FUSD Exceptional Student Services Implementation Guidelines

Florence Unified School District

1000 S. Main St.

Florence, AZ 85132

Exceptional Student Services Mission Statement

Our mission is to provide quality instruction and support that empowers all students, regardless of ability, to experience academic success, form positive relationships, and become contributing members of society.

Empowering Every Learner, Every Day

ESS Classroom by Design

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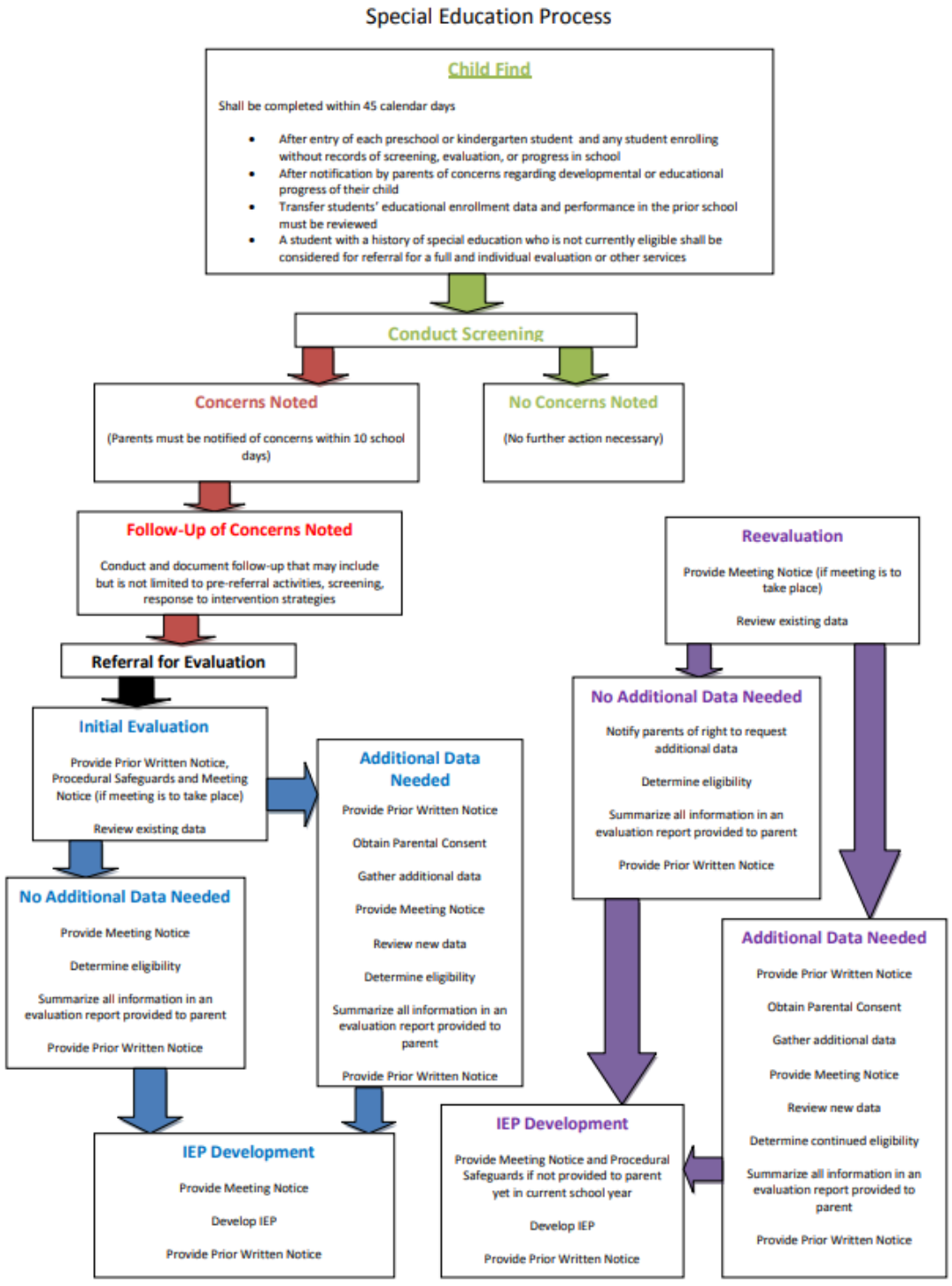
Common Acronyms

A or AU	Autism
ADD	Attention Deficit Disorder
ADE	Arizona Department of Education
ADHD	Attention Deficit Hyperactive Disorder
ADC	Annual Data Collection
AELAS	Arizona Education Learning & Accountability System
ASDB	Arizona State Schools for the Deaf and Blind
AzEIP	Arizona Early Intervention Program
AzMerit	Arizona Measurement of Education Readiness to Inform Teaching
BIP	Behavior Improvement Plan
CP	Cerebral Palsy
CPR	Cardiopulmonary Resuscitation
DB	Deaf-Blindness
DD	Developmental Delay
DDD	Division of Developmental Disabilities
DES	Department of Economic Security
DHS	Department of Health Services
DOA	District of Attendance
DOR	District of Residence
DSC	Direct Services Claiming - Medicaid
ED	Emotional Disability
ELL	English Language Learner
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FBA	Functional Behavior Analysis
HI	Hearing Impairment
ID	Intellectual Disability
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
ISP	Individualized Service Plan
SLD	Specific Learning Disability
LRE	Least Restrictive Environment
MD	Multiple Disabilities
MET	Multidisciplinary Evaluation Team
MDSSI	Multiple Disabilities w/Severe Sensory Impairment
MIID	Mild Intellectual Disability
MOID	Moderate Intellectual Disability
O & M	Orientation and Mobility
OSEP	Office of Special Education Programs

OT	Occupational Therapy
PSD	Preschool Severe Delay
PT	Physical Therapy
PHL	Primary Home Language
RED	Review of Existing Data
RTC	Residential Treatment Center
Section 504	Section 504 of the Rehabilitation Act
SAT	Stanford Achievement Test
SID	Severe Intellectual Disability
SLI	Speech-Language Impairment
SLP	Speech Language Pathologist
SST	Student Study Team
SWD	Students with Disabilities
TBI	Traumatic Brain Injury
VI	Visual Impairment
VR	Vocational Rehabilitation

Special Education Process Flowchart



Preschool Child Find

Parents or guardians may bring their children who are 2.9 years of age to one of the district's preschool screenings which occur at least every 45-calendar days. Children are screened by district preschool staff to determine if a more thorough evaluation is needed. Screenings take approximately 30-45 minutes. An appointment is required for screenings that occur during the school year. Children will receive a speech-language screening by a speech-language therapist. Additionally, a preschool teacher or school psychologist will conduct a parent interview and a screening in the areas of motor; adaptive, personal-social, and cognitive skills. Parents will also be required to complete a developmental history questionnaire. Children who do not pass the communication portion or two or more of the other areas of development, will be referred for further evaluation.

For our families whose first language is not English, an interpreter may be requested (7-10 days in advance) when scheduling the screening appointment.To obtain screening dates, times, and location information parents may call the preschool receptionist at 480-987-5380.

For children younger than 2.9, the State provides screening and evaluations through the Arizona Early Intervention Program (AzEIP). Children between birth and 36 months old may be eligible for AzEIP services. If you have a concern, or a parent shares a concern regarding a child birth through 2 years 9 months of age, please call the district's special education department for further assistance regarding AzEIP.

If the parent of a preschool aged child contacts a K-8 school about an evaluation, refer them to the preschool for a screening, even if the child will be starting kindergarten in the fall.

*Note that if a parent provides the District with a written request for an evaluation of a preschool aged child, the District has 15 school days to respond to the request by holding a Review of Existing Data meeting or refusing the evaluation through a Prior Written Notice.

School-Age Child Find and Education Evaluation Process

For school-age children who are not already eligible for special education services, Child Find also consists of a required 45-day screening. The 45-day screener is completed for every child who is new to the District whether the student is beginning kindergarten or transferring into the district. The 45-day screening form must include the areas of vision and hearing, cognitive or academic development, communication, motor, social or behavioral development; adaptive development; and must be completed no longer than 45 calendar days after the student's entry into school. The completed form then becomes part of every student's cumulative file. Completing the 45-day screener enables school personnel to identify concerns early. If a concern is noted, the parent must be notified within 10 school days. School administration is responsible for ensuring that all new students are screened within 45 calendar days and that any recommended actions from the screening occur.

Education Evaluation Process

The special education evaluation process may be initiated by the district or parent. If a parent requests a special education evaluation, the district must either begin the evaluation process by convening a team to conduct a Review of Existing Data (RED) within 15 school days or send a Prior Written Notice (PWN) of their refusal.
If the district does not suspect the student has a disability or does not believe a special education evaluation is warranted, the school may refuse to conduct the evaluation by issuing a PWN of refusal to evaluate. The evaluation timeline ends on the date the school provides the PWN to the parents. Procedural Safeguards must also be provided.

If the District agrees to conduct a special education evaluation, whether it was initiated by the school or a parent, parents must be provided with a PWN initiating the evaluation process. The evaluation concludes on the date the Multidisciplinary Evaluation Team (MET) makes an eligibility determination. An eligibility determination is a decision as to whether the student is or is not eligible to receive special education and related services. The evaluation must be completed within 60 calendar days, beginning on the date informed parental consent is obtained. (Note: informed consent is obtained after providing parents with a PWN outlining proposal to collect additional data and parent signs a permission to evaluate form). A parent's written request initiates the 15-day response timeline but does not trigger the 60-day evaluation timeline.

Exceptions to the 60-day rule are permitted in situations in which the student changes schools while the evaluation process is underway or the parent repeatedly fails or

refuses to produce the student for the evaluation. The District and parent may also agree to extend the evaluation timeline if it is in the student's best interest (e.g., additional areas of suspected disability are identified after permission has been obtained, student has excessive absences). The evaluation timeline may be extended for up to 30 days so long as the parent and District agree (in writing). When extending a timeline, the evaluation team leader (psychologist or speech therapist) must:

- Notify the lead psychologist
- Provide parent a PWN
- Obtained parent signature on the Agreement to Extend the Evaluation Timeline form located in e-IEP PRO

NOTE: IDEA requires all eligible students to have a re-evaluation at a minimum of once every three years to re-determine their eligibility. Neither the 60-day evaluation period nor any extension shall cause a re-evaluation to exceed this three-year timeline.

Eligibility for special education has three components:

- The child has a qualifying disability, as described in the federal regulations that implement the IDEA at 34 C.F.R. §300.8,
- The disability adversely impacts their educational (not solely academic) performance, and
- There is a need for specially designed instruREVIEW OF EXISTING DATA

The RED is the beginning of the evaluation process. As part of the evaluation process, the IEP team and other qualified professionals (as appropriate) review all relevant existing information about a student. Parent consent is not needed to conduct a review of existing data. When reviewing existing data, the team must consider the validity and reliability of the information and the resulting interpretations. When completing the review of existing data, documentation of the following information must be provided in the evaluation report:

- Information provided by the parents of the student, including current medical, developmental, and functional status and history and any parentally obtained evaluations
- Educational History
- Results of any prior special education evaluation(s) and an analysis of that data
- Current classroom-based, PEA, and statewide assessments, including language proficiency assessments, where applicable
- Classroom-based observations and pre-referral interventions
- Observations and input by teachers and related service providers
- Any other factors to consider (e.g., educational disadvantage)

Based on the review and input from the student's parent(s), the team must decide if additional data are needed to determine:

- Whether the student has a disability
- The educational and developmental needs of the student
- The present levels of academic achievement
- Whether the student needs special education and related services.

Guidance: While the team may conduct its review without a meeting, input and decision making by all members is essential and needs to be evident. It is important to ensure that the team reviews all information and addresses any and all concerns to ensure that adequate decisions are made regarding what additional data, if any, may be needed to determine eligibility. All considerations described previously should also be discussed to ensure that the necessary data to determine eligibility is present or will be collected if it was not already present. All areas of suspected disability that are identified in the RED must be addressed within the evaluation.

Parent Consent for Collection of Additional Data

If the team determines that additional information is needed, the school must notify the parents by means of a PWN and must obtain written parent consent to collect the additional information. The consent must include a full description of any and all assessments to be completed. Listing the areas of assessment is not sufficient (e.g., cognitive, communication, autism), but rather an explanation of the specific area/ability is required. Notice of and consent for additional data must be provided to parents in their native language or include an indication that the documents were interpreted.

Requirements if Additional Data Are Not Needed

There are occasions when the wealth of information contained in a student's file and reviewed by the IEP team provides ample documentation of the student's continued eligibility and the necessary content for the IEP. When no additional assessments are needed, the team must still notify the student's parents of:

- The determination that no additional data are needed and the reasons for the decision; and
- The parents' right to request any assessments to determine continued eligibility and educational needs.

Guidance: It is important to document that parents have been informed of their right to request additional assessment data. Be sure that the team has considered all concerns outlined earlier in the document and can appropriately re-determine eligibility, as well as explain any additions or modifications needed to the student's programming, based on the existing data.

Eligibility Determination

The final step in the evaluation process is to review and discuss all the evaluation information. Then the team determines whether the student has a disability. This must include the following:

- Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior
- Ensure that information obtained from all these sources is documented and carefully considered; and
- Provide a copy of the evaluation report to the parent at no cost.

A student may not be determined eligible if the determinant factor for that determination is:

- Lack of appropriate instruction in reading, including the essential components of reading instruction
- Lack of appropriate instruction in math; or
- Limited English proficiency

It is important for the team to document discussions related to all three criteria for eligibility, as they relate to the specific student. If all of these criteria are not met, then the student would not be eligible for special education services, and therefore, no IEP would be developed. The documentation of the impact that the child's disability has on their educational performance must be individualized and specific to the child's unique needs.

The following eligibility categories can be considered:

- Autism
- Developmental Delay
- Emotional Disability
- Hearing Impairment
- Mild Intellectual Disability
- Moderate Intellectual Disability
- Severe Intellectual Disability
- Multiple Disabilities
- Multiple Disabilities with Severe Sensory Impairment
- Orthopedic Impairment
- Other Health Impairment
- Preschool Severe Delay

- Specific Learning Disability
- Speech and Language Impairment
- Traumatic Brain Injury
- Visual Impairment

Certain eligibility categories must be verified by a qualified provider: AZ-TAS: Qualified Professionals Eligible to Conduct Appropriate Evaluations and documentation of such disabilities should be gathered prior to collecting additional data.

Additional Procedures for SLD

A child may be determined to have a specific learning disability if:

- The child does not achieve adequately for the child's age or to meet state–approved grade level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or meet state–approved grade level standards
- The child does not make sufficient progress to meet age or state–approved grade level standards in one or more of the areas listed above when using a process based on the child's response to scientific, research-based intervention; or
- The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state–approved grade level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability using the following method:
- other alternative research-based procedures [34 C.F.R. 300.307]

FUSD utilizes a Pattern of Strengths and Weaknesses Model (Dual Discrepancy) for determining SLD. This includes an analysis of a child's pattern of cognitive strengths and weaknesses that demonstrates how their unexpected academic underachievement is explained by one or more processing weaknesses as outlined in and supported by research. A cognitive processing weakness must be found to be normative and relative. Additional guidance on the identification of processing weaknesses can be found in the District's Guidelines for SLD Identification document.

To ensure that underachievement in a student suspected of having an SLD is not due to lack of appropriate instruction in reading or math, the team must consider these factors, as part of the evaluation:

- Data that demonstrate that prior to, or as a part of, the referral process, the student was provided appropriate instruction in general class settings, delivered by qualified personnel;
- Student behaviors that are relevant to school performance; and

- Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting a formal assessment of student progress during instruction, which is provided to the student's parents.

For the purposes of identifying a student with an SLD, the following conditions must not be the determining factor of the disability:

- visual
- hearing
- or motor impairment
- intellectual disability
- emotional disability
- limited English proficiency
- environmental, cultural, or economic disadvantage
- or lack of appropriate instruction in reading or math

Specific Documentation for the SLD Eligibility Determination

The documentation of the eligibility determination must contain the certification of each group member's agreement in writing as to whether the report reflects the member's conclusion. If it does not, the group member must submit a separate statement presenting the member's conclusions.

Evaluation before a Change in Eligibility or Dismissal

With the exception of the occasions noted below, a school must re-evaluate a student with a disability before determining that the student no longer qualifies for special education. The evaluation may consist of a review of existing evaluation data, some additional assessment, or an entire comprehensive evaluation, based on the IEP team's decision as to what information is needed to make the decision.

Exceptions that <u>do not</u> require an evaluation to terminate services:

- Graduating from secondary school with a regular diploma; or
- Exceeding the age eligibility for a free appropriate public education (FAPE) under Arizona law.

For students whose eligibility terminates because of the exceptions above, the school must provide the student with a summary of the student's academic achievement and functional performance, which shall include recommendations on how to assist the student in meeting his or her postsecondary goals.

Initial Placement

If consent for initial placement is refused, there is no right to seek consent through due process. If initial placement is refused, the evaluation case manager is to document the refusal on a notice and notify the area director. An IEP does not have to be written for an eligible child whose parents have refused initial placement.

Evaluation Process Responsibilities

***For the purposes of an evaluation, the school psychologist or speech therapist are considered the case manager.**

- Obtain vision and hearing screening dates and results
- If there were problems identified through the vision or hearing screening, the problems must be resolved prior to continuing with the evaluation **UNLESS** the nature of the problem is part of the evaluation process and the strategies/instruments used during the evaluation take into account the vision or hearing issues.
- If this is an initial evaluation, send a PWN indicating the district is initiating the evaluation process. This is done prior to the Review of Existing Data (RED) meeting.
- After the parent receives the PWN indicating that the district wants to initiate an initial evaluation, contact the parent to determine an agreed upon time and place for the Review of Existing Data (RED) meeting.
- Obtain and document required evaluation data – refer to ADE's Guide Steps
- Print out the report and have it for the RED meeting with the parent
- Ensure required signatures are obtained
- Send PWN after meeting

District's Obligations to Provide Effective Communication Under Title II of the ADA - Memo

Under Title II of the Americans with Disabilities Act (ADA), the Florence Unified School District has specific obligations to ensure that students with communication disabilities

receive "effective communication." This requirement mandates that communications with students with disabilities be as effective as communications with others.

Obligations to provide FAPE

The Florence Unified School District's obligations to provide a Free Appropriate Public Education (FAPE) to each qualified individual with a disability in its jurisdiction encompass several key responsibilities. These obligations are outlined primarily under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.

FUSD Responsibility for Private School Students

Per IDEA, districts have Child Find responsibilities pertaining to parentally placed private school students within the district's boundaries. In Arizona, this includes students who are homeschooled. If a parent places their child in a private school, or has chosen to homeschool their child, and either requests an evaluation or voices concerns related to their child's development the district is obligated under their Child Find responsibilities to begin the evaluation process. The evaluation process begins with a Review of Existing (RED) meeting.

Parentally-placed private school students do not have IEPs, they have Service Plans.

Districts must set aside funding, which is referred to as proportionate share, from the IDEA grant for Child Find of private school/home-schooled children. The District is also responsible to hold an annual meeting inviting the private school/homeschool parents to explain the district's responsibility for potential students qualifying for special education and/or related services.

To calculate the amount of proportionate share students may receive, divide the total amount of funds by the hourly rate of the provider. This is the total amount of hours in the school year that all eligible parentally-placed non-profit private school/home-school students may receive.

If the family participates in any type of tuition assistance program that pays for private school/homeschool such as an ESA, STO, etc., seek current legal guidance regarding proportionate share services for this population.

Independent Educational Evaluation (IEE)

Upon the verbal or written request for an IEE, the school team should notify the lead psychologist and director of special education. A review of the District's evaluation will be conducted to determine whether the IEE should be granted or if the evaluation could be defended through due process.

The public education agency is responsible for conducting an evaluation in all areas of suspected delay in order to provide information to determine if a student is eligible for special education service and/ or related services. Parents of children eligible for services under the Individuals with Disabilities Education Act (IDEA, at 20 U.S.C. § 1400, et seq.) have the right to request an Independent Educational Evaluation (IEE) of the child if the parent disagrees with an evaluation obtained by the District. 34C.F.R. §300.502.

An IEE is defined as an evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of the child in question. Public expense means that the District either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent. 34C.F.R. §300.502(a)(3).

Parents may obtain an IEE at the expense of the District (public expense) or at their own expense (private expense). If the District has not performed its own evaluation, the parent does not have a right to an IEE until the District performs its own evaluation and the parent disagrees with the District's evaluation. Only one IEE may be funded for each evaluation obtained by the District. In addition, parents may be asked for an explanation as to why they object to the District evaluation. However, parents are not required to provide an explanation as a condition to a District-funded IEE.
If the District will not provide an IEE at public expense, the District will initiate a special education due process hearing without unnecessary delay to show that the District evaluation is appropriate. If the final decision of the hearing is that the District evaluation is appropriate, the parents still have a right to an IEE, but not at the District expense.34C.F.R. §300.502 (b) (3).

If the district chooses not to initiate a hearing, an IEE can be sought from an Arizona Department of Education approved agency or private evaluators who are certified and qualified to administer components of an evaluation under the school district's agency criteria. The evaluation is considered at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner must be the same as criteria which the public agency uses when it conducts an evaluation.

An IEE, whether a public or private expense, will be considered by the District, (if the examiner meets District criteria) in any decision made with respect to the provision of Free Appropriate Public Education (FAPE) to the child, and may be presented as

evidence at a special education due process hearing regarding the child. 34C.F.R. §300.502(c)

If a special education hearing officer requests an IEE as part of a hearing, the cost of the evaluation must be a public expense. 34C.F.R. §300.502(d)

In a reasonable time after the District receives a request for an IEE at public expense (no more than 20 calendar days), the District will provide the parents with a list of evaluators who meet District criteria to perform the IEE. Parents may select an evaluator from the District list or propose another. If the parent proposes an evaluator that is not on the District's list, the evaluator must meet the District criteria as specified below.

Forms completed by doctors are for documentation and information purposes only and will be taken into consideration in the evaluation process; however, they are not considered evaluations. The completion of medical certification or receipt of medical reports does not qualify a child for placement in a special education program. After considering all reports and documents, the members of the evaluation team will make final decisions regarding eligibility.

Regardless if the parent chooses an evaluator on the District's list or not, the evaluation must indicate and document the educational implications of the presenting condition.

To be determined eligible for special education as a child with a disability, the child must have one of the disabling conditions listed in IDEA-2004, and this condition must have a demonstrated adverse effect on their educational performance and require special education to overcome the adverse effects on educational performance.
Evaluators on the District list given to parents have been screened to be sure that they meet the requirements set forth. If a parent obtains an Evaluator that is not included on the District's list and who does not meet the above criteria, the District may not reimburse the parent for the cost of the IEE. It is required that the parent contact the District prior to obtaining an IEE at public expense, to ensure that the Evaluator chosen meets District criteria and the appropriate arrangements are made for the performance of the IEE.
Payment for an IEE at public expense that meets District criteria will be made directly to the independent evaluator. The evaluator must agree to provide an original typed report in accordance with the District's reporting form to the District. Evaluation protocols must be made available for District review, and the report must contain the original signatures and the titles of all evaluators.

An IEE at public expense may also include reasonable related expenses (such as transportation cost at the District rate), upon prior approval of the District. Upon request, the District may provide funds for these expenses prior to the IEE, or the District may reimburse such expenses after the IEE has been performed.

At the conclusion of the IEE, a RED or IEP meeting will be held to consider the information presented in the IEE. If the agency criterion for evaluation is not utilized, the IEE may not be considered by the District.

Requirements for the evaluator for an IEE

If an IEE is at public expense, the following is required:

- The evaluation must take place at least partially in the current classroom and/or school environment.
- At a minimum, these evaluation activities that must take place at the school:
- Observation of the student in/on his classroom/campus
- Interview with the teacher(s)
- If these are areas being considered in the IEE, interview of any related service providers such as an OT, PT, or SLP
- Review of student's cumulative file and special education file (if the student is currently in special education)
- Testing and evaluation materials and procedures used for the purposes of the evaluation must be selected and administered so as not be racially or culturally biased.
- Test and other evaluation materials must:
- be provided and administered in the child's native language or another mode of communication, unless it is clearly not feasible to do so;
- be the most recently normed version and have been validated for the specific purpose for which they are used and
- be administered by trained personnel in conformance with the instructions provided by their producer
- Include tests and other evaluation materials that are tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient;
- Be selected and administered so as best to ensure that when a test is administered to a child with impaired sensory, motor, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the purports to measure, rather than reflecting the child's impaired

sensory, motor, or speaking skills (except where those skills are the factors which the test purports to measure)
- The evaluator must submit a resume that includes:
- A certification or licensure by the State of Arizona in the evaluation area.
- Experience with children the age of student being evaluated:
- At least two years' experience in public school preferred for a psychologist
- At least two years' experience in public school, required for a related Service Provider (OT, PT, SLP, etc.)
- The travel distance to obtain an IEE is limited to the general local geographic area (not more than 50 miles from the district)

The District will pay a reasonable comparable rate for an IEE (not more than $100 above the average cost of comparable District-initiated evaluation).

Once the Evaluator is Chosen by the Special Education Director:
- The District Special Education Dept. will communicate with the independent evaluator to begin the financial paperwork process
- Parents are responsible to work directly with the evaluator to set the date and time of the evaluation
- Parents are responsible to have the child available to the evaluator on the agreed upon time and to keep the appointment.
- The evaluator will produce a signed, hard copy report to the District Special Education Director and/or Lead Psychologist, who will then distribute to appropriate parties.

Preschool Continuum of Service Options

A continuum of services is available to meet individual student needs. Students are educated in the least restrictive environment (LRE) ensuring educational benefit. Therefore, students with disabilities are always educated with students without disabilities to the maximum extent possible. IEP teams determine placement and services based on individual student needs.

Partners Preschool

Partners Preschool Program is a special education preschool. Children receive individualized services in a variety of settings. Placement decisions are made by an IEP team ensuring that the individual needs of each student are met.

Key Components

- Children must reside within the Florence Unified School District boundaries
- Serves children ages 2.9 through 5 years of age, if not yet eligible for kindergarten
- Screenings are provided throughout the school year, at a minimum, within 45 days of a referral
- If a concern about a student is identified through screening procedures, parents will be notified within 10 school days and informed of the procedures to follow-up on the student's needs.
- Follow-up may consist of beginning the special education evaluation process to determine if the child is eligible for services.
- The evaluation will determine if the child meets special education criteria.
- Preschool children may be referred by parents or agencies

- Children must demonstrate delay in either: communication, two or more of more of the five major developmental areas, or a severe delay in one of the five major developmental areas.
- Developmental areas include: speech and/or language, fine and/or gross motor, cognitive/academic, adaptive (self-help) and/or social-emotional
- Children with a hearing and/or vision delay may also qualify
- Service delivery may occur in a variety of settings and locations
- The IEP team will make the decision regarding specific needs, times, placement, services and locations of those services
- Typically developing peers participate as role models within the preschool
- Peer models' are screened and/or assessed in all areas of development, prior to attending as a model.

