the student's primary job choice. For example, "My plan for a job is to work in the construction field." If a goal statement is not present from a previously generated transition plan, a measurable employment goal must be created for these 3 areas.

The team will review each line and if a student is independent in a particular area that is to be indicated complete the transition plan as applicable, listing activities and strategies for the Employment, Related Services, Community Experiences, Training and Education, and Adult Living sections (lines 1-5). It is acceptable to have an activity listed in more than one area, for example obtaining a driver's license could be documented in community experience and adult living.

Statement of Transition Services: Coordinated Activities/ Strategies

Line	Goal Type	Activities/Strategies Related to Measurable Postsecondary Goals	Implement Date	Person/Agency Response
1	Employment	My plan for a job is		
2	Related Services			
3	Community Experiences			
4	Training and Education	When I leave high school, I will		
5	Adult Living	When I leave high school, I will		
6	Daily Living Skills			
7	Functional Vocational Evaluation			

Keep these pre-loaded statements and completed with the student's information

Statement of Transition Services Coordinated Activities/Strategies

Statement of Transition Services: Coordinated Activities/Strategies

Line	Goal Type	Activities/Strategies Related to Measurable Postsecondary Goals	Implement Date	Person/Agency Responsible for Providing Services
1	Employment	My plan for a job is to become a Barber. I will develop employment skills such as resume writing, interviewing skills, job application completion, appropriate dress, career research activities for finding a job after high school.	01/29/2020	MSBSD / Parent
2	Related Services	I will identify community resources such as DVR (Department of Vocational Rehabilitation) to help him pursue a career with supports after high school.	01/29/2020	DVR / Parent
3	Community Experiences	I will obtain a drivers license and/or learn to access transportation options to obtain community services such as grocery shopping, banking services, making appointments and using the post office for the ability to live on his own after high school.	01/29/2020	and Parent
4	Training and Education	When I leave high school, I will go to school to become a Barber and maybe go to college to get a Business Degree to start my own business.	01/29/2020	and Parent
5	Adult Living	I will identify future goals for after high school such as where he will live, transportation, and post secondary training.	01/29/2020	and Parent
6	Daily Living Skills	I will learn how to live on his own after high school by learning how to cook, clean, do laundry, budgeting...	01/29/2020	and Parent
7	Functional Vocational Evaluation	I will use the AKCIS career inventory and other career inventories and research tools to explore possible careers for after high school.	01/29/2020	MSBSD / Parent

Only input people who attend the meeting or have agreed to be input in this section.

Course of Study

Credits should be listed in the "Credits Earned" column. Terms, such as completed, projected, needed, or remaining may be used to indicate the progression for each year. For example, 7.0 completed, 3.5 earned/3.5 projected, 7.0 needed. The total should balance to 24.5 for graduating classes of 2023, 2024, 2025. For students graduating in year 2026 and beyond, the required total number of credits will be 25.5.

The bottom 3 boxes should be completed with 24.5, a month number, and anticipated year for graduation. The term, "Non-diploma track" may be entered for total credits required if applicable.

Course of Study

Considering the student's strengths, interests, preferences, and desired postsecondary goals, list the specific courses of study for the period of time covered by this IEP that will promote movement from school to the student's desired post school goals.

Line	School Year	Grade Level	Course Memo	Credits Earned
1	2019-2020	9	FD Biology, Greenhouse, Math 1, FD Health, FD Civics, Vet. Science, FD English 1, PE	3.5
2	2020-2021	10	FD Physical Science, FD Intro Algebra, FD World History, FD English 2, Electives	
3	2021-2022	11	FD Algebra 1, FD U.S. History, FD English 3, Electives	
4	2022-2023	12	Government, AK History, English Elective, FD Geometry, Electives	

Total number of credits required for graduation: 24.5 Graduation Month: 5 Graduation Year: 2023

Tips and Tricks for Transition

- Copy and paste the implementation date into the multiple boxes if adjusting the date requires multiple clicks.
- Create a generic list of freshmen, sophomore, junior, and senior classes in a personal word document. Edit class names only when needed.
- Need more information on transition? Check out these links
 - SSS Transition information page website [HERE](#)
 - Transition Handbook from the State of Alaska is located [HERE](#)

Assessments: Section 6

State & District testing accommodations must be recorded in this section. Accommodations must be utilized and evaluated regularly to determine whether they are effective and necessary. They are not random choices; they would require evidence of effectiveness. All accommodations must be in place in the classroom, and available to the student for all related academic areas. Participation Guidelines can be found [HERE](#)

Cover Strengths/Concerns & PLAAFP Special Factors **Assessments** Goals Mods & ESY Services Placement Meeting Notes

Medicaid Attachments

Assessments

Statewide and District Assessments:

Accommodations are designed to provide access to instruction and testing.
Accommodations are not designed to make tests easier nor result in inflated test scores.
The following are universal tools available to all students, therefore not considered accommodations: calculators on vendor-selected sections, color overlay, color contrast/reverse contrast, headphones (may be used to minimize distractions), highlighter, line guide/place markers/masking, magnification, scratch paper, & audio amplification.
Scheduling, breaks, and setting during testing will be provided to student in same manner as provided during instructional settings.

will participate in statewide and district assessments (grades PreK through 10) with the following accommodations *

will participate in statewide and district assessments (grades PreK through 10) without accommodations

will participate in statewide and district assessments (grades PreK through 10) with the following accommodations *

will participate in statewide Alternate Assessment for grades 3-10.

No statewide assessment required for this student.

Drop down will give the following options. Select and click Save

Classroom Assessments: PEAKS, MAP

KEY: ELA=English Language Arts, (PEAKS and Reading/Language (MAP), M=Mathematics, S=Science

Classroom Assessments: PEAKS, MAP

Line	View Order	Accommodation	ELA	Math	Science
1	1	Paper/Pencil tests: Human read aloud for test questions and answer choices, Read aloud of reading passages is not allowed on Computer based assessments, Text-to-Speech, Text-to-Speech of reading passages not allowed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	2	Braille test edition. Must be requested by special order in advance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	3	Large Print test Form. Must be requested by special order in advance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	4	American Sign Language. Sign directions, test items. Signing of reading passages not allowed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	5	Alternative responses: oral, signing, pointing. Scribe will enter student responses verbatim into test engine or answer form. (To apply scribe to PEAKS assessment, a scribe must be currently used for All testing activities within the classroom).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	6	Large Print	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	7	Clarification of test directions upon student request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	8	Use of adaptive devices, equipment and furniture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	9	Other	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other Accommodations:
small group

Classroom Assessments: AIMSweb Benchmark: Only allowable accommodations for AIMSweb are

☐ Braille ☐ Large Print

Use of these accommodations would need to be noted in special factors

Top

Alternate Assessment: Section 6

For students on Alternate Assessment, a parental signature is required every year. Review specifics of non-diploma track outcomes with parents. Upload signature page to attachments tab in the IEP.

StudentIEP

Student Name: [Redacted]

Menu: [Icons]

Student ID: [Redacted] Gender: [Redacted] Birth Date: [Redacted] Grade: [Redacted] IEP Status: Draft IEP

Tools: [Icons]

Assessments: [Redacted]

Dynamic Learning Maps Participation Criteria:

Line	Item Order	Participation Criteria	Participation Criteria Description	Review
1	1	The student has a significant cognitive disability.	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. *Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.	
2	2	The student is primarily being instructed (or taught) using the AK-DLM Essential elements as content standards.	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level DLM Essential Elements and address knowledge and skills that are appropriate and challenging for this student.	
3	3	The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.	The student a. Requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and b. Uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.	

- Print Preview and print for signature at meeting. Case manager will upload original signature to Attachments tab in IEP.

Name	Date of Birth	Student Number	Document Date
------	---------------	----------------	---------------

SECTION 6 - ASSESSMENTS

Statewide and District Assessments:

Accommodations are designed to provide access to instruction and testing.

Accommodations are not designed to make tests easier nor result in inflated test scores.

The following are universal tools available to all students, therefore not considered accommodations: calculators on vendor-selected sections, color overlay, color contrast/reverse contrast, headphones (may be used to minimize distractions), highlighter, line guide/place markers/masking, magnification, scratch paper, & audio amplification.

Scheduling, breaks, and setting during testing will be provided to student in same manner as provided during instructional settings.

- ☐ Ashton will participate in statewide and district assessments (grades PreK through 10) without accommodations.
- ☐ Ashton will participate in statewide and district assessments (grades PreK through 10) with the following accommodations.*
- ☒ Ashton will participate in statewide Alternate Assessment for grades 3-10.
- ☐ No statewide assessment required for this student.

Reason:

Participate in the Dynamic Learning Maps Alternate Assessment requires a yes answer to each of the following questions. Students eligible for Alternate Assessment must take the Alternate in all the content areas English Language Arts, Mathematics, and Science. Effective September 2014.

Participation Criteria	Participation Criteria Description	Agree (Yes) or Disagree (No)? Provide documentation for each
The student has a significant cognitive disability.	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. *Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.	Yes
The student is primarily being instructed (or taught) using the AK-DLM Essential elements as content standards.	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level DLM Essential Elements and address knowledge and skills that are appropriate and challenging for this student.	Yes
The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.	The student a. Requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and b. Uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.	Yes

Parent Signature _____

Participate in the Dynamic Learning Maps Alternate Assessment

Parent signs at IEP meeting.

Note: the parent's signature acknowledges participation in a non-diploma track assessment

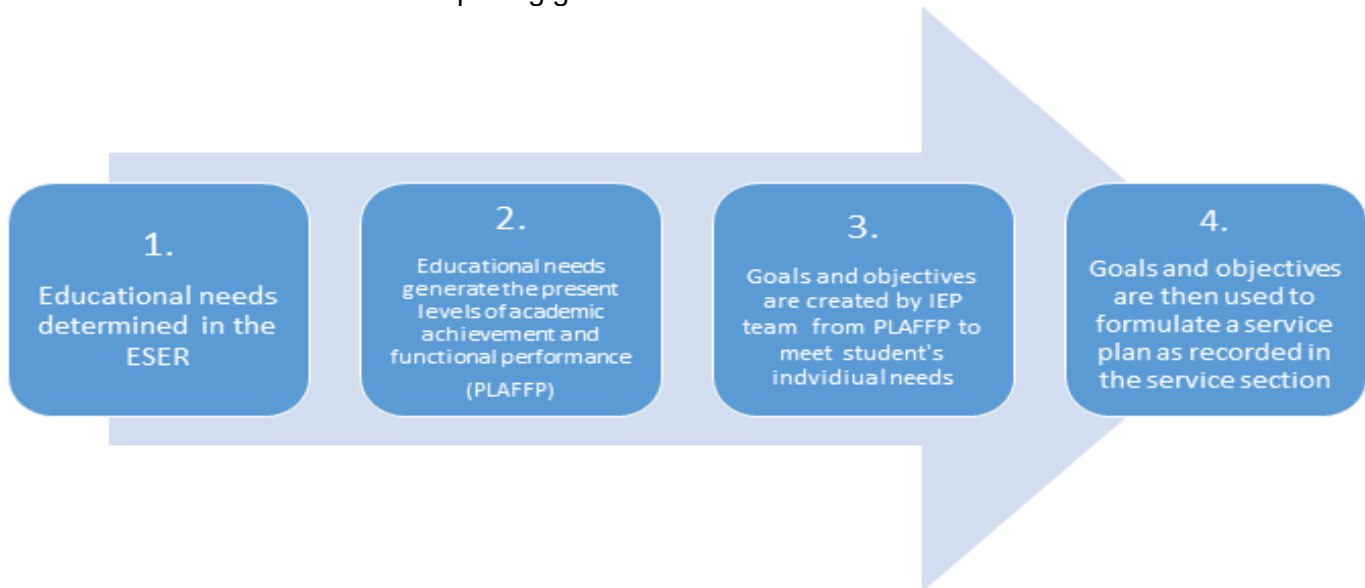
Goals and Objectives: Section 7

An annual IEP must contain both annual goals and short-term objectives. Current baseline data is required for each annual goal. Goals are taken directly from Present Levels of Performance and address each area of deficit that is noted in the PLAFFP. Each goal must address an Alaska State standard, which are to be chosen from the SE Note Library.

An appropriate goal must be measurable, observable, and specific, describe what the child (not the adult) will do, and must be written to expect completion within the annual timeframe for which the IEP is written. All goals taken into an IEP meeting are considered drafts. Each draft goal should be discussed with the team and edited as needed. Review previous goals as the starting point for new goals, with revisions as needed. Continuing goals with no revision should rarely happen, since it indicates that the student is not able to meet the goal. If this is the case, best practice indicates that the task should be rewritten, possibly breaking it into smaller steps, to make the goal achievable for the student.

Add Goals

Follow the flow of services when inputting goals.



Adding Goals to SE

Line	Category	Description	State Standard	Applies To Easy
1	Reading			<input type="checkbox"/>

1. Report progress as often as general education students
2. Use drop down menu to determine the category in which the goal will focus.
3. Complete box as prompted
4. Complete box as prompted
5. Complete box as prompted
6. Progress will be reported with the same quantifier, or percentage or ratio as indicated
7. Click [Add New Goal](#) to generate a goal that will show up below.

Utilize this add button to add to personal goal library

Line	Category	Description	State Standard	Applies To ESY
1	Writing			
	Social Emotional			

Marking this box and saving will delete the goal

8. This will be auto filled by information entered in boxes 3-6 from above
9. State Standard will be completed when show details is utilized
10. Please check this box if goal will apply to ESY
11. Click show details to get the Short-Term Objectives/Benchmarks

Student Name: Student ID: Gender: Birth Date: Grade: IEP Status: Draft IEP

Cover Strengths/Concerns & PLAAFP Special Factors Assessments **Goals** Mods & ESY Services Placement

Meeting Notes Medication Attachments

Goals + Add Hide Detail

Line	Category
1	Writing
2	Social Emotional
3	Reading
4	Reading
5	Math
6	Communication
7	Behavior

Student Name: Description: Goal will be here

Applies To ESY ☐ Check here if this will be an ESY Goal

State Standard Utilize the library above for State Standard

Add to Personal Goal Library

Short-Term Objectives/Benchmarks + Add Hide Detail

Line	Sequence Number
1	1
2	2

Click here to get objective 1 or 2

Sequence Number: Objective: These are steps it will take to reach annual goal

Applies to ESY ☐

Baseline: What is the students current

Person(s) Responsible (including Other Agencies)

Eval Method: Frequency

<input type="checkbox"/> Test	<input type="checkbox"/> Daily
<input type="checkbox"/> Data	<input type="checkbox"/> Weekly
<input type="checkbox"/> Work	<input type="checkbox"/> Monthly
<input type="checkbox"/> Samples	<input type="checkbox"/> Quarterly
<input type="checkbox"/> Grade	<input type="checkbox"/> Semester
<input type="checkbox"/> Observation	<input type="checkbox"/> Other
<input type="checkbox"/> Other	

Remember to have data on hand for eval method for progress reports

Goal Test

Goal should be written using the following three tests:

The Stranger Test, The So What Test, and The Dead Man's Test.

- The Stranger Test: Means that anyone could look at the goals and know what is being worked on and how to assess that the child has completed the task.
- The So What Test: References the determination that the task is an important skill to learn.
- The Dead Man's Test: This test is used when looking at behaviors to make sure that the goals are written in a positive, active manner.
 - Example 1: A student pounds on the desk with his fist when he is frustrated, and a goal is written for reduction of the behavior. "Student will refrain from pounding his fist". A dead man can accomplish this goal. The goal is a passive one and does not provide alternative positive behavior for the student to demonstrate.
 - Example 2: "Student will state he is frustrated prior to putting his hands on a desk or table during three of the five reading lessons". A dead man could not accomplish this goal. It is measurable and focuses on the positive action/behavior to be accomplished.

SMART Goals

An easy way to write goals is to use the acronym "SMART". SMART goals are easy to report progress on, easier to determine mastery, and are legally defensible.

Specific,

Measurable

Action Words

Relevant

Time Sensitive

Short Term Objectives

Short Term Objectives (or benchmarks) are the steps it will take to reach an annual goal. There should be at least two objectives for each annual goal. If you are unable to draft two objectives, the goal may need to be broadened. Objectives may differ in the quantity expected, degree of accuracy, specific skill expected, where the skill is demonstrated, etc. Objectives/benchmarks are usually found through a task analysis of the goal behavior.

By (what date), given (conditions), the student will (do what observable behaviors) with (level of mastery and/or frequency) as measured by (assessments/measurements). (Source: Content Area Grade Level Domain Standard(s))			
IEP Goal Components:			
Goal Component	Explanation		
When...	means... By what date		
Given what...	means... Under what conditions <ul style="list-style-type: none"> • Modifications (change the standard) • Accommodations (change materials, procedures, response formats, etc.) • Assistive technology (dictation software, calculator, etc.) • Instructional strategies (prompts, graphic organizers, etc.) 		
Who...	means... Student		
Does what...	means... Observable behaviors <ul style="list-style-type: none"> • Actions: create, make, analyze, sequence, summarize, complete, describe, demonstrate, build, read, etc. 		
How much...	means... Level of mastery <ul style="list-style-type: none"> • Level of skill acquisition (e.g. with 80% accuracy) • Level of independence (e.g. with 100% independence) • Level of task completion (e.g. in 4 out of 5 opportunities) 		
How often...	means... Frequency <ul style="list-style-type: none"> • Daily, Weekly, During content area classes throughout the year, etc. 		
How measured...	means... Assessment (as measured by...) <table border="1"> <tr> <td> <ul style="list-style-type: none"> • Progress monitoring • Curriculum-based assessments • Teacher observations • District/state assessments </td><td> <ul style="list-style-type: none"> • Self-charting of progress • Classroom progress (grades) • Behavioral data • Student work samples </td></tr> </table>	<ul style="list-style-type: none"> • Progress monitoring • Curriculum-based assessments • Teacher observations • District/state assessments 	<ul style="list-style-type: none"> • Self-charting of progress • Classroom progress (grades) • Behavioral data • Student work samples
<ul style="list-style-type: none"> • Progress monitoring • Curriculum-based assessments • Teacher observations • District/state assessments 	<ul style="list-style-type: none"> • Self-charting of progress • Classroom progress (grades) • Behavioral data • Student work samples 		
Cite the Standard	means... (Source: Content Area Grade Level Domain Standard(s)) <ul style="list-style-type: none"> • (CCSS: Math 7.RP.1) • (CCSS: ELA 9-10.RI.2) 		

Modifications and Supports: Section 8

Best practice is to be specific when outlining these supports and modifications. Simply stating "collaboration" does not describe what communication needs to occur between general and special education staff. A more specific description would be "collaboration" between special and general education teachers regarding grading, and homework requirements". Address all needed modifications and accommodations that the student requires to progress that are not covered by an IEP goal.

Extended School Year: Section 9

Extended school year services are (4 AAC 52.144[b]):

Districts must provide extended school year (ESY) services to students "...as necessary to provide a FAPE if a child's IEP team determines... that the services are necessary for the provision of FAPE to the child. Extended school year services must be clearly set out in a child's IEP."

**ESY is not an "a la carte" service. Access to ESY services is based upon student eligibility that is supported by data. Students are, or are not, eligible for ESY based upon this data. Parents can choose to access, or not access, ESY services for their child if they are eligible. Eligibility of ESY is required to be documented in the Written Notice.

Services Tab: Section 10

Service minutes record both the number of minutes a student receives services and from whom that service is provided. Services must be provided at a minimum of 30 minutes per month for any student with an IEP.

For any service that is being provided by a person other than a properly endorsed special education teacher or related service provider, (indirect service) the supervision line of that specific service must be filled out. An endorsed person, either a special education teacher or related service provider must provide this supervision.

The minutes of supervision reflect how often the special education teacher or related service provider supervises in that location. For example, 1 X month for 20 minutes, one X daily for 10 minutes, etc. at a minimum, supervision must be provided monthly. Minutes are assumed to be weekly unless otherwise specified.