Community Preschool Program Option

If a family meets Head Start income guidelines, preschool children with special needs may be placed at Head Start if recommended by the child's IEP team.

K-12 Continuum of Service Options

To the maximum extent possible, students with disabilities must be educated with their non-disabled peers. The decision to educate a student in a special education placement outside the regular education classroom is made by the IEP team when there is substantial evidence that the student could not make satisfactory progress without the specialized services and support that the special education class provides.

A student may be in a special education placement/classroom beyond the minutes of specially designed instruction. In these cases, the IEP team must document the additional time away from their non-disabled peers and reasons why in the student's IEP.

The Continuum of Educational Placements:

General Education with Supports:

1. Students receiving instruction with their general education peers for at least 80% of the day are considered to be in a general education placement with support.
2. IEP teams must consider providing services in the general education classroom for students with disabilities to the maximum extent appropriate.
3. When determining the appropriateness of inclusion for a child with a disability, the IEP team should consider both academic and non-academic benefits, including interaction with non-disabled peers, social development, and self-care.
4. A variety of models under this placement option include co-taught classes, itinerant support, pull-out for one hour or less per day, and inclusion with special education support in the classroom. Teams may contact the Special Education Director or ESS Program Specialists for resources and supports available for different models.

Least Restrictive Environment Levels

Grade	LRE Code	Description
K–12	A	**Inside Regular Class 80% or more of the day.** (These are children who received special education and related services outside the regular class for less than 21% of the school day.) This may include children placed in regular class with special education/related services provided within regular classes, regular class with special education/related services provided outside the regular classes; or regular class with special education services provided in resource rooms.
K–12	B	**Inside Regular Class for not more than 79% of the day and no less than 40% of the day.** (These are children who received special education and related services outside the regular class for at least 21% but no more than 60% of the school day.) This may include children placed in resource rooms with special education/related services provided within the resource room; or resource rooms with part-time instruction in a regular class.
K–12	C	**Inside Regular Class less than 40% of the day.** (These are children who received special education and related services outside the regular classroom for more than 60% of the school day.) This may include children placed in self-contained special classrooms with part-time instruction in a regular class; or self-contained special classrooms with full-time special education instruction on a regular school campus.
K–12	D	**Public or Private Separate Day School for greater than 50% of the school day.** This may include children placed in public and private day schools for students with disabilities, public and private day schools for students with disabilities for a portion of the school day (greater than 50%), and in regular school buildings for the remainder of the school day, and public and private residential facilities if the student does not live at the facility.

ESS Location of Services: Continuum Guidance Document

General Education

Students whose LRE is within the general education setting may receive their services directly or indirectly by a variety of service providers. The special education and general education staff work collaboratively in implementing the student's IEP within the general education environment. Specially designed instruction in most cases is provided by the special education teacher unless it is documented in the IEP that another specialist will be providing SDI.

Co-Teaching Classroom

The co-teaching classroom environment is composed of two teachers. Content delivery and services are provided by a general education and special education teacher. Co-teaching provides an extra level of support to meet student needs. Additional staff may also be involved depending on the services listed on individual IEPs.

Learning Lab: Special Education Room
The learning lab environment provides instruction in a smaller/separate classroom setting. Students typically move between a lesser restrictive environment and the learning lab. Instruction within the learning lab provides more intensive and focused instruction to address individual student needs. Additional staff may also be involved depending on the services listed on individual IEPs.

Speciality: Cross Categorical/MOID/Essential Skills
Students receiving services within this setting are provided academic support in a higher teacher to student ratio smaller classroom taught by a special education teacher and paraprofessionals. To meet students' needs for continued intensive development of skills, a modified curriculum is often utilized. Students are included with their nondisabled peers to the greatest extent possible, with support as needed to ensure safety and maximum benefit. Additional staff may also be involved depending on the services listed on individual IEPs.

ED-P
Florence Unified School District's Arizona Department of Education's approved EDP program is located at Mountain Vista Academy. Students receiving services within this setting have increased intensity and duration of behaviors that far exceed the behaviors of students receiving services in a lesser restrictive environment. Students within this environment require additional supervision and environmental safety. Students participate in a highly structured level system emphasizing positive behavior support plans.

Private Day
Students whose individual needs cannot be met within one of Florence Unified Schools' programs are placed by an IEP team at an approved private day school. Private day schools must be on the Arizona Department of Education's approved list. Students needing this level of service require very intensive and specialized programming that cannot be met through Florence Unified Schools' facilities or personnel.

Movement across the Continuum

The following steps must be followed prior to referring a student to a more restrictive setting such as a specialty program or separate school.

1. Identify the problem
    a. Collect & review baseline data
    b. Review current IEP, behavior and interventions, ensuring that services and supports included are being provided and are appropriate.
        -If not, addend and revise the IEP with school team.
        -Consider revising services /goals to focus on academic or behavioral targets;
2. Identify Interventions (Examples may include…):
    a. Adjust IEP classroom accommodations.
    b. Consider a Behavior Intervention Plan (BIP)
    c. Consider modifying/adding goals to support identified issues.
3. Implement the Intervention
    a. Implement the interventions with fidelity
    b. Progress monitor with daily/weekly data collection;
    c. Evaluate progress after 4 weeks,
        i. If student is making progress, continue intervention,
        ii. If student is making no progress or regresses, and the intervention is being implemented with fidelity, change or modify the intervention and repeat Step 3,
        iii. Discuss student progress/barriers with the school PBIS team and Program Specialists for additional guidance .
4. ***IF*** *repeated interventions* have been unsuccessful,
    a. Schedule a meeting to review intervention data with the building team and ESS Program Specialist to discuss next steps. (without parents)
    b. If necessary, a request for consultation and support through WAVES can be initiated. Contact the ESS Director and Lead Psychologist to discuss this option.
    c. Team will consider if needs can be met in the current location where services are being provided.
    d. Program specialists, after reviewing the fidelity of the interventions, will pass on the case to the ESS Director or ESS Assistant Superintendent for approval.
5. After completing the steps above, schedule an IEP meeting to consider program changes.
    a. Prior to the meeting, prepare a draft IEP including the student's needs and proposed changes to be considered. Program Specialist (or other ESS leadership team members) must be present at meetings to act as the District Rep.

b. Inform the parents of the purpose of the meeting, be transparent about what considerations will be discussed. (DO Not call reason for meeting “change of placement”)
c. If the team agrees to a change in placement, all program changes must be documented and finalized in the IEP by the current case manager PRIOR to the change.
d. ESS Program Specialist will send out a transfer form to the members of the sending school site and the receiving school site delegating individual tasks to support the students transfer.
    -It is the responsibility of the sending school team to provide current MET and IEP and send them to the receiving school psychologist and teacher before the student begins at the new location.
e. The sending school case manager will share IEP, MET, Intervention data, and medical information to the receiving school principal, nurse, and receiving case manager prior to the receiving team having IEP-Pro access. The referring IEP team members (teachers and related service providers) will communicate instructional information to their counterparts at the receiving school.
f. The change of placement and/or location cannot take place until the parent has been issued a PWN.
g. If the change of placement is to MVA, an intake meeting must take place prior to the change taking place. Orientation meeting will be held within 72 hours of notification of the team 's decision.
h. If the change of placement is to another private day, contact the lead psychologist to coordinate. Placement will take approximately a week.

Reintegration:

Students who are placed at a school other than their home school based on their academic or behavioral needs, but who are no longer in need of a special placement must be considered for re-integration to their homeschool (LRE Consideration). These students are considered by the IEP team to have the necessary skills to transition back to their home school.

Reintegration Protocol - Specialty

1. Once a student is demonstrating the skills necessary for reintegration into a less restrictive setting, the IEP team convenes to discuss changes to the IEP to reflect the less restrictive environment and consider supports and accommodations within the general education classroom.
2. As the time a student spends in the general education classroom increases, they should be considered for support through the learning lab vs. specialty classroom so long as they do not require specific support from the specialty classroom.

3. After demonstrating success and the student's IEP can be implemented in the learning lab/general education setting, the current school team notifies the program specialist that a return to their homeschool (change in location) should be considered.
4. The timeline for this transition is discussed with the program specialist who will coordinate the change in location. Most often, a team meeting will be needed to discuss the student's unique needs for a successful transition but the decision to change the location of services from one school to another is not an IEP team decision. The Program Specialist will send out the transfer form to all teams involved.

Reintegration Protocol - Separate School

1. As the student approaches exit criteria, the IEP team communicates with the home school team to review progress and discuss a possible transition.
2. Sending psych collaborates with receiving psych and principal to discuss the potential reintegration.
3. Teams collaboratively develop a PBIP to meet the student's needs at the homeschool
4. Sending team schedules the meeting with parent/guardians, review/revise the IEP and PBIP
5. Transition decisions are made on an individualized basis. Oftentimes, students will transition for a partial day with support and reciprocal communication log (sped teacher on each site communicate). Other times, it is more appropriate to fully transition the student from the beginning.
    a. Partial Day Transition: The transition can be documented in the addendum program changes and PWN but, at this time, the level of service doesn't need to change.
    b. Changes to the IEP must be made prior to a full day transition.
6. Following full transition, home school psychologist follow-up after one month's time.

Homebound vs Home Instruction

Homebound "Homebound" or "hospitalized" is an Arizona-specific funding code that describes "a pupil who is capable of profiting from academic instruction but is unable to attend school due to illness, disease, accident or other health conditions, who has been examined by a competent medical doctor and who is certified by that doctor as being unable to attend regular classes for a period of not less than three school months or a pupil who is capable of profiting from academic instruction but is unable to attend school regularly due to chronic or acute health problems, who has been examined by a

competent medical doctor and who is certified by that doctor as being unable to attend regular classes for intermittent periods of time totaling three school months during a school year." A.R.S. § 15-901(B)(14) For the purpose of reporting average daily membership (ADM), the District may count the student as full time for each day during a week in which the student receives at least four hours of instruction. A.R.S. § 15-901(A)(5)(f)

This statute is often misinterpreted to mean that students receiving home instruction in accordance with their IEP only get four hours of instruction per week. This "one size fits all" approach is incorrect and is not in conformance with the IDEA. Each child's IEP team must make an independent determination about the child's unique needs and the amount and type of special education and related services the student needs in order to receive a free appropriate public education.

Home Instruction
Requires placement decision by the IEP team for students with disabilities. It is more than just online instructions. IEP services may be provided in the student's home or in an alternative setting agreed upon by the IEP team. Special education specially designed instruction delivered as set forth in the IEP based upon the needs of the student in the placement.

Type of Service	Homebound	Home Instruction	Home Schooled
Students Served	General education or special education students	Special education students	General education or Special education students
Qualification Requirement(s)	Requires medical doctor certification that students will be unable to attend school for at least	Need for home instruction is determined by the IEP team as being in the student's best interest.	Parent assumes responsibility for educating their own child. Only enrolled if parent requests special education

	three months due to a medical problem.		evaluation or services.
Kind of Services	General education or special education as determined by the student's status when last attending school and by the IEP team, if special education.	Special education and related services are provided as determined by the IEP.	If student qualifies for special education, services are provided at a FUSD school and are documented on an Individualized Service Plan (ISP).

Homebound Implementation Steps

1. Parent/adult student requests homebound
2. Provide parent/adult student with the chronic illness form
3. When the form is returned to the health office a site administrator will call the medical provider to verify the form is accurate and completed by a medical professional. This is a good time to ask any clarifying questions about why the student can't be at school in person.
4. Site administration emails teachers to find a teacher to complete Gen Ed homebound instruction. No less than 4 hours per week, plus one hour of preparation time.
5. Admin Assistant will need to create a PAR for the teacher before they begin
6. Provide the teacher with the service log and time sheet
7. Inform teacher to turn in the time sheets monthly to the admin assistant
8. Admin assistant provides time sheets to the principal to sign off. Scan a copy to payroll. Keep a back up at the site.
9. Inform registrar about the homebound status.
10. Registrar to code the student in Synergy for homebound services
11. Teacher works with family to arrange homebound schedule and times.
12. Teacher keeps the service logs for documentation
13. If student has IEP services:
    a. Inform ESS office of student with homebound needs with an IEP
    b. ESS office will solicit a teacher to provide ESS services as documented in the IEP.
    c. Refer to steps 5-8 above
    d. Complete minutes weekly on google form for Attendance.

Homebound Information:

- The form must be renewed annually
- Student has to be out for at least 3 months
- Rate $40 hour for the teacher
- Must provide at least four hours per week to count for attendance
- For students receiving ESS services , they may need additional hours for SDI.

- For students receiving ESS services, contact the ESS program specialist over homebound services to coordinate services.
- If the student has related services, the provider may see the student during their contracted time, therefore, a PAR is not needed but they need to complete the service log
- The IEP needs to be amended to reflect homebound status on Form I (services)

Code in trans-action	Grades	Description	Eligible for State Aid	Eligible for Fed Funding	Self Contained/ Resource
H	K-12, UE	**Homebased/homebound/hospital program**. Receives education programs in homebased/homebound/hospital environment that includes children with disabilities placed in and receiving special education and related services in: hospital programs; homebound or homebased programs.	Yes	Yes	R

Documentation of Least Restrictive Environment (LRE):

1. It is important that all IEPs accurately reflect the current LRE for students. This information is tracked by the district, submitted to ADE, and reported to the public as a performance indicator.
2. LRE refers to the amount of time a student is with their general education peers. It does not refer to the amount of specialized instruction received.
3. The LRE is defined as the number of hours the student is with non-disabled peers in a regular education class, even if specialized instruction is being provided. For example, a student who is with general education peers all day is considered to be in general education 100% of the time, even if a special education teacher is also in the class for one hour per day.
4. The IEP must indicate the reason WHY a student cannot be with their general education peers to receive their specially designed instruction.

Required Components of the IEP

1. Present Levels of Academic Achievement and Functional Performance

The present levels should include a description of the student's academic, developmental, and functional needs as they relate to performance in the classroom. There should be evidence that this information is based on the team's consideration of the following:

- Strengths of the child;

- Concerns of the parent(s) for enhancing the education of their child; and
- Results of the initial and most recent evaluation of the child.

The description should be more extensive than test scores or grade level equivalents. All areas pertinent to the student's needs must be addressed in the present levels, and the information presented should include skill-based data.

Guidance: *The present levels of the IEP should give the reader a good picture of the student's strengths and weaknesses and should accurately reflect how the student is performing at that specific point in time. All areas necessary to give a good picture should be included.* ***Remember the IEP is meant to address the student's needs; it is not specific to a single area of eligibility.***

2. Measurable Annual Goals

While the PLAAFP should describe where the student is now, the goals should address where the team wants the student to be by the end of the IEP year with respect to specific skill areas. Annual goals must be meaningful and measurable, and there must be a direct relationship between the needs identified in the PLAAFP and the annual goals. Goals should be developed to meet the child's needs that result from the disability and should address skills that are needed in order for the student to make progress in the general curriculum. Goals need to include a specific skill, level of mastery, baseline, and method of measurement in order to be measurable.

Measurable annual goals should ensure the student's access to the general curriculum. Annual goals that meet other education needs and support measurable postsecondary goals can also be included. *Ensure that benchmarks or short-term objectives are included for any student who qualifies to take the alternate assessment.

Progress toward Annual Goals
Describe how parent(s) will be notified of a student's progress towards measurable annual IEP goals. This should, at a minimum, be at least as often as general education peers are notified of their academic progress.

Guidance: *Annual goals should be included in any area that requires remediation or where there is an evident skill gap. The annual goals should address critical skills that are necessary to allow the student to access and make progress in the general education curriculum. Be sure that goals are attainable and reasonable for the student and her or his rate of progress. Also, be sure that goals are specific enough that anyone who may need to implement and measure the goal could do so in a consistent manner.*

Note: Measurable Annual Goals-Goalbook Toolkit is the FUSD resource to assist with Goal Writing.

Baselines can be contained in the PLAAFP and/or the Goal Statement.

Do *(What is the specific skill/behavior to be achieved in this goal?)*	**To What Extent or Criteria** *(How will the student show that he/she has mastered the goal?)*	**As Evaluated** *(Identify the specific measurement tool or assessment strategy.)*	**Baseline** *(What is the present level of the student related to this skill?)*	**Does this goal make sense**	**Is this goal measurable?**
decrease the number of requests to leave math class	from 5 times per week to 2 times per	Teacher datasheet	5 times per week	yes	yes

Measurement Tool Examples

1. The student will decrease the number of requests to leave math class (for bathroom or office trips) from 5 times per week to 2 times per week. Measurement tool: Teacher datasheet.
2. The student will answer 4 out of 5 factual questions after reading a passage from a first-grade text or materials. Baseline – 0 out of 5 questions. Measurement tool: Weekly reading tests.
3. The student will use graphic organizers to write a three-paragraph essay using correct sequencing of sentences including topic sentence, supporting details, and conclusion 4 out of 5 times over two weeks as measured by writing samples. The student can currently write three paragraphs that do not maintain a topic or theme and do not include a conclusion.

Baseline Information

- Reflects what the student knows or can do when the goal is written
- The current rate at which the skill is being performed
- Is obtained using a measurement tool that will also be used to measure progress on a regular basis
- Can be obtained from classroom curriculum-based assessments
- Needs to be produced from an objective standpoint, not a subjective one

Obtaining Baselines

- Teacher-made test
- Brigance Assessment Results
- Teacher record of observations
- Teacher grade book
- End of the unit test
- Weekly paragraph assignments
- Work samples
- Information reading inventory
- Use information you already have about the student

Progress Reports

- ❖ Provided for each goal
- ❖ Addresses the same skill as the goal
- ❖ Uses the same measurement tool as the goal
- ❖ Uses the same type of data as the goal
- ❖ Provides sufficient information for the parents/staff to project whether or not the student will achieve the goal by the end of the IEP year

Progress Report Examples

1. The student will decrease the number of requests to leave math class (for bathroom or office trips) from 5 times per week to 2 times per week, as measured by the teacher datasheet. PROGRESS REPORT: Data from the last 6 weeks reveal the following: Week One = 5 times; Week Two = 5 times; Week Three = 5 times; Week Four = 4 times; Week Five = 3 times; and Week Six = 4 times.
2. Within targeted structured settings, the student will decrease the number of instances of hitting peers or adults from 17 times per week to no more than three times per week. Measurement Tool: behavior log. PROGRESS REPORT: According to the behavior log, the student now hits peers or adults 12 times per week. All instances of hitting in the past two weeks have occurred in the afternoon.
3. The student will answer 4 out of 5 factual or inferential questions after reading a passage from a first-grade text or material. Baseline – 0 out of 5 questions. Measurement tool – weekly reading tests. PROGRESS REPORT: The student data reflects inconsistency depending on the text. If the text is of high interest, the student correctly answers 3 out of 5 questions while low-interest text results are 1 or 2 out of 5 questions.

3. Benchmarks or Short-Term Objectives

A benchmark or short-term objective is required for all annual goals for students who qualify for the alternative assessment. Benchmarks are intermediate steps that break down the annual goal, similar to a task analysis of a skill.

4. Progress Reporting

The IEP team must include a description of when periodic reports on the progress of the goals (such as quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided to the parents and team. When creating the report, provide the parents with the actual data from the progress monitoring instruments. It is important that each goal has data that show the rate of progress so that anyone reviewing that progress can determine if the student is on target to meet the annual goal based on that rate of progress.

Guidance: *Progress reporting needs to occur at a minimum of as often as it is provided for nondisabled peers. Typically, this is once per nine-week period, but it can be more often. Be sure to set a timeline that is manageable but that is in line with progress reporting for nondisabled peers.*

5. Special Education Services

Special Education Services

Specially designed instruction means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction to address the unique needs of the child that result from his or her disability and to ensure the child's access to the general curriculum so that he or she can meet the educational standards that apply to all children. Special education is meant to provide a child with a disability the skills, techniques, and strategies

Instruction is designed with the unique needs of the child in mind that result from his or her particular disabilities aimed at mitigating the effects of those disabilities. Specially designed instruction does not merely provide momentary access to information, but rather creates knowledge in a child with a disability by teaching the child a transferable set of skills that can be used across settings and time.

Related Services

Related services include transportation and such developmental, corrective, and other supportive services required to assist a child with a disability to benefit from special education services. Related services could include, but are not limited to these services:

- Physical therapy
- Interpreting services
- Audiology services
- Orientation and mobility services
- Medical services (but only those services that are for diagnostic and evaluation purposes)
- Behavioral counseling
- Family counseling
- Occupational therapy
- Speech therapy
- Specialized transportation

Supplementary Aids and Services

Supplementary aids, services, and other supports are provided in general education classes, other education-related classes, extracurricular activities, and nonacademic settings and enable children with disabilities to be educated in the general education

setting to the maximum extent possible. This underutilized area of the IEP really gives IEP teams an opportunity to be creative. Examples include but are not limited to:

- Assistive technology
- Behavioral support
- Instructional aids
- Modified assignments
- General education interventions, such as supplementary instructional time with a reading specialist

The services section of the IEP should include a detailed description of all special education, related services, and supplementary aids and services to be provided directly to the student or for the benefit of the student. This should be a clear description of the specially designed instruction and needs to include the following:

- Frequency (how often a particular service will be provided, such as twice per week)
- Duration (how long each session will last, typically stated in minutes)
- Type of service
- Location of the service
- Provider of the service

Guidance: Special education, related services, and supplementary aids to be provided should be specific and understandable to any reader. Be sure that descriptions are specific enough for any teacher, provider, and parent to understand what services are meant to be provided to the student. Services should be provided in any area that is needed to allow the student access to and the ability to progress in the general education curriculum. To reiterate where and how to include the kinds of services needed, special education services are needed when, without them, the student cannot access the general curriculum. Related services are needed to assist the student in benefitting from his or her special education services. Supplementary aids and services enable the student to participate with nondisabled peers. Services should not be limited to only areas of specific eligibility of the student. **The IEP is reflective of the student's needs, not the student's category of eligibility.** Services in conjunction with goals and program modifications should address ALL areas of need that were presented in the present levels.

Distinguishing Between Accommodations and Modifications

Accommodations are practices or procedures which, when put into place, are intended to reduce or eliminate barriers to access. Important distinction: Accommodations do not reduce learning expectations. They simply change how students perceive and interact with content and how achievement is measured. When well-chosen, accommodations provide neither too much (enabling) nor too little assistance (ineffective) to the student who needs them. The "what" of learning remains intact, including the expected depth of understanding and skill development. Accommodations are commonly categorized into the areas of: Presentation, Setting, Response

Timing and Scheduling

Accommodations are provisions made that allow a student to access and demonstrate learning. They allow the student equitable access to learning without substantially changing the instructional level, the performance criteria, or the content of the curriculum or assessment. For EL students or a student with an identified disability, accommodations are a required consideration for participation in state and district-wide assessments.

Differentiating Between Instructional and Testing Accommodations: A range of accommodations may be offered to students for access to instructional content, but not all of the accommodations used for instruction may be permissible on district or state-wide assessments. This circumstance should not deter teachers from offering instructional accommodations that provide access to grade level content or a means of expressing what's been learned. When considering which instructional accommodations may be allowed in testing, service providers and teams must be aware of state accommodations policies set to maintain the validity of the assessment scores. Approved accommodations neither provide an advantage nor a disadvantage to the student or student with disabilities, but allow test results to be interpreted in accordance with the standardized administration procedures as commensurate with the student's peers.

When students are unable to use instructional accommodation in testing, alternatives should be offered and practiced by the student in preparation for test participation. In addition to designated accommodations, students should have ample time to explore the test features and tools offered on computer-based tests in order to use them to their full advantage and to ensure that they don't have the unintended effect of creating new barriers. Regular use of similar tools and features during instruction allows teachers to illustrate their use and versatility, but at minimum students should work with the sample tests provided to become familiar with the testing format and functions in advance of testing. Some students may need guided and repeated exposures to the sample test to master the use of these tools, so preparation should be considered on an individualized basis.

An accommodation may not be used solely for an assessment. If an accommodation is not deemed necessary to access content or demonstrate proficiency during instruction, there is no way to justify its use for access in an assessment context.

Modifications are substantial changes in what a student is expected to learn and demonstrate. Modifications may change the instructional level, the content, or the performance criteria. Providing modifications during instruction reduces the student's access to critical content, and the cumulative effect over time may result in the student's inability to meet requirements for graduation.

For students with significant cognitive disabilities, modifications may be necessary to provide a student with meaningful and productive learning experiences, environments,

and assessments based on individual needs and abilities. Examples of modifications in instruction.

Making assignments shorter or limiting to only targeted segments

Requiring a student to learn less material (working with fewer objectives, shortened units or lessons)

Modifications of classroom assessments

Modification of classroom assessments reduces the rigor and increases the chances of guessing correctly. This practice defeats the purpose of the assessment. Modifications of classroom assessments may include:

Offering fewer response choices (presenting two rather than four)

Limiting assessment items to those requiring recall and reproduction only

Leading the student by providing hints or clues to correct responses

Modifying state standardized assessments or state standardized assessment administration procedures constitutes a testing irregularity, resulting in invalid scores for the student.

6. Modifications and Supports for School Personnel

Program modifications refer to changes in the environment or curriculum that allow the student with the disability to be educated with nondisabled peers. Modifications are substantial changes in what a student is expected to learn and demonstrate.

Examples of modifications include but are not limited to: a modified grading scale, reduced content for mastery, modified curriculum. Modifications are different from accommodations, which allow a student to access and demonstrate learning but do not substantially change the instructional level, the content, or the performance criteria.

Support for school personnel are services the IEP team believes teachers or other school-based staff working with the student need in order to effectively assist the student and/or successfully implement the student's IEP.

Examples of support for school personnel include but are not limited to: additional training specific to the student, needs of the student, or the disability. Other examples include consultation on appropriate testing accommodations/modifications, additional training or consultation related to behavior supports, aide support or training, or training on the use of assistive technology.

Guidance: Program modifications and support for school personnel need to be individualized and meet the unique needs of the student as outlined in the student's PLAAFP. They need to be descriptive enough that any reader can understand how to

implement them. Be sure that in conjunction with the IEP goals and services, all of the student needs outlined in the PLAAFP have been addressed.

7. Least Restrictive Environment

A child's LRE **does not** refer to a specific location, rather, LRE is the amount of services that child is receiving. The **percent** of time the child spends with their non-disabled peers drives the "letter" code for LRE.

Level A: 80%-100%

Level B: 40%-79%

Level C: <40%

Note: *The* ***location of the service*** *should be conducive for the child's individual needs. The letter code* ***does not*** *dictate where the child will receive their services.*

The IDEA requires schools to ensure that children with disabilities receive a free appropriate public education in the least restrictive environment, which means that, "to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." For this reason, schools "must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services," including instruction in regular classrooms, special classrooms, special schools, in the home, and in hospitals or institutions, and must, in selecting the appropriate placement, take into consideration any potential harmful effects on the child or on the quality of service he or she will receive.

If the student will not be educated with nondisabled peers for any part of the regular school day, a detailed explanation with specific reasons why the child will not participate with nondisabled peers must be included in the IEP. This statement should also explain why the student is not participating in extracurricular and nonacademic activities.

Guidance: If a student will not participate with nondisabled peers in the general education environment for any part of the school day, a detailed explanation needs to be included as to why this is necessary. It is not sufficient to simply note the percentage of the day the student will be in the regular education classroom. If the student will participate in the general education classroom for the entire school day, it is sufficient to note that in the IEP.

An example of an appropriate statement is: "John has a severe deficit in reading that necessitates specialized individualized instruction, which is most efficiently delivered in a small group in the resource room setting."

8. Assessment Accommodations

All students must be included in State- and District based assessments. The IEP team is responsible for determining how the student will participate in each State- and/or PEA-wide assessment. First, the IEP team must determine if the student can take the assessments without any accommodations. If not, the team must determine if the assessment can be taken with accommodations. If the IEP team determines accommodations are necessary, only standard accommodations that do not invalidate the test results may be selected. In addition, these accommodations may only be implemented if the IEP indicates their use in daily classroom activities, as well as on assessments. Nonstandard accommodations may not be used on State and PEA-wide assessments even if the IEP authorizes their use in daily classroom activities.

Students with significant cognitive disabilities may take the MSAA (Multi-State Alternate Assessment) in lieu of the State tests, and the ALT ELPA for ELL students if criteria are met as documented on the Alternate Assessment Eligibility Determination form.

The IEP team must document any appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on Statewide and PEA wide assessments. The documentation should clearly explain what accommodations are available to the student and for which specific tests. Accommodations may not change the test content but do consider alternative means of accessing the test and demonstrating performance.

For additional information regarding testing accommodations, refer to the ADE testing webpage.

9. Postsecondary Transition Components

Transition services must begin no later than the first IEP to be in effect when the child is 16 or younger if it is determined appropriate by the IEP team and must be updated annually thereafter. The child must be invited to the IEP meeting in which transition services are likely to be discussed. Transition services must include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills. They must also include a coordinated set of activities, courses of study, and measurable annual goals that are needed to assist the child in reaching those goals.

Measurable Postsecondary Goals
A student's postsecondary goals must be based on age-appropriate transition assessments, considering his or her strengths, preferences, and interests. The postsecondary goals must be measurable for all students regardless of the impact of their disability and must address both training/education and employment. For some students, it may also be appropriate to include a goal related to independent living skills.

Measurable postsecondary goals are not annual goals. As the name indicates, they are the student's vision for life after high school.

Guidance: Measurable postsecondary goals need to clearly occur after high school. Measurable postsecondary goals are required in the areas of employment/training and education. An independent living goal is required if the IEP team determines it to be appropriate.
Examples of compliant measurable postsecondary goals include

- Jeff will enroll in a culinary arts program. (training/education)
- Bobbi will enroll in the teacher preparation program. (training/education)
- Shawna will work as a chef. (employment)
- Joe will live with a roommate in his own apartment. (independent living skills)

Updated Annually
Postsecondary goals need to be updated annually. If there are measurable postsecondary goals included in the student's IEP when the student will be 16 years of age, then this criterion has been met. Additionally, if the student was older and the IEP was updated annually, then this criterion has been met. Best practice would indicate that the postsecondary goals become more specific each year they are updated.

Age-Appropriate Transition Assessments
The purpose of transition assessments is to gather information that identifies the student's interests, preferences, and especially the strengths. This information establishes what the measurable postsecondary goals were "based upon." The age-appropriate transition assessments will enable the writer of the IEP to have the information necessary to develop and write practical and achievable measurable postsecondary goals. The assessment information gathered may be formal or informal. Examples include: interest inventories, situational assessments, achievement tests, intellectual functioning assessments, Arizona Career Information System (AzCIS), Armed Services Vocational Assessment Battery (ASVAB), Education and Career Action Plans (ECAPs), and student, parent, and staff interviews.

Guidance: Transition assessments need to clearly identify linkage between the student's strengths, preferences, and interests and the measurable postsecondary goals. Transition assessments also need to be age-appropriate, not cognitively appropriate. Transition assessment data should drive the entire transition plan. All students in Arizona are required to complete an Education and Career Action Plan (ECAP). Much, if not all, of the data derived from this plan can be directly linked or correlated to the student's transition plan.

10. Transition Services and Activities

Transition services and activities are actions that the school system or other agencies could provide, as well as the parents and students themselves. The IEP team is responsible for developing the coordinated set of activities that will reasonably enable

the child to achieve his/her stated measurable postsecondary goal(s). These activities may address any of the following areas:

- Instruction: the use of formal techniques to impart knowledge typically provided in an educational setting (e.g., tutoring, general education classes) (This is generally short-term instruction and is not the same as information contained in the courses of study.)
- Related Services: the services required to assist a student with a disability to benefit from special education transition services, such as obtaining information and materials for postsecondary school services, housing, employment, and social security services and building advocacy networks and long-term support
- Community Experiences: those services that are provided in community settings by schools and other agencies (e.g., community-based work experiences, job-site training programs, transportation, community counseling, independent living skill-building, recreational experiences)
- Employment: services consisting of training, education, or other experiences that lead to a job or career; can include career exploration, job shadowing, vocational internships, part-time employment with supervision by school personnel, and on-the-job training.
- Adult Living: those services that lead to a student's ability to perform important adult functions; includes occasional activities such as registering to vote, preparing tax forms, renting a home, accessing medical services, and accessing SSI assistance.
- Daily Living Skills: the skills for the activities that adults do on a daily basis, such as preparing meals, budgeting, maintaining a home, paying bills, grooming, etc.

Guidance: For transition services and activities to be compliant, there needs to be at least one activity related to each of the postsecondary goals. One activity could address more than one measurable postsecondary goal. It is important to be thoughtful about these activities as they can serve as transition assessment data in the following year(s). A student is able to demonstrate a preference in an area if he or she completes activities related to that area. This may be part of transition assessment data the team can consider as they review the transition plan. **Quarterly Progr*ess reports must go home to update if services and activities have been completed.***

11. Transfer of Rights

Beginning not less than one year before the child turns 18 (Arizona age of majority), the IEP must include a statement that the child has been informed of his or her rights, if any, that will transfer to the child upon reaching age 18.

Arizona statute provides that a student with a disability who is at least 18 years of age and who has not been declared legally incompetent may delegate the right to make educational decisions for special education to another individual provided the delegation meets the requirements outlined in A.R.S. §15-773.

12. Special Factors to Consider

Assistive Technology Devices and Services (AT): IEP teams must consider whether each student needs AT devices and services. AT can consist of low-tech, mid-tech, and high-tech devices ranging from pencil grips to computers to sophisticated communication devices.

Communication Needs: IEP teams must consider the communication needs of each student. Include opportunities for direct communication with peers and professional personnel and how instruction can be modified or accommodated to meet a student's needs.

Behavior: In the case of a student whose behavior impedes learning, the IEP team must consider how the student's behavior affects his or her learning or disrupts the learning environment of others. Develop and implement positive behavioral interventions and supports that will address the behavior and identify how progress will be monitored.

Limited English Proficiency (LEP): In the case of a student with limited English proficiency, IEP teams must consider what supports and strategies the student will need to address this limitation in English proficiency. LEP support can be addressed within the general education system or by direct instruction within the special education program.

Deaf/Hearing Impaired: IEP teams must consider the language and communication needs of a student with a hearing impairment including opportunities for direct communication with peers and professional personnel. Include other opportunities for direct instruction in the student's language and communication mode.

Blind/Visually Impaired: The IEP of a student with a visual impairment must provide instruction in Braille and in the use of Braille unless the IEP team determines that instruction in, or the use of, Braille is not appropriate for the student. That decision is made by evaluating the student's reading and writing skills, identifying student needs, and determining appropriate reading and writing media.

13. Other Factors to Consider

The IEP team must consider special factors for specific students based on their disability and needs. It is recommended that the school document these not only in the student's IEP, but the prior written notice as well to ensure that all team members are aware of the decisions that were made, and the discussions that were held. These areas are included below:

14. Summary of Performance (SoP)

A SoP (Located in IEPPro under miscellaneous documents) is written for Special Education students who graduate or age out of school. It does not require any additional analysis and is not a part of the IEP and does not require a meeting. A Prior Written Notice should be included with the SoP and given to the student.

- Summary of academic achievement
- Summary of functional performance as it relates to the Measurable Postsecondary Goals
- Recommendations on how to assist the student in meeting their Measurable Postsecondary Goals. (modifications, accommodations, and assistive technology)

IEP Meetings

The PEA should document IEP team member participation in all IEP meetings. While signatures on an IEP are not required, a sign-in sheet is an effective way to document the participation of a compliant IEP team. The IEP team must consist of the following members:

- The parent/guardian of the student;
- Not less than one general education teacher (if the student is or may be participating in the general education environment);
- Not less than one special education teacher/provider of the student;
- A representative of the PEA (this individual may serve in more than one role on the IEP team, such as the general education teacher, special education teacher/provider, interpreter of evaluation data, etc.) In order to fulfill this role, the individual must be:
    - Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities;
    - Knowledgeable about the general education curriculum; and
    - Knowledgeable about the availability of the resources of the PEA and able to commit those resources;
- An individual who can interpret the instructional implications of the evaluation results (this person may serve in more than one role on the IEP team);
- At the discretion of the parent or school, other individuals who have knowledge or special expertise regarding the student, including related service personnel;
- Whenever appropriate, the student (if the purpose of the meeting is to discuss transition services, the student must be invited);
- With the consent of the parent and to the extent possible, a representative of any participating agency that will be responsible for providing or paying for transition services;
- For an initial IEP team meeting for a child transitioning from AzEIP services and at the request of the parent, the AzEIP service coordinator or other representatives of the AzEIP system must be invited to assist in making the transition smooth;

- If the student is or may be attending an approved private school, a representative of the private school.

Meeting Notices
This is an official hard copy invitation to parents and students inviting them to attend a meeting.

Parent(s)/guardian(s)/student who has reached the age of majority should be contacted so a mutually agreed upon time can be arranged. Once a time, date and location has been established the hard copy invitation should be sent.

The notice must include the purpose, time, and location of the meeting, and who will be in attendance. ***Specific names of staff/personnel are not required***; ***roles are sufficient***, i.e., Special Education Teacher; General Education Teacher; District Representative, etc. It also must include information regarding the Parent(s)/guardian(s)/student's right to invite other individuals to the meeting.

Before the school can invite an outside agency, permission must be obtained and documented from the Parent(s)/guardian(s)/student who has reached the age of majority.

In the event of a "no show" efforts must continue to afford the parent/guardian(s)/student who has reached the age of the opportunity to participate in a meeting. Document the various attempts and alternative means of allowing participation. If presented with a situation of having to choose between participation of a parent(s)/guardian(s)/student or meeting a compliance deadline, choose parent(s)/guardian(s)/student participation. Ensure to document that the deadline was not met due to the efforts of ensuring parent(s)/guardian(s)/student participation.

IDEA's provisions regarding parent participation in meetings: Each public agency must take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate… [§300.322(a)]

Standard Meeting Practices

Prior to the Meeting
1. Become familiar with team members, their roles and responsibilities
2. Contact team members for tentative meeting dates
3. Contact parents to check availability and offer possible meeting times
4. Schedule meeting ensuring all members are available to attend. If any members are unavailable, if appropriate, contact the parent and discuss excusing the team member who is unavailable. This must be done prior to the meeting. If parent wants all team member present, reschedule the meeting
5. Create Meeting notice in IEP Pro and send to parents
6. Prepare and print agenda and meeting norms
8. Complete Draft IEP and send home giving parents/guardians sufficient time to review prior to the meeting

During the Meeting

1. Make sure all participants are in attendance
2. Establish rapport and set the climate ensuring all participants feel they are valuable members of the team
3. If possible, escort parties to the meeting room
4. Provide an opening statement
5. Communicate ground rules
6. Follow an agenda
7. In the event of non-IEP related issues, utilize the "parking lot" technique
8. Assign a note taker
9. Ensure parent/guardian understands all the presented information

The IEP Meeting Conclusion

1. Obtain required signatures
2. Summarize team decisions and/or action plan (if created)
3. Address items from the parking lot
4. Ensure procedural safeguards were offered/provided
5. Offer to escort parties back to the office

After the Meeting

1. Send parent/guardian the PWN **BEFORE implementing** anything and within 3 days of the meeting.
2. Run AUDIT report in e-IEP PRO. Make any necessary corrections.
2. Finalize the draft and send home finalized copy to parents.
4. Turn original documents to district office

TIPS for Quality Meetings

- Meet prior to the meeting to discuss any questions the school-based staff may have
- The case manager, or another team member, may contact the parent prior to the meeting to ask if they have any topics they want the team to address at the meeting
- Ensure parents have been afforded the opportunity to participate – they are a valuable member of the team. Decisions are made when the entire team is together
- Be prepared – nothing says disinterest more than the staff not ready, not having their documents completed, etc.
- Ensure all team members are active participants
- If consensus cannot be reached, the individual fulfilling the role of the district representative is to make the decision for the team. In this event, ensure to provide the parents with their procedural safeguards. A parent may follow their procedural safeguards regarding their disagreement with the decision.

IEP Team Member Excusal

A required member of the IEP team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of curriculum or related service if the parent and the PEA consent to the

excusal in writing; and the member submits, to the parent and the IEP team, written input into the development of the IEP prior to the meeting.

- If the team agrees that a required team member does not attend the meeting, an IEP Attendance form must be completed, printed, and signed by the parent BEFORE the meeting. The date on the form must be on or before the date of the meeting. This form is also required when a team member leaves a meeting early.

If the parent and the PEA agree in writing that the attendance of a member is not necessary because that member's area of the curriculum or related service is not being discussed or modified at the meeting. This decision should be made well in advance of the meeting and excusal should not be used as a matter of convenience for an IEP team member who unexpectedly cannot attend. IEP teams should consider carefully the purpose of the IEP meeting and all potential areas of discussion prior to making the decision that a team member need not attend.

Parent Participation

The role of the parent is essential in the IEP meeting. The parents are equal members of the IEP team and their input merits careful consideration. The PEA must take steps to ensure that one or both of the child's parents are present at each IEP meeting or are afforded the opportunity to participate. These steps include:

- Notifying the parents of the meeting early enough to ensure that they will have an opportunity to attend; and
- Scheduling the meeting at a mutually agreed-upon time and place.
- The PEA must take whatever action is necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter for parents who are hearing impaired or whose native language is other than English. The PEA must also provide a copy of the IEP to the parents at no cost to them. Upon request, a parent must be provided with a copy of any revised or amended IEP as well.

Conducting an IEP Team Meeting without the Parent

An IEP team meeting may be conducted without a parent in attendance if the PEA is unable to convince the parents they should attend. In this case, the PEA must keep a record of its attempts to arrange a mutually agreed upon time and place, such as: Detailed records of telephone calls made or attempted and the results of those calls; Copies of correspondence sent to the parents and any responses received; andDetailed records of visits and results of visits to the parent's home or employment site.

If parents cannot attend the IEP meeting, then the public agency is required to use "other methods to ensure parent participation, including individual or conference telephone calls" [§300.322(c)] and other alternative means such as video conferences (§300.328). IDEA permits such alternatives if parents and the public agency agree to use alternative methods of meeting participation (§300.328).

IDEA includes provisions that permit the public agency to hold an IEP meeting without the parents in attendance (either in person or via alternative methods), but this may only occur if the public agency has been unable to convince the parents to attend and has documented all such attempts to do so

Guidance: In 2013, the 9th Circuit Court of Appeals held that schools must ensure parental involvement in the "creation process" of their child's IEP unless the parents affirmatively refuse to attend or are entirely unresponsive to the school's requests to meet. It is important for schools to plan ahead to allow sufficient time to schedule a meeting, particularly if the deadline for the annual review is coming up; it is also important to work closely with parents to ensure that meetings are scheduled at a mutually agreed upon date and time. (Doug C. v. Hawaii Department of Education)

Alternative Means of Meeting Participation

At times it is not possible for a meeting participant to attend a meeting in person. The parent and a PEA may agree to use alternative means of participation, such as video conferencing or conference phone calls. IEP teams are urged to use flexibility in order to obtain the best input possible from all team members.

When an IEP Meeting Is Not Required

The parent and the PEA may agree not to convene an IEP team meeting for the purpose of making changes to a student's IEP after the annual IEP team meeting. Instead, the parent and the PEA may choose to develop a written document to amend or modify the current IEP. If changes are made in this manner, the PEA must ensure that the entire IEP team is informed of any changes. A PWN and the revised IEP with any amendments must be provided to the parents.

Prior to changing the IEP, the PEA must have a signed agreement from the parent for the PEA to attend the IEP without a meeting. The agreement can be located in e-IEP pro and must outline what changes are being made.

District Representative for School Staff Child

A school district representative can be a special education coordinator, school district administrator, principal, or another trained person who understands school resources and makes the final decision when consensus cannot be met.

While parents are equal participants in the IEP process, they do not have "veto power" over a proposed IEP. The U.S. Department of Education's Office of Special Education Program discourages voting on IEP decisions, noting that it is inappropriate to use a "majority vote" approach to reach IEP Team decisions. *Letter to Richards* (OSEP, 2010). If IEP Team members cannot reach consensus about a particular part of the IEP, the school representative (District Rep.) is tasked with the authority to make decisions and commit resources. Because the school is the entity charged with providing the student a free appropriate public education, the school representative must make a decision consistent with that obligation.

Our department understands that you work closely, daily with these parents/colleagues and the decisions you make could impact that working relationship and potentially lead to a decision based on those relationships. In some isolated situations, having a school representative make these decisions has resulted in "conflicts of interests" and biased decision making. With this knowledge, our department is **requiring** that the school team request a **school admin** to act as the district representative at any ESS related meeting where an actively employed parent/relative/guardian will be a participant. If the school admin does not feel comfortable being the district representative, a member of the ESS department (Director, Program Spec. Lead PSychologist) will participate in the meeting *in tandem* with the school administrator. (Revised Draft 06/25)

Case Manager Responsibilities

The case manager is responsible for writing and implementing a compliant IEP for each student on their caseload.

- Each student should have an IEP reviewed at least once a year and more frequently to address the following: Any lack of expected progress toward the annual and postsecondary goals; Any lack of expected progress in the general education curriculum (if appropriate); The results of a reevaluation (whether done by the PEA or privately by the parent); and new information about the student provided to or by the parents. All sections of the IEP should be reviewed and revised, as appropriate, during the IEP review.
- As soon as you receive your caseload from the ESS office, our expectation is to:
    - Review IEP expiration dates
    - Review RED eligibility dates
    - Create a notification list
    - List my student on IEP-PRO
    - Alert DO if a date is incorrect
- e-IEP Pro should be updated with case manager in student profile
- The case manager who will serve the student at the student's current attending school, unless the concern is for speech (articulation) only, then it is the speech/language pathologist.
- The teacher who was part of the evaluation team at the school the student attended prior to the change in assigned classroom (Such a placement cannot be made until the initial IEP is written and documents the need for a special class placement) will serve as case manager until the student starts at the new school.
- Schedule meeting starting 30 days prior to the IEP expiration date. Follow standard meeting practices for IEPs.

High School Department Chair Responsibilities

- Support teachers in the Special Education Department
    - scheduling
    - review of IEPs (or assign designee)
    - assign paras
    - determine training needs, communicate with PS
- Notify the registrar of exited students.
- Investigate para/teacher issues. Report to administration when necessary.
- Maintain service coordinator lists
    - Assign new students to teachers and notify ESS Secretary and site psychologist.
- Monthly Department Meetings-work with psychologists
- Assist counselors with student schedules
- Follow up with extreme discipline issues. Monitor Office Referrals for possible need to schedule Manifestation Meetings (involve school psychologist)
- Organize, oversee, schedule, and evaluate para professionals
- Assist with the hiring of new paraprofessionals
- Attend department chair meetings
- Monitor learning lab/testing center/set schedule and coverage
- Complete Transition Assessments and Input in IEPs for 10th& 11th graders
- Serve as LEA Rep as needed
- Attend and Participate in HS ESS District Leadership Meetings
- **Teach 3 class periods a day/3 preps**
- Facilitate meetings with VR and DDD as needed

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Assign case managers to ESS students Ensure Gen Ed teachers have IEP access and student schedules match IEPs Assist teachers with schedules and transfer IEPs Set paraprofessionals Schedule Coordinate w/CTE director to ensure IEPs are followed at CAVIT and CAC	Assist in coordinating appropriate accommodations are requested for State Testing Monitor S2 Grades Work with Program Specialist for MVA referrals	Ensure S2 Gen Ed teachers have access to student's IEPs Work with site to ensure testing accommodations are in place for state testing 8th Grade to HS transition meetings Assiste counselors with registration of classes for next school year	Assist with building master schedule for the next school year Monitor Senior Exit Forms, PWNs, and Summary of Performance for Graduating and/or Exiting Seniors

Extended School Year Services (ESY)

Schools are required to ensure that extended school year services are available to students, as necessary, in order to provide a free appropriate public education (FAPE). Extended school year (ESY) services are defined as special education and related services that are provided to a child with a disability beyond the school's normal school days, in accordance with the child's IEP, at no cost to the parent. A child's need for ESY services is to be determined on an individual basis by the IEP team. Schools are not permitted to limit ESY services to particular categories of disability or to unilaterally limit the type, amount, or duration of the services. Moreover, eligibility for ESY services cannot be based on need or desire for day care or respite care, an educational program to maximize the student's academic potential or a summer recreational program.

ESY services are necessary if either:

1. the benefits that the student gained during the regular school year would be significantly jeopardized if he or she is not provided educational services, or;
2. the student would experience severe or substantial regression if he or she is not provided educational services during short or long recesses or summer months, and the regression would result in substantial skill loss of a degree and duration that would seriously impede the student's progress toward educational goals.

The IEP team shall determine if the student is eligible to receive ESY services no later than 45 days prior to the last day of the school year.

The determination of whether a student is eligible for ESY services must take into account least restrictive environment considerations and be determined by the IEP team, using a multifaceted inquiry based on the following criteria:

- retrospective data, such as past regression and the rate of recoupment
- predictive data, when empirical data is not available, which may be proven by expert opinion based upon a professional individual assessment.

Guidance: The team should consider the student's progress on annual IEP goals. Additionally, the team needs to consider whether the student is at a critical development stage. An ESY explanation should include data related to regression and recoupment of skills, as well as whether the student is at a critical learning stage or not. It is important that this consideration is made annually for ALL students and that it is based on data collected relevant to the student's individual IEP goals.

ESY Procedure

1. Identify students on your caseload who may be in need of ESY services. Collect Data for these students and update in e-IEP Pro with the quarterly progress notes.

2. Make ESY determination. This is usually done at IEP meetings but MUST be determined no later than 45 calendar days prior to the last day of school.

3. Complete this for for any students who qualify for ESY ESY Service Form Deadline to complete Form March 8, 2024.

4. Meet for with Program Specialist, Shana Smith, to identify ESY goals, determine the types, amounts, and duration of services required based on goals, determine the LRE to address the goals, and complete plan to present to parents.

5. Case Manager Complete PWN with ESY offer.

Program Specialist, Shana Smith, will organize ESY teachers, paraprofessionals, and site. Contact her if you are interested in working ESY.

ESY Helpful Links

ESS-AZTAS Guidelines for ESY Services

FAQ for ESY

ESS 301/302 Progress notes and ESY

ESY and Comp ED Legal Issues

Transfer IEP Process

Transfer Students: In the case of a child with a disability who has an IEP in effect and who, during the same school year, transfers to a different school district or charter school within the same state, the receiving school, in consultation with the parents, is required to provide that student a FAPE, including services comparable to those in the IEP from the sending school until such time as the receiving school adopts the previous school's IEP or develops and implements a new IEP.
In the case of a child with a disability who has an IEP in effect and who transfers during the same school year to a different state, the receiving school, in consultation with the parents, is required to provide that student with a FAPE, including services comparable to those in the IEP from the sending school until such time as the receiving school conducts an evaluation, if determined to be necessary, and develops and implements a new IEP. In either case, the receiving school must take reasonable steps to promptly obtain the child's records (including the IEP and supporting documentation) from the sending school. In Arizona, the receiving school has five school days to request records from the child's previous school and that school (if it is in Arizona) has 10 school days to send the records.

Comparable Services- The courts define comparable as "similar or equivalent," so the services should be as close to what the child was receiving prior to transferring to FUSD. *Comparable services are provided on an INTERIM basis (until the IEP is adopted OR a new IEP is developed)*. Agreements about what will be provided during this interim period must be made in consultation with the parent. It is not required that comparable services be provided in the exact way or in the same location as identified in the IEP, but the district must document how all services and supports (including accommodations and supplementary aides) were equitably provided.

For example, if a student transfers with an IEP indicating the need for an additional adult support (previously called 1:1 aide) due to the need for constant supervision and support, and the school and parent agree to implement the student's IEP in a specialty program with two para-professionals, but to not assign an aide specific to the student, the district must show that paraprofessional supports provided are comparable to the supports being provided by the AAS aide (DOCUMENT IN PWN)

Comparable services are those services that are provided until the time in which the parent is notified of the district's acceptance of the existing IEP from the previous school (adopt the IEP without changes) with a PWN or until the team develops a new IEP.

Services vs. Location: The district is obligated to provide FAPE through comparable services, but the location of services is still determined by the district. Remember, placement is not the same as location. In other words, in reviewing an IEP, a school team may determine (in consultation with the parent) that the student's least restrictive environment (LRE) at the former school was located in a specialized ED classroom, but that student's LRE can be provided in a learning lab location so long as the district can show that the students services were in fact provided in compliance with his/her LRE.

Level C is NOT a location, it is the amount of time a student spends away from general education peers. When a student transfers to FUSD with a “Level C IEP” do not assume specialty programming is automatically necessary. The site psychologist and related service providers will review the IEP and consult with an ESS program specialist to identify student needs and services and whether comparable services can be provided in a non-specialty program, especially if specialty programming would result in the removal from the child’s homeschool.