Direct Services

Qualified personnel provide Direct Services directly to a student. Qualified personnel refer to those who have met state-approved certification with proper endorsements.(E.g. special education endorsement, Occupational therapist)

Indirect Services

In contrast to direct services, indirect services are delivered directly to the student by another person (e.g. a paraprofessional, general education teacher) under the direct supervision of a qualified professional. These services refer to an IEP goal, and the person supervising the service is responsible for reporting progress on these goals. The IEP needs to specify who will provide the supervision, the frequency, and the location. Minutes are assumed to be weekly unless otherwise specified.

Special Education & Related Service Minutes

Special Education & Related Services Note: Supervision is required for any service provided by individuals who are not certified in that service area. Supervision and transportation time is not included in total special education and related service time received by student.

Special Education Services

Line	View Order	Service	Location	Start Date	End Date	Provider	Minutes	# of Times	Frequency
1		Behavior	Gen Ed Setting			Special Ed Teaching Assistant	60	4	Weekly
2	1	Writing	Special Education Classroom			Special Ed Teacher	60	4	Weekly
3	2	Math	Special Education Classroom			Special Ed Teacher	60	4	Weekly
4	3	Reading	Special Education Classroom			Special Ed Teacher	60	4	Weekly

Service Level

Special Ed Minutes Per Week	Special Ed Minutes Per Week Inside the Regular Classroom	Special Ed Minutes Per Week Outside the Regular Classroom
960	240.00	720.00

Related Services

Line	View Order	Service	Location	Start Date	End Date	Provider	Minutes	# of Times	Frequency
1	1	Physical Therapy	Special Education Setting			Physical Therapist	30	1	Weekly

Service Level

Related Service Minutes Per Week	Related Service Minutes Per Week Inside the Regular Classroom	Related Service Minutes Per Week Outside the Regular Classroom
30	0.00	30.00

1. As part of the flow of special education services it is important to note that the areas of service have to match the areas of educational needs listed on the ESER and in Present Levels.
2. Typically Start Date and End Date would correspond with the annual review date of the IEP. You can utilize the calendar tool or cut and paste the appropriate date.

3. If the provider is not a Special Education Teacher then it must be supervised by a certified Special Education Teacher by clicking on 'Show Details' highlighted by gold rectangle above.
4. Related Service is to be documented in these areas, please note if any service is not a direct service it will need to be supervised by the provider by clicking the 'Show Detail'.

Show Detail

The screenshot shows the 'Special Education Services' form. At the top, there are tabs: Cover, Strengths/Concerns & PLAAFP, Special Factors, Transition, Assessments, Goals, Modifications & ESY, Services, Placement, Meeting Notes, and Attachments. Below the tabs is a note: 'Special Education & Related Services Note: Supervision is required for any service provided by individuals who are not certified in that service area. Supervision and transportation time is not included in total special education and related service time received by student.' The form has a 'Special Education Services' section with a '+ Add' button and a 'Hide Detail' button. Below this is a table with columns: Line, View Order, Location, Start Date, End Date, Provider Role, Minutes, # of Times, Frequency. The first row is highlighted in blue. Below the table is a 'Supervision Services' section with a '+ Add' button. Below this is another table with columns: Line, Location, Start Date, End Date, Provider, Minutes, Amount of Time, Frequency. The first row is highlighted in blue. Numbered callouts 1 through 6 point to specific elements: 1 points to the 'Add' button, 2 points to the 'Show Details' button, 3 points to the 'Add' button in the Supervision Services section, 4 points to the Start Date field, 5 points to the Provider field, and 6 points to the Minutes field.

1. The blue highlighted area corresponds with the service area that supervision is being added
2. This information will appear on service page of IEP
3. Click 'Add' and line will appear to input the information for supervision
4. Date will correspond with annual review date
5. Provider is to be qualified personnel, those who have met state-approved certification with proper endorsements. (E.g., special education endorsement, Occupational therapist)
6. Supervision minutes reflect how often the special education teacher or related service provider supervises in that location

Regular Education Participation

The screenshot shows the 'Regular Education Participation' form. At the top, there is a '+ Add' button. Below this is a table with columns: Line, View Order, Service, Location, Provider, Minutes, Amount of Time, # of Times, Frequency. The first row is highlighted in blue. Below the table is a 'Service Level' section with a dropdown menu and a 'LookUpFunction' button. Below this is a table with columns: Total Regular Education Minutes Per Week, Total Minutes Per Week, Percent Time in Special Education, Total Minutes Per Week Inside Regular Classroom, Total Minutes Per Week Outside the Regular Classroom, Percent of time INSIDE the regular classroom. Numbered callouts 1 through 3 point to specific elements: 1 points to the 'Add' button, 2 points to the 'Total Minutes Per Week' field, and 3 points to the 'LookUpFunction' button.

1. Click 'Add' to document the regular education services.
2. Total minutes per week in our district is 1800.
3. The Least Restrict Environment will automatically calculate and fill.

Placement Tab: Section 11

Placement in special education is the last consideration of the IEP team. Placement is described as amount of time spent in general education classroom. Remember, it will be necessary to write a justification for removing the student from General Education Environment.

MSBSD requires a justification to be added for all IEP's, regardless of yes/no answers.

Cover Strengths/Concerns & PLAAPP Special Factors Transition Assessments Goals Mods. & ESY Services **Placement** Meeting Notes Attachments

SECTION 11 - PLACEMENT

1. Is this placement based on the student's educational needs documented in this IEP? Yes ▾

2. Is the student able to be satisfactorily educated in the general education classroom for the entire school day? No ▾

3. If removal from the classroom is necessary, it is based on the nature of the student's disability, the intensity of required instruction and supports needed and not the need for modifications in the general curriculum? Yes ▾

4. Is student's placement available in his/her boundary school? Yes ▾

5. Did the IEP team consider any potential beneficial and harmful effect on the educational placement? Yes ▾

6. Does the student have the opportunity to participate in extracurricular and nonacademic events with nondisabled students? Yes ▾

Justification for removing of the student from the regular education environment (address any "no" response):
The student's present level of educational performance requires curricular modification and individualized instructional strategies. These services may be appropriately implemented in a Regular Education classroom or small group Resource setting with curricular modifications as needed.

Utilize the library for completing the Justification for removing student from regular education environment.

All questions have to be answered and any 'no' answers have to be justified to validate.

Preschool
Gen Ed with Supervision
Gen Ed with Direct Instruction
Pullout-Academic
Behavior
Total Curricular Mod.
Special Program-Self Contained
Home-Hospital
Institution
Speech Therapy
Pullout-Language
Itinerant Speech

Meeting Notes Tab

Meeting Notes state what occurred in brief sentences; no need to describe what is in the IEP. This is a place to document what occurred in discussion and is not reflected in IEP. Note that parent was given or declined a copy of Procedural Safeguards. If the meeting is for purpose other than Annual Review, state purpose of meeting in notes, and agenda for meeting. At the end of the meeting notes are to be reviewed and agreed upon and noted as a closure to the notes.

Attachments Tab

Case manager will upload signature pages using designated naming convention to include IEP signature page and Alternate Assessment as appropriate.

IEP Amendment

Amendments may be made to any current IEP. However, an amendment MAY NOT be used to revise or extend an IEP at the time of Annual Review.

Any amendment that results in a change to an IEP requires rewriting the amended section of the IEP in Synergy as an amendment.

Case manager will complete the IEP Amendment as follows.

- Invitation
- IEP

Open IEP document. This will open a draft IEP for you to make an amendment.

On the cover page of the IEP, click Make Amendment. This will direct you to a dialogue box. Read it carefully prior to typing YES and clicking continue.

The screenshot shows the StudentIEP interface. At the top, there is a header with 'StudentIEP' and a 'Student Name' field. Below this is a toolbar with buttons: Menu, Save, Undo, Delete, Validate This IEP, Print Preview, Finalize, and Make Amendment. A yellow box highlights the 'Make Amendment' button with the text 'Click Make Amendment. You will be directed to a dialogue box.' Below the toolbar is a tabbed interface with tabs: Cover, Strengths/Concerns & PLAAPP, Special Factors, Assessments, Goals, Mods. & ESY, Services, Placement, Meeting Notes, and Attachments. The 'Cover' tab is selected. Below the tabs is a 'Dates' section with fields for IEP Date, IEP Review Due Date, Eligibility Effective Date, Re-evaluation Due Date, and Process Name (set to Annual Review). Below the dates is a 'Confirm Make Amendment' dialog box. The dialog box contains the following text: 'You are creating an Amended IEP. This means that this IEP will become a copy of the current Finalized IEP. Any changes you have made to the draft IEP before clicking the Make Amendment button will be lost. If you want to print the draft IEP and save it to the Student's Historical Documents as an attachment, click on the button 'Print Draft IEP' below.' There is a 'Print Draft IEP' button. Below that, it says 'If you are sure you want to create an Amendment, type the word YES in the space provided below, and then click the Continue button below.' There is a text input field with 'Confirm Make Amendment' above it. At the bottom of the dialog box are 'Continue' and 'Cancel' buttons.

Once you have typed YES and clicked Continue, you will be directed to the IEP Amendment. You will notice that the IEP Status says 'Draft IEP Amendment'.

On the cover page, complete the Amendment Date and the Reason for Amendment. Click Save.

In the Reason for Amendment box, describe what area(s) of the IEP are being amended.

- For example:

IEP amended to reflect additional service minutes in reading from 30 minutes 2 times per week to 30 minutes 4 times per week, and updated reading goal with a third objective.

StudentIEP

Student Name: **Gaskins, Loyal J.**

Menu

Student Name: Student ID: Gender: Birth Date: Grade: IEP Status: **Draft IEP Amendment**

AMENDMENT **Note that blue banner indicates that this is an Amendment**

Cover Strengths/Concerns & PLAAFP Special Factors Transition Assessments Goals Mods. & ESY Services Placement Meeting Notes Attachments

Dates

Original IEP Date	Amendment Date	IEP Review Due Date	Eligibility Effective Date	Re-evaluation Due Date
01/29/2020	<input type="text"/>	01/28/2021	03/30/2018	03/29/2021

Primary Eligibility
Specific Learning Disability

Reason for Amendment

IEP amended to reflect "describe area(s) of IEP that are being amended"

Print preview and print the cover page of the IEP Amendment for signatures at the IEP Amendment meeting.

Conduct IEP Amendment meeting

- Introductions
- Procedural safeguards
- Purpose of meeting
- Review data for IEP amendment
- Amend IEP as team agrees
- Add to team notes, indicating in the body where added the date of the Amendment
- IEP Amendment participants sign cover page
- Case manager will give parents hard copy of Amendment and Written Notice if requested and inform the parents it is available to view on Parent Vue.

Case manager uploads signed cover page to the Attachment Tab of the IEP Amendment and send original signature page to record technician.

➤ Written Notice

Complete a Written Notice for Amendment. Date should be the same date as the Amendment. Finalize Written Notice **before** finalizing IEP Amendment.

Finalizing the IEP Amendment will move all the docs that are finalized in this process to the current Annual Review folder in Historic Docs. When you are ready to finalize your amendment, the validation will require a Special Education teacher, District Representative and General Education Teacher.

When IEP Amendment is finalized, it will trigger all finalized documents to move into the current historic folder where the current IEP lives.

IEP No Meeting Amendment

An amendment to an IEP can be made without holding a meeting for **ONLY** the following changes:

- Minutes of service
- Location of service
- Goals/objectives
- Accommodations to statewide assessments

The Case Manager is required to talk with parent(s) about the proposed change(s) and enter the information into Synergy SE as an amendment to the current (finalized) IEP.

Complete the IEP Amendment as described in the IEP Amendment section.

- An Invitation is not required for a No Meeting Amendment.
- Follow the directions below for documenting No Meeting Amendment participants.

On the cover page, complete the Amendment Date (the date that parent gave approval for No Meeting Amendment) and the Reason for Amendment. Click Save.

Type, "No Meeting Amendment" in the Reason for Amendment box. This identifies that this is not a typical amendment.

In the Reason for Amendment box, describe what area(s) of the IEP are being amended.

- For example:
No Meeting Amendment
IEP amended to reflect additional service minutes in reading from 30 minutes 2 times per week to 30 minutes 4 times per week, and updated reading goal with athird objective.

StudentIEP

Student Name: _____

Menu ▾

Student Name: _____ IEP Status: **Draft IEP Amendment**

AMENDMENT Note that this blue banner tells you this is an Amendment.

Cover Strengths/Concerns & PLAAFP Special Factors Assessments Goals Mods. & ESY Services Placement

Dates

Original IEP Date Amendment Date IEP Review Due Date Eligibility Effective Date Re-evaluation Due Date

Enter date that parent gave approval

Primary Eligibility

Reason for Amendment

No Meeting Amendment
IEP amended to reflect "describe area(s) of IEP that are being amended"

Complete the following participant directions to create the No Meeting Amendment signature page.

StudentIEP

Student Name: _____ Student ID: _____ Gender: _____ Birth Date: _____ Grade: _____ IEP Status: **Draft IEP Amendment**

Menu ▾

AMENDMENT

Cover | Strengths/Concerns & PLAAFP | Special Factors | Assessments | Goals | Mods. & ESY | Services | Placement | Meeting Notes | Medicaid | Attachments

Staff Participants + Add

1 Remove all Staff Participants except Case Manager/SE Teacher

2 Select 'Invited' for Case Manager

Line	Staff Name	Role	Consulted/Present
1	Case Manager / SE Teacher		Invited
2	Speech/Language Pathologist		

Other Participants + Add

3 Enter the following info for District Rep and General Ed Teacher

4 Do not select invited for these roles yet

Line	Name	Title	Role	Consulted/Present
*	No Meeting Amendment	District Representative not required	District Representative	
*	No Meeting Amendment	General Education Teacher not requ	General Education Teacher	

5 Complete below steps then click Save

Print preview and print the cover page of the IEP Amendment.

Mat-Su Borough School District
 Student Support Services
 501 N Gulkana
 Palmer, AK 99645
 Phone: 907-746-9221
 Fax: 907-761-4078

Individualized Education Program AMENDMENT



Student Name: _____ Birthdate: _____ Gender: _____ District ID#: _____
 Grade: _____ Primary Language: _____ State ID#: _____
 District: _____ School: _____

IEP Meeting Date: _____ Eligibility Report Date: _____ IEP Type: ☐ Initial ☒ Annual
 IEP Expiration Date: _____ Re-evaluation Due Date: _____

Primary Disability

Reason For Amendment:

No Meeting Amendment
 Amend Service minutes to reflect increased reading service minutes.

☐ Transfer of Rights Letter has been sent to both parent and student (At least one year of his/her rights).

Notice of Procedural Safeguards Provided ☒ Yes ☐ No ☐ Other

Signature of Participants in Attendance At IEP Meeting*

Names	Position	Present/Absent	Signature	Date
	Case Manager / SE Teacher	Invited		

*Signature indicates attendance and does not constitute agreement or disagreement with IEP content.

Case manager to upload signed page in the Attachment Tab of the IEP Amendment and send original signature page to record technician at Student Support Services.

Enter the changes to the IEP and save. Be sure you only change what you have indicated in the Reason for Amendment box.

➤ Written Notice

Complete a Written Notice for the No Meeting Amendment. Date should be the same date as parent gave permission to conduct No Meeting Amendment. Finalize Written Notice **before** finalizing IEP Amendment.

Finalizing the IEP Amendment will move all the docs that are finalized in this process to the current Annual Review folder in Historic Docs. When you are ready to finalize your amendment, the validation will require a District Representative and General Education Teacher. Complete the following to meet this validation requirement.

StudentIEP

Student Name: 2 Click Save after you select 'Invited' below

Menu

Student ID: Gender: Birth Date: Grade: IEP Status: **Draft IEP Amendment**

AMENDMENT

Cover Strengths/Concerns & PLAAFP Special Factors Assessments Goals Mods. & ESY Services Placement Meeting Notes Medicaid Attachments

Staff Participants + Add

Line	Staff Name	Role	Consulted/Present
1		Case Manager / SE Teacher	Invited

Other Participants + Add

Line	Name	Title	Role	Consulted/Present
1	No Meeting Amendment	District Representative not required	District Representative	Invited
2	No Meeting Amendment	General Education Teacher not requ	General Education Teacher	Invited

1 Select 'Invited' for both participants below.

The final IEP Amendment cover page will look like this. Do not sign or date next to the District Representative or General Education Teacher.

Mat-Su Borough School District
 Student Support Services
 501 N Gulkana
 Palmer, AK 99645
 Phone: 907-746-9221
 Fax: 907-761-4078

Individualized Education Program AMENDMENT



Student Name: _____
 Birthdate: _____ Gender: _____ District ID#: _____
 Grade: _____ Primary Language: _____ State ID#: _____
 District: **Mat-Su Borough School District** School: _____

IEP Meeting Date: _____ Eligibility Report Date: _____ IEP Type: ☐ Initial ☒ Annual
 IEP Expiration Date: _____ Re-evaluation Due Date: _____

Primary Disability: _____

Reason For Amendment: _____

No Meeting Amendment

Amend Service minutes to reflect increased reading service minutes.

☐ Transfer of Rights Letter has been sent to both parent and student (At least one year before turning 18, student must be informed of his/her rights).

Notice of Procedural Safeguards Provided ☒ Yes ☐ No ☐ Offered, Parent Declined

Signature of Participants in Attendance At IEP Meeting*

Names	Position	Present/Absent	Signature	Date
	Case Manager / SE Teacher	Invited		
No Meeting Amendment	District Representative not required	Invited		
No Meeting Amendment	General Education Teacher not required	Invited		

Signature indicates attendance and does not constitute agreement or disagreement with IEP content.

When IEP Amendment is finalized, it will trigger all finalized documents to move into the current historic folder where the current IEP lives.

Progress Reports

Progress reports should be completed at the end of each quarter **AND** prior to writing an annual IEP.

Access Progress Reports from SE Student Screen>SpEd Docs Tab>Progress Report button.

1. Click Add, and a line will be generated in the grid

2. Choose the date you are reporting progress, and the school the student is attending currently from the dropdown. Click Save.

Live “Progress” link will appear. Click live link and progress report will open.

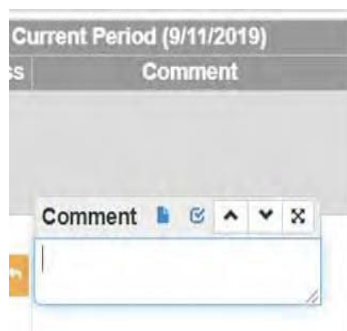
Line	Progress Date	School	Progress
1	12/18/2020		Progress
2	03/05/2021		Progress
3	05/21/2021	Current school attending	Progress

3. Choose Progress Category from the dropdown for each objective.



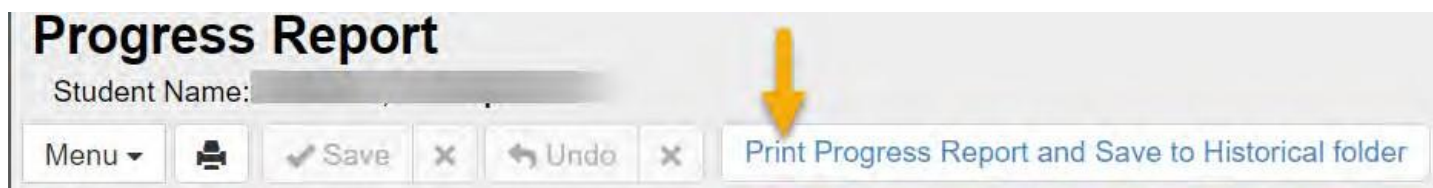
The screenshot shows a dropdown menu for selecting a progress category. The menu is open, displaying a list of options: GA: Goal Achieved, GAM: Goal Achieved and Maintained, LP: Limited Progress, NP: No Progress, NYI: Not yet Introduced, SE: Skill Emerging, and SP: Satisfactory Progress. The dropdown is titled 'Current Period (9/11/2019)' and has a 'Progress' column header.

4. Add comments and click Save



The screenshot shows a comment input field with a 'Comment' label and a text area. The input field is part of a form titled 'Current Period (9/11/2019)' with a 'Comment' column header. The input field has a small orange icon on the left and a blue icon on the right.

5. Close this screen and click 'Print Progress Report and Save to Historical Folder' button at top of Progress Report screen (this finalizes the progress report).