Adopting the IEP as written (NOT TRANSFERRED IN IEP-PRO)

Use these instructions when adopting the IEP as written and the IEP is not in IEP Pro:
After reviewing the IEP records for potential completeness and concerns related to services/accommodations and goals, determine how to best meet FAPE within FUSD to meet these services and goals.
If the incoming paperwork is **not in e-IEP-Pro**, the following must be completed:

1. Ensure Student Profile has current information. If information is missing or incorrect, please contact your Synergy representative at your site to update all information in Synergy. All information transfers from Synergy to IEP Pro each evening
2. In IEP Designer, begin a new IEP. Choose Standard IEP.
3. **On Cover Sheet (Form A) Use IEP dates from existing IEP**.
    - Use the IEP dates from the existing IEP for the IEP Begin Date and IEP End Date. Enter the MET dates from the existing IEP.
4. Verify hearing and vision dates are within one year of IEP meeting date.
5. Choose **Shell IEP** as Meeting Type
6. Complete Transfer Checklist
7. On the PLAAFP 1-3 (Form B), enter the date the student entered school name @FUSD on mm/dd/yyyy (date).
8. On the PLAAFP 4-5 (Form B), add the services listed from the previous IEP. (SAVE)
9. On the Goals (Form D), write Goals as similar as possible to the existing Goals to ensure FAPE.
10. On the Accommodations Page (Form E) copy list of accommodations from Transfer IEP.
11. On the Assessment Page (Form F), list the assessments used and any testing accommodations from the previous IEP.
12. On the Environment and Services Page (Form I), list the service minutes, service locations and service providers as closely as possible to the transfer IEP.
13. At the bottom of the Environment and Services Page (Form I) complete the Least Restrictive Environment section. Be specific about when the student is NOT with non-disabled peers AS WELL AS the justifications/reasons for WHY the student will not be with non-disabled peers.
14. If the student has Medicaid services (Form I-2), update as needed
15. Create a PWN documenting that the district is adopting the IEP as written. Complete the entire form and provide a copy to parent. Parent can also access locked and in-force documents on the IEP Pro portal: e-ieppro.com/fusd/parentportal/ using their email address. An access code will be sent to them by IEP Pro.
16. If the student receives related services the service provider has to electronically sign off on the IEP before you lock it.
17. Set the transfer/shell IEP to In-Force, then Lock the IEP.

Adopting the IEP as written (TRANSFERRED IN IEP-PRO)

Use these instructions when adopting the IEP as written

If the incoming paperwork has been transferred over in **IEP Pro**, the following must be completed:

NOTE: IEPS THAT ARE DUE TO EXPIRE **WITHIN 2 MONTHS** WILL NOT BE COPIED. A NEW ANNUAL IEP SHOULD BE CREATED.

The transferred IEP in IEP-Pro will be copied to a proposed IEP. Ensure the meeting type is SHELL.

After reviewing the IEP records for potential completeness and concerns related to services/accommodations and goals. Determine how to best meet FAPE within FUSD to meet these services and goals.

Follow steps 1,2,4,5,6, and 7 from the previous section to **update Student Profile and IEP Cover Page.**

Follow step 14 to create a PWN.

If the student receives related services the service provider has to electronically sign off on the IEP before you lock it. As soon as the IEP is complete In-force and Lock

NOT Accepting the IEP as written (NOT TRANSFERRED IN IEP-PRO)

Use these directions when the school is not accepting the IEP as written
**** Prior to setting up a transfer-in meeting, ensure all paperwork has been received and reviewed (i.e. MET and IEP). Include the psychologist in the meeting. Review the transferred IEP for potential concerns related to services and goals. Determine how to best meet FAPE within FUSD to meet these services and goals.**

If the incoming paperwork is **not in e-IEP-Pro**, the following must be completed:

Add/update Student Profile with current information.
Create a Meeting Notice for the meeting with the required participants.

1. In IEP Designer, begin a new IEP. Choose Standard IEP.
   On Cover Sheet (Form A) Use IEP dates from existing IEP.
   - Use the *transfer IEP date* as the *IEP meeting date* but use the IEP dates from the existing IEP for the IEP Begin Date and IEP End Date. Enter the MET dates from the existing IEP.
2. Update vision and hearing if more than one year old
3. Choose **Shell IEP** as Meeting Type.
4. Select Copy From Meeting Notice button to transfer meeting participants from Meeting Notice to IEP cover sheet. SAVE.

5. On the PLAAFP 1-3 (Form B), enter the date the student entered school name @FUSD on mm/dd/yyyy (date).
6. On the PLAAFP 4-5 (Form B), add the services listed from the previous IEP. (SAVE)
7. On the Goals (Form D), write Goals as similar as possible to the existing Goals to ensure FAPE.
8. On the Accommodations Page (Form E) copy list of accommodations from Transfer IEP.
9. On the Assessment Page (Form F), list the assessments used and any testing accommodations from the previous IEP.
10. On the Environment and Services Page (Form I), list the service minutes, service locations and service providers as closely as possible to the transfer IEP.
    Note: At the bottom of the Environment and Services Page (Form I) complete the Least Restrictive Environment section. Be specific about when the student is NOT with non-disabled peers AS WELL AS the justifications/reasons for WHY the student will not be with non-disabled peers.
11. If the student has Medicaid services (Form I-2), update as needed
12. Create a PWN documenting what the IEP team determined while writing the transfer IEP. Explain any changes to the transferred document. Complete the entire form.

NOT Accepting the IEP as written (TRANSFERRED IN IEP-PRO)

Use these directions when the school is not accepting the IEP as written
**** Prior to setting up a transfer-in meeting, ensure all paperwork has been received and reviewed (i.e. MET and IEP). Include the psychologist in the meeting.**
If the incoming paperwork has been transferred over in **IEP Pro**, the following must be completed:

NOTE: IEPS THAT ARE DUE TO EXPIRE **WITHIN 2 MONTHS** WILL NOT BE COPIED. A NEW ANNUAL IEP SHOULD BE CREATED.

The transferred IEP in IEP-Pro will be copied to a proposed IEP that can be revised as necessary for the transfer IEP meeting.
Review the transferred IEP for potential concerns related to services and goals. Determine how to best meet FAPE within FUSD to meet these services and goals.

Follow steps 1,2,4,5,6, and 7 from the previous section to **update Student Profile and IEP Cover Page.**

Update the PLAAFP, Goals, Accommodations, Assessments, Services and Medicaid information (steps 8-14) as needed to best reflect the student's needs and programming in FUSD.

Follow step 15 to create a PWN.

Preschool Transitions

The Arizona Early Intervention Program (AzEIP) is a home-based service offered to children with qualifying delays from birth to 2.11 years old. AzEIP is operated and funded by the state and is federally mandated. Children served by AzEIP have an Individual Family Service Plan (IFSP). The Federal guidelines state that a child with a disability who has been receiving AzEIP services (directly, not just case management) is to be evaluated by the home school district and, if found eligible, have an IEP in place no later than the child's 3rd birthday. The AzEIP case manager will send the district a referral when a child in AzEIP, or referred to AzEIP, is 2.6 years old. A preschool representative will attend a meeting with the parents and the AzEIP team to describe the district programs, discuss possible eligibility in Arizona, and determine what course of action needs to be followed.

Birth-to-Three to Preschool Transition Meeting Agenda

- Introductions
- AzEIP agency representative ensures understanding of the reason for the meeting
- School district representative explains procedural safeguard, i.e., parent rights, to parents/guardians and offers a hardcopy of the procedural safeguards to the parent/guardian
- School team discusses continuum of services and programs available to preschool children

- School team discusses potential areas of eligibility for preschool children in Arizona.
- The team reviews all existing data
- Determine if additional data is needed or if an eligibility determination can be made at this point
- If additional data is not needed, make an eligibility determination, and create IEP or reconvene the team to create an IEP at a later date
- If additional data is needed, determine what data is needed and obtain consent from parent/guardian
- Schedule a time to reconvene the team to review the additional data (and previously reviewed data), make an eligibility determination, and create IEP or schedule another meeting to create an IEP

Transition from Preschool to Kindergarten

The preschool to kindergarten transition process should begin early in the second quarter. Collaboration between the preschool and elementary homeschool staff, which may include related services, is essential to a successful transition. The preschool staff enters into the transition process with their own unique set of skills related to the preschool environment and the student. The elementary staff's knowledge is associated with the elementary setting. Together the IEP team, which includes the parent(s), makes decisions that are based on the individual needs of the student.

Some eligibility areas within the preschool environment transition to the k-12 environment; others do not. Eligibilities that are valid within the preschool and k-12 environment are meant to assist in a smooth transition.

Will transition without eligibility determination, if needed.	**Will not transition, unless eligibility for school aged services is determined.**
● SLI ● DD ● HI ● VI	● PSD

Some circumstances may warrant opening up the evaluation process, some situations will not. Starting the evaluation process (which begins with the RED) is a decision that should be made on an individual basis. Considerations may include, but are not limited to, the age of the current evaluation; current functioning of the student; ensuring the student was assessed in all areas of suspected disability; new data available since the previous evaluation; parent request; additional areas of suspected disability, etc. Team

should determine if it is appropriate to hold a RED and begin the evaluation process or proceed with the current eligibility and develop an IEP.

Preschool teachers should have knowledge of the programs in the K8 schools to assist to make informed decisions as to what would best meet the student's individual need; conversely, elementary general and special education teachers need to have knowledge of the preschool student in his/her school environment to get an idea of the strengths and challenges the student exhibits. These visits need to take place prior to the transition IEP meeting.

Preschool teachers act as the service coordinator through the evaluation process, ensuring that all necessary team members are included in the meetings held to transition the child.

Preschool-Kindergarten Transition IEP Meetings:

1. IEP meetings are held at the home school as often as possible, for the preschool child's address. Exceptions may occur, at the discretion of the preschool team and with input from the parents.
2. Teacher schedules IEP meetings at home school with Family, inviting School Principal, Kinder representative as the Gen Ed teacher, current related service providers, and nurses if needed.
3. The team reviews student strengths and needs and comes to consensus on the level of service Least Restrictive Environment(LRE).
4. If LRE is Level A or B, enrollment information is provided to the Family by home school. A folder with Next Steps for families is to come.
5. For preschool teams considering more restrictive placements (Level C) the team should schedule an IEP with family and special education kinder transition coordinator.
6. Review LRE Determinant hours (calculating Kinder hours separate from Preschool hours).
7. AFTER your IEP, if the IEP team has determined a Level C is the consensus for placement, communicate the confirmed IEP decision to the Kinder Transition Coordinator and the Special Education Secretaries. Parents will receive official notice of placement from the secretaries. Service Facilitators will be responsible for transportation forms for next school year for all students. More to come on transportation forms in the Spring.

8th Grade Transitions to High School

Every effort should be made to assure that parents and students know which junior or senior high school the student will be attending prior to the school year ending. The 8th grade to high school transition meeting should be completed by Spring Break of each school year.

The following information is a guideline for all service coordinators currently servicing 8th grade students with the intention to transition to high school services for the following academic school year. High school planning is to be completed prior to Spring break each school year.

- All 8th grade students who will be transitioning to high school will attend high school orientation meetings at each K-8 in the spring of their 8th grade year.
- In preparing for annual IEP meetings, 8th grade service coordinators will ensure participation of high school staff by either attendance or consultation with a high school ESS department chair or specialty programs teacher at annual IEP meetings or separate transition focused meetings. All meetings should be completed by Spring Break..
- **Transition to High School Meeting** - service coordinators will invite parents in 15-30 minute intervals including an 8th grade teacher and the Special Education High School Department Chair. The purpose of the meeting will be to review and revise the IEP to reflect services/classes at the high school and the team will

input classes for Special Education students. If annual IEP is coming due you can combine the meetings and invite the HS Dept Chair to the annual.

- Important IEP items to discuss for 8th grade to HS transition:
    a. Goals (appropriateness to high school/multiple teachers/classrooms)
    b. Accommodations (appropriateness to high school/multiple teachers/classrooms. Check accommodation locations for electives classes)
    c. Behavior plans (appropriateness to high school/multiple teachers/classrooms)
    d. Nursing/para support services/Medicaid
    e. Elective classes
    f. Service minutes (based on student needs not on programming options at high schools)
- 8th grade teacher responsibilities:
    a. Schedule IEP meeting with HS staff
    b. Do not include the transition section of PLAAFP. Do not click on transition override or complete pages G and H unless student is turning 16 within the IEP year. If the student will turn 16 contact the High School Program Specialist to complete the transition section at least 2 weeks prior to the IEP.
- High School teacher responsibilities
    a. Represent High School for consideration of student goals, accommodations, behavior plans, para support needs, and high school scheduling.
    b. Complete 8th grade transition spreadsheet

- All IEPs/transition meetings are to be completed at <u>scheduled</u> home school and/or assigned school. If boundary exceptions are made, student information will be transferred to the newly assigned high school. These can be VIRTUAL Meetings

High School Graduation

ESS AZTAS Graduation of Student with Disabilities in AZ Schools

Graduation is typically defined as the completion of high school; however, there are many interpretations and meanings attached to the term. Since the landmark decision of Brown v. Board of Education recognized the universal right of all students to attend educational institutions equally, graduation and the graduation ceremony have become a normative rite of passage from childhood to adult status in our culture. As a result of hard-won progress and Acts such as the Individuals with Disability Education Act and No Child Left Behind, students with disabilities now have the same opportunity to earn a high school diploma as all other students.

The Individuals with Disabilities Education Act (IDEA) is a comprehensive federal law that governs the provision of special education and related services to children with disabilities. One of the stated purposes of the IDEA is to “ensure that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.” A FAPE is defined as special education and related services that are provided at public expense, under public supervision and direction, and at no cost to parents. These must be provided in conformity with each student’s individualized education program (IEP).

The federal regulations that implement the IDEA require that all children with disabilities between the ages of 3 and 21 receive a FAPE, with some exceptions.iv Students with disabilities who have graduated from high school with a regular high school diploma are no longer entitled to receive a FAPE.v Students are still entitled to receive a FAPE until they graduate with a regular high school diploma or until they have “aged out.” vi In Arizona, students with disabilities who reach the age of 22 during the regular school year shall continue to receive special education services until the end of that school year.

A regular high school diploma is a written acknowledgment by a public education agency’s (PEA) governing board that a student has met the graduation requirements established by the Arizona State Board of Education by successfully earning a passing grade in courses aligned with the State’s academic standards. “The determination and verification of student accomplishment and performance shall be the responsibility of the subject area teacher.”

Regardless of the student’s educational environment, IEP teams determine the accommodations, modifications, and other supports needed in a course so that the student can access the content and make meaningful academic progress. Courses taken across different settings and in a variety of placement environments may be eligible for credit toward a regular high school diploma if the course is aligned to the state standards in the requisite content category. The determination as to whether course content is appropriately aligned to Arizona’s Academic Standards is made at the PEA level and should be decided on a case-by-case basis.

In Arizona, the diploma that qualifies as a regular high school diploma is the standard high school diploma (those that are issued to a preponderance of students in the State), a higher diploma awarded by a governing board, or the Grand Canyon diploma.

All students should be given the opportunity to earn a regular high school diploma. According to the regulations that implement the IDEA, a regular high school diploma is a diploma that is aligned with the State’s academic standards. In order to conform with the definition found in the Elementary and Secondary Education Act (ESEA), the IDEA regulations were recently revised to clarify that the term regular high school diploma means “the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State standards, or a higher diploma, except that a regular high school diploma shall not be aligned to the alternate academic achievement standards described in section 1111(b)(1)(E) of the ESEA. A regular high school diploma does not include a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.” Although it is within the authority of PEAs to issue an alternative credential that is not aligned with the State’s academic standards or any other alternative certificate option, these options are not considered a regular high school diploma. A student who has not earned a regular high school diploma still has the right to receive a FAPE.

There are instances in which a student may not receive a regular diploma. For a small subset of students, even when provided with substantial support, accommodation, curriculum modification, and services beyond their graduation cohort, the ability to meet minimum state standard requirements may not be possible.

IEP teams may determine the sequence of courses and which classes the student may take to fulfill the minimum competency requirements, so long as the classes are aligned to the state standards. It is the responsibility of PEAs to determine if the course content aligns to state standards. Mastery of IEP academic or transition goals should enable students with disabilities to progress in the minimum course of study set forth by the Arizona State Board of Education and PEA but cannot be substituted for earning the credits required for graduation. IEP teams may not alter the number of credits nor the subject matter areas required to graduate with a regular high school diploma. This is based upon guidance provided by the United States Department of Education/Office of Special Education and Rehabilitative Services(OSERS), which has explained that the IDEA does not make achievement of the IEP goals of a student with a disability a prerequisite for acquiring a regular high school diploma. The IDEA does not establish standards for graduation as a general matter.xix OSERS further explained in 2014 when describing why a Louisiana statute that allowed IEP teams to set requirements for high school graduation that are not fully aligned with the State's academic standards could violate federal education and discrimination laws. OSERS explained that the Elementary and Secondary Education Act requires States to apply the same content and achievement standards to all students,xx including students with disabilities.xxi OSERS went on to explain that "the authority to set and/or modify those standards rests solely with the State" (which, in Arizona, is the State Board of Education) and "[g]iving IEP teams authority to apply different standards for promotion or graduation to students with disabilities will result in those students being taught to different and, [sic] potentially lower, standards than students without disabilities, thus depriving them of the same opportunities to learn that are available to their non-disabled peers."xxii Failing to apply the same academic standards to students with disabilities would be inconsistent with the IDEA's definition of special education, which requires schools to specially design instruction to meet the unique needs of children with disabilities and provide access to the general curriculum so that they can meet the educational standards that apply to all children.

The IDEA regulations mandate that a FAPE must be available to all children with disabilities between the ages of 3 and 21.xxiv In Arizona, students with disabilities who reach the age of 22 during the regular school year shall continue to receive special education services until the end of that school year.xxv When a student with a disability completes the school year in which he or she turns 22, the student "ages out" of special education and is no longer eligible to receive a FAPE, whether or not the student has met graduation requirements. This is different from graduating, which means that the student has met graduation requirements by successfully completing coursework that is aligned with the State's academic standards, or higher standards established by the PEA, and has, therefore, earned a regular high school diploma. A student with a disability may continue pursuing a diploma through age 22.

The following paperwork due when a Student Ages Out or Graduates:

Summary of Performance: PEAs must provide the student with a summary of his or her academic achievement and functional performance, which must include recommendations to assist an exiting student in meeting his or her postsecondary goals.

Prior Written Notice: The PEA must provide prior written notice to the eligible student, or to his or her parents, if the student has not reached the age of majority, documenting the change of placement. PEAs are not required to evaluate a student with a disability whose end of eligibility for special education and related services results from the student aging out or graduating.

Senior Exit Form: This form is used to collect information for the Post School Outcomes.

Student Copy of MET/IEP:

- Send home a copy of the MET and IEP to your seniors. If they are 18 and their parents don't have educational rights, give them to the senior.
- Seniors going to college remind them they need these documents to request a 504 plan in college and they have to request it by meeting with the disability resource coordinator at the college.

Behavior Supports and Processes

Conducting an FBA/writing a PBIP

The FBA and PBIP are completed by the IEP team. While not required, the school psychologist typically leads the process.

Functional Behavior Assessment (FBA) may be required for a student whose behavior interferes with his/her learning or the learning of others or for a student whose behavior negatively impacts peer and/or adult interactions. An FBA is required for students who were suspended and whose behavior was determined to be a manifestation of their disability. The FBA is conducted by a team of people (e.g., the IEP team) who know the student well. While not required, the school psychologist is uniquely qualified to lead or participate in the functional behavior assessment. Consent for FBA must be obtained from the parent/guardian; with the assessment being completed as soon as reasonably possible but no later than 60 days from the date of consent.

FBA procedures should reflect a problem-solving process that will help an educational team answer the following questions:

1. What is the specific problem behavior that is interfering with the student's learning or that of his/her classmates?
2. How often does the behavior occur?
3. When and where does it occur?
4. What seems to trigger it (antecedents)?
5. What events typically follow the behavior (consequences or outcomes)?
6. What purpose or function does the behavior serve for the student?
7. What skill deficits may account for the problem behavior?
8. What environmental circumstances support, reinforce, or maintain the behavior?

The District's FBA form can be located in IEP Pro > Miscellaneous Forms > Functional Behavior Assessment (V19).

A **Positive Behavior Intervention Plan (PBIP)** should focus on the positive behavioral interventions necessary to teach the appropriate desired behavior and include the management tools necessary to guide the generalization of these new behaviors. Upon completion of the Functional Behavior Assessment (FBA), an IEP team meeting is held within 60 days of consent to review the FBA results and develop a PBIP. The PBIP becomes a part of the Data to support the FBA process can be gathered through formal assessment; systematic observation; interview with parent, student, and/or teacher(s); and/or anecdotal notes. This data should be used to identify patterns and to discover the purposes or causes of the behavior. The team reviewing the data might find it helpful to complete a grid to document the behavior(s) of concern, the conditions under which that behavior occurs (antecedents), and the consequences or outcomes that typically follow the behavior(s) of concern.

Implement the PBIP for at least 4-6 weeks before making any changes. Behavior may not change immediately and may worsen before improving. If data demonstrate effectiveness after 4-6 weeks, continue with implementation. If data do not indicate effectiveness, make necessary changes (e.g., add additional antecedent strategies, reinforce more frequently, etc.). and continue to implement for 4-6 more weeks.

Required PBIP Contents:

The IEP team facilitates and supervises all interventions and assessment activities related to the PBIP (e.g., observations, data collection, fidelity checks). The District's PBIP form is located in IEP pro > miscellaneous forms > Behavior Intervention Plan (V19)

The plan includes the following components:

- *Operational Definition & Function of Target Behavior:* Very clear and concise description of the behavior that is observable and measurable. (What does it look

like? If someone who didn't know the student came into the room, the behavior should be described in a way that they could count the occurrence of the behavior without interpretation of whether or not a behavior was one of the target behaviors). Statement of function is identified from FBA.

- *Prevention Activities:* Environmental changes that will make it less likely that problem behavior will occur. Theses activities are based on the known setting events and antecedents.
- *Replacement/Desired Behaviors:* Appropriate behaviors that serve the same function, or desired behaviors that, if acquired, would make the child less likely to engage in problem behavior. Note that replacement behaviors need to be explicitly taught and should be developmentally appropriate and adjusted as the student acquires new skills.
- *Teaching Strategies:* What skills and replacement behaviors need to be explicitly taught to the student? Outline the strategies and teaching methods for skill acquisition.
- *Reinforcement Procedures:* Detailed description of reinforcement strategies to be used when replacement/desired behaviors occur.
- *Response to Problem behavior:* Detailed description of strategies to be used when target behavior occurs. May include crisis-intervention plan.
- *Fading Plan:* At what point will reinforcements and supports be faded? How will the team know when the plan should be faded?
- *Data Collection:* Specific measurement procedures for recording occurrences of target behavior and/or replacement/desired behaviors; includes baseline data.
- *Criteria for Modifying Interventions:* Specific criteria for discontinuing or changing an intervention for lack of effectiveness. Also includes specific criteria for fading interventions as behavior improves.
- *Fidelity Check Schedule:* What steps will be taken to ensure that PBIP is being implemented as designed? Often times this is done through observation of an administrator or psychologist.
- *Data Review Schedule and Plan Review Schedule:* When and how will the PBIP be reviewed? Schedules may differ in that data review schedule may be more frequent than the PBIP review schedule.

Positive Approaches: Interventions should focus on increases in desirable behavior through reinforcement rather than decreasing undesirable behavior through punishment. Behavior support should not be viewed as a "supplement" to curriculum, but rather infused into all aspects of teaching and learning, and providing viable on-going support alternatives. It is recommended that recess not be withheld as a consequence. If the target behavior occurs during recess, other options should be explored to structure that environment.

Assessment of PBIP effectiveness: The effectiveness of the PBIP is determined through the following procedures:

- *Baseline Data:* Baseline data measure the occurrence of the target behavior during the process and should be used as a standard against which to evaluate intervention effectiveness. Baseline data shall be collected across activities, settings, people, and times of day.
- *Intervention Data:* Measurements of the target behavior and/or replacement behaviors shall be taken once the PBIP is implemented; at scheduled intervals determined by the IEP team. These data are collected across activities, settings, people, and times of day.
- *Documentation:* Document of program implementation as specified in the IEP (e.g., data collection, fidelity checks, etc.).
- *Review of Data:* Measures of PBIP effectiveness will be reviewed by the teacher(s), services facilitator or case manager, parent or guardian, and others (as appropriate) at scheduled intervals determined by the IEP team. This review may be conducted in meetings, by telephone conference, or by other means, as agreed upon by the IEP team.

Modifications: Minor modifications to the PBIP can be made by the service facilitator or case manager and the parent. Each modification or change shall be addressed in the PBIP, provided that the parent is notified of the need and is able to review the existing program assessment data prior to implementing the modification or change. The service facilitator or case manager must inform the parents of their right to question any modification to the plan through the IEP procedures.

Waves of ABA: The district has partnered with an outside agency to further support students with behavioral needs. After the team has implemented the school based FBA/BIP with fidelity and it has not been found successful, it is appropriate to request support from WAVES.

Discipline in ESS

The 10-Day Rule

School personnel may remove a student with a disability who commits a violation of the student code of conduct for not more than 10 school days to an appropriate interim alternative educational setting, another setting, or suspension. The removal for more than 10-days is considered a disciplinary change of placement and an MDR is required. All days of suspension (on or off campus) must be documented as such in synergy.

A disciplinary change of placement occurs if:

- The student is removed for more than 10 consecutive school days
- The student is subjected to a series of removals that constitute a pattern because:
    - they cumulate to more than 10 school days in a school year;

Remember to consider and document the following as they may count towards the 10 days:

- *In-school suspensions:* students must have the same access to their general education peers as outlined in their IEP *and* receive their special education services; otherwise ISS days count towards the 10 suspension days.

- *In-School Suspensions at alternate campus (MVA or FVA):* beyond 10 days (consecutive or cumulative)
- *Partial day suspensions* or calling parents to “sign the student out”
- *Bus suspensions:* if the student receives transportation as a related service and are suspended from the bus
- Having student spend full days in the special education classroom in lieu of ISS/OSS

After the 11th Day
After a student with a disability has been removed from his or her current placement for 10 school days in a school year, services must be provided during any subsequent removals.

Provision of Services After the 10th Day of Removal
If the current removal is for fewer than 10 consecutive days, or if a series of short removals cumulate to more than 10 days but does NOT constitute a change of placement, school personnel, in consultation with at least one of the student’s teachers, decides what educational services to offer during the removal period.

Provision of Services
If a removal is for more than 10 consecutive school days, or if a series of short suspensions cumulates to more than 10 days in a given school year and constitutes a change of placement, services must be provided on the 11th day and thereafter. The IEP team determines the extent to which services are necessary to enable the child to progress in the general curriculum and appropriately advance toward achieving the goals set out in his or her IEP.

Disciplinary Consequences

In-School Suspension In-school suspension (ISS) is considered a removal from the regular school environment, and days spent in ISS count toward the 10-day limit. Part B of the IDEA mandates that students in ISS continue to receive the FAPE that they would be receiving in their regular classes. The student must also receive the same special education services and any necessary behavioral supports included in their IEPs.

A half day of school counts against the 10 day maximum allowed for a child with disabilities. 34 CFR 300.11 c (1) states that “school day” means any day, including a partial day, that children are in attendance at school for instructional purposes. If a change of placement occurs, the school must provide the parent with a copy of their Procedural Safeguards and a Prior Written Notice of the school’s decision to initiate a disciplinary change of placement.

When to Hold a Manifestation Determination Review:

1. A manifestation determination review meeting must be held by the student’s IEP team under the following conditions:

   a. The student is removed (suspended) **beyond** 10 consecutive school days.
   b. The number of removals totals 10 school days within the same school year, regardless of schools attended.
   c. Even if removals total fewer than 10 school days, an IEP meeting should be held if a series of removals constitutes a pattern of behavior; that is, the student's behavior is substantially similar to his or her behavior in previous incidents that resulted in a series of removals.
2. If a student is removed for more than 10 days before a MDR is held, services must be provided. Services during that time are determined by the school and must include at least one of the child's teachers.
3. Even in situations where an MDR is not legally required, the federal Office of Special Education Programs (OSEP) strongly encourages districts to review the circumstances that led to the student's removal as soon as possible and consider whether the child has been provided services in accordance with the IEP. OSEP encourages districts to consider whether the misbehavior could be addressed through minor classroom or program adjustments or whether the IEP team should reconvene to address possible changes to the IEP [OSEP Memorandum 97-7, 26 IDELR 981].
4. Sometimes students are placed in some type of "in-school suspension" in order to extend the 10- day limit. *Unless the student had access to the general curriculum and received the specialized instruction and other educational services indicated on the IEP while in that alternative setting, in- school suspension days count toward the removal limit of 10 days.*

Special Circumstances When a Manifestation Determination Review is Not Required:

A student can be removed to an interim alternative educational setting (IAES) for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability if he or she:

1. Carries a weapon to or possesses a weapon at school, on school premises, or to a school function
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or,
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function

The district's hearing officer, the area assistant superintendent, and the special education area director must be notified in these cases.

Prior to the end of interim placement, the IEP team must conduct an MD review, make any necessary IEP changes (including conducting an FBA and developing or reviewing the PBIP, if necessary), and to determine the student's placement at the end of the interim placement.

Checklist for Holding a Manifestation Determination Review:
For a student whose suspension reaches 10 days in a school year, the parent is notified on the day the decision is made to suspend (document the date and time the parent/guardian was notified). A meeting must be held **within** 10 days of that decision and the student must be able to receive both general education and special education services until that meeting is held. The following components of the meeting are required:

- ➢ *CaseManager:* The school psychologist serves as a case manager for the MD review process.
- ➢ *Timeline:* The meeting is held on or before the 10th day of suspension and/or if expulsion is recommended.
- ➢ *Notification of Area Director and/or Assistant Superintendent:* The appropriate area director must be notified of the meeting. If expulsion or long-term suspension is being considered, the appropriate assistant superintendent also must be contacted.
- ➢ *Materials:* In preparation for the meeting, the case manager will gather the following information: most recent IEP and MET report, discipline record, current grades, attendance record, transcript, FBA/PBIP, and any other relevant documentation.
- ➢ *Participants:* The full IEP team, including parents, must participate.
- ➢ *Procedural Safeguards:* Parents should be provided a copy of the safeguards, with attention being drawn to the section regarding discipline
- ➢ *Forms to complete:* Manifestation Determination Review (in IEP Pro)is completed by the team at the meeting. All participants should sign to indicate that they were present. A Prior Written Notice (PWN) must be provided to the parents after the meeting documenting the team's discussion and decision.
- ➢ *After the Meeting:* Copies of the MD review paperwork are given to the parent/guardian and the building administrator. Original documents (Meeting Request, Manifestation Determination Review, and Prior Written Notice) are sent to Special Education Records for scanning.
- ➢ *Expulsion or Long-term Suspension:* If expulsion or long-term suspension is recommended, the building administrator will FAX a copy of the MD review paperwork to the appropriate assistant superintendent.

Relationship between Misconduct and Disability:

In determining whether or not the misconduct is a manifestation of a disability, teams must examine both the characteristics of the identified disability category as well as the characteristics of the individual student as described in the PLAAFP or the IEP as well as outside evaluation reports or other information presented by the parents or other IEP team members. Several legal cases have provided guidance on this relationship.

Potential Outcomes:

1. ***Is a manifestation:*** If the IEP team determines that the student's misbehavior is a manifestation of his or her disability, then the IEP team must:
    a. Conduct a functional behavioral assessment; and,
    b. Implement a behavior intervention plan to address the problem behavior or review and modify, if necessary, the existing behavior intervention plan.
    c. The team should also consider whether additional changes are required in the IEP.

    The law is very specific in requiring that any student whose misconduct is found to be a manifestation of his or her disability must have an FBA which specifies why the child misbehaves and that the team must develop and implement a positive behavioral intervention plan that will reduce or eliminate the misbehavior, if one is not already in place. If one is in place, then the misconduct is evidence that it needs to be revised.
2. ***Failure to implement IEP:*** If the MD review finds that the student's misconduct is the result of the district's failure to properly implement the existing IEP, then that is evidence that the behavior is a manifestation of the student's disability.
    a. The district must implement the IEP or revise it immediately; and,
    b. Must meet the FBA and PBIP requirements listed above.
3. ***Not a manifestation:*** If the IEP team determines that the student's misbehavior is not related to his or her disability, then the child is subject to the same sanctions for misconduct as a child without a disability. However, the child must "continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP."
4. ***"The Big 3":*** In the case of drugs, weapons, or bodily harm, the district can make a placement into an IAES for up to 45 days, but the conditions identified above must be met in that setting and the IEP team must meet within that interim period (not to exceed 45 days) to determine what changes, if any, are needed in the IEP.
5. ***Interim alternative educational setting (IAES):*** The child's IEP team determines the interim alternative educational setting (IAES) if one is to be used. If the team determines that the misconduct is a manifestation of the student's disability (or the district's failure to implement the IEP), the parents and the district can agree to an IAES, but the IEP must be revised to reflect that decision.

Any IAES placement must "enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur." If an IAES is determined to be appropriate, the sending school team continues to have responsibility for the student's IEP, FBA, and PBIP development/revision.

Interim Alternative Educational Setting (IAES)
An IAES is a temporary educational placement for a period of up to 45 school days, other than the student's original placement, where students may be sent:

- Under the "special circumstances" without initiating a due process hearing (principal may make a determination); or
- By initiating an expedited due process hearing, if school personnel can show that maintaining the student in his or her current placement is substantially likely to result in injury to self or others.
- The IAES is determined by the IEP team

The IAES must be appropriate and must:

- enable the student to continue to participate in the general curriculum (though in a different setting),
- Provide services and modifications described in the student's IEP that will enable the student to progress toward meeting the goals set out in his or her IEP, and
- Provide behavioral intervention services and modifications to address the behavior so that it does not recur.

Appeals

- IDEA allows a parent who disagrees with any decision regarding placement (IAES) or the manifestation determination to initiate an expedited due process hearing

- IDEA allows school personnel to initiate a due process hearing if they believe that maintaining the student's current placement is substantially likely to result in injury to self or others

What happens if a parent appeals the decision of the school personnel?

- A parent can request a hearing if he or she disagrees with the decision regarding placement or a manifestation determination review. The school district must arrange a due process hearing with a hearing officer.
- If the parent disagrees about a manifestation determination, a hearing officer must determine whether the behavior is a manifestation of the student's disability using the same procedures and information used by the IEP Team during the manifestation determination review.

- If the parent disagrees with a placement decision, a hearing officer must be presented with substantial evidence of possible injury to the student or others and of reasonable efforts to minimize this harm. The appropriateness of the student's current placement must be evaluated as well as the alternative educational setting selected to allow the student to continue in the general curriculum and achieve goals stated in the student's IEP.
- During the process, the student is to remain in the alternative education setting until a decision is made or expiration of the time period for removal. If the time period expires, the student is to be returned to the current placement stated in the student's IEP. If the current placement is deemed dangerous, the school district can request an expedited hearing to be conducted within 45 days.

Expedited Due Process Hearings

- A resolution session must occur within 7 school days of the date the hearing is requested unless both parties agree in writing to waive the resolution session
    - The matter may proceed to a hearing if it has not been resolved within 15 days of the date the hearing request is received
- Expedited due process hearings must occur within 20 school days of the date the hearing is requested
- The hearing officer must issue a written decision within 10 school days of the date of the hearing

“Stay Put” during an Expedited Due Process Hearing
IDEA states that if a parent files for an expedited due process hearing, “stay put” is in the IAES during the pendency of the appeal. According to the Arizona Department of Education (ADE), the obligation to keep the child in the current placement “Stay Put” is generally interpreted to mean that school districts must keep the child in the then-current placement, not in the placement that the parent may be challenging.

FUSD Discipline Procedure for Students qualified for Special Education

Behavior management and discipline of students qualifying for special education
Each school shall implement positive, evidence-based, safe, and timely plans and procedures for special needs students who exhibit behaviors that interfere with learning or who place themselves or others in danger. Administration, staff, parents, and students, when appropriate, are to be engaged in the development of the plans. The purpose of the plan is to identify practices that are agreed upon and complied with and reinforced by members of the team. An objective of the plan is to provide consistency in the manner in which deviations from appropriate behavior are addressed. The plans are agreed upon by the IEP team.

Plans are to be:

- Proactive: Students are to be taught the critical social skills needed for success. Positive behavioral interventions and supports enable the school to set clear

expectations for behavior, to acknowledge and reward appropriate behavior, and to implement a consistent continuum of consequences for challenging behavior.

- Comprehensive: Positive behavioral interventions and supports are to be employed uniformly throughout the school, including non-instructional areas such as the cafeteria, hallways, and buses. School personnel are to be trained in positive behavioral interventions and supports, in data reporting, and receive support in an implementation of the practices. Selected school personnel are to be trained in areas of crisis intervention such as the use of restraint and seclusion.
- Data-driven: The school is to rely on data for the development and modification of its positive behavioral interventions and supports approach. The data is to be tracked through office referrals as well as from classroom reports, school-based intervention teams, and crisis intervention documentation. Positive behavioral interventions and support teams are to use the data to design specific interventions to prevent challenging behaviors before they occur and to confirm the effectiveness of interventions.
- Plans are to ensure that parents of students enrolled in the school have comprehensive information regarding behavioral expectations within the school, and what the planned responses are by staff if the student should not meet those expectations. Parents are to:
    - Have ready access to the school / individual student plan.
    - Be informed how to provide input into the plan.
    - Be informed if restraint is used.

Crisis Management

- ❖ Crisis management in the context of behavior management is defined as the methods used by school personnel to respond to imminent danger to the student, other students or staff. The two most commonly used methods of crisis management are restraint or seclusion of the student.

Use of Seclusion

<u>Guidance Document</u>

<u>15-105. Use of restraint and seclusion techniques; requirements; definitions</u>

- The use of seclusion is to be used only in an emergency to protect persons from imminent, serious physical harm, or if requested by students as a coping strategy.
- Any area used for seclusion must be free of objects that could cause harm, must provide for adequate visual and audio supervision of the student, must provide adequate lighting and ventilation, and must not be locked.

- Any area used for seclusion must comply with the State Fire Code.
- School personnel must observe the student at all times during the seclusion period and reassess the child every five (5) minutes. When seclusion continues beyond the second analysis, an administrator or the administrator's designee must review and approve continued seclusion and document.
- The student must be released from seclusion as soon as the student regains self-control.
- If seclusion is necessary, parents and administrators must be notified within the same school day and a written notice that includes the circumstances that preceded the behavior, the behavior, the length of time the student was secluded, the location of the seclusion and the person who observed the student during the seclusion must follow. When a student has been in seclusion for longer than one (1) hour, parent contact must be initiated immediately.
- A debriefing with affected staff, parents, and, if appropriate, the student shall be conducted upon or before the student returns to school. During the debriefing, a determination must be made regarding the need for a functional behavioral analysis (FBA).
- Each incident must be recorded in the student management system.
- For a student who does not currently have an FBA/PBIP and who has required crisis management by the school staff more than two (2) times in a school year, the IEP team must meet to determine if the need for a Functional Behavior Assessment and/or Behavior Intervention Plan.
- The District and the school must have a strategy in place to support teams in modifying an FBA and PBIP when the existing plan is ineffective (e.g., continued instances of the need for crisis intervention).

Prohibited Use of Seclusion

- Seclusion is not to be used as punishment for violations of school rules, for repetitive behaviors, or because of teacher anger toward the student.
- Seclusion is not to be harsh, severe, or out of proportion with the offense committed and the age and physical condition of the student.
- Seclusion is not to be used to prohibit reasonable access to the care of the student's bodily needs.
- Seclusion must not deny a free, appropriate public education to students with disabilities through excessive or extensive use.
- The use of seclusion is not to be limited, by policy or practice, to students with disabilities.

Appropriate Use of Physical and Mechanical Restraints

- For the purpose of this regulation physical restraint is defined as the application of physical force by one (1) or more individuals that prevents or significantly restricts a student's movement.
- Suggested permissible devices such as weighted vests or blankets as identified by an IEP team as appropriate for a student to enhance participation in learning activities in schools for the purpose of providing assistance for students with

orthopedic and assistive technology needs in order to permit them to learn and participate in school activities as identified in an individualized education program (IEP).
- Vehicle safety harness used in accordance with state and federal regulations.
- Restraints employed by law enforcement officers in school settings that are used in accord with their policies and appropriate professional standards. These instances are subject to the same reporting requirements by the school as restraints used by school personnel.

Physical restraint is to be a last resort emergency safety measure used only in an emergency when a student is imminently dangerous to him/herself or others. Instances where reasonable and appropriate restraint may be used include, but are not limited to:

Restraint is defined as:

- Any instance of a staff member physically holding a student to prevent imminent danger to themselves or others. Only staff members trained in CPI (crisis prevention intervention) techniques are allowed to engage in physical restraints unless doing otherwise would put students at risk of serious harm.

Restraint is not: Breaking up a fight

- Taking a weapon away from a student
- Briefly holding a student to calm and comfort the student
- Applying minimum contact necessary to physically escort a student from one area to another
- Assisting a student in completing a task or response if the student does not resist or resistance is minimal in intensity or duration.

Training in Uses of Seclusion and Restraint Procedures

- Personnel who use seclusion and restraints procedures must have CPI training in conflict prevention, crisis de-escalation, possible effects of seclusion, and any local or state regulations regarding the seclusion space and its use
- The training of personnel must be recurrent with annual updates appropriate to the type of school setting, to the age and development level of students
- The training must include information about commonly accepted standards for the use of seclusion and restraint in the school setting
- The training must include content and skill development on the use of positive, instructional, and preventive methods for addressing student behavior
- The training must include information about the effects of medications students may be receiving and how seclusion and restraint procedures might affect the physical well-being of the student during seclusion or restraint
- The training must include multiple methods for monitoring a student's well-being during a restraint
- The training includes certification in First Aid and cardiopulmonary resuscitation (CPR) in the event of an emergency during seclusion

- The training must include the requirements for reporting to parents and administration

CPI training will at minimum include:

- The proper use of the restraint
- Safety precautions and procedures for continuous monitoring of a student by a third party during restraint
- Personnel who must intervene for an emergency shall release the student as soon as the trained personnel arrive on the scene
- The student must be released from the restraint as soon as the student regains self-control
- Parents and administrators must be notified as soon as possible within the same school day, followed by a written notice stating the circumstances that preceded the behavior, the behavior, the length of time the student was restrained, the location of the restraint and the person (s) who observed the student during the restraint
- A debriefing with affected staff and parents and, if appropriate the student must be conducted within (72) seventy-two hours. During the debriefing, a determination will be made regarding the need for a functional behavioral analysis (FBA)
- A student who has required crisis management on the part of the school staff more than two (2) times in a semester must have a functional behavioral analysis (FBA) and, if appropriate, a positive behavior intervention plan (PBIP) developed within (10) ten school days following the third (3rd) critical incident
- The District and the school must have a strategy to support teams in modifying an FBA and PBIP when the existing plan is ineffective (e.g., continued instances of the need for crisis intervention)

Prohibited uses of Physical and Mechanical Restraints

- Physical and mechanical restraints, such as prone restraint, that places excess pressure on the chest or back or impedes the ability to breathe or communicate **ARE PROHIBITED**
- The use of restraint by a staff member who has not been trained in the use of restraints is prohibited except when the case is one presenting extreme danger to the student or to the others, and
- The restraint is not out of proportion to the danger, the age and the physical condition of the student
- The restraint is not used to prohibit reasonable access to the care of the student's bodily needs
- Devices that provide support to the student's orthopedic needs shall not be used as a means of punishment for noncompliant behaviors
- No policy or practice shall limit the use of restraints to students with disabilities

For any use of seclusion or restraint, the following must be done:

- School personnel shall provide parents or guardians with written notice that the incident occurred within 24 hours of the incident. Oral notice via phone or in person **must** be provided on the day of the incident.
- Following the incident, school personnel **must** provide the pupil's parent or guardian written documentation that includes information about the persons, locations or activities that may have triggered the behavior.
- For any student for whom seclusion or restraint has been necessary more than 5 times over a weeks span, the IEP team should meet to determine if the IEP and behavior interventions are appropriate.

Procedural Safeguards (parent rights)

Procedural Safeguards Summary

Parent as Defined by IDEA -

- A biological or adoptive parent of a child;
- A foster parent
- A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the State if the child is a ward of the State)

- An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individually who is legally responsible for the child's welfare; or
- A surrogate parent who has been appointed in accordance with 300.519

If more than one party meets the definition of a parent, the biological or adoptive parent must be presumed to be the parent for IDEA purposes unless the biological or adoptive parent does not have the legal authority to make educational decisions for the child. Additionally, if a judicial decree or order identifies a specific person or persons as having the authority to make educational decisions on behalf of the child, that person must be presumed to be the parent. [34 C.F.R. § 300.30]1

The State (Department of Child Safety- DCS) and group homes are prohibited from acting as the IDEA parent, even when a parent cannot be located. In instances where no parent can be located, the PEA must apply for an educational surrogate (instructions below).

When a student with a disability reaches 18 years of age, all rights previously accorded to the child's parent under the IDEA and state law transfer to the student, unless the student has been declared legally incompetent [A.R.S. § 15-773(A)] A student with a disability who is at least 18 years of age, but under 22 years of age and who has not been declared legally incompetent, may execute a delegation of rights for the purpose of educational decision-making. [See A.R.S. § 15-773(B) – (D)]

Surrogate Parent

If a surrogate parent is needed, the school team must locate a surrogate from the ADE surrogate parent list and provide the following information to Kathy Papworth or Teresa Everett for the application to be completed:

- ☐ Student Name
- ☐ Student DOB
- ☐ SAIS ID
- ☐ Student Grade Level
- ☐ DCS Case manager Name
- ☐ DCS Case manager phone
- ☐ DCS Case manager email
- ☐ Whether student is already on an IEP
- ☐ If on an IEP, date of the most recent IEP
- ☐ Surrogate Name *prior to completing the application you need to contact the potential surrogate to have them agree to the surrogacy.

After the application is completed, the applicant will be notified of the approval by the ADE via email.

Procedural Safeguard Notices are located on the Special Education page of the District website. They are to be provided to **parents in their native language**:

- At the annual IEP meeting the requirement of “one time a school year”
- Upon initial referral or parent request for an evaluation
- When a parent requests a copy
- Upon receipt of the first State complaint
- Upon receipt of the first due process complaint
- When a decision is made to take a disciplinary action against a student that constitutes a change of placement

Placement

Location vs. Placement

Placement is an individual student’s educational program or the type of setting where the program is administered. Placement must include a variety of options with different levels of support and services in various environments. An appropriate placement is the least restrictive environment, or educational program, in which the student can be successful.

Guidance: *The student's placement needs to be based on student data and should be an individual decision related to st*udent needs. If the student needs to be placed in a more restrictive environment an ESS district representative MUST be present at the meeting to help determine why this placement is necessary . The team should always start with the general education classroom and work through the continuum to determine what is needed to allow the student to access and make progress in the general education curriculum. Placement in a more restrictive environment should not mean that the student has reduced access to the general education curriculum.*Parent permission is required for changes in Placement.*

Location is geography – the physical place where the student's IEP will be implemented. The IEP determines the student's services, supports, and skills that are to be taught, as well as the amount of time the student will be removed from the general education environment. *Parent permission is NOT required for changes in location.*

When Contemplating Placement vs. Location, Consider the following*:*

- Does the IEP indicate that the child NEEDS services provided in a specialty program that are not available in a less restrictive setting? **If so, those services should be identified and communicated to ESS leadership.*
- Would the comparable services provided in a special program result in a change in LRE to a more restrictive setting? **If comparable services are provided in a more restrictive setting, the homeschool team must participate in the development of the new IEP to consider a continuum of services.*
- Are there services or supports available at the homeschool (or changes that could be proposed in the development of a new IEP) in order to keep the student in a less restrictive setting?
- Is safety a concern? (Danger to self or others)
- Does the student have a BIP and can it be implemented at the home school?
- What progress has the student made since the development of the IEP?
- **If student and program needs are not clear after reviewing the IEP, teams will contact the previous school and parent for further information/clarification. After gathering information, consult with ESS leadership to assist in determining comparable services.*

Meeting Attendance for changes in Placement:

1. All IEP meetings must include the required team members:
    a. Special education teacher;
    b. General education teacher;
    c. Parent/Guardian/Surrogate;
    d. Person to Interpret the Instructional Implications of Evaluation Results;
    e. District Representative; and,

f. Student, if appropriate.

**Note: If a related service provider is needed, they must also be a team member.*

2. The cover sheet of the IEP must clearly indicate who is filling each of these roles.
3. Instructional assistants do not attend IEP meetings unless prior approval is received from the appropriate special education director. Clerical aides are never meeting participants and must not be listed on the IEP.
4. At the discretion of the parent or the district, other individuals who have knowledge or special expertise regarding the child, including related services personnel, as appropriate, may attend the IEP meeting.
5. Parents may invite advocates, family members, or other support people to attend the meeting. See the Special Education Implementation Guideline, "*Advocates Attending MET/IEP Meeting*." The, "*Authorization to Receive and Disclose Information,*" must be signed for any non-relation who attends.
6. If parents inform the case manager that they are inviting an advocate or a lawyer to attend, the special education teacher or the service facilitator must contact the appropriate special education director for further guidance.

Consensus

In making decisions about a child's educational program, the IEP team should work toward consensus, but if it is unable to do so, the school has the ultimate responsibility to ensure that the child receives a FAPE. It is not appropriate for the IEP team to make decisions based upon a majority "vote." If the team is unable to reach consensus, the individual acting as the district representative must make the final decision and the school must explain its proposal or refusal regarding the child's educational program in a prior written notice (PWN) to the parent. The parent may seek resolution of any disagreement by filing a due process complaint or requesting mediation with the school.

PWN Prior Written Notice

The prior written notice is a vital component of the procedural safeguards that schools make available to special education students and their parents. Providing a timely and correct PWN is essential to protecting the rights of special education students and their parents.

If completed accurately, the PWN provides a clear record for the student, parent, and school of the decisions that have been made; the basis for those decisions; and the actions that will or will not be taken. This record may be referred to in any number of circumstances, such as subsequent meetings or dispute resolution situations, or as a clarification and reminder to all parties of commitments made. The prior written notice documents any proposals or refusals with regard to special education matters.

The basic components serve as additional reminders of the PWN's importance in informing parents of decisions that have been made. The PWN must provide:

- ❖ a description of the school's action(s) proposed or refused
- ❖ an explanation of why the school proposes or refuses to act
- ❖ a description of other options the school considered and why they were rejected
- ❖ a description of evaluations, tests, records, or reports the school used as a basis for the action proposed or refused
- ❖ a description of other factors relevant to the school's proposal or refusal
- ❖ a statement that procedural safeguards are available to the parents and how to get a description of them

a statement of whom the parents of a child with a disability may contact to get help in understanding their rights and the rights of their child afforded under the protection of the Individuals with Disabilities Education Act of 2004 (IDEA '04). The IDEA states that a school must provide parents with PWN when it proposes or refuses "to initiate or change the identification, evaluation, educational placement of the child, or the provision of a FAPE to the child."

PWN's are a highly effective way to communicate with parents and assists in demonstrating that the team considered the parents' input and requests when making decisions about what is needed to provide FAPE. WHen completing a PWN ensure that you clearly describe the facts (who said what and when) in a neutral tone; avoid making emotional, judgmental or speculative statements.

Here are a few examples of when a school must provide PWN:

- Before conducting an evaluation of your child;
- You've requested that your child be evaluated and the school denies your request;
- The school proposes or refuses a particular educational placement for your child, such as changing your child from a placement where she spends most of her time in a general education classroom with non-disabled students to a placement where she spends most of her time in a special education classroom with disabled students only, or vice versa;

- The school proposes or refuses to change your child's special education eligibility category, such as a change from Other Health Impairment (OHI) to autism, or vice versa;
- The school wants to change or refuses to change aspects of the special education or related services that your child is receiving, such as reducing or increasing services.

PWN must be issued in a "timely manner" following the school's decision regarding the issue, or "within a reasonable time" before the school proposes to take an action. FUSD district guidelines mandate that a parent/guardian must receive a completed PWN within 72 hours of the meeting
Each PWN must: and PRIOR to the intention of any changes in service delivery.

PWN Writing Guidance

Box 1: In the **"Description of the proposed or refused action"** section, consider: The first section of the PWN should include only the language about the action being proposed or refused. You can propose/refuse more than one action in a single PWN (but be sure it is related)

Example: The District proposes to implement the IEP [or IEP Addendum], developed by the Team on February 10, 2021, beginning February 15, 2021.

Example: The District proposes to change [student's] placement to a more restrictive setting in a public/private day school setting.