The screenshot shows the 'Progress Report' screen. At the top, there is a title 'Progress Report' and a 'Student Name:' field. Below the title, there is a row of buttons: 'Menu', a printer icon, 'Save', 'Undo', and 'Print Progress Report and Save to Historical folder'. A yellow arrow points to the 'Print Progress Report and Save to Historical folder' button.

6. Progress report will be available in ParentVUE. To provide a hard copy of progress report to parent: SE Student Screen>Historical Documents>Document folder with current IEP.
 - Print a copy of the PDF that opens.

SE Student

Menu ▾ Meet With Student < Q > Save Undo + Add X Delete

Student Name: _____

Demographics Parents Team Misc Documents Historical Documents SpEd Docs 504 Docs Timeline Student Contact Log MTSS

Last Name First Name Middle Name Suffix Student ID Gender Gra

State Student ID: _____

Historical Documents

Line	Documents	Start Date	IEP Date	End Date	
1		12/15/2020		05/06/2021	Annual Review
2		02/28/2020	12/10/2020	12/15/2020	Re-Evaluation

Historical Documents

Student Name: _____

Menu ▾ Save X Undo X

StudentName: _____

Historical Documents

Packet Choices

Process Start Date Process Name

Re-Evaluation

Historical Document Sort By: _____

Historical Documents

Line	Action	Document	Process	Document ID	
1	View		Re-Evaluation IEP		IEP
2	View		Re-Evaluation Progress Report		Progress Report

Tips and Reminders

- *Goals and objectives populate in the Progress Report when the IEP is finalized.
- *Goals are included in the Progress Report but are locked for Progress and Comment.
- *Progress is reported with the same quantifier, percentage or a ratio, as the goal/objective. For example, if an objective is percent, progress should be written inpercent or if objective is written as words per minute, progress should be words perminute. Narrative comments, as decided by the special education provider are moreinformative.

Extended School Year (ESY)

Extended school year services are (4 AAC 52.144[b]): "...special education and related services that are provided to a child with a disability

- (1) beyond the normal school year;
- (2) in accordance with the child's IEP; and
- (3) at no cost to the parents of the child."

Districts must provide extended school year (ESY) services to students "...as necessary to provide a FAPE if a child's IEP team determines... that the services are necessary for the provision of FAPE to the child. Extended school year services must be clearly set out in a child's IEP."

****ESY is not an "a la carte" service. Access to ESY services is based upon student eligibility that is supported by data. Students are, or are not, eligible for ESY based upon this data. Parents can choose to access, or not access, ESY services for their child if they are eligible.**

Determine Eligibility for ESY

Student's IEP team should consider the following when determining ESY eligibility. Case manager will consult related service providers as appropriate for ESY eligibility in their respective area. School Psychologist will be included in team discussion for ESY eligibility.

It is recommended that teams discuss eligibility **prior** to meeting with parents in order to have data ready for review at the meeting as well as have ESY Eligibility Form completed for signatures from related service providers as applicable and final signature from school psychologist.

1. Extended school year services must be provided only if a child's IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE. Alaska regulations, the DEED state handbook and court decisions indicate that a student is provided ESY only when FAPE requires these services for the student to receive meaningful educational benefit.

Educational benefit is provided when a student makes the expected progress each quarter on his or her goals and objectives so that it is reasonable that such goals will be achieved at the end of one year's implementation of an IEP.

2. ESY eligibility and the amendment including goals/ objectives will be determined at the annual review meeting for each student. A few exceptions may arise, and those situations may result in not eligible at this time and will likely require an IEP amendment meeting, to be noted in ESY justification. Contact your Resource Specialist for unique ESY situations.

3. At the annual review meeting the IEP team will review the progress notes from the previous year's IEP.

- a. If progress is significant or goals are met then FAPE has been provided and meaningful educational benefit has been acquired, thus ESY is not required.
- b. If progress notes indicate the student has not been achieving satisfactory progress, the team will need to review the progress reports and underlying data in order to determine whether the student requires ESY.

ESY eligibility can be based on one of three areas

1. Progress on Critical Skills (limited)
 - a. Review baseline for each goal
 - b. Review progress notes from previous year's IEP to determine gain.
 - i. Unsatisfactory or limited gains, is an indicator that ESY may be required
 - ii. Satisfactory progress or goals being met indicates FAPE and meaningful educational benefit has been successfully provided and ESY is not required
2. Regression / Recoupment
 - a. Determine areas of educational need for which the student did not make sufficient progress during the prior year and then identify goals for ESY eligibility review
 - i. Review data required for regression / recoupment
 1. Data indicating student's level of functioning immediately prior to break
 2. Data regarding the student's level of functioning at the conclusion of the break (no regression = no eligibility for ESY)
 3. Data at the end of a reasonable period of time for recoupment (if a student has not relearned the skill by the end of a reasonable recoupment period that he/she possessed at the beginning of the break, that student should be considered for ESY for that skill)
 - a. Reasonable recoupment periods
 - i. Summer break = 6-9 weeks
 - ii. Winter break = 5-7 days
 - iii. Spring break = 2-3 days
 - b. Sources of data for regression / recoupment
 - i. Progress monitoring, including behavioral
 - ii. IEP progress notes
 - iii. Benchmark assessments (MAP or AIMSweb spring and fall)
 3. Self-sufficiency - generally applies to students with functional and adaptive needs that interfere with the development of independence at level similar to typically developing peers
 - a. Does the data demonstrate that ESY services are necessary to prevent the loss of skills necessary to independently function and reduce the dependency on care givers?
 - b. This includes students with scores on the ESER in functional communication, functional academics and other adaptive areas that present two standard deviations below the mean.

ESY Process

Case manager will consult with school psychologist and related service providers as applicable on areas of ESY eligibility. Team will review data to determine ESY eligibility. All students anticipated to be eligible for ESY will have their annual review or an IEP Amendment conducted by February Parent Conferences.

Team will review ESY eligibility at annual review or IEP Amendment meeting. Data reviewed for determining eligibility will be shared with parent(s) at the IEP meeting.

StudentIEP

Student Name: _____

Menu Save Undo Delete Validate This IEP Print Preview Finalize Make Amendment

Student Name: _____ IEP Status: **Draft IEP**

Cover Strengths/Concerns **Click save** Special Factors Assessments Goals **Mods. & ESY** Services Placement

2

Participate in extracurricular and nonacademic activities

What supports/traini

1

Select one of the following ESY considerations

SECTION 9 - EXTENDED SCHOOL YEAR

Extended School Year services must be considered for each child with a disability. Justification for the team's decision must be stated below:

A review of the child's educational program indicates that extended school year services are required.

A review of the child's educational program indicates that extended school year services are not required.

Justification and data must be clearly written (note regression, projected goals not being met, etc) and summary of student specific data analysis.

If a student is eligible for ESY, but the parent is not interested in accessing ESY, there is a library statement stating that the student is eligible, and parent is not interested at this time. You will find it here:

StudentIEP

Student Name: _____

Menu Save Undo Delete Validate This IEP Print Preview Finalize Make Amendment

Student Name: _____ IEP Status: **Draft IEP**

Cover Strengths/Concerns & PLAAFP Special Factors Assessments Goals **Mods. & ESY** Services Placement Meeting Notes Attachments

SECTION 9 - EXTENDED SCHOOL YEAR

Extended School Year services must be considered for each child with a disability. Justification for the team's decision must be stated below:

A review of the child's educational program indicates that extended school year services are required.

The following data was used to determine ESY eligibility:

Enter the data that was used to determine ESY eligibility.

Justification:

☐ Self-Sufficiency

☐ Regression/Recoupment

☐ Critical Skill

Select the area for ESY eligibility.

This library box contains a statement that the student is eligible, but parents are not interested in accessing ESY at this time. It also contains other relevant statements that can be used for justification.

Extended Services

Line	Sequence Number	Area of Need	Start Date	End Date	Service Provider
Note that there are no goal areas here. The ESY box next to the goal/objective must be checked in order for this area to populate.					

Total ESY Minutes Per Week

450

450 is the full time ESY minutes per week. This field should be changed to reflect the student's minutes of attendance if it is different than 450.

ESY Goals/Objectives

For areas of ESY Eligibility, the goal must be checked, and a minimum of 1 objective must be selected. ESY is not meant to be a duplication of full services and not necessarily all goals and objectives will be offered. Related services for ESY are determined by the related service provider.

StudentIEP

Student Name: _____

Menu ▾ Save Undo Delete Validate This IEP Print Preview Finalize Make Amendment

Student Name: _____ IEP Status: **Draft IEP**

Cover Strengths/Concerns & PLAAFP Special Factors Assessments **Goals** Mods. & ESY Services Placement Meeting Notes Attachments

Goals Add Show Detail

Line	Category	Description	State Standard	Applies To ESY
1	Reading			<input checked="" type="checkbox"/>
2	Writing			<input type="checkbox"/>
3	Math			<input type="checkbox"/>
4	Social Emotional			<input checked="" type="checkbox"/>
5	Communication			<input type="checkbox"/>
6	Behavior			<input checked="" type="checkbox"/>

Only select the goal(s) for ESY. Click Save.

Next, highlight the category and click Show Detail to access the objectives that will be addressed for ESY. Continue for each area of ESY eligibility.

StudentIEP

Student Name: _____

Menu ▾ Save Undo Delete Validate This IEP Print Preview Finalize Make Amendment

Student Name: _____ IEP Status: **Draft IEP**

Cover Strengths/Concerns & PLAAFP Special Factors Assessments **Goals** Mods. & ESY Services Placement Meeting Notes Attachments

Goals Add Show Detail

Line	Category	Description	State Standard	Applies To ESY
1	Reading			<input checked="" type="checkbox"/>

StudentIEP
Student Name: [Redacted]

Menu ▾ Save Undo Delete Validate This IEP Print Preview Finalize Make Amendment

Student Name: [Redacted] IEP Status: **Draft IEP**

Cover Strengths/Concerns & PLAAFP Special Factors Assessments **Goals** Mods. & ESY Services Placement Meeting Notes Attachments

Goals + Add Hide Detail

Line	Category	Description	Applies To ESY
1	Reading	[Redacted]	<input checked="" type="checkbox"/>
2	Writing	[Redacted]	<input type="checkbox"/>
3	Math	[Redacted]	<input type="checkbox"/>
4	Social Emotional	[Redacted]	<input type="checkbox"/>
5	Communication	[Redacted]	<input type="checkbox"/>
6	Behavior	[Redacted]	<input type="checkbox"/>

Add to Personal Goal Library

Short-Term Objectives/Benchmarks + Add Show Detail

* Line	Sequence Number	Objective	Baseline	Applies to ESY
1	1	[Redacted]	[Redacted]	<input checked="" type="checkbox"/>
2	2	[Redacted]	[Redacted]	<input type="checkbox"/>

Check a minimum of 1 objective for ESY. Click Save

The goal/objectives selected will populate in the ESY Tab.

StudentIEP
Student Name: [Redacted]

Menu ▾ Save Undo Delete Validate This IEP Print Preview Finalize Make Amendment

Student Name: [Redacted] IEP Status: **Draft IEP**

Cover Strengths/Concerns & PLAAFP Special Factors Assessments Goals **Mods. & ESY** Services Placement Meeting Notes Attachments

SECTION 9 - EXTENDED SCHOOL YEAR

Extended School Year services must be considered for each child with a disability. Justification for the team's decision must be stated below:
A review of the child's educational program indicates that extended school year services are required.

The following data was used to determine ESY eligibility:

Justification:

☐ Self-Sufficiency
☐ Regression/Recoupment
☐ Critical Skill

Extended Services

Sequence Number can be changed to be in order.

Start and End Date will automatically fill for the current school year.

Select the Provider that will be providing the service at ESY.

Line	Sequence Number	Area of Need	Start Date	End Date	Service Provider
1	1	Reading	08/23/2020	07/16/2020	[Redacted]
2	4	Social Emotional	08/23/2020	07/16/2020	[Redacted]
3	6	Behavior	08/23/2020	07/16/2020	[Redacted]

*ESY should be addressed within the IEP meeting notes and Written Notice.

Parent Declines ESY

ESY services are available for students that are eligible.

The IEP is to document the availability of eligible ESY services, regardless of student participation in ESY. Therefore, it is always necessary to complete the IEP ESY components and ESY Eligibility form.

If a student is eligible for ESY, and parent is not interested in accessing ESY, all the documentation for ESY is still required in the IEP and on the ESY Eligibility form. The only item that differs is documenting in the ESY Justification that the student is eligible and parent is not interested in ESY at this time. There is a statement in the library box for this situation.

Please note in the meeting notes and written notice that student is eligible for ESY, but parent is not interested in having the student attend ESY at this time. Often, parents change their mind prior to ESY, sometimes the week prior to ESY. Having this document completed will provide information to the ESY team for placement and needs.

ESY Eligibility Form

Case Manager will complete the ESY Eligibility Form found in SE Student Screen>Misc Documents>ESY Eligibility. Be sure to finalize this document **PRIOR** to finalizing the IEP.

If changes need to be made to the ESY Eligibility Form after finalization, **DO NOT** start a new form. Contact Cindy Klauder, SSS Record Technician that coordinates ESY and she will unlock the document for access to make changes. Access the current form from the historic folder. You will see that it says 'Edit' next to the form. Click Edit to access the form for editing.

If you open an ESY Eligibility Form and the student will not be attending ESY, please contact your record tech to delete the form. This open form will continue to feed to our report for students to expect at ESY.

****Reminder** – IEP is the last document to finalize. It triggers all documents to move to a unified historic folder.

Cover Tab

Complete the fields as described below. Print preview, print page for psychologist signature and any related service providers as appropriate. This signed page will be uploaded to the attachments tab of the document.

Extended School Year

Student Name: _____ Document: **ESY Eligibility** Description: **ESY Eligibility Form**

Menu ▾ Save ✕ Undo ✕ Delete ✕ Print Preview Validate Finalize

Student Name: _____ Document: **ESY Eligibility** Description: **ESY Eligibility Form**

Cover Needs Internal Use Only Attachments

Document Date: _____ Date of IEP meeting

ESY Qualification Information

Students qualify for ESY services in three general areas: regression/recoupment, self-sufficiency, or limited progress on critical skills. ESY services must be provided only if a child's IEP Team determines, on an individual basis, that the services are necessary for the provision of FAPE to the child. Provision of ESY services for one year does not mean that the child will receive ESY services each year. A district may not limit ESY services to particular disability categories or unilaterally limit the type, amount, or duration of those services.

Please indicate the area that the student qualifies under (see Guidelines for ESY Eligibility): _____ This should mirror the eligibility area indicated in the IEP.

Please indicate documentation that was used for eligibility consideration: _____ Other Document: _____ Must select one from drop menu.

CurrentProgram: _____ Indicate student's current program

STUDENT SERVICES + Add

Line	Date	RelatedService	ServiceProvider

Add services that are reflected in IEP ESY. The name of the current related service provider should be entered under the column titled, ServiceProvider.

Psychologist Information

Date: _____ Psychologist: _____ School Psychologist will complete this section when Cover Tab and Needs Tab is complete.

Needs Tab

Extended School Year

Student Name: _____ Document: **ESY Eligibility** Description: **ESY Eligibility Form**

Menu ▾ Save ✕ Undo ✕ Delete ✕ Print Preview Validate Finalize

Student Name: _____ Document: **ESY Eligibility** Description: **ESY Eligibility Form**

Cover Needs Internal Use Only Attachments

Document Date: _____ Date will come from Cover Tab

Extended School Year Needs

SuggestedProgram: _____ Select the program you are recommending for ESY

Special Equipment / Service needed? _____ Indicate special equipment and needs. Special equipment will also require case manager to complete Special Equipment Form.

ESY Transportation: _____ Indicate anticipated transportation for ESY. Bus transportation will require Transportation Form to be completed in April.

Health information: _____ Indicate Health information.

DO NOT enter information on the 'Internal Use Only' Tab. That is for use by SSS ESY Admin.

Attachments Tab

This tab will contain the signature page with the psychologist signature and any related service providers as appropriate.

Friendly reminders

- Measurable annual goals are written to provide meaningful educational benefit to the student and must be achievable within the one-year term of an IEP.
- Related service providers must be at the annual meetings to determine eligibility for ESY service in their own perspective areas.
- IEP teams are required to confer with school psychologists regarding data analysis for ESY at or before the annual IEP team meeting.
- Case managers will call parents in April to confirm ESY participation, gather information to complete ESY Transportation and notify parents to complete ESY Online Registration.
- Case managers will send ESY attendance information home to families in May, prior to school closing.
- It is required to have an IEP in order to be eligible for ESY.

If a student is eligible for ESY and parents are not interested in accessing ESY services, indicate that the student is eligible for ESY and include a justification stating that the parent does not wish to access at this time. The ESY justification library box contains a statement for this.

ESY Progress Report

ESY service providers will complete ESY Progress Reports on objectives that were selected, and instruction was provided during ESY.

Click SpEd Docs, ESY Progress Report

The screenshot shows the 'SE Student' form interface. At the top, there is a header bar with the title 'SE Student' and a blue bookmark icon. Below the header is a toolbar with buttons for 'Menu', 'Print', 'Previous', 'Search', 'Next', 'Save', 'Undo', '+ Add', and 'X Delete'. The main form area has a 'Student Name:' field. Below this is a tabbed interface with tabs for 'Demographics', 'Parents', 'Team', 'Misc Documents', 'Historical Documents', and 'SpEd Docs'. The 'SpEd Docs' tab is highlighted with a red box. Below the tabs are fields for 'Last Name', 'First Name', 'Middle Name', and 'Suffix'. A section titled 'Current Settings' contains several date and selection fields: 'Previous IEP Date', 'Previous Evaluation Date', 'Primary Disability' (set to 'Early Childhood Developmentally Delayed'), 'IEP Review Due Date', 'Re-evaluation Due Date', 'Exit Date', 'Exit Reason', and 'Exit Expl'. At the bottom of the 'Current Settings' section, there are four buttons: 'Progress Report', 'Current IEP', 'Current BIP', and 'ESY Progress Report'. A yellow arrow points to the 'ESY Progress Report' button.

Next, complete the following steps.

ESY Progress Report

Student Name: _____

Menu ▾

Student Name: _____

IEP

IEP Date: _____ Date this IEP will be Reviewed: _____ IEP Status: Current IEP

School

School of Attendance: ESY School Type: _____

Progress Period: Add

Select your date for reporting progress and select ESY for the school.

Line	Period Date	School	Progress
1	07/07/2020	ESY	

After you click Save, you will see 'Progress' in blue. Click 'Progress'.

ESY Progress Report

Student Name: _____

Menu ▾

Student Name: _____

IEP

IEP Date: _____ Date this IEP will be Reviewed: _____ IEP Status: Current IEP

School

School of Attendance: ESY School Type: _____

Progress Period: Add

Line	Period Date	School	Progress
1	07/07/2020	ESY	Progress

Once you have completed the ESY Progress Report be sure to click Save. You can now close this window where you reported progress. To finalize the progress report, you must click 'Print Progress Report and Save to Historical folder'.