Box 2: In the **"The reason why we are proposing or refusing to take action is"** section:

- The second section of the PWN is the most detailed and longest section
- It is from this section that the parent should understand how the District reached its decision on a specific action
- Always start this section with, "The District convened the (type of meeting) on (month day, year) to (why meeting was called)"
- This is where everything goes to summarize the meeting:
    - The discussion held regarding each required part of the meeting
    - Parent input provided
    - Consideration of any parent request or requests of their outside individuals
    - What the final decision/proposal was
    - Whether the Team was in consensus or not and why the parent disagreed with the proposal, if no consensus reached

Always note in the first paragraph that the parents attended, as well as anyone that they brought with them (title, not name), that they provided input throughout the meeting and the length of the meeting. From there, just start describing the "story" of the meeting

Example: The District convened the IEP Team on February 24, 2021 to review and revise [student's] annual IEP. Both of [student's] parents attended, along with their

advocate, and participated during the meeting. The meeting lasted 1 hour and 45 minutes.

The Team discussed [student's] present levels of academic and functional performance. [student has weaknesses in the areas of [describe]. Parent provided input regarding [student's] academic skills as follows: [describe]. Based on [student's] current areas of need, the Team developed goals in the areas of [describe goal areas]. Parent requested additional goals in the area of social-emotional based on [student's] [describe, e.g. anxiety, etc.] but the school-based Team members disagreed based on the lack of data to support the need within the school setting.

The Team discussed the accommodations and modifications necessary for [student] to access the general curriculum setting. The Team agreed on all proposed areas of accommodation [or discussed the parent's requests and why those were or were not accepted by the school].

Regarding [student's] eligibility for extended school year (ESY) services, the Team proposed that [student] was not eligible due to not demonstrating regression or recoupment concerns during periods of school breaks. However, the Parent disagreed and requested ESY services because Parent did not believe that [student] made progress on her goals. [or, the Team determined that [student] was not showing regression or recoupment concerns that would warrant ESY services].

Based on [student's] goals, the Team determined that direct instruction was necessary in the areas of [describe]. The Team addressed [student's] need for related services and determined that speech and language services were necessary to help [student] benefit from her special education services. [or, the Team determined that [student] did not require any related services to benefit from [her/his] special education services]. Supplementary aids and services were added to address [student's] need for additional support outside of the general education classroom in the areas of social skills and academic reinforcement.

Based on the amount of specialized instruction [student] requires, [she/he] will not participate with [her/his] general education peers for at least 60% of the school day during the time [he/she] is in the special education classroom setting.

The Team was not able to reach a consensus regarding [student's] placement and Parents disagreed and wanted [student] placed in a public/private day school setting. The school-based Team members disagreed because there is no data to suggest that [student] requires that level of restriction in order to make adequate progress. Given the lack of consensus, the District representative made the final proposal to place [student] in the resource room for 60% or more of [her/his] school day.

Box 3: In the **"Description of any other options considered and rejected"** section, describe in detail each of the other options that were considered and rejected.

- There must always be an option that was considered but rejected

- For IEP, do not put, “considered not providing special education services” as an option considered
- For placement issues, be sure to describe what placements on continuum were considered and why those were rejected

Example: The District considered increasing [student’s] time in the general education classroom setting, as requested by Parents.

Box 4: In the **“Reasons why we Rejected”** section:

- State each reason why you rejected the other options.
- Do not list options or reasons that are unavoidable. For example, if you are preparing a PWN following an annual IEP meeting, don’t write that you considered and rejected the option of not holding the meeting – *You don’t have the option of not holding the meeting!*

Example: The District considered increasing [student’s] time in the general education classroom setting, as requested by Parent, and rejected this option because [student] is unable to participate in the general education classroom due to [his/her] behaviors and the impact upon [student’s] classroom peers.

Box 5: In the **“Description of Each Evaluation Procedure, etc.”** section:

- Should always start this section with, “The District reviewed and considered the following information as a basis for its [proposal or refusal]….”
- List everything reviewed and relied on. e.g., the current IEP dated XX, current evaluation dated XX, outside evaluations provided by parent (list and date them), the IEE provided by School dated XX, input from parent, input from classroom teachers, and review of educational history and performance

Example: The District reviewed and considered the following information as a basis for its proposal: review of [student’s] current evaluation dated January 4, 2021 and her performance on standardized assessments in the areas of memory skills, executive functioning skills, social/emotional skills, social interaction skills, and sensory processing; classroom teacher input; input from Parents; input from [student’s] outside agency providers; and review of educational history and performance.

Box 6: In the **“Description of Any other factors relevant to the Agency’s Proposal or Refusal”**section: This should reference anything else that happened at the meeting that was not part of the required discussion but that needs to be documented

Examples:
The Parent provided a notice of unilateral placement at the end of the meeting stating they were going to place [student] in a private day school.

The Parents requested an Independent Educational Evaluation (IEE) at the end of the meeting because they disagreed with the School's evaluation. The District will respond to Parent's request through a separate prior written notice.

Events Requiring a Prior Written Notice	Yes	No
Identification		
Screening		x
Child Study Team		x
Interventions strategies		x
Referral for initial evaluation	x	
Evaluation		
Collection of new data for initial evaluation and reevaluation	x	
Evaluation of progress on the annual goals		x
Administration of statewide or school-wide assessments		x
Independent education evaluation		x
Determination of eligibility upon completion of an initial evaluation or reevaluation	x	
Eligibility issues	x	
Refusal to conduct an evaluation	x	
Educational Placement		
Initial educational placement into special education	x	
Relocation of the special education program		x
Any change in educational placement	x	
Termination of special education and related services	x	
Transfer of student to another school or district		x
Graduation with a regular diploma	x	
Disciplinary removal for more than 10 consecutive school days	x	
Disciplinary removal for not more than 10 school days		x
A series of disciplinary removals that constitute a pattern of removals	x	
Disciplinary removal to an IAES for not more than 45 school days	x	
Provisions of FAPE		
Deletion or addition of a related service	x	
Change in annual goals on an existing IEP	x	
Increase or decrease in special education services or related services	x	
Change in how a student will participate in statewide and districtwide assessments	x	
Review and revision of the IEP	x	
Increase or decrease in supplementary aids and services or supports to school personnel	x	
Refusal to increase or decrease a related service	x	
Consideration of ESY if done at a separate meeting	x	

Alternative Assessment

FUSD Alt Assessment Coordinator: Marcy Frey For more information, please visit the MSAA States website Each eligible student must have the Eligibility Determination Form completed annually at their IEP.

Alt ELPA

Our new Alternative English Language Proficiency Assessment for students with the most significant cognitive disabilities will be operationally field tested this year. If an EL student is eligible to participate in Alt ELPA they will not participate in AZELLA Reassessment. This assessment will determine EL services or if a student is proficient in the English language acquisition skills based on Alternate Achievement Standards. The test administration window is usually February-March. You can find more information in the training modules, Test Administration Manual in the Cambium portal, and the Alt ELPA presentation.

Alt ELPA Eligibility

IEP teams determine eligibility for alternate assessments, not for a specific assessment. Therefore, eligibility determination is the same for Alt ELPA and MSAA. IEP teams should consider test administration that will occur during the student's IEP year and include suitable instructional time before test administration windows if a student's eligibility has changed. For example, an IEP team that determines eligibility before the close of the Student Selector Application in the Fall shall carefully consider the instructional time prior to test administration before determining if the student will participate in an Alternate Assessment for that same year (see Participation Guidelines and Eligibility requirements).

An IEP team making the determination in the Spring should be documenting the preparation for the assessment during the following school year. Students must be identified during the Student Selection window (October 3 - November 30, 2022) to participate in the administration of the MSAA. To add students to the alternate assessment systems after the Student Selector Application closes, the Alternate Assessment Test Coordinator must submit a letter signed by the Alternate Assessment Test Coordinator and the test coordinator's supervisor. The letter will include a list of students' SSIDs and an explanation for missing the students in the selection process. For explanations related to a deficiency in policy or practice, include steps the LEA will take to correct the issue. An explanation stating that the IEP team did not make the determination that the student is eligible for alternate assessment before the close of the Student Selector Application will not be accepted since this does not follow eligibility guidelines. It is the responsibility of the test coordinator to write the letter. Please notify your teachers early so that they are prepared to give you their list of eligible students.

To meet criteria for alternate assessments, the student must meet all participation criteria descriptors. IEP teams should discuss evidence that supports each criterion in this order:

1. The student has a significant cognitive disability
2. The student is learning content linked to (derived from) state content standards
3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and-age-appropriate curriculum.

NOTE: The Alternate Assessments Eligibility Form was updated May 2022 to include information on Alt ELPA. This updated form is required for IEP meetings when alternate assessment eligibility is discussed. The eligibility criteria have not changed. IEP teams do not need to amend the IEP for students who were already determined eligible using the previous form; however, parents must be notified if a student is taking Alt ELPA this year. More information is available in the Determining Eligibility for Alternate Assessments webinar.

Alternate Assessment Process

How do I determine if a student is eligible for the Alternate Assessment?

The team must answer yes to the following questions for the student to be elegible: Does the student have a significant cognitive disability? What evidence supports this? Is the student learning linked to grade level state content connector standards?Does the student require extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade appropriate curriculum?

Student is eligible for Alternate Assessments

- Complete Eligibility Form: The Alternate Assessments Eligibility Form
- Must be completed for each eligible student at IEP meeting
    - For virtual meetings type names for participants and note “virtual” signature. Mark agrees or disagrees.
- Update Annual Goals
    - *All goals* must have **short term instructional benchmarks or objectives even Speech, OT, etc.**
- Share list of students who qualify for Alt Assessment with the Alternate Assessment Coordinator. (Coordinator will request list in an email in October)
- Complete online Test Administration (TA)Training between February-March
- Complete Test Security Agreement
- Administer Tests following ADE guidelines by deadlines. (March-April)

Missing a legal timeline for IEP or Evaluation

If an IEP or Evaluation is not conducted within the legal timelines, the case manager must document that error. The documentation should reflect an acknowledgement of the error, indicate there have been no lapses in the provisions of FAPE, and that the student has continued to receive educational benefit. The completed form is included with the IEP the student's official file in the district special education office.
Circumstances requiring the above-mentioned documentation:

- An IEP is held more than 364 days from the last annual IEP
- An IEP is not held with 30 calendar days of an initial evaluation
- A determination of eligibility is not held within 60 calendar days of the parent signing permission to evaluate (regardless if it is an initial or re-evaluation)
- A re-evaluation that is not held within 2yrs+364 days of the last eligibility meeting
- Parents "may request in writing a review of the IEP and shall identify the basis for requesting [the] review. Such review shall take place within 45 school days of the receipt of the request at a mutually agreed upon date and time. [A.A.C. R7-2-401(G)(7)]
- A team may agree to a 30-day extension to the 60-day timeline if it is in the best interest of the child. The required form, located within eIEPPro, must be signed by both the parent and school.

Para Health Aide Expectations

Para/Health Aide Expectations: the teacher is the immediate supervisor. Follow the chain of command at each site, which is:

- Site Principal
- ESS Program Specialist
- SPED Director

It is the teacher's responsibility to set the classroom expectations and schedule for the paraprofessionals assigned. Para/Health Aides should know what the classroom expectations are for their duties included in a daily schedule. Be specific. Have a written schedule that includes breaks/lunch. When they are directed to work with curriculum – it is the teacher's responsibility to plan the lessons. Para/health aides need to know all IEP goals for every student they are working with. Para/health aides should not be the communicator with the parents – it is the teacher's responsibility. Do not expect Para/Health Aides to assume teaching roles. Rotate – Para's should not be the only person working with the student. Teachers need to teach every child.

The following lists are examples of duties that may be assigned by the classroom teacher. Additional duties may be assigned as needed presents.

- Greet and say farewell at the beginning and end of the day.
- Educate your students in a meaningful and factual manner. Do not interject your own out of school opinions but always be clear and honest.
- Unless you are instructed to stay with one group or a single student, circulate around the classroom, lunch room, specials and during passing periods.
- Activities of daily living (feeding, grooming, dressing, use of assistive devices, mobility, toileting, transfers, positioning, and safety monitoring following the IEP.)
- Prepare "Morning Binders" and bins before the students arrive.
- Keep white boards clean.
- Wipe down student desks and tables.
- Prepare and organize task boxes and file folders
- Reset all classroom schedules
- Prepare and maintain data sheets
- Make copies as directed or needed.
- End of the day check-in.

- Re-set parent communication sheets.
- Sort and file student artifacts and work examples.
- Change file folders and task boxes (twice a month or as needed)
- MIPS (completing MIPS, tracking absences)
- Report abnormal behaviors to the classroom teacher.
- Attend team meetings as necessary
- Create bulletin boards upon request.
- Clean, dust, organize and vacuum.
- Copying, cutting, laminating
- Maintain and clean the kitchen, apartment, workroom, and sensory room.
- Launder pillows, blankets, rugs and general laundry as needed (as directed by the classroom teacher)
- Prepare materials for crafts, activities, cooking lessons and outings.

Ordering Materials

If an ESS staff member needs material for curriculum and instruction for their classroom or program, the first contact is with the supervisor who will be supporting the funding of the materials. Everyday materials typically come from the school funds, while materials required due to the nature of a student's disability of self-contained placement would typically be bought through special education monies. The requesting staff needs to complete a Purchase Order Request, including tax and shipping/handling in the total amount. DO NOT leave blanks, it will be returned for completion. Purchase Order forms are located on each campus. The purchase order must then be sent to the special education office at the District. It will be reviewed by the Director and either approved or denied.

Preschool Teacher Guide

CLASSROOM CURRICULAR "MUST HAVES:"

FYI –for templates for stationery, clip art, etc. Go to http://office.microsoft.com. From there just use the tabs on top that fit your needs. This is a very useful tool.

Preschool classroom environment checklist

- Extension cords must be industrial AND out of walking or play areas
- All electrical outlets are covered with plastic covers (even those a child can't get to)
- The following postings must be neatly up on a wall in a parent-friendly area: room capacity, fire escapes routes (2 different routes marked in red), lesson plans, daily schedule, snack schedule
- Lesson plans must have the start and stop dates written on them
- Snack changes are to be written on the snack schedule that is posted
- Bleach solution directions must be posted in the restroom – bleach bottle must have the date on it that it was made – make every other day
- Diapering log must be in the restroom
- Child's extra clothing and/or diapers must be in separate bags or storage boxes with the child's name on it
- Hand washing directions must be posted above all sinks in the room
- Nothing can be stacked on top of shelves or cabinets within 2 ft. of the ceiling (fire code)
- Rubber cement, aerosol cans of any kind, anything toxic in a LOCKED drawer or cabinet - it doesn't matter if the children can't reach it, it must be under lock and key
- If you have liquid soap for hand washing, it MUST read "non-toxic," if it says "keep out of reach of children" it can only be in a locked space and not out for children's use

Quarterly Progress Reports (QPR) expectations:

*Progress reports will be sent home quarterly, concurrent with the issuance of report card*s. Report cards must be issued to parents **prior** to leaving for school break.

Quarterly progress notes are to be completed on the in-force IEP for every student and every goal.
Goals should include:

1. ***Date box completed***
2. Update box completed with corresponding data from goal (ex: %, or opportunities, etc)
3. Comment box should contain a statement pertaining to current performance on goal

Case Managers, make sure all related service providers have completed their QPR's for the students they service prior to sending home.

Progress reports are to be delivered home in one of the following ways:
Send home paper copy with student in envelope placed in backpack

1. Mail home directly to parents
2. Pdf of quarterly progress report sent to parent via email.
3. Hard paper copy given directly to parents

***Per our district attorney, we are NOT allowed to send an email home to the parents with the link to the parent portal.*

An IEP goal progress report is not merely an administrative hoop to jump through or a meaningless paperwork requirement of the IDEA. These quarterly progress reports fulfill a central focus of IDEA. Quarterly progress reports assure parents have sufficient information to meaningfully participate in IEP meetings and to gain quantitative and qualitative information pertaining to their students' growth each quarter . Vague statements of progress provide little to no objective measurement of a student's progress on each goal within their IEP. Additionally, it does not meaningfully communicate with parents or demonstrate that the school is actually providing the student with a free appropriate public education (FAPE).

Postsecondarry Transition Component for Quarterly Progress Notes:

Progress reports for a transition-aged student must address the student' progress toward meeting their postsecondary goals and must also include documentation of the transition services(s) provided to the student during the progress reporting period.

Documentation of if the services and/or activities listed in the student's transition plan were complete during the reporting period.

Examples:

- Student was able to attend CTE days but has not passed Driver's License test yet.
- Student met with recruiting officer for the Army and took the practice ASVAB. He will sign up for the ASVAB next quarter.
- Student has not completed any transition activities.

Disease Transmission and Prevention Information and Guidelines for School Personnel

In 1981, the first cases of acquired immunodeficiency syndrome (AIDS) were reported in the United States. The human immunodeficiency virus (HIV) that causes AIDS and the HIV-related diseases precipitated an epidemic unprecedented in modern history. Since the virus is transmitted almost exclusively by behavior that individuals can modify (e.g., sexual contact with an infected person or sharing intravenous drug paraphernalia with an infected person), educational programs to influence relevant behavior can be effective in preventing the spread of HIV. Schools need to implement various policies to prevent the transmission of disease in the school setting.

An important part of prevention involves simple and effective precautions against transmission of disease. The following guidelines will assist school personnel in the development or updating of disease transmission prevention policies and procedures. These guidelines will address prevention of various communicable diseases (both diagnosed and undiagnosed) in the school setting.

Universal Precautions in the School Setting

On August 21, 1987 the Centers for Disease Control (CDC) issued the report "Recommendations for Prevention of HIV Transmission in Health Care Settings". The material for this report was developed in collaboration with the Center for Prevention Services, the National Institute for Occupational Safety and Health and the Training and Laboratory Office. The recommendations contained in this document were developed for use in health care settings and emphasize the need to treat blood and other body fluids from all patients as potentially ineffective. Likewise, the recommendations emphasized that prudent precautions should be taken in other settings in which persons may be exposed to blood or other body fluids, such as schools.

The following "Universal Precautions" for infection control has been excerpted from this report and adapted for the school setting and school health nurses. These precautions are applicable to other communicable diseases as well. It is very important that each school, along with the school nurse and/or the school medical advisor, consider these precautions when developing and updating the Communicable Disease and AIDS policies and procedures for their local school or district.

Transmission Concerns in the School Setting

The following section will address those most commonly asked questions in regard to disease transmission within the school setting. Disease specific isolation precautions should be used as necessary if associated conditions, such as infectious diarrhea or tuberculosis, are diagnosed or suspected.

"Does Contact with Body Fluids Present a Risk?"

Contact with body fluids presents a risk of infection: however, the risk is very low and depends on a variety of factors, including the type of fluid and type of contact made.

The body fluids of all people should be considered to contain potentially infectious agents. The term "body-fluids" includes blood, semen, drainage from scrapes and cuts, feces, urine, vomitus, respiratory secretions (such as nasal discharge) and saliva.

The table, "Transmission Concerns in the School Setting - Body Fluids as Sources of Infectious Agents", provides examples of organisms that may occur in body fluids of children and the respective transmission concerns. It must be emphasized that many of the body fluids with which one may come in contact usually contain many organisms, some of which may come in contact usually contain many organisms, some of which may cause disease. Furthermore, many organisms may be carried by individuals who have no symptoms of illness. These individuals may be at various stages of infections: incubating disease mildly infected without symptoms, or chronic carriers of certain infectious agents including the Human Immunodeficiency Virus (HIV) and Hepatitis B virus. In fact, because simple precautions are not always carried out, transmission of communicable diseases is more likely to occur from contact with infected body fluids of unrecognized carriers than from those of recognized disease sufferers.

Transmission Concerns in the School Setting:
Body Fluids as Sources of Infectious Agents

Body-Fluid Source	Organism(s) of Concern	Transmission Concern
Blood Cuts/Abrasions Nosebleeds Menses Contaminated Needles	Hepatitis B virus/AIDS virus/HIV Cytomegalovirus Non A, Non B Hepatitis	Bloodstream Inoculation through cuts and abrasions on hands, bites Direct Bloodstream Inoculation
*Feces	Enteric Bacteria/Salmonella/Shigella/ Campylobacter/Viruses/Hepatitis A Rotavirus/Others/Protozoa/Giardia Others	Oral inoculation from contaminated hands
Saliva	Cytomegalovirus (CMV) Mononucleosis Virus Epstein Barr	Kissing and oral inoculation from contaminated hands
*Urine	CMV	Oral inoculation from contaminated hands
Respiratory Secretions	Mononucleosis virus Chicken Pox, Rubella	Oral inoculation from contaminated hands
Nasal Discharge	Common cold virus Influenza virus Hepatitis B virus	
*Vomitus	Unknown mode of transmission	Oral inoculation from contaminated hands
Semen	Hepatitis B AIDS virus (HIV) Gonorrhea Other STD's	Sexual Contact (intercourse)

* Possible transmission of AIDs and Hepatitis B is of little concern from feces, urine and vomitus. There is no evidence currently to suggest the AIDs virus (HIV) is present in these fluids unless blood is present.

Universal Precautions

Since medical history and examination cannot reliably identify all persons infected with HIV or other blood-borne pathogens, blood and body fluid precautions should be consistently used for all persons. This approach previously recommended by CDC and referred to as "universal blood and body fluid precautions" or "universal precautions", should be used in the care of all persons, especially those in emergency care settings in which the risk of blood exposure is increased and the infection status of the person is usually unknown.

- All school health nurses and school personnel performing school health care and first aid duties should routinely use appropriate barrier precautions to prevent skin and mucous membrane exposure when contact with blood or other body fluids of any student or school personnel is anticipated. Gloves should be worn for touching blood and body fluids, mucous membranes, or non-intact skin of all persons and for handling items or surfaces soiled with blood or body fluids. Gloves should be changed after contact with each person.
- Hands and other skin surfaces should be washed immediately and thoroughly if contaminated with blood or other body fluids. Hands should be washed immediately after gloves are removed.
- All school health nurses and school personnel should take precautions to prevent injuries caused by needles and other sharp instruments or devices used during procedures or laboratory experiments; when cleaning used instruments; during disposal of used needles; and when handling sharp instruments after procedures or laboratory experiments. To prevent needle stick injuries, needles should not be recapped, purposely bent or broken by hand, removed from disposable syringes, or otherwise manipulated by hand. After use, disposable syringes and needles and other sharp items should be placed in puncture-resistant containers for disposal. The puncture-resistant containers should be located as close as practical to the use area.
- Saliva has not been implicated in HIV transmission, but as general precaution, mouthpieces, resuscitation bags or other ventilation devices should be available for use in each school health office or in other areas where resuscitation may be needed.
- School health nurses and school personnel who have exudative lesions or weeping dermatitis should refrain from all direct student/personnel care and from handling student/personnel care equipment until the condition resolves.

Hand Washing Procedure

- Remove all jewelry.
- Wet hands with warm running water.
- Apply soap and lather well, using vigorous circular motion and friction for 10-30 seconds.
- Wash all skin surfaces; fronts and backs of hands, wrists, between fingers and around and under fingernails.
- Rinse hands well under running water.
- Dry hands well with a clean paper towel.
- Turn off the faucet with the paper towel and discard the paper towel in a foot pedal lid release trash container.
- Apply lotion as needed to revitalize hands.

If Direct Skin Contact Occurs, What Should Be Done?
In certain instances, unanticipated skin contact may occur in situations where gloves are not immediately available (e.g., when wiping a runny nose, applying pressure to a bleeding injury outside the classroom, or helping a child in the bathroom). In these instances, hand and other affected skin areas of all exposed people should be washed with soap and water after direct contact has ceased.

How Should Clothing and Non-disposable Items Be Handled?
Clothing and other non-disposable items (such as towels used to wipe up body fluids) that are soaked through with body fluids should be rinsed and placed in plastic bags for laundering and/or to be sent home. If presoaking is required to remove stains (e.g., blood, feces), use gloves to rinse or soak the item in cold water prior to bagging. Clothing should be sent home for washing with appropriate directions to parents/teachers. (See launder instructions in this section).

Disinfecting of vinyl cots in the school health office/classroom should occur routinely between student/school personnel use. These cots should be sanitized the same way as the vinyl changing table tops:

- Wash vinyl cots with a soap and water solution (mixture placed in plastic squirt-type bottle) and dry with a paper towel.
- Sanitize vinyl cots with Versatile (mixed by the custodian) or bleach water solution (Sodium Hypochlorite - household bleach - at a strength of 1 (one) part bleach to 10 (ten) parts of water and placed in a squirt-type bottle) and dry with a paper towel. This solution should be prepared fresh at least daily and should be kept in a covered container, as it loses effectiveness when it is exposed to the air in a diluted state. Be sure to keep this solution in a covered container.
- When vinyl cots become contaminated with body fluids (e.g., blood, urine, saliva or feces), the bleach water solution should be left on the surface to be disinfected for 5-10 minutes before it is rinsed off or wiped off.

What Should Be Done to Avoid Contact with Body Fluids?
If possible, avoid contact with body fluids and allow students to clean their own injury or allow school staff to clean the injury. If this is not possible, it is recommended that gloves be worn when direct hand contact with the body fluid is anticipated (e.g., changing diapers, handling clothes soiled by blood or incontinence, treating bloody noses or open wounds, cleaning small spills by hand or cleaning mops used for cleaning up vomit, blood, urine or feces). Disposable gloves should be kept in the classroom, bathrooms, nurse’s office, the custodian, the cafeteria manager, the principal and other areas as appropriate. Gloves should be made available for all playground aides and be placed in each classroom's first aid kit. In those schools with preschools or special education students who require diapering, gloves and hand washing facilities should be available in all changing rooms and the following diaper changing procedure should be followed:

Diaper Changing Procedure

- Wash the changing table with soap and water solution and dry with a paper towel.
- Sanitize the changing table with Blue Skies solution and or bleach water solution (sodium hypochlorite - household bleach - at strength of 1-part bleach to 10 parts of water and place in a plastic squirt-type bottle) and dry with a paper towel. This bleach solution should be prepared fresh at least daily as it loses effectiveness when it is exposed to the air in a diluted state. Be sure to keep this solution in a covered container.
- Apply gloves to hands.
- Remove soiled diapers and dispose of them in a plastic-lined covered trash container.
- Wash and cleanse the perianal area and apply a new diaper.
- Return the child to a safe environment.
- Wash the changing table with soap and water solution.
- Sanitize the changing table with bleach water solution and dry with a paper towel.
- Remove gloves and dispose of them in a plastic-line covered trash container.
- If the changing table top becomes contaminated with body fluids (e.g., blood, urine, saliva or feces), the bleach water solution should be left on the surface to be disinfected for 5 - 10 minutes before it is rinsed or wiped off.
- Wash hands as in hand washing procedure.
- Revitalize hands with lotion periodically.

Gloves should be worn and changed after contact with each student. Gloves should be disposed of in a plastic bag or plastic-lined trash container with a foot pedal lid release and disposed of daily. Hands should be washed immediately after gloves are removed.

Glove Usage Recommendations

Contact with body fluids in the school setting is not a concern for the average employee, but some employees have a higher frequency of exposure due to the nature of their contact with students.

The Centers of Disease Control (Atlanta, Georgia) have published recommendations for handling blood and body fluids called "Universal Precautions". These are intended to supplement rather than replace recommendations for routine infection control, such as hand washing and gloves to prevent microbial contamination of the hands.

A protective barrier such as gloves reduces the risk of exposure to a caregiver's skin to potentially ineffective materials.

To protect the personal health of the employee and to prevent cross contamination, gloves should be used in the following planned instances:

- Digital examination/manipulation of the tongue, gums or mucous membranes of the mouth, such as in oral stimulation activities associated with speech therapy.
- Diapering and any contact with urine/feces.

- Contact with blood.
- Gloves need not be worn when feeding patients and when wiping saliva from the skin.
- Hand washing should always be done after exposure to body fluids whether or not gloves were worn.

Physical Transfers of Students with Disabilities

***Each transfer should be individualized to the student. Please discuss with the student's PT, OT, and classroom staff regarding whether it is most appropriate to transfer the student manually or to use a transfer lift.

Proper Body Mechanics for Lifting

According to the Arizona State Compensation Fund, 20% of all industrial injuries involve the back, and more than 25% of all industrial injury expenses comes from treatment of back injuries. However, dollar costs cannot be compared with the potential lifelong pain and loss of movement that you can experience caused by back injury. These injuries are senseless and can be avoided by using proper lifting techniques. The following rules must be adhered to always:

- Always get as close to the client (or object) as possible before attempting to lift.
- Spread your feet apart or keep a wide base of support. With your feet spread at least shoulder width apart, your body weight is more evenly distributed, and you are in a more stable position.
- Kneel by bending your hips and knees. DO NOT bend or arch your back. The large muscles on the front of your thigh, the quadriceps, are designed for heavy work. By using your legs and maintaining the normal spinal curves, you are not increasing the intradiscal pressures or overstretching the supportive back structures.
- Hold whatever you are lifting or carrying close to your body. Objects held away from your body are subject to the pull of gravity and this will tend to pull you forward, thus putting a strain on your back muscles and ligaments.
- Try to do one movement at a time. When you combine two movements such as bending and turning, you are more vulnerable to injury. If you must turn, move your feet, not your body.
- Tighten your stomach muscles to engage your core, which may help protect the joints and ligaments of your back. You can visualize pulling your navel to your spine to engage these muscles.
- Stand up slowly by straightening your hip and knee joints with your feet spread apart and flat on the floor. Or kneel on one knee and place the other foot flat on the floor. Stand up slowly by straightening your hip and knee joints.
- Put the client (or object) down, by bending your hips and knees to kneel on the ground.

- If two people are lifting the same client (or object), one person should count 1, 2, 3, lift, so that the timing is smooth, and the weight is distributed equally between the two people.

NOTES: Your leg muscles should be doing most of the lifting with help from the buttock and stomach muscles. The leg muscle "bundles" are each 8" to 10" in diameter (or larger), while the single layer of muscles on the back is 1/4" to 1/2" in width.

The spine is a series of alternating bones and discs. When the body moves or lifts, the discs act as shock absorbers. However, if you lift incorrectly equal pressure is not applied around the entire disc area and severe injury can occur.

Exercise to Strengthen Back Muscles

This exercise can be very helpful in lifting correctly if you follow the instructions carefully. You will need to spend some time at home practicing this "exercise" to do it correctly.

1. Lie on your back on a flat solid surface (the floor) and bend your knees, resting your feet flat on the floor. If you do this correctly, there will be a small space between the floor and your lower back.
2. Tighten your stomach muscles and squeeze your buttocks together. If you do this correctly, the entire length of your back will be flat against the floor.
3. Hold this position for a count of ten and relax. Repeat this exercise until you feel you can do it without a lot of effort. **CAUTION: Do NOT hold your breath to do this, or you may become dizzy.**
4. When you can complete this exercise in the position described above, practice doing the same thing (tightening your stomach muscles and squeezing your buttocks together) in a standing position. Then practice it while kneeling.
5. When you complete this exercise with little effort and without concentrating a great deal, you should try doing it when actually lifting. It will assist you in using the correct muscles to lift and in preventing possible back injury.

For any questions with positioning of students and the associated techniques, body mechanics, and best methods, please contact your PT or OT who will work through the questions you may have regarding individual students.

Principles of Lifting and Moving Heavy Objects:

- Moving or sliding an object on a surface is easier than lifting. Gravity does not offer as much resistance. Bend hips and knees and pinch buttocks together.

- The less friction between the object moved and the surface on which it is moved, the less energy or force required to move it.
- Moving an object on a level surface is easier than on incline. Gravity again offers more resistance.
- Moving an object by rolling, turning or pivoting requires less effort than lifting the objects.
- Use of mechanical devices conserves energy and manpower and reduces the possibility of unnecessary injuries.
- Efficient use of the body when moving and lifting objects or materials conserves energy and helps prevent strain. (Lift at a diagonal and pinch buttock together when lifting. Do not lift and rotate.)
- The spine should be maintained in an erect position. Some deviation is often necessary, but forward inclination of the trunk should be kept to a minimum.
- Muscles used in the handling of a weight should be properly "set". Injuries have resulted from comparatively mild exertion when an object being lifted or moved proved to be heavier than was expected.
- Motions should be smooth and steady when force is exerted by the body segments, never jerky or sudden.
- Exerting force when the trunk is in a twisted or awkward position should be avoided.
- Muscles not required for an activity should remain relaxed to avoid unnecessary fatigue.

Wheelchair Safety Tips

- Regularly check the wheelchair for rear wheel movement with the brakes on. Brakes can become out of alignment and thus ineffective.
- The seat belt on a wheelchair should be fastened. If the student is unable to fasten it, others can help.
- Both feet should be on the footrests (it may be necessary to help the student accomplish this). Student's arms and legs should be within the width of the chair when the chair is going through doorways.
- When the wheelchair is stopped, the brakes should be locked. Never leave a wheelchair standing without the brakes on, even if the chair is empty.
- Always push at walking speed. Never tilt the wheelchair way back, turn sharply or stop too rapidly. Take extra caution on gravel, grass, or uneven ground because the front wheels can get stuck, causing the chair to tip forward.
- Back a wheelchair down ramp and curbs and make sure both wheels go over the curb together so as not to tip the chair.

- Push the wheelchair forward going up the ramp and curbs. To go up a curb, tip the chair back just enough for the front wheels to clear the curb. Both wheels must go up the curb together to prevent the chair from tipping.
- Always hold on to the wheelchair with both hand grips when pushing it.
- Push only one wheelchair at a time.

Wheelchair Transfer

Definition: Wheelchair transfer is the process of assisting or moving an individual from a wheelchair to another seat.
Purpose: Enables the disabled to move as necessary from the wheelchair to another seat, e.g., toilet, bed, chair, bathtub, or ground.
Equipment: 1. Transfer board. 2. Toilet and tub grab bars, raised toilet seat, and bed and examining table at same height as wheelchair (items will vary according to individual needs). 3. Hydraulic lift or wheelchair seat (can be used to overcome certain transfer difficulties).

INSTRUCTIONS: General Wheelchair Transfers

Please consult your PT or OT to practice or “brain-storm” the best possible set-up for individual wheelchair transfers.

1. Examine the chair to determine if it reclines and if arms and footrests can be removed.
2. If possible, ask the student for information regarding the wheelchair and how to facilitate transfer from wheelchair to the nurse's table, toilet, etc. Parents and physical or occupational therapists can also be helpful.
3. Prior to transferring students who have a wheelchair as close as possible to receiving object; it may be necessary to swing one footrest away or remove it.
4. Nurse's resting bed or examining table the same height as a wheelchair will facilitate transfer for catheterization and other special procedures.
5. If a student is unable to bear weight, remove the wheelchair arm, if possible, and slide sideways; the gap between wheelchair and bed, car toilet, or table can be bridged by a sliding board.
6. When students can bear weight on their feet, a person should wear non-skid shoes, or an individual can be barefoot. Individuals tend to slide when in sock feet.
7. When transfer necessitates lifting, observe good lifting technique as described above.

Wheelchair Use Outdoors or over Uneven Surfaces

When taking students outdoors, the following may be helpful:

Pushing a Wheelchair Down a Curb

- Place your foot on the tipping lever. Take firm hold of the hand grips, and then tip the chair backward.
- Gently lower the chair down the curb. You must now take some of the weight, so be sure to arch your back and bend your knees.
- It is very important that both rear wheels hit the ground at the same time.
- Another method is to turn the back of the chair toward the curb and lower the back wheels to ground level, then lower the front wheels.

Pushing a Wheelchair up a Curb

- Place your foot on the tipping lever and lift the chair off its front wheels, moving them forward onto the curb. Gauge the distance to the curb carefully; avoid forcing the front wheels against any ridge or unevenness.
- A second person can help to lift the chair by grasping one handle of the wheelchair and the bar below the armrest. Movements should be made together on and upon agreed signals.
- Sometimes the wheelchair passenger can help to control the chair by steadying the rear wheels.

*It should not be necessary to carry wheelchairs up and down stairs. Appropriate methods to evacuate in the event of a fire drill in a school with a second floor should be identified beforehand. In the event of an emergency the following may be helpful:

Carrying a Wheelchair Up Stairs

- Although a very light disabled person, or a child, can be lifted by one helper, two helpers are usually required.
- Position the wheelchair squarely at the foot of the stairs with its back toward the steps. Tip the chair backward.
- Take a firm grip, place one foot up on the first step, throw the same shoulder slightly backward and pull the chair up onto the first step.
- A second helper stands in front to steady and lift the chair when it rises upward over the step, holding the chair frame below the armrests.
- Repeat for the second step. Make sure you are solidly balanced, throw your weight back, and pull up again.

Carrying a Wheelchair Down Stairs

- Do not try to take a wheelchair down a flight of stairs unless you are sure you can hold the weight of the person in it and maintain full control.
- Grasp hand grips, slowly move the chair forward, control the forward and downward movement against the step's edge. Use your body as a brake at the top of the step. Do not wait until the chair drops to do so.
- Stop for a rest between steps.
- Use another helper, perhaps a passerby, whenever available. The second helper stands below in front, holds the chair frame under the armrests, slowing and steadying the descent.

***WHEN IN DOUBT, CHECK IT OUT!!! Ask PT and/or OT staff for guidance!**

Service Animals Procedure in FUSD

Policy Description: FUSD policy IMG states that the Superintendent shall establish procedures for appropriately and humanely incorporating service animals on school campuses.

Service Animal Definition

The animal must be “individually trained” to do something that qualifies as work or a task. An animal that is merely a “pet” or “support animal” is not a service animal. There are no size or weight limitations on a service animal. An “emotional support animal” or “therapy animal” is not a service animal. These are animals that have not been trained to perform a specific task that is directly related to an individual’s disability. The ADA states that if the animal has been trained to sense that an anxiety attack is about to happen and take a specific action to help avoid the attack or lessen its impact, that would qualify as a service animal. However, if the animal’s mere presence provides comfort, that would not be considered a service animal under the ADA, and would not be permitted in FUSD schools.

Permissible services include, but are not limited to, the following:

Autism Service Animals

a. Impulse Running — dog is trained to retrieve child to adult.
b. PICA — dogs are trained to interrupt the behavior.
c. Self-Stimulation — a dog is trained to physically interrupt the behavior.
d. Self-Harming — a dog is trained to interrupt the behavior.
e. Mood Swings — dogs are trained to crawl onto child’s lap and calm child.
f. Night Awakenings — dogs are trained to alert parents by barking.

Psychiatric Service Animals

“Grounding” the Individual with a Psychiatric Disability (involves“recognition” and “response”; e.g., sensing that the person is about to have a psychiatric episode and nudging, barking, or removing the person to a safe location until the episode subsides).

Mobility-Impaired Service Animals

a. Provide stability for an individual with a disability.
b. Retrieve items for an individual with a disability.
c. Open doors for an individual with a disability.
d. Assist the person in standing and sitting.

FUSD PROCEDURES ON SERVICE ANIMALS IN SCHOOLS

The Florence Unified School District acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a “service animal” in its school buildings, in classrooms, and at school functions, as required by the Americans with Disabilities Act, 28 CFR Part 35, subject to the following:

1. All requests for an individual with a disability to be accompanied by a service animal must be addressed in writing to the Superintendent of Schools at 1000 S. Main St., Florence, AZ 85132, and must contain required documentation of certifications and vaccinations. This written request must be delivered to the Superintendent of Schools’ Office at least 10 business days prior to bringing the service animal to school or a school function. The written request should clearly outline the purpose for the request related to the specific needs of the student.
2. Owners of a service dog must provide annual proof of the following vaccinations: DHLPPC (Distemper, Hepatitis, Leptospirosis, Parainfluenza, Parvovirus, and Coronavirus), Bordetella, and Rabies.
3. Owners of service miniature horses must provide annual proof of the following vaccinations: Equine Infectious Anemia (Coggins Test), Rabies, Tetanus, Encephalomyelitis, Rhinoneumonitis, Influenza, and Strangles.
4. All service dogs must be spayed or neutered.
5. All service animals must be treated for, and kept free of, fleas and ticks.
6. All service animals must be kept clean and groomed to avoid shedding and dander.

Owners of service animals are liable for any harm or injury caused by the animal to other students, staff, visitors, and/or property.

The animal must be a dog or, in specific circumstances, a miniature horse. No other species of animal, whether wild or domestic, will be permitted in schools as a “service animal.”

The animal must be “required” for the individual with a disability, and is specific to that individual only, not multiple individuals.

The animal must be “individually trained” to do work or a task for the individual with a disability.

Special Provisions/Miniature Horses: Requests to permit a miniature horse to accompany a student or adult with a disability in school buildings, in classroom, or at school functions, will be handled on a case-by-case basis, considering:
a. The type, size, and weight of the miniature horse and whether the facility can accommodate these features. b. Whether the handler has sufficient control of the miniature horse. c. Whether the miniature horse is housebroken. d. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

Removal of a Service Animal: A school administrator may ask an individual with a disability or his parents to remove a service animal from a school building, a classroom, or from a school function if any one of the following circumstances occurs:
The animal is out of control and the animal's handler does not take effective action to control it. (a)The animal is not housebroken. (b) The animal's presence would "fundamentally alter" the nature of the service, program, or activity.

A service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control.

The school system is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animal's need to relieve itself.
The school district is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.

Students with service animals are expected to care and supervise their animals. In the case of a young child or a student with disabilities who is unable to care for or supervise his service animal, the parent is responsible for providing care and supervision of the animal. Issues related to the care and supervision of service animals will be addressed on a case-by-case basis at the discretion of the building administrator.

Recommended Caseload/Class Size

Class size is a factor in the management and quality of the educational program. The student-teacher ratio will be determined by program, budget limitations, law and Board agreement. The District will endeavor to limit the student-teacher ratio in programs as follows:

Preschool Cross-Categorical
Recommended caseload is 16 students per session. When the per session caseload reaches 17 or more students, the school will work in collaboration with the school based ESS Program Specialist/Directorto determine if the additional support will be an additional teacher or paraprofessional. **Paraprofessional Allocation** - 2 Paraprofessionals per classroom (Para II positions)

Preschool Severe Delay
Recommended caseload is 8 students per session. When the per session caseload reaches 9 or more students, the school will work in collaboration with the school based ESS Program Specialist/Directorto determine if the additional support will be an additional teacher or paraprofessional. **Paraprofessional Allocation** - 2 Paraprofessionals per classroom (Para II positions)

Speciality K-2
Recommended caseload is 10 students. When the caseload reaches 11 or more students on a caseload, the school will work in collaboration with the school based ESS Program Specialist/Directorto determine if the additional support will be an additional teacher or paraprofessional. **Paraprofessional Allocation** - 3 Paraprofessionals per classroom (Para II positions)

Speciality 3-8
Recommended caseload is 10 students. When the caseload reaches 11 or more students on a caseload, the school will work in collaboration with the school based ESS Program Specialist/Directorto determine if the additional support will be an additional teacher or paraprofessional. **Paraprofessional Allocation** - 2 Paraprofessionals per classroom (Para II positions)

Speciality 9-12
Recommended caseload is 15 students. When the caseload reaches 16 or more students on a caseload, the school will work in collaboration with the school based ESS Program Specialist/Directorto determine if the additional support will be an additional teacher or paraprofessional **Paraprofessional Allocation** - 2 Paraprofessionals per classroom (Para II positions)

K-12 Severe Intellectual Disability (Med Fragile)
Recommended caseload is 10 students. When the caseload reaches 11 or more students on a caseload, the school will work in collaboration with the school based ESS Program Specialist/Director to determine if the additional support will be an additional teacher or paraprofessional. **Paraprofessional Allocation** -3 Paraprofessionals per classroom (SpEd II positions)

Emotional Disability K-8 (ED-C)
Recommended caseload is 10 students. When the caseload reaches 11 or more students on a caseload, the school will work in collaboration with the school based ESS Program Specialist/Director o determine if the additional support will be an additional teacher or paraprofessional. **Paraprofessional Allocation** - 2 Paraprofessionals per classroom (Para II positions)

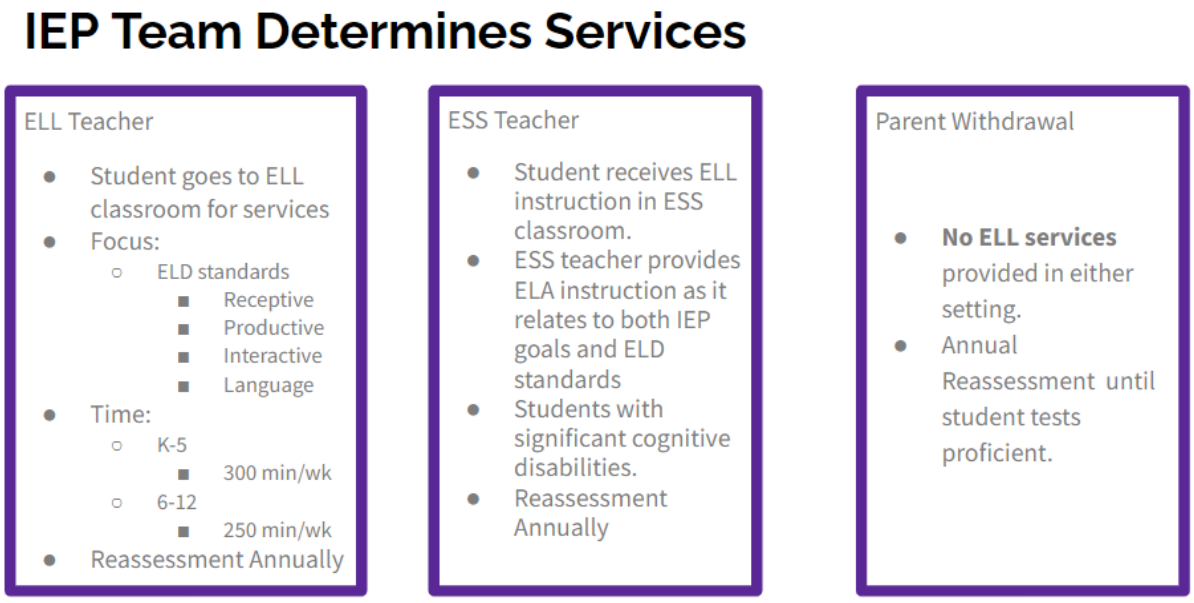
Emotional Disability K-12 (EDP)
Recommended caseload is 8 students. When the caseload reaches 9 or more students on a caseload, the school will work in collaboration with the school based ESS Program Specialist/Director to determine if the additional support will be an additional teacher or paraprofessional. **Paraprofessional Allocation** - 2 Paraprofessionals per classroom (Para II positions)

Learning Lab K-8 (Resource)
Recommended caseload is 25 students. Could include Specific Learning Disability, Other Health Impairment, Inclusion Autism, Orthopedic Impairment, Traumatic Brain Disability, Deaf and Hard of Hearing, Visually Impaired, Inclusion Mild Disability, and/or Inclusion Emotional Disability. Based on the student's Least Restrictive Environment. When the caseload averages 26 or more students on a caseload, the school will work in collaboration with the school based ESS Program Specialist/Director to determine if the additional support will be an additional teacher or paraprofessional. **Paraprofessional Allocation** -1.0 Paraprofessionals for every 1.0 teacher. (SpEd I positions)

Learning Lab 9-12- (Resource)
Recommended caseload is 30 students. Could include Specific Learning Disability, Other Health Impairment, Inclusion Autism, Orthopedic Impairment, Traumatic Brain Disability, Deaf and Hard of Hearing, Visually Impaired, Inclusion Mild Disability, and/or Inclusion Emotional Disability. Based on the student's Least Restrictive Environment. When the caseload averages 31 or more students on a caseload, additional teacher Paraprofessionals. **Paraprofessional** Allocation - 0 Paraprofessionals provided unless size of caseload or unique need is met.

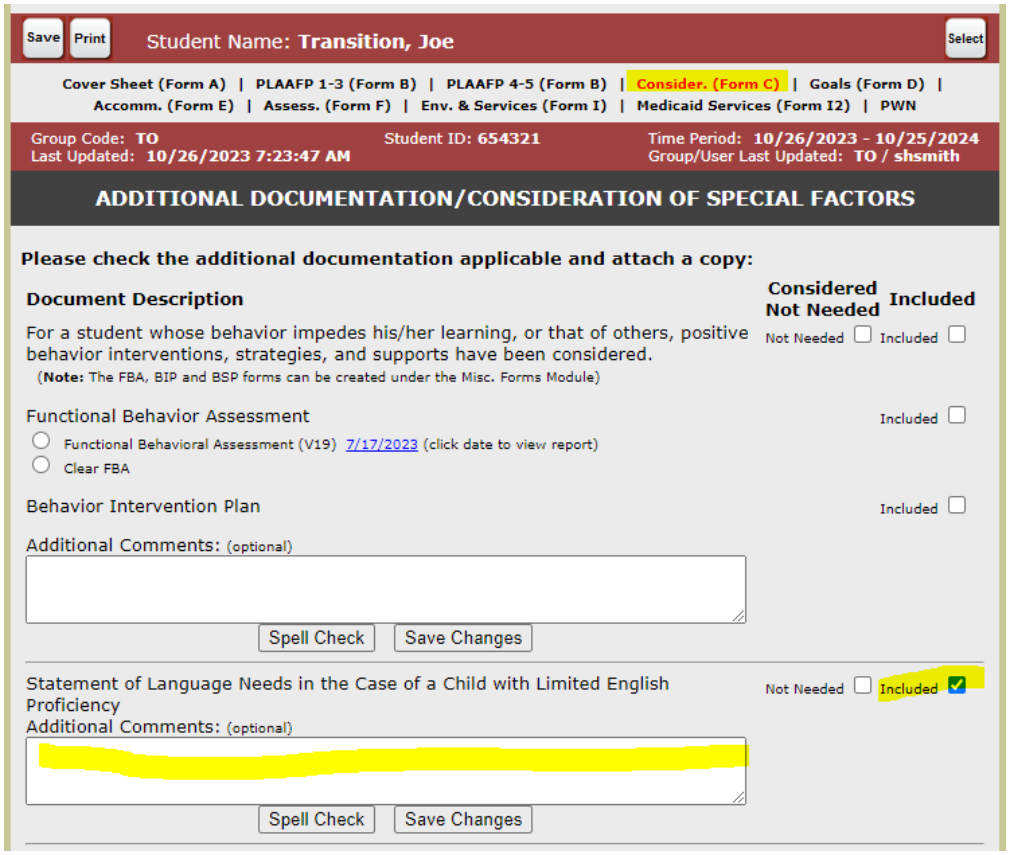
Dual Label Students-ESS and ELL

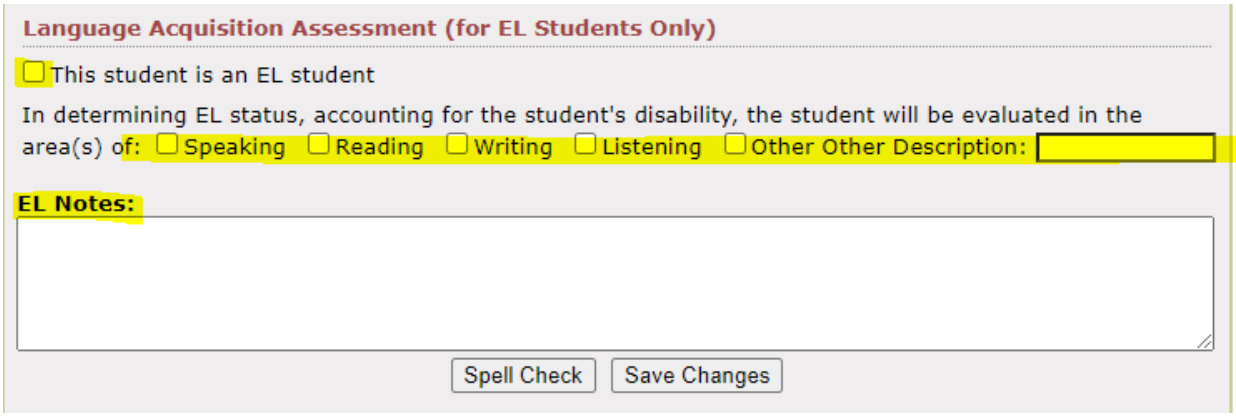
Students who qualify for special education and are English language learners need to have both needs addressed in their IEP. An ELL Specialist is required to attend all IEP/Addendum meeting for Dual Label students. This included s current ELL students and students who are parent withdrawal from ELL. The current district AZELLA Coordinator is Teresa Schaefer.
ELL students will receive ELL instruction unless they are a parent withdrawal from services. At the annual IEP meeting the team will determin if the ELL services should be provided by the ELL teacher or the ESS teacher. See chart below.



Examples of Dual Label Student's IEPs

ALL Dual Label Students should have these sections completed in their IEP.





Information from ELL should also be included in the present levels.

ELL Services Provided by ELL

Present Levels from ELL teacher: (Student) attends ELL instruction for 300mn a week. He is present in class and participates daily. He has some English and is at the Basic proficiency level. He is working on the Reading A-Z program. He is progressing toward the skills and standards in listening , speaking, reading, and writing. Student demonstrates comprehension of academic vocabulary in select categories and can recognize synonyms and antonyms.Student can restate main event and retell the beginning, middle, and end of a story read aloud. Student can summarize both main ideas and supporting details Student begins to revise and edit his/her writing with an audience in mind.