ESY Progress Report

Student Name:

Menu

Save

Undo

Print Progress Report and Save to Historical folder

Student Name:

IEP

IEP Date:

Date this IEP will be Reviewed:

IEP Status

Current IEP

School

School of Attendance

School Type

ESY

Progress Period

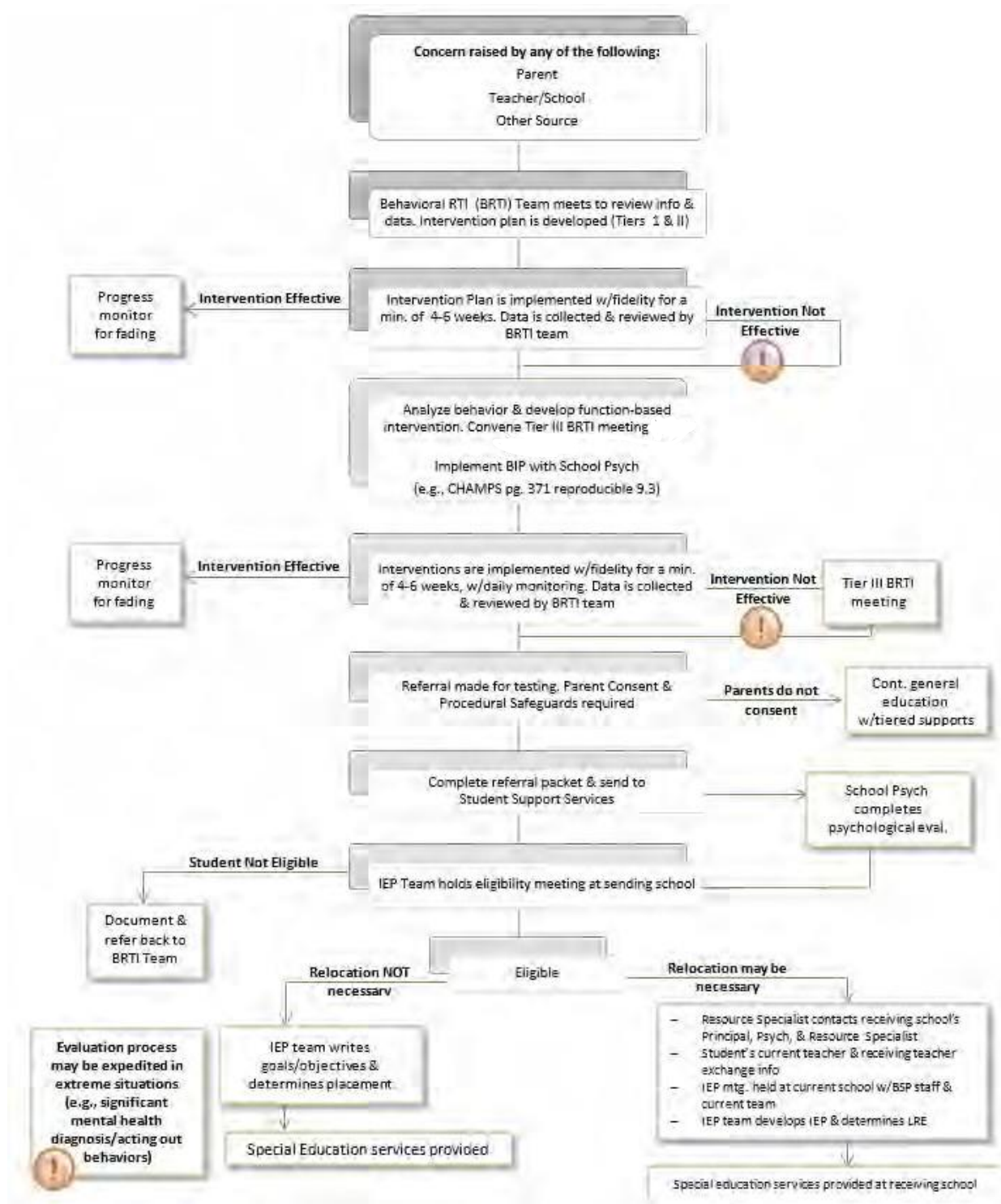
+ Add

	Line	Period Date	School	Progress
<input type="checkbox"/>	1	07/07/2020	ESY	Progress

You can check to see if the progress report is in the historic folder by looking back at the historic folder that contains the current IEP. The document will be labeled ESY Progress Report.

Behavior

Functional Behavior Assessment, Behavior Intervention Plan, Manifestation Determination - Consult with your school psychologist; See Multi-Tiered System of Support (MTSS) Behavior Framework



Restraint and Seclusion

Background

In 2014, the state legislature passed a law establishing statewide standards for the use of physical restraint and seclusion in Alaska public schools. Since 2014, all school districts have been required to submit annual reports to the Alaska Department of Education and Early Development on the use of physical restraint and seclusion. MSBSD uses the Mandt System for crisis intervention training, which is a State-approved, evidence-based program.

Definitions

Physical Restraint: “A personal restriction that immobilizes or reduces the ability of a student to move the student’s arms, legs, or head freely. Physical restraint does not include briefly holding a student in order to calm or comfort, or the use of contact that is reasonably necessary to safely escort a person from one area to another.”[1]

Example of Physical Restraint	Non-examples of Physical Restraint
Physical contact that restricts a student’s ability to move freely because the behavior poses an immediate danger of physical injury to the student or others.	Briefly holding a student to calm or comfort. Physically assisting a student away from a potentially dangerous situation by taking his/her hand or arm and guiding them to safety.

Seclusion: “The involuntary confinement of a student alone in a room or area that the student is physically prevented from leaving. Seclusion does not include time-outs, a student’s voluntary choice to enter a secluded environment, supervised detention or in-school suspension rooms that are utilized for instructional purposes, or suspension from school.”

Example of Seclusion	Non-examples of Seclusion
Student is alone and physically prevented from leaving a room with the staff person outside of the room.	Student uses a quiet space, either by teacher direction or student initiation. Room is cleared of all other students and a teacher or staff person remains in the room with the student to assist with de-escalation.

Requirements for Use of Physical Restraint or Seclusion

1. Physical restraint or seclusion may only be used if the student’s behavior “poses an imminent danger of physical injury to the student or others.”
2. Physical restraint or seclusion may only be used if “less restrictive interventions would be ineffective at stopping the imminent danger.”
3. Physical restraint or seclusion “must be immediately discontinued when the student no longer poses an imminent danger or when a less restrictive intervention is effective to stop the danger.”

4. Physical restraint or seclusion “may not be used as a form of discipline, to force compliance, as a convenience for staff, or as a substitute for appropriate educational support.”
5. For physical restraint, the Mandt System recommends a time limit of less than one minute and recommends a maximum time limit of three minutes.
6. Seclusion should last only as long as necessary to resolve the actual risk of imminent danger or when a less restrictive intervention is effective to stop the danger.
7. A student must be “continuously monitored by an adult by continuous direct visual contact with the student” for the duration of a physical restraint or seclusion.
8. The Seclusion Log on the Physical Restraint/Seclusion Report 702C will be used during any seclusion incident.
9. Physical restraint or seclusion “may be administered only by staff trained in crisis intervention, de-escalation, and safe restraint.”

Exception: Personnel who do not have current crisis training may implement a physical restraint or seclusion in an emergency when a trained person is not immediately available, and the circumstances are rare and present an unavoidable and unforeseen emergency.

10. During seclusion, the student must be provided necessities such as restroom breaks, and food and water as needed.
11. Parent/guardian must be notified on the same day as the restraint or seclusion and provided information about the incident.

Reporting Requirements

1. The student’s team, including a staff person who observed or implemented the physical restraint or seclusion, must complete the Physical Restraint/Seclusion Report 702C.
2. The school nurse must examine the student and complete the Nurse’s Physical Restraint/Seclusion Report 702D.
3. A copy of completed forms 702C and 702D will be signed by the school administrator, provided to the parent/legal guardian and sent to Student Support Services.
4. Student Injury: If a student is injured during the incident, an adult witness, at the time of the incident, must complete the first page of the Student Incident/Injury Report 702A. The school nurse must complete the second page of the report.
5. Staff Injury: If a staff person is injured during the incident, he or she must complete the Employee Report of Occupational Injury or Illness and submit it to their supervisor. An injury is generally defined as something requiring medical attention beyond first aid. Contact Risk Management with questions regarding injury reporting at (907)746-9213.

[1] All quoted material is from the MSBSD Board Policy 5142.3 on Restraint and Seclusion, unless otherwise noted.

Mandt Training

MSBSD uses the Mandt System for behavioral crisis interaction training, which emphasizes prevention through building positive relationships. Classroom staff assigned to specialized behavior programs and safety personnel are prioritized for Mandt

certification in both relational and technical skills. To request Mandt Training contact your Resource Specialist.

Prohibited Practices

1. **Mechanical Restraint.** The use of a non-medical or non-therapeutic device “to restrict a student’s freedom of movement” is expressly prohibited by Board Policy and State law.
2. **Chemical Restraint.** “A psychopharmacological drug that is administered to a student for discipline or convenience and that is not required to treat a medical symptom” is expressly prohibited by Board Policy and State law.
3. **Prone or Supine Restraint.** Prone or supine restraint is a restraint where “the student is placed on his or her stomach or back”, which is expressly prohibited by Board Policy and State law.
4. **Additional Prohibited Practices.** Physical restraint must be implemented in a manner that protects the health and safety of the student and others. Accordingly, the following techniques are expressly prohibited by the Mandt System:
 - (a) Pain compliance, trigger points or pressure points.
 - (b) Hyperextension of any part of the body.
 - (c) Potential risk of hyperextension of any body part beyond normal limits.
 - (d) Pressure on the chest, lungs, sternum, diaphragm, back, upper abdomen or any other technique that obstructs or restricts blood circulation or airways.
 - (e) Any type of choking, hand chokes, arm chokes, etc.
 - (f) Any technique that involves pushing into the student’s mouth, nose, eyes or any part of the face.
 - (g) Any technique that involves substantial risk of injury.
 - (h) Any technique that forces the person to the floor, chair, wall, etc.
 - (i) Any manual restraint that maintains the student on the floor in any position.
 - (j) Any technique that puts or keeps the person off balance.
 - (k) Any technique that involves punching, hitting, biting, hair pulling, poking, pinching or shoving.
 - (l) Any lifting or carrying of student who is actively combative, unless an extreme hazard or emergency exists.

Avoiding the Use of Restraint and Seclusion

- Restraint or seclusion should only be used as last resort when the student is an immediate danger of physical injury to self or others.
- Use crisis prevention strategies, such as active listening, offering choices and avoiding power struggles.
- During escalation, use de-escalation strategies, such as slowing down the pace, avoiding the use of touch, using a calm tone of voice and providing the student with more personal space.
- Implement graded and gradual alternatives to physical restraint or seclusion, such as:
 - *Encouraging*: using non-physical interaction to transition from one place to another.

- *Escorting*: preventing a student from going toward an area of danger by guiding them to safety.
- *Avoiding*: eluding, evading or escaping physical contact through the use of body positioning, shifting, stepping or sliding without making physical contact with the student.
- *Redirecting or deflecting* while avoiding, using the hand and/or arm to make physical contact without holding on to the student.
- *Releasing*: removing someone or something from a student's physical hold.
- After significant incidents, the team should debrief to discuss what led up to the use of restraint or seclusion so it can be prevented in the future.
 - Look for influences that may have contributed to the escalation, such as environmental factors (e.g., too much noise or the number of people in the area).
 - Reflect on what worked well to minimize escalation and what might be done differently in the future to ensure less restrictive interventions will be effective.

Frequently Asked Questions

1. **May a classroom or other room not designated for the sole purpose of seclusion be used for seclusion?** Yes, but there are significant safety considerations in using a classroom or other room for seclusion – windows, sharp objects, furniture, books, electrical cords, and other items in the room may be a hazard for the student who is already acting in an unsafe manner. In most cases, an adult would stay in the room with the student to try to keep the student safe; if an adult is in the room with the student, then the action would not typically be considered a seclusion, unless the student is physically prevented from leaving.
2. **How does time-out differ from seclusion?** Time out is a “behavior intervention to provide a student with an opportunity to regain self-control or engage in problem solving where the student is separated from other students for a limited period”. Unlike seclusion, a time-out does not involve physically preventing the student from leaving.
3. **May physical restraint or seclusion be included in a behavior intervention plan?** MSBSD does not prohibit the inclusion of safe restraint or seclusion in a student's behavioral intervention plan if determined appropriate by the student's team after considering all less restrictive alternatives. However, in all instances, the use of physical restraint or seclusion must only be used as an emergency procedure when efforts to deescalate have failed and the student's behavior poses an imminent danger of physical injury to the student or others.
4. **Are special chairs, like Rifton chairs, with straps considered mechanical restraint? What about weighted vests?** A chair that is used for basic positioning, support and security for students to participate in classroom activities would not be considered a mechanical restraint. Likewise, weighted vests are not mechanical restraints – these are devices for calming an over-reactive sensory system. In both cases, these are devices recommended by the IEP team and not used for the same purpose as seclusion or restraint.

See Board Policy Administrative Regulation BP5142.3 and AR5142.3 for additional information.

BP 5142.3 RESTRAINT AND SECLUSION

The Board believes that a safe educational environment is necessary for learning and understands there are times when student behavior may impact the safety of that student or others. To the maximum extent appropriate, the safety and welfare of students and staff should be secured through positive behavioral interventions. The use of physical restraint and seclusion is prohibited except in emergency situations as set forth below.

Chemical or mechanical restraint of students is never allowed. Chemical restraint means a psychopharmacological drug that is administered to a student for discipline or convenience and that is not required to treat a medical symptom. Mechanical restraint means the use of a device to restrict a student's freedom of movement but does not include the use of medical or therapeutic devices or protective gear, including gear designed to protect a student from injury due to falling, to achieve proper body position or balance, or to protect a student from self-injuring behavior.

Physical Restraint

1. Physical restraint means a personal restriction that immobilizes or reduces the ability of a student to move the student's arms, legs, or head freely. Physical restraint does not include briefly holding a student in order to calm or comfort, or the use of contact that is reasonably necessary to safely escort a person from one area to another.
2. Physical restraint is prohibited unless the student's behavior poses an imminent danger of physical injury to the student or others and less restrictive interventions would be ineffective at stopping the imminent danger. To the extent possible without compromising safety, other interventions should be attempted prior to the use of restraint. Restraint must be limited to that necessary to address the emergency and must be immediately discontinued when the student no longer poses an imminent danger or when a less restrictive intervention is effective to stop the danger.
3. Restraint may not be used as a form of discipline, to force compliance, as a convenience for staff, or as a substitute for appropriate educational support. The use of emergency restraint under this policy does not constitute corporal punishment.
4. Physical restraint must be implemented in a manner that protects the health and safety of the student and others. Restraint may be administered only by staff trained in crisis intervention, de-escalation, and safe restraint, unless a trained person is not immediately available, and the circumstances are rare and present an unavoidable and unforeseen emergency. Restraint may not prevent or restrict the student from breathing or speaking nor may it restrict circulation. Prone or supine restraint, which occurs when the student is placed on his or her stomach or back, is expressly prohibited. A student's well-being must be monitored during restraint through the use of continuous face-to-face contact or, if face-to-face contact is unsafe, by continuous direct visual supervision.

Seclusion

1. Seclusion means the involuntary confinement of a student alone in a room or area that the student is physically prevented from leaving. Seclusion does not include time-outs, a student's voluntary choice to enter a secluded environment, supervised detention or in-school suspension rooms that are utilized for instructional purposes, or suspension from school. "Time-outs" are behavior interventions to provide a student with an opportunity to regain self-control or engage in problem solving where the student is separated from other students for a limited period in a setting from which the student is not physically prevented from leaving. Time-out includes placing a student in an area of the classroom where the student observes classroom instruction but does not participate. Seclusion of a student is prohibited unless the student's behavior poses an imminent danger of physical injury to the student or others and less restrictive interventions would be ineffective at stopping the imminent danger.
2. Seclusion should last only as long as necessary to resolve the actual risk of imminent danger or when a less restrictive intervention is effective to stop the danger. Seclusion should never be used as a form of discipline, to force compliance, or as a substitute for appropriate educational support.
3. While in a seclusion setting, a student must be continuously monitored by an adult by continuous direct visual contact with the student. Students must be provided necessities such as restroom breaks, and food and water as needed. Any signs of medical distress should be immediately addressed. Seclusion must be sensitive to any particular vulnerabilities of the student and to the student's developmental level.

Follow-up and Review

As soon as practicable after restraint or seclusion have been used, staff shall review the incident. The review shall include review of and recommendations for adjusting or amending, as applicable, procedures, strategies, accommodations, the IEP, a student behavior plan, or additional staff training. Follow-up communication shall occur with the student and parent/legal guardian regarding the review process and outcomes.

Students with Disabilities

This policy does not prohibit the inclusion of safe restraint or seclusion in a student's Individualized Education Plan or behavioral intervention plan if determined appropriate by the IEP team after considering all less restrictive alternatives. However, in all instances, the use of physical restraint or seclusion must be in compliance with this policy.

Reporting/Notification Requirements

1. The parent/legal guardian of a student who has been physically restrained or secluded shall be notified on the same day and provided information about the incident.
2. Instances of physical restraint or seclusion shall be documented. A written report must be prepared by school personnel who restrain or seclude a student and provided to the school administrator. The report must include: the date and time of the incident; names and job titles of the school personnel who participated or supervised; a description of the conduct that preceded the incident, including efforts and strategies utilized prior to restraint or seclusion; a description of the restraint or seclusion, including duration; and a description of how the incident ended, including any further action taken. A copy of the written report shall be provided to the parent/legal guardian.
3. Annually, the District shall report to the Department of Education and Early Development the

following information: the total number of restraints and seclusion; the number of injuries or deaths of students or personnel; the number of restraints or seclusion by untrained personnel; and the number of students with a disability who were restrained or secluded, including the category of disability.

Crisis Intervention Training

The Superintendent or designee shall provide for periodic crisis intervention training for a sufficient number of school staff members to meet the needs of the school population. Training should include evidence-based techniques related to positive behavior supports, conflict prevention and management techniques, skills to de-escalate student behavior, and understanding antecedents; the safe use of restraint or seclusion in emergency situations; and applicable policies and procedures. The form of training may vary depending upon the staff member's role and the instructional setting. The training shall be approved by the Superintendent or designee and in accordance with Department of Education and Early Development requirements.

Policy Not Applicable to Law Enforcement

This policy is applicable to District employees. It is not intended to limit the use or type of restraint or seclusion by law enforcement personnel, who may need to utilize these methods while on District property.

Legal References:

UNITED STATES CODE

20 U.S.C. §§ 1400, *et seq.* Individuals with Disabilities Education Act

No Child Left Behind Act of 2001, **20 U.S.C. §§ 2361-2368** (P.L. 107-110) ALASKA

STATUTES

11.81.430 Justification, use of force, special relationships **11.81.900**

Definitions

14.03.078 Report

14.30.180-.350 Education for Exceptional Children

14.33.120 School disciplinary and safety program

14.33.125 Student restraint or seclusion; limitations

14.33.127 Crisis Intervention Training

ALASKA ADMINISTRATIVE CODE

4 AAC 06.172 Reporting of school disciplinary and safety programs **4 AAC**

06.200-.270 Safe schools

4 AAC 06.250 Reporting

4 AAC 07.010-4 AAC 07.900 Student rights and responsibilities **4 AAC**

52.010-.990 Education for exceptional children

Adoption Date: 09/06/95

Added: 02/04/15

*AR 5142.3 RESTRAINT AND SECLUSION***Reporting and Notification Requirements**

A log will be kept during any seclusion incident and included with the written seclusion report.

A student who has been restrained or secluded will be administered a wellness check by a school nurse or designee, and such information included in the report. Restraint and Seclusion reports shall be provided to Student Support Services Department for review and follow-up if necessary

Crisis Intervention Training

The "*David Mandt and Associates*" training program will be used for training staff members in use of evidence-based techniques related to positive behavior supports, conflict prevention and management techniques, skills to de-escalate student behavior, understanding antecedents; the safe use of restraint or seclusion in emergency situations; and applicable policies and procedures.

Adoption Date: 09/06/95

Added: 2/4/15

*Manifestation Determination Guidelines**Manifestation Determination (MD) Team members:*

Required - Building administrator, parent, school psychologist, case manager Optional – (as relevant) mental health counselor, general education teacher (recommended), behavioral specialist, parent may invite others, student when appropriate.

When:

Any time that disciplinary action constitutes a change of placement. Change of placement results from a disciplinary removal for more than 10 consecutive school days.

Or

A cumulative of 10 school days of short-term disciplinary removal. MSBSD practice is to consider any removal beyond 10 days a change of placement, therefore MD is required. Anticipated trends in behavior that may result in removals approaching 10 days **Meeting:**

- Must be held within 10 days of the date for which removal has been determined.
- Plan for student services to be delivered until meeting is held.
- Review relevant information.
- History of the student's disability, eligibility area, educational & cognitive testing results, disciplinary history, behavior data from the classroom, including behavior plan (if applicable)
- Review specific incident under consideration
- Parent observations / child comments if appropriate
- Current IEP placement
- Make a determination: Answer two questions
 - Was the conduct in question caused by, or did it have a direct and substantiated relationship to the student's disability?
 - Was the conduct in question the direct result of the school district's failure to implement the student's IEP?

If the answer is yes to either of the above questions, the conduct shall be determined to be a manifestation of the student's disability. The team should conduct or review the Functional Behavior Analysis (FBA) and create or modify the Behavior Intervention Plan (BIP). Current IEP placement

remains unless the team agrees to make a change in placement as a part of the FBA/BIP discussion. (Unless 45-day rule applies for extenuating circumstances)

If the behavior is not determined to be a manifestation of the student's disability, relevant disciplinary procedures apply as they would to any child with or without a disability .

***Services must be provided as determined by the IEP team if change of placement isto continue.

Document the process properly; all records reviewed, team discussion, team determination

Reminder – The manifestation team does not determine whether the student committed the offense was committed, nor do they determine the consequences / disciplinary actions to be taken. Those decisions are made by the building administrator and are based on district disciplinary guidelines for all students.

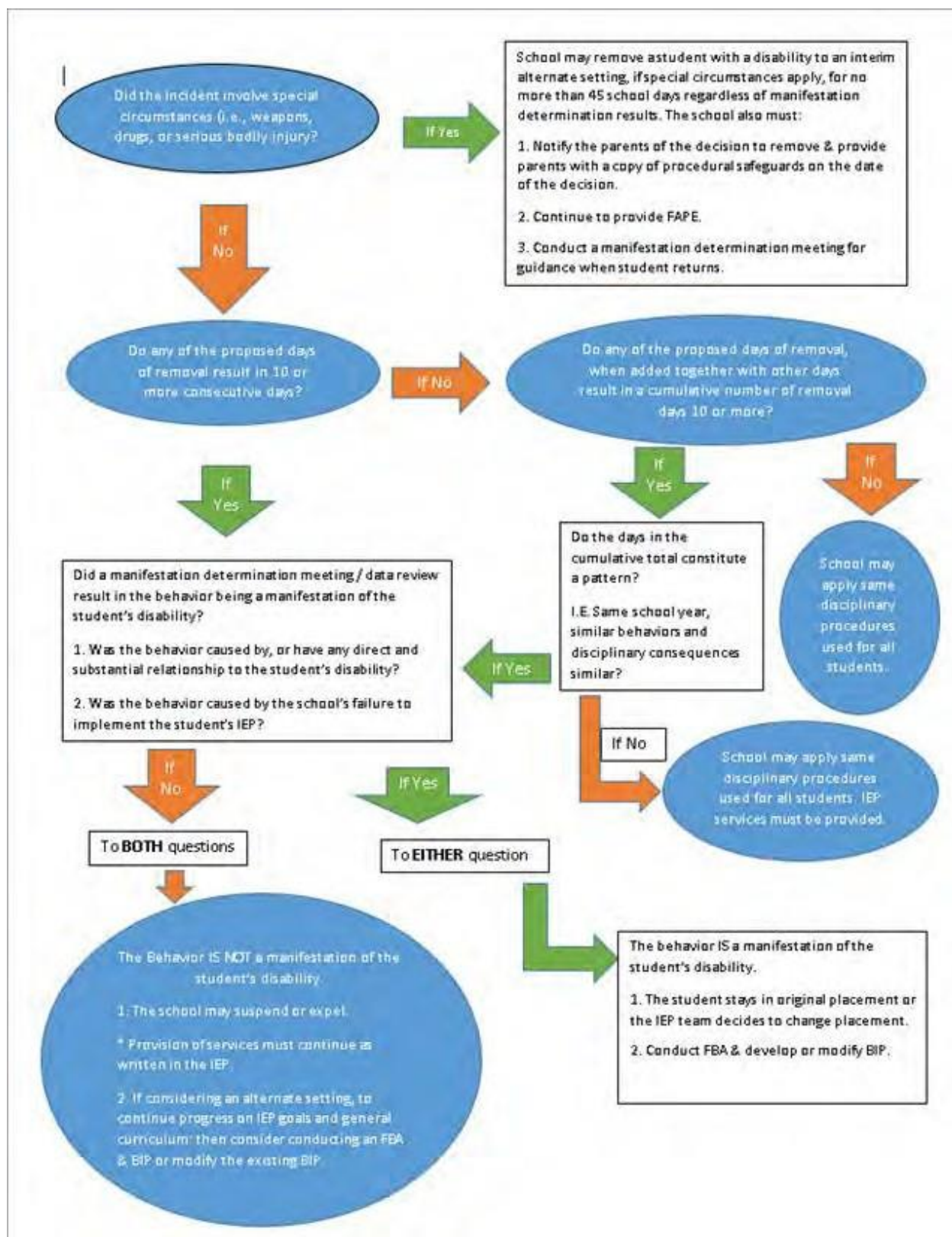
Agenda for Manifestation Determination

- 1) Introduction and Roles
- 2) Purpose of Meeting
 - a) Determination of whether alleged behavior is a manifestation of student's disability
- 3) Housekeeping
 - a) Note taker
 - b) Mandatory members for Consensus Determination
 - c) Identify and define the role of District Representative
 - d) Time frame of meeting
- 4) Notice of Procedural Safeguards
- 5) Signatures of Participants
- 6) Describe and discuss behavior specific to disciplinary action
- 7) Comments Section
 - a) Cumulative File Review
 - b) Discipline File Review
 - c) Teacher Observations relevant to behavior
 - d) Parent Observations
- 8) Consider and document any relevant information pertaining to behavior subject to disciplinary action
 - a) Evaluations
 - b) FBA and BIP (must be attached)
 - c) Student's current IEP and placement
 - d) Discussion Notes
- 9) Deliberation of IEP Team
 - a) Was the behavior subject to the disciplinary action a direct result of, or did it have a substantial relationship to the student's disability
 - b) Was the conduct in question the direct result of the district's failure to implement the student's IEP or behavior intervention strategies?
- 10) Manifestation Determination

Student's behavior **WAS** a manifestation of the disability Student's behavior **WAS NOT** a manifestation of the disability
- 11) IEP Team Recommendations (Documented in Discussion Notes) regarding how services will be provided during the change in placement.

OTHER AGENDA ITEMS: As needed

Manifestation Determination Flow Chart



Problem Solving Process for Emotionally Disturbed Referral

School-wide Structures/Expectations - Foundations

Classroom Structure/Expectations - CHAMPs / Discipline in the Secondary Classroom

Pre-interventions for Tier I (implemented with fidelity)

- Classroom Management (Syllabus Template)
- STOIC Checklist
- Classroom Activity Worksheet (CHAMPs for Elementary, ACHIEVE for Secondary)
- Classroom Transition Worksheet
- CHAMPs or ACHIEVE Versus Daily Reality Rating Scale
- Ratio of Interactions Monitoring
- Menu of Classroom-based Corrective Consequences

Interventions for Tier I (minimum of 4 - implemented with fidelity for at least six weeks)

- Social/Emotional learning Curriculum
- Planned Discussion
- Academic Assistance
- Goal Setting
- Data Collection and Debriefing
- Increased Positive Interactions
- STOIC Analysis and Intervention

Interventions for Tier II (structured to meet individual needs – implemented with fidelity for minimum six weeks)

- Check In/Check Out
- Social/Emotional Learning (small group)
- Positive Peer Reporting
- Self-Monitoring and Self-Evaluation
- Home School Note
- Behavior Contracting
- Class Pass

Interventions for Tier III (implement with fidelity and weekly progress monitoring)

- Educational Conference
- Individualized Functional Based Assessment and Behavioral Support Plan
- Increased focus on Social/Emotional Learning Instruction
- Cognitive Behavioral Therapy
- Family Therapy
- Multi-systemic Wrap-Around Services (implemented when severity warrants)
- Section 504 or IDEA evaluation/placement consideration

Behavior Technician Request Process

When a student is not responding to interventions or program components and demonstrates unsafe behavior a Behavior Tech may be utilized.

1. Case Manager informs Principal they have a need.
2. Principal or Case Manager (with Principal approval) contacts The Resource Specialist for their program. Please provide the following information: Program, student name, behaviors you are targeting and what support you need (BIP, De-escalation strategies, intervention, or program development etc.)
3. Resource Specialist reaches out to Amy Tucker (Assistant Director) and shares the above information.
4. Tech is assigned and the team is notified. Assignments are typically given on Fridays as Techs and teams need time to transition. (There may be times assignments happen sooner due to safety)
5. Techs are typically assigned up to three weeks but may be moved sooner or stay longer depending on intensity of need.

Behavior Technicians will report Prior to students arriving so they can meet with the Case manager and or Principal to discuss plans and processes.

Behavior Technicians can assist in the following ways:

Student de-escalation

Data Collection (They will always do this)

They can assist with creating behavior plans

Developing Interventions

Developing crisis plans

Creating /finding resources

Behavior Technicians are not substitutes. They do not make Day School placement decisions. They do not attend IEP meetings unless approved by Amy Tucker or Robyn Harris,

Behavior Technicians are trained in BSP components, Mandt, RISE components, Data collection, and Trauma. Each Technician has specific backgrounds we can pull from in the area of behavior.

Change of Placement

Changing a student's placement is a serious and significant step. Therefore, the law requires school districts to have a "continuum of placements" available, extending from the regular education classroom to homebound/hospital placement, in order to accommodate the needs of all students with disabilities. Using the continuum concept makes it more likely that each student is placed appropriately in an environment that is specifically suited to meet his/her needs. *The law intends that the degree of "inclusion" be driven by the student's needs as determined by the IEP (Individual Education Program) team, not by the district's convenience or the parents' wishes.* In developing the IEP for a student with disabilities, the IDEA (**Individuals with Disabilities Education Act**) requires the IEP team to consider placement in the regular education classroom as the starting point in determining the appropriate placement for the student. If the IEP team determines that the "least restrictive environment" appropriate for a particular student is not the regular education classroom for all or part of the IEP, the IEP team must include an explanation in the IEP as to why the regular education classroom is not appropriate. As such it is incumbent upon the team, and the school district, to ensure that lower-level interventions have been implemented, with fidelity, with no significant change in behavior noted.

Student's current placement:

- Inside general class 80% or more of the day. The teacher and/or student may have been provided with special equipment and supplies, special transportation, paraprofessional services, or other supportive services.
- Inside general class 40% - 79% of the day. The student is in the regular classroom, and a special education teacher or therapist works with the regular education teacher and provides instruction in the regular class to student whose identified needs can be met with part-time support. This instruction may be on an individual or small group basis and is always coordinated with the regular class activities.
- Inside general class less than 40% of the day. The student is receiving as much of the regular classroom instruction as appropriate. Additional educational experiences are provided by a special education teacher or therapist in a pull-out program or self-contained classroom designed to meet identified needs. The duration of time spent with the teacher or therapist is determined by the degree of intervention necessary to meet the student's

needs. Interaction integration with non-disabled peers, students without disabilities, may occur in the regular classroom, and in non-academic and extra-curricular activities as determined by the IEP Team.

- Separate school facility. The student receives instruction in a separate day school. These experiences are supplemented by involvement in those parts of the regular school program that are appropriate.
- Institutional services. The student resides in an institutional setting and receives all instruction in this setting. Involvement with non-disabled peers, students without disabilities, is provided as indicated in the IEP.
- Homebound/Hospital instruction. The home or hospital program consists of instructional and/or supportive services provided by the school to a student in his/her home, in a convalescent home, or in a hospital. A physician must certify in writing and the IEP provide that the student's bodily, mental, or emotional condition do not permit attendance at a school.
- Served in Correction facility

Mat-Su Day School

Considering a Change of Placement Process to Mat-Su Day School

First, it is important to determine if the BSP program is following and utilizing all the Components for BSP programs. (Elementary/Middle School: Physiology to Learn, Social Skills and Social Emotional Learning, Points and Level System, Effective Academic Instruction, Behavioral Contrast, Self-Governance, Progressive Response System. High School: SEL/Self-Governance, Points/Levels, Behavior Contrast, Effective Academic Instruction) This is research and evidenced based practices for BSP programs. It is a Student Support Services expectation that these items are in place in a BSP program.

Second, a student who is exhibiting concerning behavior in the General Education setting is pulled back into the BSP program full time and receives instruction from the BSP teacher. No specials out. Lunch in BSP, etc. During this time, the student still has a point sheet, earns rewards and consequences, and data is collected. As the student makes improvements and moves up the level system, they begin earning a class or classes back in the General Education setting.

Third, if the student's behavior is more than what can be managed in a self-contained BSP classroom following the 7 components, a Behavior Intervention Plan (BIP) is written with the

assistance of the school psychologist and any team members who will be working with the student. The BIP is implemented, and data is collected for at least 4 weeks. It is typical anytime an intervention is implemented that there will be an extinction burst. In other words, the behavior may spike because of an intervention. However, it should level off and improvements should be noted with consistent implementation of the plan.

Fourth and in conjunction with the Behavior Plan, if the student is still not experiencing progress, a Behavior Tech is requested from Student Support Services. Your Resource Specialist can assist with scheduling. The Behavior tech will come and assist the BSP teacher and student and take data. Additionally, the Behavior Tech will review the behavior support plan, point sheets, and any other data that is used with the student. The behavior tech will share their data with the classroom team and offer suggestions, interventions, etc. The BIP may need to be revised as well.

Finally, if all these steps have been done and the student is still not responding to **interventions, the team will meet and discuss the student's needs. If the needs can be** addressed in the boundary school, the student remains. If the needs require more than the BSP program at the boundary school can provide, then the team will discuss placement options. The Day School is one option, not the first option and certainly not the only option when working with challenging students. Moving a student to a more restrictive setting is a decision that should be taken very seriously.

Please think of this process as the MTSS process, except with behavior. At least 4-6 weeks of data is needed in addition to the steps indicated above. The Mat Su Day School is for students who exhibit severe and chronic unsafe behavior that is not changed with the above-mentioned strategies.

Entry and Exit Procedures

Entry Procedures (Representation from boundary school and MDS must participate)

- For students transferring from a more restrictive environment (*e.g.; homebound/hospital, institutional services, correctional/juvenile justice facility*), the following steps should be taken:
 - ☐ MDS staff consults with referring/sending-facility treatment team School records
 - ☐ including IEP, medical/psychological evaluations, and discharge summary are provided by sending/referring school Mat-Su
 - ☐ Borough School District enrollment forms are completed IEP team
 - ☐ amends IEP to determine placement and case manager
- For students transferring from a less restrictive environment (*e.g. inside general class less than 40% of the day*) the following steps should be completed:
 1. The IEP team, including representation from the MDS, reviews documentation to support that the MDS is the least restrictive environment because:
 - ☐ Student's behavior has been determined to be a danger to self and/or others, and the current placement has proven to be unable to meet the student's needs. (Include documentation and data that notes intervention strategies that have been implemented to address these behavioral issues – including Behavior Intervention Plan*)
 - or
 - ☐ Student's behavior has been determined to be extremely disruptive to his/her learning, or the learning of others, and that the current placement has proven to be unable to meet the student's needs. (Include documentation and data that notes intervention strategies that have been implemented to address these behavioral issues – including Behavior Intervention Plan*)
 2. The IEP team, including representation from the MDS, determines MDS will be the Interim Alternative Educational Setting (IAES) for a special education student on long- term suspension following a manifestation determination that the offense was not a symptom of student's disability Board Policy 5144.1, or who is sanctioned for special circumstances per Board Policy 5144.1(4e).
- The IEP team reviews current records supporting placement at MDS. Check all the following items that apply.
 - ☐ Resource Specialist input
 - ☐ IEP
 - ☐ Functional Behavioral Assessment (FBA) / Behavior Intervention Plan(BIP)
 - ☐ Change of Placement Consideration Form
 - ☐

- Student meets intensive funding criteria in current placement Student
- ☐ currently requires Special Education transportation/busing Student requires
 - ☐ supervision
 - ☐ Student has been receiving in-school counseling and/or other related services
 - ☐ Outside and/or Family Counseling is in place
 - ☐ Medical evaluation and medical needs Current
 - ☐ Safety Plan
 - ☐ 504 Plan
 - ☐ Other _____

3. If the IEP team determines that the student is appropriate for placement at the MDS, the following must be completed by the student's case manager at the sending school:

- ☐ Amendment of the IEP or 504 Plan to reflect Separate School Facility Case
- ☐ Manager changed to reflect the MDS case manager
- ☐ Working File is sent to MDS
- ☐ Program Transition Form is complete

Exit Procedures (Representation from boundary school and MDS must participate)

Exit from the Day School will occur when:

A. Disciplinary sanction has expired for IAES students

Or

B. Based on student's present levels of functioning and individual needs, the IEP team determines that MDS is no longer the least restrictive environment and a change of placement is appropriate.

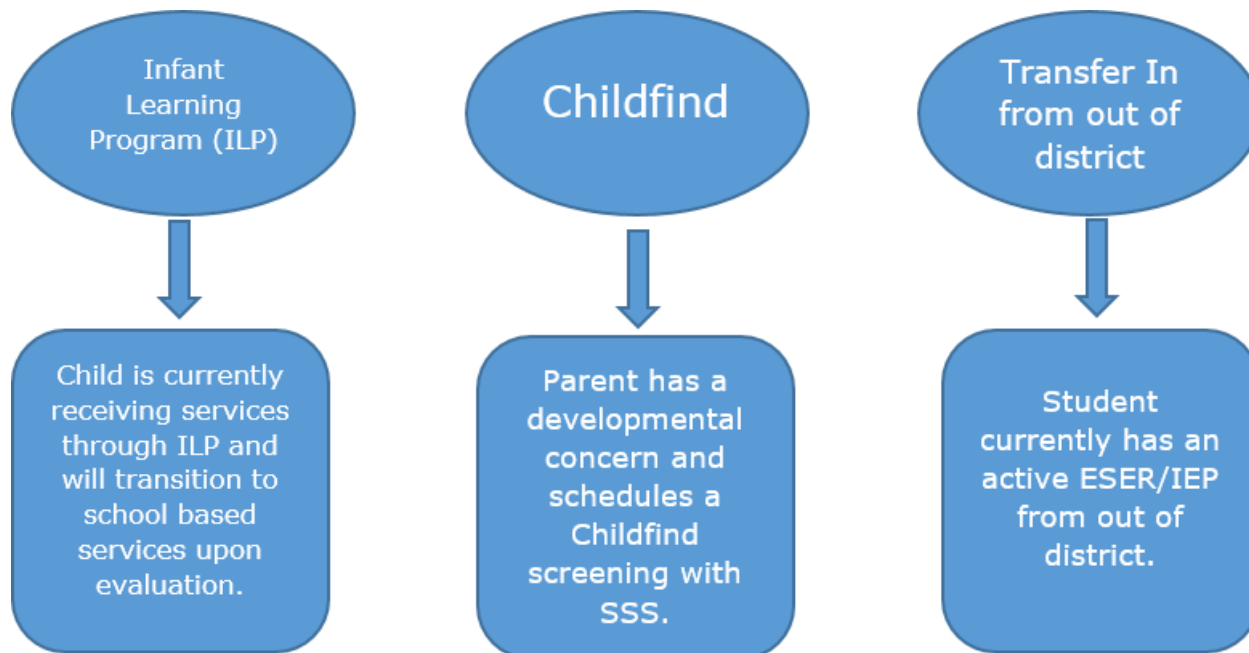
- ☐ IEP is amended to reflect new placement
- ☐ Existing Behavior Support Plan is amended to reflect new placement Case
- ☐ Manager is changed to reflect the receiving school's case manager Program
- ☐ Transition Form is complete

*Any exceptions must be approved by Executive Director of Education and Director of Student Support Services

Early Childhood Special Education (ECSE)

Children ages 3-5 with identified special education need(s) have access to services as a preschool aged student. Eligible students can receive their special education services in one of the identified Early Childhood Special Education (ECSE) Preschool classrooms or through itinerant services with a related service provider as appropriate.

Preschool aged students are identified for services in one of the following ways:



ECSE Referrals

Infant Learning Program (ILP)

Children transitioning from Infant Learning Program are considered a Transition from Part C to Part B services.