On the considerations page under ELL:

In addition to special education needs, (Student) receives a block of ELL instruction in areas including reading, writing, listening, and speaking which is provided in a small group setting by an SEI endorsed provider. He works in a small group setting, outside of his gen ed classroom, and they are working on the following EL standards: Reading: EL. KG. S1 Construct meaning from oral presentation and literary and informational text through grade appropriate listening, reading, and viewing. I-1: ask and answer questions about key details from a read aloud, picture book, and oral presentation. I-2: identify the main topic and details from read-aloud, picture books, and/or oral presentation. Task: matching picture to questions Writing EL. KG. S9 Create clear and coherent grade-appropriate speech and text I-2: use a combination of drawing, teacher dictation, and writing to produce a grade appropriate text for a given purpose. Task: spell CVC words to match picture EL.K.S10.B-3: produce simple sentences. Task: Create sentences with capitalization, punctuation, spacing, and correct letter formation. Listening: Task: Following directions (first, next, then) Task: Sequencing (first, next, then) Speaking: EL.K.S10.B-2: use and respond to question words in shared language activities.

And under the ELL section on the assessment page:

(Student) receives a block of EL instruction with an SEI endorsed provider in reading, writing, listening, and speaking. (Student) completed an ELD assessment on 1/27/23 with the following results: Letter recognition- 2 out of 4 50% Rhyming words-1 out of 2 50% Counting words in a sentence (listening skill/no visuals)-2 out of 2 100% Parts of speech (match a picture to a spoken sentence with adjectives)-3 out of 3 100% Verb Tense (identify if correct verb tense is used in a sentence-read to student)- 1 out of 4 25%

AZELLA Test Date: 8/22/22 Score: 218 Level: Basic/Intermediate

ELL Services Provided by ESS

As required by the regulations that implement the Individuals with Disabilities Education Act (IDEA) and English Learner (EL) requirements outlined specifically in A.R.S. 15-752, all EL students, including dual-labeled students, are entitled to EL services. These regulations include providing EL services to students who are publicly funded and placed in special education programs such as Emotional Disabilities-Public (ED-P) programs, Approved Private Special Education Schools, and Residential Treatment Centers.

Exceptional Students Services (ESS) is issuing this memo in conjunction with the Office of English Language Acquisition Services (OELAS) to ensure that public education agencies are providing free and appropriate public education (FAPE) to dual-labeled students. As required by the regulations that implement the IDEA, specifically 34 C.F.R. §300.324(a)(2)(ii), whenever a student is identified as having Limited English Proficiency, the team that develops the student's Individualized Education Program (IEP) must consider the language needs of the student and ensure that they are provided any EL services in accordance with EL requirements.

On the considerations page under ELL:

Johnny is an English language learner with a significant cognitive disability. He qualifies for the Alternate Assessment and will take the Alt ELPA. The team determined his ELL services will be provided by the ESS teacher in the special education classroom. He will work on ELPS EL. 4-5. RF. 1b Produce 44 phonemes with verbal modeling and visual cues and EL. 4-5. S3. PE/E-1 Deliver short oral presentation that includes a
few details

And under the ELL section on the assessment page:

Johnny receives ELL services in the special education classroom from the special education teacher. Johnny completed an ELD assessment on 1/27/23 with the following results: Letter recognition- 2 out of 4 50% Rhyming words-1 out of 2 50% Counting words in a sentence (listening skill/no visuals)-2 out of 2 100% Parts of speech (match a picture to a spoken sentence with adjectives)-3 out of 3 100% Verb Tense (identify if correct verb tense is used in a sentence-read to student)- 1 out of 4 25%

AZELLA Test Date: 8/22/22 Score: 218 Level: Basic/Intermediate

Parent Withdrawal: NO ELL Services

On the considerations page under ELL:

Johnny is an english language learner. He has been withdrawn from ELL services by parent. He does not receive ELL services but will continue to take the annual reassessment until he tests proficient.

And under the ELL section on the assessment page:
Johnny does not receive ELL services. His parents withdrew him from ELl services. His latest assessment scores are: . Johnny completed an ELD assessment on 1/27/23 with the following results: Letter recognition- 2 out of 4 50% Rhyming words-1 out of 2 50% Counting words in a sentence (listening skill/no visuals)-2 out of 2 100% Parts of speech (match a picture to a spoken sentence with adjectives)-3 out of 3 100% Verb Tense (identify if correct verb tense is used in a sentence-read to student)- 1 out of 4 25%

AZELLA Test Date: 8/22/22 Score: 218 Level: Basic/Intermediate

Interpreter Services

Sign language Interpreters: Complete the ASL Request Form if you are in need of an ASL Interpreter. Once you complete the form, please email Claudia Gonzalez, ESS Admin Secretary, to let her know you have completed the form. Once received, she will submit the request and let you know it has been submitted. She will update you once it is picked up by an interpreter. If any changes to the event occur, notify Claudia immediately.

Bilingual Translator: Lillianna Falberg is the district bilingual translator for English/Spanish. She also oversee all language interpreter needs, therefore for any other language needs other than Spanish, upon your request, she will provide the information to contact the language interpreter required.

All Bilingual translator request go thorough Lillianna Falberg. If she is unable to fulfill your request she will assign a district approved interpreter. Not all who are bilingual in English/Spanish may interpret as they may not have the skills and proficiency required. Only staff members who have completed the training, taken the rubric test and whose level of proficiency has been determined and approved may interpret.

Neither students nor family members should be used to interpret as they may not have the skills and proficiency in both languages necessary to interpret accurately, they may not be familiar with specialized IEP and/or education terminology in the target language (the language into which it is interpreted), and they are not familiar with nor bound to the interpreter role and code of ethics. In addition, students are not qualified interpreters per the Office of Civil Rights and ought not be placed in stressful situations beyond their level of language skills, understanding, and/or maturity.

Additional information on how to work with an interpreter will be sent upon first request for an interpreter.

Homeschool Services (ISP)

Per the IDEA, local education agencies are required to offer services to students parentally placed in private schools or homeschooled. Each district is required to set aside a proportionate share of funds based on the number of homeschooled students within the district boundaries. If parents wish to take advantage of these services, the district is required to meet and develop an individual service plan. Services are offered in accordance with school district policy and charged per service using the fee-for-service guide listed below.

This year FUSD will render ISP services for Speech and Occupational Therapy (OT) services only. The total amount of hours we are required to provide during the 23-24 school year are up to 12 hours of total Speech/OT hours.

Service Coordinator will complete the following steps if a parent requests an ISP:

1. Determine if the child is registered as home schooled or enrolled in a private school within the district boundaries. Tell parents to register online and then let Kathy Papworth know the student's name. She will contact your registrar and help them get entered in synergy correctly.
2. Meet with as a team to develop the ISP

    a. Form available in IEP pro

    b. Select goals and services by completing the ISP form (IEP-pro > miscellaneous documents > add new form > service plan)

    c. If the student is attending a parentally placed private school, invite a representative of the private school team.

1. When you lock the ISP-Inform Kathy Papworth so the student can be added to the ESS roster
2. Select a service provider & location
3. Send information to the district office/Shana Smith for approval (after meeting)
4. Communicate with parents about time and location of services (12 hours total speech and/or OT) depending on needs and qualifications.
5. Keep a log only of the service time and submit it to the ESS department when the hours are completed. **It is important to carefully keep track of hours because the student's amount of proportionate share is $750 for this school year. Speech and OT services are at $75/hour. **Here is an example of what it could look like if the student receives both services.
6. When you complete all the hours and no longer provide services contact Kathy Papworth so she can withdraw the student from Synergy.

Speech Hours	**Occupational Therapy Hours**
6 hours of speech X $75=$540 Could also look like-12 sessions at 30 minutes each	6 hours of Occupational Therapy X $75=$540 Could also look like-12 sessions at 30 minutes each
	Hours could be a mixture of OT and Speech times as long as they do not exceed the 12 allotted hour maximum.
****Please only share what hours we offer, not the dollar amount****	

7. Remember-make this work around your schedule, if the parent does not want to accept the offer that is ok. We will issue a PWN.

Homebound/Home instruction/HomeSchool Service Log

Employee:		Month:	
Student:			

Date	Initial	Time	Subject/Goals/Services	Comments
3/1	*AL*	*7:00-10:00*	*Reading Fluency*	*Worked with student using read naturally*

Visitors to Schools

The Superintendent shall establish school-visit procedures for the control of persons other than school personnel or students who enter District premises. Such procedures shall permit full use of all legal means to ensure that students, employees, and District property are properly safeguarded. No person, other than one who is a peace officer or one who has obtained specific authorization from the appropriate school administrator, shall carry or possess a weapon on school grounds.

No visit, tour, or observation shall be permitted if it threatens the health and safety of the pupils and staff.

Parent and Prospective Parent Visitors

The Superintendent shall develop procedures to allow for visits, tours, and observations of all classrooms by parents of enrolled pupils and parents who wish to enroll their children in the School District.

Parent and prospective parent visit, tour, and observation policies shall be easily accessible from the home page of each school's website.

Enforcement of School Visitor Rules

School principals, including school staff members who have been delegated authority to act in the absence of the school principal, and District and school security officers are authorized to enforce rules relating to visitors to the school. If a visitor violates a rule or otherwise causes or threatens to cause disruption of the school's operations, the school official authorized to enforce the rules will follow the procedures for maintaining order on District property set forth in Governing Board Policy KGB - Public Conduct on School District Property.

Visitor Request to Use School Facilities to Provide Private Services

Except in unique circumstances or isolated instances, schools will not make facilities available for private-service providers, such as psychologists and therapists, to provide services to students at school. Parents may remove their children from school to receive private services off campus. However, parents are encouraged to schedule private services at a time that does not conflict with the student's school day.

Adopted by School Board: June 13, 2023

Parent Revocation of consent for special education services

The granting of parental consent is voluntary and may be revoked at any time. "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 may not continue to provide special education and related services to the child, but ***must provide prior written notice before ceasing the provision of special education and related services."*** Additionally, the public agency may not challenge the parent's decision by requesting mediation or by filing a due process complaint in in order to obtain a ruling that services may be provided to the child. [Id.]

Who will serve as the IDEA parent?

It is imperative to obtain accurate parental rights information to ensure the role of the parent is being fulfilled by the appropriate individual(s) per the IDEA. Do not assume that parent rights have been severed because a child has been placed in foster care; a group home; a residential treatment center; or someone else has guardianship. The IDEA and courts have made it very clear that Schools MUST ensure parents are afforded the opportunity to participate in meetings regarding the identification, evaluation, educational placement, or provision of FAPE to their child. Alternative means of participation must be offered, such as: conference calls, Google Meet, e-mail, written input, and other methods.

Decision: Does the parent serve as the IDEA Parent (aka special education parent)?

If any of the following circumstances exist, the parent will **not** serve as the special education parent:

· The identity of a parent (biological or adoptive) is unknown. · The

whereabouts of a parent is unknown.

· Parental rights have been terminated.

- *Contact the child's DCS caseworker to ensure accurate information. The foster parent or group home manager should be able to provide the caseworker's contact information.*

· The court has suspended a parent's special educational rights.

- *Contact the child's DCS caseworker to ensure accurate information. The foster parent or group home manager should be able to provide the caseworker's contact information.*

Additional information:

If the parent is incarcerated or residing in a residential mental health or drug treatment facility and the parent wishes to serve as the special education parent, arrangements can be made to obtain necessary signatures and a parent may participate in IEP meetings through telephone conferencing. You may contact the DCS caseworker for information as to the parent's whereabouts, but ***the LEA has responsibility for getting the parent's participation.***

Decision: Does the kinship foster caregiver or foster parent serve as the IDEA parent (aka special education parent)?

To determine if the child's kinship foster caregiver or foster parent will act as the special education parent when:

· the parent's special education rights have been suspended by the court; or
- *Contact the child's DCS caseworker to ensure accurate information. The foster parent or group home manager should be able to provide the caseworker's contact information.*

· the identity or whereabouts of the parent are unknown; or

· parental rights have been terminated:
- *Contact the child's DCS caseworker to ensure accurate information. The foster parent or group home manager should be able to provide the caseworker's contact information.*

· answer the following questions:

- Is the kinship foster caregiver or foster parent willing and able to act as the special education parent?

- Does the DCS Specialist anticipate that the child will reside with the kinship foster caregiver or foster parent for the duration of the school year?

- If the DCS Specialist anticipates that the child will be moving to another placement, is the kinship foster caregiver or foster parent willing to attend surrogate parent training and be appointed by ADE or the court as the surrogate parent for the child (in order to be the IDEA parent when the child no longer lives with him/her)?

Decision: Does a surrogate parent need to be appointed to serve as the IDEA parent (aka special education parent)?

To determine if a surrogate parent is needed to serve as the child's special education parent, answer the following questions:

· Is the identity or whereabouts of a parent unknown?

· Have the parental rights been terminated?

  o *Contact the child's DCS caseworker to ensure accurate information. The foster parent or group home manager should be able to provide the caseworker's contact information.*

· Has the court suspended the parent's educational rights or appointed a legal guardian?

  o *Contact the child's DCS caseworker to ensure accurate information. The foster parent or group home manager should be able to provide the caseworker's contact information.*

· Does the child currently reside in a shelter, group care or residential placement and the parent is not attempting to serve as the special education parent?

  o *A group home or residential treatment center staff member/employee **CANNOT** be the IDEA parent.*

· Is the kinship foster caregiver or foster parent unwilling to be the special education parent?

· If the DCS Specialist anticipates that the child will be moving or has moved to another placement (such as a shelter, group or residential placement), is the kinship foster caregiver or foster parent willing to attend surrogate parent training and be appointed by ADE or the court as the surrogate parent for the child?

Can a group home or residential treatment center staff member/employee be appointed the surrogate?

No. Group home and residential treatment center staff members do not meet the definition of a "parent" under the IDEA 2004. If the parent is not known or located or is barred by a court order from serving as the parent in the special education process, a surrogate parent must be appointed immediately. ADE (520) 770-3175

Can the child's Department of Economic Security/Child Protective Services Specialist, other state agency employee or contractor of a state agency (group home staff, etc.) be appointed to serve as the child's surrogate parent?

No. Federal law specifically prohibits employees or the State Education Agency, the child's school, or employees of any agency involved in the child's education or care from serving as the child's surrogate parent. [34 C.F.R. §300.519(d).] There is no law preventing school personnel or the surrogate parent from inviting the CPS Specialist from attending the child's Individualized Education Program (IEP) meeting, but that individual cannot give consent for evaluation or initial placement of a child, nor can he or she act as the parent at an IEP meeting.

If a child is in the legal custody of the State and has been placed with a foster parent but parental rights have not been terminated and the parents' educational rights have not been suspended, can the foster parent participate in the IEP meeting, etc.?

Yes. Regardless of whether the biological or adoptive parent attends, the foster parent may participate in the IEP meeting as a participant.

The child is in foster care but parental rights have not been terminated and the parents' educational rights have not been suspended Both the parent and the foster parent attend the IEP meeting and a disagreement arises between the foster and natural parent concerning the IEP placement. Which one has the authority and right to serve as the decision-making parent?

In this scenario, the parent, not the foster parent, has the legal authority and rights.

The parents(s) leave(s) the child to live with another adult and the parent is no longer available. Who is able to make special education decisions on behalf of the child?

Because federal law defines parent as, among other things, "an individual acting in the place of a natural or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives…", if the school is unable to locate the parent, for special education purposes the "parent" would be the adult with whom the child lives. For this purpose **only**, there is no requirement of legal guardianship. However, whenever possible, the school should clarify the intent of the parent when a child is living outside the home.

A child lives with the foster parent. The child, however, still has a court appointed legal guardian (but not the State). Can the foster parent be a

parent for special educational purposes?

No. In this situation, because the guardian has legal standing, the guardian has the right and authority to make special education decisions on for the child.

What about the case of tribal youths?

The Indian Child Welfare Act provides that tribes have exclusive jurisdiction over any proceedings involving a Native American child who is a ward of the tribal court, regardless where the child resides or is domiciled. Consequently, a tribal court is a court of competent jurisdiction with respect to matters involving Native American children and shall be responsible for the appointment of surrogate parents where necessary. In short, if the child is a ward of the court/State, IDEA applies and, therefore, CPS case manager would *not* be allowed to act in the role of "parent." However, if the child is a ward of the tribal court, that court is responsible for appointment of surrogate parents, which may be the case manager if the court so chooses**.**

Can a child's biological or adoptive parent who is incarcerated make special education decisions on behalf of the child?

Yes, provided that there is not a judicial decree preventing the parent from making educational decisions.

Need for Special Education evaluation and/or services.
The DCS caseworker and LEA should work co-operatively to ensure a parent as defined by the Individuals with Disabilities Education Act, IDEA, (also known as special education parent) participates in all decision-making regarding special education evaluation and/or special education services.

The biological or adoptive parent shall be presumed to be the parent when more than one party qualifies under the IDEA definition of parent. Unless*:*

- The natural/adoptive parent does not have the legal authority to make educational decisions; or
- There is a judicial decree or order specifying a person to act as the parent or educational decisions

Arizona Department of Child Safety: Policy and Procedure Manual Art Cernosia, Esq., AZ Directors Institute 2017

MVA ESS: Credit Recovery Process

- ESS Teacher will only provide SDI and will not teach gen ed classes
- Cap between 15%-20% for ESS numbers

Guidelines for students

Procedure to Move to MVA-

- Priority for 11th-12th graders
- 3 or more credits deficient
- ESS
    - **Step 1**: If the student is ESS talk with case manager to set up IEP meeting to review and revise to brainstorm ideas to help student. Invite Program specialist to meeting. *Make sure all Credit Recovery Accommodations are listed in IEP.* (**Edit Options** in Edgenuity- reduce number of problems and set mastery level)
    - **Step 2**: Program Specialist will check in after 4-6 weeks for a DIAR meeting. If the team has followed plan with fidelity and student has not made progress then set up another IEP to go over data. (Home site should invite Robert Edwards, Abbe Nino, and Felicia Meloy)
        - Google Form to be completed (as thorough as possible) MVA Referral for Credit Recovery
    - **Step 3**: Felicia or Ken will send to Eric and Denice to approval
- If not ESS Homeschool Counselors go to Academic AP for MVA referral
    - Homeschool AP determines if eligible to move to MVA
    - Homeschool AP completes referral
    - MVA AP approves/denies referral
    - Any new student to the district will need to follow the procedure.

- If parents/students disagree with placement at MVA the students will go to MVA on an **academic placement.**

Students with IEPs-

- IEP meeting to review and revise the IEP before move to MVA CR after Step 3 from above

Must use documentation chart for each student (examples are below)!

2023 2024 FHS ESS to MVA Credit Recovery Documentation

EXAMPLE 1 Student _____ ID# _____		
FHS ESS to MVA Steps	**IEP Date / Type**	**Meeting Discussion / Decisions / Changes in Addendum**
Step 1: If the student is ESS, talk with the case manager to set up an IEP meeting to review and revise to brainstorm ideas to help the student. Invite Program Specialists to meetings. Make sure all Credit Recovery Accommodations are listed in IEP. (**Edit Options** in Edgenuity- reduce number of problems and set mastery level)	**1st IEP Meeting Date:** 8/2/2023 **IEP Meeting Type:** CR options & possible addendum to IEP	Discussed changing schedule to allow more Academic Strategies time to catch up on missing work. Placed classes on Edgenuity to use MyPath to recover Geometry B and English 10B credit. Placed in Academic Strategies and ESS Credit Recovery to allow two hours a day of support Provide specialized transportation to ensure he makes it to school.
Step 2: Program Specialist will check in after 4-6 weeks for a **DIAR** meeting. If the team has followed the plan with fidelity and the student has not made progress then set up another IEP to go over data. (Home site should invite Sheri Maynord, Juan Lopez, and Felicia Meloy)	**DIAR Meeting Date:**	**DIAR Meeting Discussion:**
Google Form to be completed (as thorough as possible)	**Completed Date:**	**Completed by who?**
Step 3: Sheri will send to Eric and Denice to approval		

EXAMPLE 2 Student _____ ID#_____		
FHS ESS to MVA Steps	**IEP Date / Type**	**Meeting Discussion / Decisions / Changes in Addendum**

Step 1: If the student is ESS, talk with the case manager to set up an IEP meeting to review and revise to brainstorm ideas to help the student. Invite Program Specialists to meetings. Make sure all Credit Recovery Accommodations are listed in IEP. (**Edit Options** in Edgenuity- reduce number of problems and set mastery level)	**Meeting Date:** 08/07/2023 **IEP Meeting Type:** P/T Conference **1st IEP Meeting Date:** 8/16/23 **IEP Meeting Type:** IEP meeting	Needs smaller group setting and supervision Less unstructured times Mom wants more supervision for him due to his desire to seek out drugs on campus Classes on Edgenuity but is not making progress due to absences and being in inpatient drug rehab. Modifications made in Edgenuity to eliminate choices Inpatient drug rehab since 8/4 - discharge date unknown at this time Check in 3 weeks to check progress 8/16 - team will start CICO progress Progress on Edgenuity will be measured. Social emotional goals are added to IEP
Step 2: Program Specialist will check in after 4-6 weeks for a DIAR (Ducks in a Row) meeting. If the team has followed the plan with fidelity and the student has not made progress then set up another IEP to go over data. (Home site should invite Sheri Maynord, Juan Lopez, and Felicia Meloy)	**DIAR Meeting Date:**	**DIAR Meeting Discussion:**
Google Form to be completed (as thorough as possible)	**Completed Date:**	**Completed by who?**
Step 3: Sheri will send to Eric and Denice to approval		

Blank Documentation chart:

Student _____ ID#_____		
FHS ESS to MVA Steps	**IEP Date / Type**	**Meeting Discussion / Decisions / Changes in Addendum**
Step 1: If the student is ESS, talk with the case manager to set up an IEP meeting to review and revise to brainstorm ideas to help the student. Invite Program Specialists to meetings. Make sure all Credit Recovery Accommodations are listed in IEP. (**Edit Options** in Edgenuity- reduce number of problems and set mastery level)	**1st IEP Meeting Date:** **IEP Meeting Type:** **Meeting Attendees:**	
Step 2: Program Specialist will check in after 4-6 weeks for a DIAR (Ducks in a Row) meeting. If the team has followed	**DIAR Meeting Date:**	**DIAR Meeting Discussion:**

the plan with fidelity and the student has not made progress then set up another IEP to go over data. (Home site should invite Sheri Maynord, Juan Lopez, and Felicia Meloy)		
Google Form to be completed (as thorough as possible)	**Completed Date:**	**Completed by who?**
Step 3: Sheri or Ken will send to Eric and Denice to approval		

Additional Adult Support Staff

Additional Adult Support: Other Solutions
Before considering additional adult support review other possible solutions to meet the students' need:

- Assistive Technology: If you need assistance with identifying which assistive technology may aid your student, complete the Referral Identification Guide and email to Shana Smith so the AT Team can assist.
- Increase use of existing supports
- Peer Supports: Coach peers to provide natural support.
- Additional adult assistance for the class
- Teacher training

Implementation Guidelines: Procedures for Determining the Need for Additional Adult Support Staff for Students. The case manager is required to complete the following steps.

A. Complete the Intensive Needs Checklist. The checklist develops an overview of what needs the student is currently presenting in relation to the learning environment. It allows the team to look for educational benefits, show data for decision making, and help focus the conversation for adult support.
B. Review the intensive needs checklist with your school psychologist and at least 1 other ESS teammate at your site. Decide if anything on the checklist needs to be completed before moving forward. If more data is needed, continue to try interventions for questions nine and ten.
C. Complete the Student Needs Rubric with your school psychologist and at least 1 other ESS teammate. The rubric is a systemic analysis of the student's needs,

strengths, and areas for support throughout the child's school day. This rubric will assist in creating a baseline and refine the settings where additional support may be needed.

D. Complete the Checklist of Existing Environmental Supports with your school psychologist and at least 1 other ESS teammate. This will assist in identifying other tools/supports the team could provide. Also consider inadvertent detrimental effects. Additional adult support may be unnecessarily restrictive and could have inadvertent detrimental effects. The team should consider the following:

- Does the support impede access to FAPE?
- Is the additional support consistent with goals geared towards independence?
- Will the additional support cause isolation within the classroom (ex. Seated with a convenience for the para's access)?
- Will the additional support create unnecessary dependence?
- Will the additional support interfere with peer interactions, cause stigmatization, loss of identity, increase behavior problems, and/or loss of personal control?

E. Share the Intensive Needs Checklist, Student Needs Rubric, and the Checklist for Environmental Supports with your ESS Program Specialist. The Program Specialist will set up a DIAR (Ducks in a Row) meeting with the team.

F. After the DIAR meeting the team will do one of these options

Option One:

- If interventions and/or modifications can be made to the student's current program/environment, stop the process.
- Identify support modifications and present to the IEP team.

Option Two:

- If no interventions and/or modifications were identified, continue to Step G.

G. ESS Program Specialists will conduct the Student Abilities Observation Matrix within 7 days.

H. Hold the IEP meeting with the newly identified additional times for support

- Explain how you came to these numbers
- Create a schedule for your paraprofessionals with the existing staff you have and your new data
- Develop a fade out plan for the support

I. Review the para support quarterly to make sure the para is being used appropriately:

- Supplemental, not primary for instruction
- Planned by a qualified professional

- Based on explicit and intensive training
- Followed by ongoing supervision to ensure implementation fidelity-especially regarding fading of support

Release of Records and Information Form

Linke to Release of Information Form: FUSD ROI Letterhead

Florence Unified School District No. 1
P.O. Box 2850 Florence, Arizona 85132
(520) 866-3500 Fax (520) 866-3515

Mr. Chris Knutsen, Superintendent
Tony Jimenez, Assistant Superintendent for Administrative Services
Denice Erickson, Assistant Superintendent for Student Services

Release of Records and Information Form

Name of student: _____

Name of parent/guardian: _____

Home address: _____

Student's school of attendance: _____

Release To:
Name: _____

Address: _____

Telephone: _____ Email: _____

I am the parent or legal guardian of _____, who is enrolled as a student in the Florence Unified School District. **I hereby provide the District with my consent to release to the party named above** the following information and/or educational records of my student:

☐ Attendance Records ☐ Discipline Records ☐ Enrollment Documents
☐ Special Education Records, including evaluations ☐ Section 504 Records
☐ Report Cards ☐ Standardized Testing ☐ Transcript
☐ Ongoing consultation for purposes of supporting Student's educational services
☐ Other: Progress Reports, Assessments/Evaluation _____
_____

Purpose of release *(please state with specificity the purpose for which you are providing consent to release your student's records)*:

_____

_____

**I understand that this Release of Information is only valid during the school year in which it was signed by the Parent/Guardian.*

_____ Date:_____
Parent/Guardian Signature

_____
Printed Name

Board of Education
Tammy Quist, President Roger Biede, Vice-President
Sherri Jones, Member Jeffrey Carr, Member Megan Weagant, Member