Part C is the program for infants and toddlers with disabilities. It is a federal grant program that assists states in operating a comprehensive statewide program of early intervention services for infants and toddlers with disabilities serving ages of birth through age 2 years, and their families.

Part B of IDEA 2004 describes preschool and school age programs for children with disabilities ages 3 through 5 and 6 through 21. For children with disabilities from birth to age 3 who are already identified and being served by Part C, a referral to Part B should be completed at least 90 days and not more than nine months prior to the child's 3rd birthday.

School districts will receive notification of all children served under Part C prior to turning 3 years of age, unless the parents "opt out" of this referral process. **This notification constitutes a referral for special education services.** A transition meeting is scheduled by ILP and the MSBSD staff member assigned to transition from ILP to MSBSD will attend. Any evaluations that may be needed to determine if the child is eligible for Part B services should be discussed at that time. Consent is obtained during this transition meeting or at evaluation. The district has 90 days from consent or prior to 3rd birthday, whichever comes first, to conduct the evaluation, review the evaluation with the parent and draft an IEP.

****The IEP must be developed before the child's 3rd birthday. ECSE**

Evaluation Team will

- Gain consent to evaluate at transition conference or at scheduled evaluation.
- Conduct evaluation, review results with family and write IEP prior to 3rd birthday.
- Notify parent at initial ESER/IEP meeting to provide birth certificate and immunization record to school office prior to beginning services.
- Invite the ILP Developmental Specialist to the initial ESER/IEP meeting.
- Complete COSF Entry and Transportation as appropriate.
- ECSE Case Manager will notify receiving school case manager/building record specialist/school registrar of incoming student and start date. Student can begin services the first school day of the month the student turns 3 years old.

It is the responsibility of the school case manager to obtain student birth certificate and shot record from parent and provide to school registrar.

Childfind

Children in the community that are suspected to have a developmental delay are screened in a variety of areas to be considered for a comprehensive evaluation or recheck. Parents schedule an appointment to bring their child to Project Childfind by submitting a request on the district website and a confirmation phone call from SSS to schedule the appointment will follow. During the appointment a developmental screening occurs. Screening will result in no further testing recommended, or a comprehensive evaluation recommended for identified area(s).

ECSE Evaluation Team will

- Gain consent to evaluate at Childfind conference or at scheduled evaluation.
- Conduct evaluation, review results with family and write IEP.
- Notify parent at initial ESER/IEP meeting to provide birth certificate and immunization record to school office prior to beginning services.
- Complete COSF Entry and Transportation as appropriate.
- ECSE Case Manager will notify receiving school case manager/building record specialist/school registrar of incoming student and start date.

It is the responsibility of the school case manager to obtain student birth certificate and shot record from parent and provide to school registrar.

CCS Head Start Programs

Students attending CCS Head Start will be screened through Childfind at the beginning of each school year, or upon entry to CCS in the areas of communication, vision and hearing. If eligible for services in communication, student will remain at CCS and receive their services during their attendance at CCS from assigned MSBSD staff.

CCS Center Coordinators will contact ECSE Resource Specialist if they have developmental concerns other than communication. MSBSD ECSE team will consult with CCS staff to determine next steps, be that interventions or move to a referral. If an evaluation is conducted, and student is found eligible for special education services beyond communication, team will discuss appropriate placement for the identified educational need.

Federal Programs Referral

Students that are attending a Federal Programs preschool and are suspected to have a developmental delay will be screened through the ChildFind Process. Parents will be encouraged to submit a request to schedule an appointment online and a confirmation phone call will follow. Extenuating circumstances should be discussed with the ECSE Resource Specialist.

Transfer In Student

Students that move into the MSBSD with an active ESER/IEP may be eligible for special education services. All preschool aged students with active ESER/IEP will be handled by SSS. Preschool aged students may begin special education services prior to obtaining records. School placement will be determined by SSS. School and parent will be notified by SSS of school placement during period of obtaining records. SSS Record Technician will request records from previous school. Once obtained, the ECSE school psychologist will review records to determine if the student meets eligibility criteria for MSBSD.

- If eligible, school case manager will be notified and will conduct a Transfer In Amendment within 10 calendar days of school psychologist accepting out of district records.
- If not eligible, SSS will notify parent and discuss next steps. If student was in attendance for services, school/parent/SSS will determine appropriate date to end attendance.

It is the responsibility of the school case manager to obtain student birth certificate and shot record from parent and provide to school registrar.

Child Outcome Summary Form (COSF)

School districts are required to report to the state individual entry and exit scores for each student in preschool special education. The state will use this information to report to the federal government on the percent of preschool aged children with Individualized Education Programs (IEP's) who demonstrate improvement in these areas:

- Positive social-emotional skills
- Acquisition and use of knowledge and skills
- Use of appropriate behaviors to meet their needs

These outcomes should be reported on a COS form at these two times:

Entry: Must be completed by age 3 or at the beginning of services (up to age 5½) This data must be collected within two months of the start of special education services. An exception is if a child will receive less than six months of special education services prior to entering kindergarten (i.e. child is determined eligible in April, will start kindergarten in August).

The COS Entry form is located within the Initial Process and must be completed and finalized with that process. It also is available in the Transfer In and Annual Process as applicable.

Current Process: Initial Evaluation

Process Documents

×	Line	Doc	
<input type="checkbox"/>	1	<input type="radio"/>	Referral - Referral
<input type="checkbox"/>	2	<input type="radio"/>	Observation - Observation Guide
<input type="checkbox"/>	3	<input type="radio"/>	Invitation to Attend - Invitation to Attend a Meeting
<input type="checkbox"/>	4	<input checked="" type="radio"/>	AK EvalConsent - Consent for Evaluation
<input type="checkbox"/>	5	<input checked="" type="radio"/>	WN Conduct Eval - Written Notice Conduct Eval
<input type="checkbox"/>	6	<input type="radio"/>	ESER - Evaluation Summary and Eligibility Report (ESER)
<input type="checkbox"/>	7	<input type="radio"/>	IEP Placement - Consent for Initial Placement
<input type="checkbox"/>	8	<input type="radio"/>	IEP
<input type="checkbox"/>	9	<input type="radio"/>	Written Notice - Written Notice
<input type="checkbox"/>	10	<input type="radio"/>	GENAZ AK COSF - Child Outcomes Summary

Exit: Complete when the child exits preschool special education services (if served at least 6 months) The Child Outcome Summary exit form shall be completed when a child finishes a preschool program involving special education or a related service. It is no longer required to wait until a student is six years of age. Children who are entering kindergarten and have received any special education services will have their forms completed at the end of the preschool school year. DO NOT complete an COSF Exit for students that move out of district. They are still eligible for services, they are not exiting special education or entering kindergarten.

The COS Exit form for students transitioning to kindergarten is found in the Annual Review process and should be completed at the student's Kindergarten Transition meeting.

If a child exits from special education prior to kindergarten, the Child Outcome Summary Exit Form shall be completed upon exit. A child may exit for one of two reasons 1) no longer qualify for services, 2) parents revoke consent.

The COS Exit form for students that no longer qualify for services or that parents have revoked consent is located in the Exit Process.

This form is for state reporting purposes. Do not collect or report annual progress on this form. This form is not a part of any school district annual testing. **Limit data to the information gathered at the initial entry (within 3 months) and upon the exit.**

This document is a part of the student's special education file and should follow the student in the event of changing school locations.

Exit from Services

There are five major reasons students exit from special education programs:

1. The parent (or student, at age 18) withdraws consent for special education services.

Withdrawn consent requires program exit, and *cannot* be contested via mediation, due process, or civil action (34 CFR §300.300(4))

- "(4) If, at any time subsequent to the initial provision of special education and related services, the parent of a child **revokes consent in writing** for the continued provision of special education and related services, the

public agency-

- (i) May **not continue to provide** special education and related services to the child but must provide prior **written notice** in accordance with § 300.503 before ceasing the provision of special education and related services.”

Note: In the case of parents who have equal legal authority to make educational decisions and one parent provides consent for IEP services and the other parent submits a written revocation, the LEA must provide written notice to both parents that IEP services will be terminated. After services are ceased due to the revocation of consent, either parent has the right to request an initial evaluation to determine if the child is IEP eligible.

*Note: The parent’s right to revoke consent is for special services in its **entirety**, not service by service. The school is required to respond to the parent’s written revocation by providing the parent with written notice that, among other things, specifies the date when services will end. Also, the student will be deemed a regular education student for disciplinary purposes.*

2. The IEP team determines that the student is no longer eligible for special education.

Under 34 CFR § 300.305(e), districts: “...must evaluate a child with a disability in accordance with §§ 300.304 through 300.311 before determining that the child is no longer a child with a disability.”

3. The student graduates with an Alaska high school diploma;

Under 34 CFR § 300.305(e), students graduating with a diploma are exempt from reevaluation requirements.

Note: A GED is not the same as a high school diploma.

4. The student ages out;

Students in Alaska are eligible for special education programs “... if less than 22 on July 1 of the school year (4 AAC 52.090).” *Note: Under 34 CFR § 300.305(e), students who age out during the school year are exempt from re-evaluation requirements.*

*Note: A Summary of Student Academic Achievement and Functional Performance is **required** for students exiting special education due to **aging out** or **graduating** with a regular diploma. 34 CFR 300.305(e)(3)*

5. The student transfers to another school.

Under 4 AAC 52.530(c) (bold added for emphasis):

“(c) If a child with a disability transfers to another school, each district shall transmit with other student records, including the child’s current IEP, all statements of current and previous disciplinary action regarding the child, to the same extent that disciplinary information would be included in and transmitted with the records of a child without a disability.”

Friendly Reminder:

Students that are no longer eligible for specific services but remain eligible for other special education services demonstrated by an evaluation, are not exited.

Manually move the student to Exit Process. You will do this from the SE Student screen>SpEdDocs Tab>Move To drop menu. You can access the SE Student Screen by clicking on the student's name in your portfolio.

SE Student

Menu ▾ **+ Add** **X Delete**

Student Name: _____ School: **Susitn**

Demographics **Parents** **Team** **Misc Documents** **Historical Documents** **SpEd Docs**

Last Name _____ First Name _____ Middle Name _____ Suffix _____

Miscellaneous Process Docs

Line	Action	Document Date	Document ID
Manual Process Move			
Move To		Move	Exit Process
<div> <div>Annual Review</div> <div>Exit</div> <div>Initial Evaluation</div> <div>Initial Evaluation - Preschool</div> <div>Transfer In</div> </div>			

Select Exit, then click Move

Complete the Written Notice and Exit Form.

SE Student

Menu ▾ **+ Add** **X Delete**

Student Name: _____ School: **Susitn**

Demographics **Parents** **Team** **Misc Documents** **Historical Documents** **SpEd Docs**

Last Name _____ First Name _____ Middle Name _____ Suffix _____

Current Process: **Exit**

Process Documents

* Line	Doc
1	Written Notice - Written Notice
2	Exit - Special Education Exit Form
3	Summ of Performance - Summary of Performance
4	Child Outcome Summ - Child Outcome Summary Form

Complete these two as appropriate

The Exit Date should be the date of the ESER meeting for exits that result from the student no longer receiving special education services and should be the students drop or withdrawal date if the student is no longer attending school. Check with your school registrar for this date.

Exit Form

Student Name: _____

Menu ▾ Save Undo Delete Print Preview Validate

Student Name: _____ Document: **Exit** Description: **Special Education**

Exit Form Attachments

Case Manager _____ Exit Date _____ Exit Reason _____

Select appropriate Exit reason

- Parent revoked consent
- Parent declines services
- No initial consent
- No longer eligible for services
- Does not qualify
- Received a Cert of Attendance
- Received a Cert of Completion
- Graduated with diploma
- Reached age twenty-two
- Moved out of district
- Dropped out
- Deceased

☐ AttachSOP

If completing a SOP, check this box that the SOP is completed.

Finalize the Written Notice and Exit Form. Finalize the SOP or COSF as applicable. SOP should only be completed for a student that has graduated with a diploma or who reach the age of 22. COSF Exit should only be completed for a preschool aged student that is no longer receiving special education services.

Notify your SSS Record Technician when you have finalized the Exit and Written Notice. SSS Record Technician will exit the student from Synergy SE.

Exit for Speech Only

This is only applicable for students who are only eligible for Speech Therapy under the eligibility category of Speech Language Impairment. Remember assess in assess out.

Utilize the additional assessment process to document and complete a DNQ/exit for a related service.

*Note: A Referral Packet (Referral Form, vision/hearing screening, and Observation Guide) is not required for an additional assessment to consider DNQ/exit for a speech language only student.

*Note: A Referral Packet (Referral form, vision/hearing screening, and Observation Guide) is not required.

Still Eligible Exit

Student may still be eligible for services and no longer receive them if:

- The student moves out of the Mat-Su Borough School District. Student Support Services will forward the student file to the new school, this does not require Written Notice.
 - The student drops out of school. This requires a written notice.
 - The student receives a Certificate of Attendance.
 - In these cases, the Case Manager will fill out the exit form and Summary of Performance (SOP) as necessary. Case managers will communicate with counselors/registrars regarding exit dates.
 - Note: Exit dates must match academic records.

Summary of Performance (SOP) required for:

- Students exiting with diploma
- Students who reach the age of 22

** Students going to Next Step or Project Search DO NOT require SOP until they leave that program.

Summary of Performance (SOP)

The Summary of Performance can be located in two different places locations. When the time is appropriate it will be in the current process, or it can be found Misc Documents labeled SOP. A Summary of Performance (SOP) can be completed at any time during the student's senior year or if they attend a post high school transition program it is to be completed their last year of attendance.

Line	SpEd	Document ID
1	Create	BIIP
2	Create	COSF
3	Create	EL Accommodations
4	Create	ESY Eligibility
5	Create	FBA
6	Create	Manifestation
7	Create	Invitation
8	Create	Written Notice
9	Create	Auth Info
10	Create	Rights Parent
11	Create	Rights Student
12	Create	COVID-19 Amend & WN
13	Create	Drop Out Letter
14	Create	Progress Letter
15	Create	Intervention
16	Create	SOP
17	Create	Medicaid Form

My Post School Goals

The goals below are taken from the student's transition plan. Examples are included below

My Background Info **My Postschool Goals** Perception of My Disability Summary of Academic and Functional Performance School Recommendations
Community Agency Contacts Attachments

Document Date: 05/15/2020

STUDENT'S MEASUREABLE POSTSECONDARY GOALS

TRAINING/EDUCATION
Upon completion of high school, I will:
Upon completion of high school, I will attend a college
Upon completion of high school, I will attend Job Corps.
Upon completion of high school, I will receive on the job training

EMPLOYMENT
Upon completion of high school, I will:
Upon completion of high school, I will work as an accountant
Upon completion of high school, I will work in the construction trades
Upon completion of high school, I will work in the food service industry

INDEPENDENT LIVING
Upon completion of high school, I will:
Upon completion of high school, I will live in student housing
Upon completion of high school, I will live in an apartment
Upon completion of high school, I will live with my parents until I move out

These goals are taken from the student's transition plan

DOCUMENTS TO ATTACH
☒ Most Recent IEP ☒ Most Recent ESER ☒ Transition Assessment ☐ Other

This is important for all students especially those who will be utilizing for services after school or applying for supports post high school

My Perception of My Disability

Information to complete these items are collected through discussion with the student.

My Background Info My Postschool Goals **Perception of My Disability** Summary of Academic and Functional Performance School Recommendations
Community Agency Contacts Attachments

Document Date: 05/15/2020

3. MY PERCEPTION OF MY DISABILITY

Describing my challenges
My Primary Disability is: Specific Learning Disability My secondary disability is (if there is one):

My Disability Impact

My Disability Impacts:

☐ Assignments/grades ☐ Time on test/assignment ☐ Mobility
☐ Extra-curricular activities ☐ Peer relationships ☐ Reading
☐ Writing ☐ Attention ☐ Concentration
☐ Spelling ☐ Comprehension ☐ Speed
☐ Math ☐ Does not affect my performance in school
☐ Other

The information to complete these items are collected through discussion with the student

Supports and Accommodations

In the past, what supports have worked best for you in school?

☐ Exemption from reading before peers ☐ Extra time for completing assignments ☐ Grading based on participation
☐ Opportunity to leave for content mastery ☐ Seat near teacher ☐ Test administered by special educator
☐ Highlighted materials for emphasis ☐ Frequent reminder about the rules ☐ Private discussions about behavior
☐ Use of computer ☐ Multiple choice test with limited answers ☐ Reduced assignments
☐ Opportunity to respond orally ☐ Assignment notebooks ☐ Oral exams
☐ Short instruction (1 to 2 steps) ☐ Peer tutoring ☐ Large print material ☐ Frequent breaks
☐ Braille materials ☐ Peer to read instruction ☐ Use of calculators
☐ Other

Summary of Academic and Functional Performance

Explanation: Information for this section can be taken from the present levels and accommodations sections of the IEP.

Next to each specified area, enter the students' present level of performance and accommodations, assistive technology and supports that **were provided in high school** to assist in achieving progress.

Summary Of Performance

Student Name: _____

Menu ▾ Save ✕ Undo ✕ Delete ✕ Print Preview Validate Finalize

Student Name: _____ Document: **SOP** Description: **Summary of Performance**

My Background Info My PostSchool Goals Perception of My Disability **Summary of Academic and Functional Performance** School Recommendations Community Agency Contacts Attachments

Document Date: 05/15/2020

4. SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE

Next to each specified area, enter the students' present level of performance and accommodations, assistive technology and supports that **were provided in high school** to assist in achieving progress.

ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Reading, Math and Written Language

Present level of Performance (strengths and needs) _____ Essential accommodations, assistive technology and supports used in high school _____

General Functioning (energy level, sustained attention, memory, processing speed, impulse control, activity level)

Present level of Performance (strengths and needs) _____ Essential accommodations, assistive technology and supports used in high school _____

Communication (speech/language, assisted communication)

Present level of Performance (strengths and needs) _____ Essential accommodations, assistive technology and supports used in high school _____

Social and behavior (Interactions with teachers/peers, level of initiation in asking for assistance, responsiveness to services and accommodations, involvement in recreation and community, confidence and persistence)

Present level of Performance (strengths and needs) _____ Essential accommodations, assistive technology and supports used in high school _____

Independent living skills (selfcare, leisure skills, personal safety, transportation, budgeting, health)

Present level of Performance (strengths and needs) _____ ACCIndLivSkills _____

Enter the student's present level of performance and accommodations, assistive technology and supports that were provided in high school to assist in achieving progress

School Recommendations to Assist the Student in Meeting Goals

Explanation: The areas below are the goals identified in Section 2 Post-School Goals. Suggestions for essential accommodations, adaptive devices, assistive services, and/or collateral support services (only complete those relevant to the student's post secondary goals).

Summary Of Performance

Student Name: [Redacted]

Document Name: [Redacted] Description: Summary of Performance

Document Date: [Redacted]

6. IMPORTANT COMMUNITY AGENCY CONTACTS TO ASSIST THE STUDENT IN MEETING GOALS

Suggestions for academic accommodations, adaptive services, assistive services, personal support services only complete those relevant to the student's postsecondary goals.

Learning: [Redacted]

Working: [Redacted]

Information for this section are found in Section 2 Post-School Goals

Important Community Agency Contacts

Explanation: Contacts that are related to student's post-school goals and needs

Summary Of Performance

Student Name: Gaskins, Loyal J. Document: SOP Description: Summary of Performance

Menu: Save | Print | Columns | Links | Views | Vendors | Privacy

Student Name: Gaskins, Loyal J. Document: SOP Description: Summary of Performance

My Background Info | My Postsecondary Goals | Perception of My Disability | Summary of Academic and Functional Performance | School Recommendations | **Community Agency Contacts** | Attachments

Document Date: [Redacted]

6. IMPORTANT COMMUNITY AGENCY CONTACTS

Click 'Add' To input information in each section

High School + Add

Line	Person(s) to Contact - name and/or title of person student could contact	Services Provided - services the agency might provide	Contact Information - phone number, address, e-mail
1			

Health and Family Services + Add

Line	Person(s) to Contact - name and/or title of person student could contact	Services Provided - services the agency might provide	Contact Information - phone number, address, e-mail
1			

Employment Agency + Add

Line	Person(s) to Contact - name and/or title of person student could contact	Services Provided - services the agency might provide	Contact Information - phone number, address, e-mail
1			

Independent Living + Add

Line	Person(s) to Contact - name and/or title of person student could contact	Services Provided - services the agency might provide	Contact Information - phone number, address, e-mail
1			

Social Security Administration + Add

Line	Person(s) to Contact - name and/or title of person student could contact	Services Provided - services the agency might provide	Contact Information - phone number, address, e-mail
1			

Other (Specify) + Add

Line	Person(s) to Contact - name and/or title of person student could contact	Services Provided - services the agency might provide	Contact Information - phone number, address, e-mail
1			

Sample information to complete table above:

High School		
Person to Contact-Name title	Service Provided	Contact Information
Jane Doe- School Counselor	School Records	907-123-3456
Student Support Services- Mat-Su Borough School District	Special Education Records	907-746-9221

Health and Family Services		
Person to Contact-Name title	Service Provided	Contact Information
LINKS	LINKS - Linking Information and Knowledge about Special needs - is a non-profit agency that has served the Mat-Su Borough for more than 20 years. We currently have four programs serving various	http://linksprc.org/ 907-373-3632

	populations in the borough and statewide.	

Employment Agency		
Person to Contact-Name title	Service Provided	Contact Information
Department of Vocational Rehabilitation	Job and training support	Address: 913 W Commercial Dr, Wasilla, AK 99654 Phone: (907) 352-2545 https://labor.alaska.gov/dvr/contact.htm
Alaska Job Center	Job and training support	Address: 877 Commercial Dr, Wasilla, AK 99654 Phone: (907) 352-2500

Independent Living		
Mat-Su Services for Children and Adults	Provide a variety of services including but not limited to supported employment and independent/supported living.	1225 W. Spruce Ave. Wasilla, Alaska 99654 Phone:907-352-1200 Fax:907-352-1249 https://www.mssca.org/

Social Security Administration		
Person to Contact-Name title	Service Provided	Contact Information
Social Security Administration Office	Disability Benefits	https://www.ssa.gov/ 222 W 8th Ave #66, Anchorage, AK 99513 (800) 772-1213

Other		
Person to Contact-Name title	Service Provided	Contact Information
Alaska Works Partnership	Career Training	520 E 34th Ave, Anchorage, Alaska 99503 (907) 562-0075 coordinator@aatca.org https://aatca.org/
Alaska Vocational Technical Center (AVTEC)	Career Training	www.avtec.edu/avtec
Alaska Laborers Training School	Career Training	https://aklts.org/contact/
Job Corps	Career Training	Website: https://alaska.jobcorps.gov/about-us Phone: (907) 861-8800

Transition Programs for Post High School

Next Step

Program Overview:

Next Step Program is a community-based program designed to help students realize their full potential as contributing members of the communities in which they live. The programs are in community settings within the Mat-Su Valley and are administered by the Mat-Su Day School. The program's main emphasis is on the development of personal goals that will enable them to become as self-sufficient as possible. Using a combination of school and public transportation, the NSP enhances each young adult's ability to access the community and available services. Job training opportunities provide a key to each student's future success.

Program Objectives:

- Expand Work Maturity Skills
- Determine career options through the exploration of community-based job and training opportunities
- Increase self-determination of community leisure and recreational pursuits
- Develop personal management and independence that can be applied to the home environment
- Foster a network of social relationships
- Establish connections with community-based resources to provide on-going support

Program Requirements:

The NSP is designed for students who have a current IEP and have participated in high school special education programs (i.e. self-contained/intensive resource and behavioral support programs)

Potential NSP students must also meet the following requirements:

- 18 years of age by the first day of the school year
- Completed four years of high school
- Minimum of one year of recreational and community activities*
- Minimum of one-year work experience; to include both school and community settings *
- Demonstrate independence in personal care
- Non-Diploma Track students shall participate in their boundary school's graduation ceremony and receive appropriate certificate
- Diploma Track students will participate in their boundary school's graduation ceremony; however, their transcript will be deferred until completion of NSP
- Demonstrate acceptable social behaviors with minimal support with peers and adults:
 - Respond to/greet others
 - Interact with peers
 - Display appropriate behavior in most situations
 - Respect personal space
- Demonstrate acceptable job behaviors with minimal support:
 - Follow multi-step directions
 - Complete assigned tasks

- Cope with changes in daily routine, personnel, working conditions
- Transition between jobs/tasks
- Respond appropriately to redirection and feedback

*by end of senior year

Referral Process:

Each student's IEP team will review all post school options as part of the transition process, including NSP. A referral for the NSP shall be made by filling out the attached application according to the Next Step Timeline on page four. Completed applications **with the required paperwork attached** shall be sent to the Mat-Su Day School. Final decisions for acceptance into the program shall be made at the administrative level.

Next Step Timeline

- During the student's junior year, the case manager will discuss Next Step as a post-secondary option and outline the prerequisite skills that need to be worked on before their consideration for a community-based transition program.
- During the student's senior year, the Next Step teacher will attend the annual IEP to discuss Next Step as a post-secondary option and outline the prerequisite skills that need to be worked on before their consideration for a community-based transition program.
- Parent(s)/guardians(s) and student complete a site visit to a Next Step program.
- Completed parent application turned in to student's case manager by the first Friday of December.
- Completed applications and supporting documents for Next Step must be submitted by the case manager to the principal of the Mat-Su Day School by second Friday of December of the student's senior year.
- Applications will be reviewed by Mat-Su Day School principal and resource specialist or their designee. If more information is needed, the case manager will be contacted.
- Case manager, parents, and students will be informed by the end of February if they have been accepted into the Next Step program.
- Students accepted will complete one or more visitations to the Next Step program. The boundary school case manager or assistant will attend with their student. This will be set up by the case manager and Next Step teacher.
- An IEP meeting will be held at Next Step during the second week of May to draft goals specific to the Next Step program related to employment, social participation, personal management, and independent/supported living.

Project SEARCH

Project SEARCH is a nationally recognized innovative employment program. Project SEARCH has grown from one original program site at Cincinnati Children's to over 400 programs both domestic and international. Project SEARCH's primary objective is to secure competitive employment for people with disabilities. Learn more by watching the video and contact MSBSD's Student Support Services for more information at (907) 746-9221.

Entrance Criteria for Project SEARCH

Potential Interns need to meet the following criteria:

- Age 18-21 and have met high school requirements for graduation
- Documented Disability
- Eligible to be a client of Division of Vocational Rehabilitation (DVR)
- Take direction from Supervisors
- Be able to communicate effectively
- Willing to participate in unpaid training for one year
- Good Hygiene and appropriate behavior and social skills
- Documented success in previous work experience
- Pass drug screening, felony check and have up to date immunizations
- Desire and plan to work in the community at the conclusion of Project SEARCH

Medicaid

Medicaid documentation is an important part of our related services program and Student Support Services. The Medicaid documentation allows the department to recoup some of the costs associated with related services provided to students. This allows for greater funding of programs to enhance student educational needs.

Related service providers keep all records on the Medicaid documentation form in SEAS (Special Education Automation Software). Therapy Notes (Clinical Records) must be sent quarterly to Student Support Services, while billing is to be completed monthly.

The therapy documentation form has the required data:

- Student name and ID number
- Medicaid number
- Therapist name and credential of provider
- Goal/objective
- Session date
 - Duration and place, if group therapy-number in-group
 - Therapeutic activity
 - Progress towards objective/response to therapeutic intervention
 - Signature of therapist

Medicaid form should be addressed when a student is being evaluated for a related service or is receiving a related service and at the following times:

1. At Initial Consent for Evaluation
2. At annual review of IEP if current Medicaid status is 'No'.
 - a. Ask parent if Medicaid status has changed. If it has not changed, no further action is required. If status has changed, have a new Medicaid form completed.

Related service provider should discuss Medicaid billing with parent.

- Use the Medicaid form located in SE Student Screen>Misc Documents>MedicaidForm
- Case Manager creates Medicaid form
- Enter document date to be the date of your meeting or date parent signs
- Print preview and print form for parent to sign
- Obtain signature, date and Medicaid selection
 - Parent signs form even if not eligible for Medicaid. Parent will select 'My child is not eligible for Medicaid' for their response.
- If parent attended meeting via online platform or tele-conference the Case Manager will give the form to the Records Specialist to mail home for signature.
- Signed Medicaid form will be upload in SE Student Screen>Historical Documents>Attached Documents using the naming conventions referred to in this manual.
- Case Manager will enter parent response and date they responded in the Medicaid Form in SE then save and finalize.

I understand and agree that MSBSD may access my child's Medicaid insurance to pay for services.

Relationship to Student: _____

Student's Medicaid/Denali KidCare I.D.#: _____

☐ I give permission
☐ I do not give permission
☐ My child is not eligible for Medicaid

Parent will select one

Parent will sign and date.

Parent Signature _____ Begin Date _____

Medical Aid Permission

Student Name: _____

Menu ▾ Save ✕ Undo ✕ Delete ✕ Print Preview Validate Finalize

Student Name _____ Document: Medicaid Form Description: Parental Consent f

Permission Statement

Document Date _____ Date to match parent signature date.

Permission Statement

WRITTEN NOTIFICATION TO PARENTS
Regarding Consent to Bill Medicaid

Background:
The Matanuska Susitna Borough School District provides special education services at no cost, occupational therapy, physical therapy, speech-language services, hearing services and behavior students who are eligible for Medicaid or Denali KidCare may be partially reimbursed by Medicaid public benefits or insurance for the first time. Districts must provide FERPA 54(d)(2)(v) and the (FERPA).

Notice Regarding Consent to Bill Medicaid
"Matanuska Susitna Borough School District must obtain consent prior to disclosing child's education records to outside parties, such as the Medicaid or Denali KidCare public health insurance."

Response _____ Begin Date _____

If student leaves your caseload, give working file (if you have one) to new therapist.

If student leaves district or exits, send any therapy notes or other working file items that you might have to your record technician. Non-Medicaid therapy notes are part of the working file that can be shredded annually.

Transportation

Special transportation is provided to/from school and in and around school for students that require specialized transportation in order to access their educational needs.

Who is eligible for special transportation?

Students that are currently eligible for special education and require specialized transportation in order to access their educational needs.

Where does special transportation bus to/from?

Special transportation will be provided within the student's home boundary. Exceptions to transportation within home boundary:

- If a parent requests a boundary exemption to a school outside of their home boundary, it is the parent's responsibility to transport their child to and from school.
 - If they request a boundary exemption and the student attends a daycare, etc. that exists within this exemption boundary, special transportation can be accessed to and from the daycare to the boundary exemption school.
 - Your Resource Specialist will need to verify this transportation request prior to submitting to transportation. Best practice is to not commit transportation outside of a boundary without Resource Specialist approval first.
- If a student will be accessing a district wide program that is not available in their boundary school. Special transportation will be provided to that student between their home and the school they will be attending. Please consult your Resource Specialist for further information.

When should a transportation form be completed?

Case manager should review and update transportation at each annual review or when student changes schools. This review is only necessary for students that receive special transportation currently, or if the team is considering adding special transportation to the IEP.

Case manager will complete a transportation form when there is a change in student pickup or drop off information. Parents that call transportation to change their pickup/drop off information will be redirected to contact the case manager to make this change. If a parent has moved out of the current boundary or is requesting a change that is out of the current school boundary, please contact your Resource Specialist to determine the next step.

Forms can be submitted at any time. All forms that are submitted by 11:00 AM on Friday's will be routed to start the following Wednesday. If you submit the form after 11:00 AM on Friday, the transportation will be delayed an additional week.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
27	28 1:00pm IEP meeting	29	30	31 submit transportation by 11:00 AM
3	4	5 Student's transportation will begin on this day	6	7

Where is transportation documented in the IEP?

If a student is eligible for transportation, you will document that in Special Factors and Service Minutes.

StudentIEP

Student Name: _____

Menu ▾ Save Undo Delete Validate This

Student Name: _____

Cover Strengths/Concerns & PLAAFP **Special Factors** Assessment

PRINT DISABILITY

Does the student possess a disability (visual impairment, physical impairment, cognitive impairment, Print, Digital, Audio, Braille)?

TRANSPORTATION

Does the student require special transportation?

Yes

The following needs are addressed in the IEP

☐ Age - Preschool ☐ Behavioral
☐ Medical ☐ Mobility
☐ Other (Explain) ☐ Program placement outside boundary school
☐ Student Uses wheelchair

Select 'Yes' then click Save.
Then select the reason for transportation and click Save.

StudentIEP

Student Name: _____

Menu ▾ Save Undo Delete Validate This IEP Print Preview Finalize Make Amendment

Student Name: _____ IEP Status: **Draft IEP**

Cover Strengths/Concerns & PLAAFP Special Factors Assessments Goals Mods. & ESY **Services** Placement Meeting Notes Attachments

Related Services Add Transportation is located in Related Services

Click Add, then enter Transportation information.

X	Line	View Order	Service	Location	Projected		Provider	Amount of Time		
					Start Date	End Date		Minutes	# of Times	Frequency
	1	1								
	2	2								
	3	3	Transportation	Other			Other	0	5	Weekly

Start date will be when meeting was held to add transportation. Could be annual review meeting date. End date is when IEP is due.

Document transportation on the Service Minutes page, even if the parents are currently transporting and the student is not accessing transportation. The student is eligible for special transportation if there was a field trip or if the parent no longer wishes to transport. Document in your notes and written notice that student is eligible for special transportation and that parents have elected to transport at this time.

Transportation Form

Complete the transportation form for students that will be accessing transportation to/from school. You do not need to complete a Transportation Form for students that are transported by parent.

Transportation Requests

1. Click the PAD Tree
 - a. Select Synergy SIS
 - b. Select Student
 - c. Select Student Transportation



2. Check that your focus is the location where the student is **currently** enrolled.

Adrian Bell (Show Active and Inactive)
2019-2020 Butte Elementary

3. Search Student name or student ID.

Transportation

Menu ◯ ◀ 🔍 ▶ 🖨️ 🔍 Find ↺ Undo

Student Name: School: Homeroom: Staff Name:

Transportation

Last Name	First Name	Middle Name	Suffix	Student ID
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

- Click the add button next to the Open Transportation Requests.

The screenshot shows the 'Transportation' form. At the bottom, under the 'Open Transportation Requests' section, there is a '+ Add' button highlighted with a red rectangular box.

- Open Date, insert today's date, the school the student will be transported to and from, and the appropriate school year. Click Save

The screenshot shows the 'Transportation' form with several fields highlighted by red boxes and numbered 1 through 4:

- Box 1: The 'Open Date' field in the 'Open Transportation Requests' table.
- Box 2: The 'School' dropdown field in the 'Open Transportation Requests' table.
- Box 3: The 'School Year' dropdown field in the 'Open Transportation Requests' table.
- Box 4: The 'Save' button at the top of the form.





- Select green arrow in the Show Details box, transportation form will open.

The screenshot shows the 'Open Transportation Requests' table. The 'Show Details' column for the first row (Line 1) has a green arrow icon highlighted with a red rectangular box.

Line	Open Date	Current Status	School	School Year	Show Details
1	02/07/2020	Teacher	Wasilia Middle School	2019-2020	

7. Complete the form. All fields are required unless otherwise noted.

Transportation Detail

Menu ▾   Save  Undo  Cancel

Note that the School and Year you chose for this transportation form shows here:

Student Name: School Name: **Wasilla Middle School** School Year: **2019-2020**

Teacher **Transportation / Routing**

☐ Teacher ☐ Transportation ☐ Routing

1 Request **Must select one**

☐ 504 ☐ Special Education ☐ ESY

2 Request Type **Must select one**

☐ Cancellation of Plan ☐ Change Plan ☐ New Plan ☐ Withdrawal of Student From School ☐ New School Year


Cancellation/Change Reason

Enter any applicable information. Can be blank

Copy Data from Previous Transportation Request [Copy Transportation Plan](#)

Can use this button if the student has a previous transportation plan. Will not work with the first transportation plan.

3 Special Transportation Requirements **Complete as applicable. Click Add if you have any special needs (safety vest, etc). Can add additional Notes**

Transportation Requirements  Add

Line	Special Transportation Requirements	Note
<input type="checkbox"/>	Wheelchair	

4 Special Requirements Comment

Child Weight

Special Requirements Comment

General Comment

5 Case Manager **Both fields required**

Requesting Case Manager Case Manager Phone

6 Transportation Requirements **Both fields required.**

Receiving School Program

7 All fields required unless otherwise noted.

Pick Up

Address City State Zip Code [Map It!](#)

Pick Up Location Type Transportation Type Transportation Reason Code Requested Start Date

Comment

As applicable, but not required [Copy Student's Home Address](#)

8 Required

Pick Up Contacts + Add

Line	Contact Person	Home Phone	Cell Phone	Work Phone

[Copy From Parent/Guardian Tab](#)

9 All fields required unless otherwise noted.

Drop Off

Leave Unattended

Name of Responsible Person (s)

Address City State Zip Code [Map It!](#)

Drop Off Location Type Transportation Type Transportation Reason Code

Comment

As applicable, but not required [Copy Student's Home Address](#)

10 Required

Drop Off Contacts + Add

Line	Contact Person	Home Phone	Cell Phone	Work Phone

[Copy From Parent/Guardian Tab](#)

8. Once form is complete click save at the top of the form.

Transportation Detail

Menu **Save**

Student Name: School Name: School Year: 2019-2020

Teacher [Transportation / Routing](#)

☐ Teacher ☐ Transportation ☐ Routing

9. Hover over Menu button, then click Edit Student Transportation Entry Data



10. To complete this form, click Teacher and Save



11. Form will now go transportation to be routed.

Delivery of Services (Attendance)

The delivery of service form should be used to collect data based on what Section 11 – Service Minutes page states in the IEP. The delivery of service form data should reflect what the Serviceminutes state. For example, if the service minutes says a student is receiving 30 minutes 5 days a week in reading, then this is what you will be recording on the delivery of service form. Please remember you can either write a P for present because they were present for the entire 30 minutes or you can write in the number of minutes you provided the service(s) if it is less than 30 minutes. Another example is if the special education teacher is to meet with a general education teacher or related service provider, etcetera for a specific number of times or minutes then this is what will be documented on the delivery of services form.

State Reporting

Alaska's Department of Education and Early Development reports on each district's compliance with indicators as defined by United States Office of Special Education Programs (OSEP).

Indicator 1: Graduation Rates

Indicator 2: Drop-Out Rates

Indicator 3: Assessments

Indicator 4: Suspension/Expulsion

Indicator 5: School Age Least Restrictive Environment

Indicator 6: Preschool LRE

Indicator 7: Early Childhood Outcomes

Indicator 8: Parent Involvement

Indicator 9: Disproportionality - Child with a disability

Indicator 10: Disproportionality - Eligibility categories

Indicator 11: Initial Evaluation Timelines

Indicator 12: Early Childhood Transition

Indicator 13: Secondary Transition Indicator

Indicator 14: Post School Outcomes

Indicator 15: Resolution Sessions

Indicator 16: Mediations

Indicator 17: State Systemic Improvement Plan (SSIP)

Current data profile may be viewed for each district on the DEED website.

Intensive Funding

Director of Student Support Services will make determinations of submission of students eligible for Intensive Funding. The state will accept or reject students that are submitted by the MSBSD Director of Student Support Services. Intensive Funding submission to the state only occurs in October. Students that qualify or move into the district after October are not considered for funding until the following school year.

Student's services on IEP must meet all criteria as outlined in Alaska State Special Education Handbook in order to be considered for submission. Resource Specialists will work with special education providers to ensure that IEP meets all of these criteria. Criteria for intensive funding can be found in the Alaska Guidance for Special Ed Personnel (Handbook).

Criteria for Intensive Funding

A child with a disability may be submitted for intensive funding if the child's

Individualized Educational program meets **ALL** of the following criteria:

- Direct daily instruction by a certified special education teacher
- Provision of multiple services including related services.
 - This means that in addition to special education and special transportation, the child must also be receiving at least one direct related service involving instruction.(i.e. speech and language services, audiology services, psychological services, physical therapy, occupational therapy, counseling services, orientation and mobility services, school health services and social work services in schools.)
 - The related service can be provided by someone other than the related service provider but must be supervised by the related service provider.
- A certified special education teacher must supervise all services not provided by a certified special education teacher.
- Continuous special education programming. (This means that the child needs specially designed instruction for 100% of the school day.)
- Assistance and training in two or more adaptive skills, appropriate to the age of the child, defined as communication, social or emotional development, motor development, cognitive functioning, behavior, and daily living or self-help skills.
- That individual care will be provided to the student for the student's entire school day by staff that is trained to meet the student's individual needs.
- When the student needs transportation, the student will receive special transportation, except that this transportation requirement does not apply in the case of a student who has received special transportation for at least a year and no longer needs it.
- Score two standard deviations below the mean on a standardized adaptive measure approved by the department or if no standard measure is available, documentation that demonstrates a level of skill or performance that is two standard deviations below the mean. This information shall be documented in the Evaluation Summary and Eligibility Report (ESER).

Note: A district may seek a waiver, for one year, from one or more of the requirements listed above if the district needs additional funding for a child whose IEP Team have determined that the child's educational program includes high-cost services that do not meet the intensive funding criteria.

MSBSD Special Education Programs

Introduction

Special education programs are available at most schools. All placement options are considered multi-categorical; placement is not determined by disability alone. The IEP team considers each child's needs and placement is recommended based on services required.

Boundary School Programs

Students eligible for special education receive services in their "least restrictive environment," meaning that students with a disability have the opportunity to be educated with non-disabled peers in their boundary school, to the greatest extent appropriate.

Boundary Exemption School (School of Choice)

A parent may request a boundary exemption for their child to attend a different school than their "boundary" school, or attendance area school. The principal may accept or decline the request, as allowed by Mat-Su School Board Policy. A boundary exemption requires that parents provide transportation for the child.

If a student requires special transportation on their IEP, that transportation will **only** be provided to their boundary school, and not to a school the child is attending on a boundary exemption, unless the child's pickup and drop-off are in the boundary of the school that the child will attend. For example, if a parent requests a boundary exemption to a school due to day care location, and the boundary exemption is accepted, special transportation will be provided to day care, **IF** the day care is within the school's boundaries.

Student Support Service (SSS) Placement

MSBSD maintains a full continuum of educational placement options, including district- wide programs. These programs provide a specialized environment and instruction for students with unique levels of support. Teams that are considering a district wide program must consult with their Resource Specialist prior to determination. A student's placement determination is made by the IEP team after careful consideration of the student's individual needs.

Relocation

When a student with an IEP requires a different program location, a communication process is required. This is formally called the Relocation Process. This process is required because such a move usually includes a change in school, transportation services, commitment of district resources, and additional IEP team membership.

Special education teacher confers with Resource Specialist. The Resource Specialist acts as a liaison between both schools, and SSS. The Resource Specialist will confer with the principal at the potential receiving school about the need for the student to attend a more restrictive setting. Resource Specialist shall arrange any observations of programs. Resource Specialist will advise SSS administration of needed district resources transportation, personnel, equipment, etc.). An IEP team meeting will be held including staff from sending and receiving schools and Resource Specialist.

Special Education Programs

Elementary

Resource

Intensive
Resource

Preschool

Behavior
Support

ABA

Structured
Learning

Deaf Ed

Homebound

Day School

Itinerant
Related Service

Secondary

Resource

Intensive
Resource

Self-Contained

Behavior
Support

ABA

Structured
Learning

Deaf Ed

Homebound

Day School

Itinerant
Related Service

Transition

Next Step

Project
Search

Resource

Resource programs provide services to students who have minimal to moderate needs. Typically, resource students are included in the general education classrooms and have less than 900 minutes per week. Students may need behavior supports and social skills instruction.

Elementary Resource Programs: Additional Considerations

- Participates in district and statewide testing, NOT on Alternate Assessment
- Most instruction happens in the general education setting

Secondary Resource Programs: Additional Considerations

- Access classes in areas of need and general education content with support
- Support with organization, study skills, time on task, and social skills as needed

Intensive Resource

Intensive Resource programs provide services to students who have more than minimal needs. Typically, intensive resource students experience a significant delay in academic progress and have more than 900 minutes per week. Students may need behavior supports, adaptive skills support and social skills instruction.

Elementary Intensive Resource Programs: Additional Considerations

- Participates in district and statewide testing OR participates in Alternate Assessment
- Needs modifications and accommodations in the general education setting
- May require organizational support throughout their day

Secondary Intensive Resource Programs: Additional Considerations

- Typically, on the diploma track, but may need fundamental courses
- May need aide supports and modifications to access the general education curriculum
- May require organizational support throughout their day

Life Skills - Secondary

Life skills programs provide services to middle and high school students who have significant needs. Typically, students in life skills programs require continuous care throughout the day to develop functional academic, social, behavioral, prevocational and independent living skills.

Additional Considerations

- Usually participates in the Alternate Assessment
- May have a cognitive disability or multiple disabilities

District-wide Programs

MSBSD maintains a full continuum of educational placement options, including district-wide programs for students whose nature or severity of their disability prevents them from achieving their goals in less restrictive settings. A student's placement determination is made by the IEP team after careful consideration of the student's individual needs. Resource Specialists are part of the IEP team when determining a district-wide program placement. The following is a description of MSBSD's district-wide programs, which are available at select sites throughout the borough.

RISE Programs

RISE Programs provide services to students with significant behavioral needs who typically require total curricular modification in highly structured settings. RISE Programs integrate the principles of Applied Behavior Analysis and other evidence-based practices to develop skills related to functional communication, adaptive behavior, social skills and independence.

Additional Considerations

- Skills differ substantially from grade level expectations
- Significant delays in language and communication
- May have a cognitive disability or multiple disabilities

ASPIRE ECSE

ABA Share Play Interact Relate Educate

ASPIRE ECSE (Early Childhood Special Education) provides services to 3–5-year-olds with significant needs who typically require early and intensive intervention in highly structured settings. ASPIRE ECSE integrates the principles of Applied Behavior Analysis and other evidence-based practices to develop skills related to language, communication, play, social skills and behavior.

Behavior Support Programs

Behavior Support Programs provide services to students with significant social/emotional and behavioral needs who typically require instruction in structured settings. Behavior Support Programs integrate a variety of evidence-based and trauma-sensitive practices to develop prosocial skills related to social/emotional learning, conflict resolution, problem solving and emotional regulation.

Additional Considerations

- Ability to work at or near grade level is impeded by behavior
- May require academic instruction in special education settings
- May have mental health needs

Additional Resources

MTSS Tier Behavior

BSP manual

Structured Learning Programs

Structured Learning Programs provide services to students with significant social communication and behavioral needs who typically require instruction in structured settings. Structured Learning Programs integrate the principles of Applied Behavior Analysis and other evidence-based practices to develop skills related to social interaction, pragmatic language, perspective-taking, organization and emotional regulation.

Additional Considerations

- Usually at or near grade level
- May have language delays, particularly at younger ages
- May struggle with inflexibility, impulsivity and self-regulation

Deaf Education Programs

Deaf and Hard of Hearing programs provide direct services to students with significant hearing loss who require support from a teacher specializing in deaf and hard of hearing instruction. Teachers have expertise in both American Sign Language and English and use both within their daily instruction.

Additional Considerations

- Students may use hearing aids and/or cochlear implants.
- A variety of services and supports are available, including interpreting services, extensive language development instruction (ASL and/or English), family sign classes and core educational services.

Mat-Su Day School

MDS Main Campus is an alternative transitional school that offers behavioral, social and emotional learning in a therapeutic environment with an emphasis on academics.

Transition Programs

Postsecondary community-based transition programs are for adult students with significant disabilities as document in their IEP, who are enrolled in the MSBSD, and have completed all credits for high school, but have not graduated. Application for programs is required. Please contact your resource specialist for more information.

Homebound

The homebound program supports students with medical needs that prevent them from accessing services in the school setting. As it is the most restrictive placement in the continuum of services the district offers, teams must consider written documentation from physician before determining placement in the homebound setting. The placement must be reconsidered at each IEP meeting, with updated documentation of medical need and anticipated duration. Services from homebound teacher/staff and related services are determined by the IEP team based on the unique needs of the student. Students on homebound placement may participate in instruction and activities with peers as health allows.

To make a district-wide program referral, the Case Manager should contact their Resource Specialist at Student Support Services

Procedural Safeguards

Always remember to offer Procedural Safeguards to parents and to use the checkbox to record if the parents accepted or declined. Always check the date on the Procedural Safeguards to ensure the parent is receiving the most up-to-date and current copy. IDEA requires that parents receive a copy of Procedural Safeguards:

- Once each year.
- Upon initial referral.
- Upon filing of Due Process Hearing.
- Upon request of parent.

Procedural Safeguards are available at: <https://education.alaska.gov/sped>

For those actions that require Written Notice, but **DO NOT** require provision of a copy of the Procedural Safeguards, the following information must be included on the Written Notice form:

- A statement of the parents' protection under the Procedural Safeguards and a means by which a copy can be obtained.
- Sources for parents to contact to obtain assistance in understanding the provisions of the Procedural Safeguards.

The following table outlines what type of notification is required and when. If the action requires written notice. If the action requires parents be provided a copy of the Procedural Safeguards. If the accompanying form contains a copy of the Procedural Safeguards statement on the form.

Steps in the Special Education Process	Action Required			
	Notification	Written Notice	Copy of PS	Copy of PS Statement on Form*
Procedural Safeguards must be provided to the parent once a year			X	
Upon request of the parent			X	
Initial referral	Verbal or written notification	X	X	
Initial evaluation	Informed Consent	X		X
Refusal to evaluate		X		X
Student found ineligible for special education services		X		X
IEP meeting	Invitation	X (following meeting)	X	
Educational placement	Informed Consent	X		X
Refusal or Failure to Respond for a Consent for Re-evaluation		X		
Re-evaluation without further assessments conducted	Verbal or written notification	X		
Re-evaluation with assessments conducted	Informed Consent	X		

District accepts out-of-district IEP and eligibility category		X		X
Change of Placement		X	X	X
Change in the type and amount of services		X		X
Change in the IEP		X		X
Exit from special education (including graduation)		X		X
District refuses services requested by parent		X		X
District proposes/refuses to change disability category		X		X
District changes or destroys information in district files that personally identifies a child		X		X
Intent to transfer parental rights (at least by 17-years of age)	Verbal or written notification	X		
Request for due process hearing			X	
Discipline	Verbal or written notification	X	X	

Special Education Acronyms

Acronym	Term
ABA	Applied Behavioral Analysis
ADD	Attention Deficit
ADHD	Attention-Deficit Hyperactivity Disorder
APE	Adapted Physical Education
ASD	Autistic Spectrum Disorder
ASL	American Sign Language
AT	Assistive Technology
BIP	Behavior Intervention Plan
CBI	Community Based Instruction
DVR	Division of Vocational Rehabilitation
ED	Emotionally Disturbed
ESY	Extended School Year
FAPE	Free and Appropriate Public Education
FBA	Functional Behavioral Assessment
FERRPA	Family Educational Rights and Privacy ACT
ID	Intellectual Disability
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IFSP	Individualized Family Plan Services
ITP	Individualized Transition Plan
LD	Learning Disability
LRE	Least Restrictive Environment
LEA	Local Education Agency (school district)
O&M	Orientation and Mobility
OHI	Other Health Impaired
OI	Orthopedic Impairment
OT	Occupational Therapy
PBS	Positive Behavioral Supports
PT	Physical Therapy
PLAFFP	Present Levels of Academic Achievement and Functional Performance
SEAS	Special Education Automation Software
SPED	Special Education
SLD	Specific Learning Disability
SLP	Speech/Language Disability
SOP	Summary of Performance
TBI	Traumatic Brain Injury
VI	Visual Impairment
VocEd	Vocational Education

Glossary

Accommodation

A change in curriculum or instruction that does not substantially modify the requirements of the class or alter the content of the standard or benchmarks

Additional Assessment

When a student is currently receiving special education services, and the team agrees that there needs to be further evaluation to determine necessity for specific additional services, an additional assessment is conducted. Case manager initiates these additional assessments.

Behavioral Intervention Plan

A behavioral intervention plan is a set of positive behavioral interventions and supports, along with other strategies, designed to assist a student whose behavior impedes his own learning or the learning of others. Although the IDEA requires districts to consider the need for PBIS when a student's behavior impedes learning, it provides limited guidance as to when a BIP is required and does not provide any guidance as to the format or content of a BIP.

Case Manager

This person is the manager of all paperwork, and is responsible for meeting all timelines in special education. Special education teachers have Synergy SE access to the student for whom they are designated the case manager.

Case Manager Report

This is an internal report generated in Synergy SE to list the Case Manager's current caseload along with important dates such as IEP annual dates, and re-evaluation dates.

Classroom Observation

The Classroom Observation form is part of the Referral Packet. The classroom observation date should be filled out after the parent signs the Consent to Evaluate form. A certified staff member, who is not the student's general education teacher, must complete the Classroom Observation form.

Compliance Date or the "90 Calendar Days"

Once Consent to evaluate form is signed by the parent and received by the district, the team has 90 calendar days to complete the evaluation and meet again to implement the IEP. This includes in-service and parent teacher conference days and weekends. The date the district receives this consent is considered "day" of the 90 days. The Compliance Date is the date when the 90-calendar day deadline ends. The Records Technician will give the packet with the Compliance Date to all evaluators after the referral packet is processed.

District Representatives

District Representatives (Reps) are designated by the Director of Student Support

Services or by the principal of each building. District reps must meet the following criteria:

- Be qualified to provide or supervise special education services.
- Be knowledgeable about general curriculum.
- Be able to commit district resources

Does Not Qualify (DNQ)

Does Not Qualify means the student is not eligible for special education services. When a student is evaluated and "does not qualify", the ESER must still be filled out, meeting held by the compliance date, and signatures obtained (see Re-Evaluation DNQ checklist). A Written Notice is required.

Eligibility Categories

The Eligibility Categories and their requirements are specified on the State of Alaska Special Education website under the Alaska Special Education Handbook link:

<http://education.alaska.gov/tis/sped/Handbook>.

Each district in Alaska sets its own criteria for Learning Disability

ESER

Acronym for the Evaluation Summary and Eligibility Report. Its pages are found in Synergy SE under the Referral/Evaluation process. PLAFFP and IEP Goals will be generated from the content of this report. Educational needs identified in the ESER will drive the IEP content, from the section "Educational needs and Recommendations".

FAPE

Acronym for Free and Appropriate Public Education.

Foster Parent

If a child has been in the same foster home for a period of time and it is reasonable to assume that the Office of Children's Services will not be moving the child to a different foster situation in the foreseeable future, then the foster parent may serve as the parent of a child for the purposes of special education.

Functional Behavioral Assessment

The purpose of a functional behavioral assessment is to isolate a target behavior and to develop a hypothesis regarding the function of the target behavior. A target behavior is one that interferes with a student's ability to progress in the curriculum and to achieve the student's IEP goals. Once the target behavior is identified and the hypothesis developed, a positive behavior intervention plan can be prepared to address the target behavior with strategies and interventions, if necessary, or the target behavior can be addressed using a more informal approach.

Intensive Funding

Director of Student Support Services will make determinations of submission of students eligible for Intensive Funding. Student's services on IEP must meet all criteria as outlined in Alaska State Special Education Handbook. Resource Specialists will work with special education providers to ensure that IEP meets all of these criteria. <http://education.alaska.gov/tis/sped/Handbook.html>

Learning Disability: Mat-Su Borough School District Criteria

Elementary: Eligibility for Specific Learning Disability for student's grades k-5 will be determined using progress monitoring data, benchmark assessment data, individual achievement testing results, as well as classroom observation. This data will determine whether the student meets criteria by having a discrepancy in performance and in rate of improvement, which is insufficient to close the gap of achievement between the student and a typical peer. To determine SLD eligibility, student must demonstrate moderate – severe discrepancy from peers; below the 10th percentile on district benchmark tests, and/or WIAT or WJ test results showing below 10th percentile in achievement.

Secondary: Eligibility for Specific Learning Disability for students' grades 6-12 will be determined by a severe discrepancy method; using individual achievement testing results, and cognitive assessment results to determine whether there is a discrepancy of at least 15 points.

Prior Written Notice - PWN:

Outdated naming convention and acronym for Written Notice. Other Districts may still use this term.

Progress Monitoring

Students learn best when instruction is designed based on continuous assessment of student progress. Consistent, regular progress monitoring is required for all students receiving instruction in reading, writing, and math. Weekly progress monitoring using Aimsweb Plus is most often appropriate for students receiving instruction in reading and math between grades k-8. Students enrolled in Read 180 will receive progress monitoring with the use of program assessments. At time of initial referral to special education, a progress monitoring report is required as documentation of general education interventions, unless school psychologist determines it is not necessary.

Records Specialist

This person either works at the school or is assigned to several schools. He/she is there to make sure all the paperwork is completed correctly. He/she may also help with setting up IEP meetings, organizing DRAFT IEP's. Not all schools are assigned a Records Specialist.

Records Technician

This person works at Central Administration in the Student Support Services Department. He/she is assigned to your school and is there to make sure all the paperwork is completed correctly.

Related Service

When Speech-Language, OT, PT, Counseling, etc. are provided in addition to the academic support, it is a related service. Related services must be necessary for the student to benefit from his or her special education Program.

Resource Specialist

Certified Resource Specialists, work out of the SSS department at Central Administration. This is the person you ask all questions of relating to, placement options/changes, program consultation, clarification of SPED legal issues, clarification of procedures, dispute resolution, etc. The Resource Specialist can answer questions about the paperwork or provide guidance concerning difficult situations. In cases where a child requires several services and/or an intensive placement, it is advisable to have a resource specialist at the meeting.

Secondary Transition

The IEP Team must view transition planning as the focus of the IEP during the IEP developed before the student is age 16. Transition planning is an integral component of the IEP, rather than a single or separate event in the IEP process. That is why the IEP forms require IEP Teams to identify the student's desired post school outcomes before proceeding to the other IEP components. The transition statements, LRE sections, related services, participation in general education curriculum, annual goals, short-term objectives/benchmarks, etc. must all be related and integrated. Written permission to invite out-of-district agency staff must be obtained prior to IEP meeting.

Special Education Service

These are described in the IEP, on the Services tab. Academic support and Adapted PE are always special education services, not related services. Special education services must be necessary for the student to benefit from his or her Regular Educational Program.

Speech Language Impairment

Specific guidelines are determined and available in the Speech and Language Handbook

Speech and Language Services

Speech-Language Services is the only service that can be either a special education or a related service. Under certain circumstances to be approved by the Director of Student Support Services, a related service may be the only service a child receives (i.e. OT, PT). This would then be considered the special education service for that student.

Student Support Services (SSS)

Includes special education. Student Support Services is located at the Central Administration building, 501 N. Gulkana, Palmer, AK 99645. All special education records are sent from SSS.

Surrogate Parent

In some situations, children may be residing with adults other than parents and relatives who are not filling the role of foster parent. In these unique situations, a surrogate parent must represent the child. Relatives may be considered as potential surrogates and be appointed. All potential surrogate parents must undergo mandated training with the district. The Director of Student Support Services appoints all Surrogate Parents.

Teletherapy

Teletherapy refers to therapy that is provided by a licensed and certified therapist via a secure video connection.

Three-Year Re-Evaluations

When a student is currently receiving special education services, and three-year evaluation is due within 90 days the student will move into the Referral/Evaluation Process. If cognitive testing is required for their eligibility category, then a cognitive test must have been administered within the last six years.

Vision and Hearing Screening

Results of these screenings are to be documented on the referral form, not on the ESER. These are performed by the school nurse, and do not require parent consent. Exception will be ChildFind ESERS.

Working Files

Working Files are the student files capped at the student school and maintained by that building staff.

Written Notice (WN)

IDEA requires that the district provide the parent with a Written Notice any time the district proposes or refuses to initiate or change the identification, evaluation, placement, or IEP. This WN is to reflect what action will occur following the IEP meeting; not what will occur at the meeting.