



# 2020-2021 JRSEC SERVICE DELIVERY MANUAL

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## MULTI-TIERED SYSTEMS OF SUPPORTS / RTI

North Dakota's Multi-Tiered System of Supports (NDMTSS) is a framework that provides all students with the best opportunity to succeed in school, both academically and behaviorally. It focuses on providing high quality instruction and interventions that address individual student needs, and it includes frequent progress monitoring to inform decisions about changes in instruction or goals. NDMTSS is data-driven, promoting the allocation of resources to improve student learning and support staff in the implementation of effective, evidence-based practices.

The NDMTSS model has a number of components that are integral to the mission of identifying and intervening early for students who may be at risk for SLD or other disability categories under IDEA. These essential components include:

**Assessment** – the process of collecting, reviewing, and using information to make educational decisions about student learning. The type of information collected is determined by the intended use of the results or type of decision that is needed. The four purposes for assessment include:

- Universal screening of all students to determine which students may need additional supports, high or low, and the effectiveness of the core curriculum;
- Diagnostic assessment to identify skill deficits and inform instructional match at all tiers;
- Frequent progress monitoring to determine if students are making adequate progress toward a specific preset goal; and
- Outcome measures of the educational system (e.g., NDSA and ACT).

**Databased Decision Making** – the optimal use of data for the purpose of informing individual student instruction, identifying strengths and weaknesses in a classroom, and studying trends and gaps across a district.

**Multi-Tiered Instruction** – an approach to efficiently differentiate instruction for all students. It incorporates increasing intensities of instruction and assessments and offers specific, research-based interventions matched to student needs driven by data.

- **Tier 1:** All students—general education classroom (small and large group);
- **Tier 2:** Students identified as at risk of performing below or significantly above expected outcomes-general education and/or optimal setting for the need of students (small and large group);
- **Tier 3:** Intensive intervention for individual students who present with exceptionally high academic or very low academic or who have not responded to Tier 1 and Tier 2 instruction, or student with disabilities who do not meet their IEP goals; additional layer to Tier 1 and Tier 2—general or special education depending on the needs of the student.
- **Tier 4:** Referral for Special Education Eligibility

(Information taken from ND *Guidelines for Serving Students with Specific Learning Disabilities in Educational Settings*)

## PROCEDURAL SAFEGUARDS

### GUIDELINES: PROCEDURAL SAFEGUARDS FOR STUDENTS AND PARENTS

- Establish, maintain and implement procedural safeguards
- Follow the updated Procedural Safeguards in Special Education for Student and Parents provided by the State of North Dakota
  - Parent/legal education decision-maker must be given their parent rights (procedural safeguards)
    - Upon annual IEP
    - A copy must also be given
      - Upon initial referral or parental request for an evaluation;
      - Upon notification that a disciplinary action has or will be taken that would constitute a change in placement; and
      - Upon request by a parent
- Procedural safeguards must be provided in the parent's/legal decision maker's native language.
- Follow Discipline Procedures (p. 18 and Appendix A) and keep the Director informed.

### FORM: NOTICE OF MEETING

Purpose: To invite parents to participate in their child's IEP (or other meeting)

#### Components of Notice of Meeting:

- Purpose of the Meeting
- Proposed Meeting Arrangements
- Team Members
- Record of Attempts to Invite Parents

***Purpose of the Meeting:***

*Select **ALL** options that may apply.*

OSEP recommends sending the Notice of Meeting 10 calendar days prior to the suggested meeting date.

**Meeting Notice MUST be sent to parents AND student if age 15 or older with the specific reason(s) documented:**

- Initial evaluation
- Graduation
- Additional evaluation to determine student needs/programming.
- Three-year reevaluation to review continued need for special education services.
- Discussion of evaluation results, development of an Integrated Written Assessment Report, and determination if there is a disability under IDEA.
- Development of an initial Individualized Education Program (IEP). This will include a transition plan if your child is 16 years of age within the coming year or is 16 or older.
- Review or revision of your child's Individualized Education Program (IEP). This will include a transition plan if your child is 16 years of age within the coming year or is 16 or older.

- Manifestation Determination Review (MDR) Required by IDEA when considering the exclusion of a student with a disability that constitutes a disciplinary change of placement.
- Transfer of IEP. Review the incoming IEP of a new student or student returning to the district.
- Extended School Year Services. Annually, school district must determine if the student qualifies for extended school year services.
- Other (specify):

### **FORM: STUDENT NOTICE OF MEETING (OPTIONAL)**

Purpose: To invite the student to participate in an IEP (or other) meeting

- Same components as the **Notice of Meeting**;
- Serves to make compliance with Indicator 13 more evident.

### **FORM: PWN OF SPECIAL EDUCATION ACTION**

Purpose: Notifies the parent of an action to be initiated or changed OR which the District refuses to initiate or change

- Must be sent prior to the initiation/change of services;
- Must be understandable to parents and in native language.
- For IEPs, 14 calendar days is allowed to complete the process.
  - The IEP and Prior Written Notice of Special Education Action are sent to the parents at the same time.

#### **Components of Prior Written Notice of Special Education Action:**

- Description of the action proposed or refused by the District;
- Explanation of why the District proposes or refuses the action;
- Description of the evaluation procedures, tests, records or reports used to make the decision;
- Description of other options considered prior to the decision and the reason each option was declined;
- Description of other relevant factors that contributed to the decision;
- Statement that parents have protection under procedural safeguards; and
- Sources for the parent to contact to obtain assistance in understanding the provisions of the notice requirements.

\* Examples of completed notices are provided in **APPENDIX E**.

### **PWN DIRECTION TO STAFF SERVING PRIVATE SCHOOLS**

Parents of students who place their child in a private school have the same Procedural Safeguards through the evaluation/identification process.

Once the child is deemed eligible, parents no longer have the same Procedural Safeguards as parents of students in the public school.



PWNs are required to be given through the evaluation process.

When a student becomes eligible for services, an Individual Service Plan (ISP) replaces an IEP. PWNs are not needed with each ISP, however,

We advise that PWNs are used when denying a parent's request for a particular service or piece of specially designed equipment or if a parent requests an Independent Educational Evaluation and the district is denying that request.

## EVALUATION / REEVALUATION PROCESS

(See also Appendix B: Indicators for Indicator 11 tracking forms)

### FORM: STUDENT PROFILE

- Remind team of confidentiality requirements
- **DO NOT, UNDER ANY CIRCUMSTANCES CHECK THE BOX:**
  - Parent and school have determined re-evaluation is not necessary
- **Always** check box:
  - A copy of the "Parental Rights for Public School Students Receiving Special Education Services - Notice of Procedural Safeguards" was provided.

#### Evaluation and Re-evaluation must include:

- Existing Data with the following components:
  1. Evaluation and information provided by the parent
  2. Current classroom based local or state assessment
  3. Classroom based observation
  4. Observations by teachers **and** related service providers
  5. Must state who said what, including the parent
  6. All areas **MUST** include:
    - Student/Classroom Characteristics/Influences** (environmental) – **Sources of information-Findings** (Strengths & Challenges)
    - Cognitive Functioning**-Listening Skill, Listening Comprehension, Ability compared to same age peers
    - Academic Performance** –Reading (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Text Comprehension) Math (Reasoning, Calculation), Learning Styles, etc.
    - Communicative Status**-Receptive and Expressive Language
    - Physical Characteristics**- Medical, Vision, Hearing, Motor (fine & gross)
    - Emotional/Social Development**- Social Skills, Leisure
    - Behavior Skills** - Adaptive Behavior, Self-Care, Independent Living, Self-Direction, Health & Safety, Work, School Attendance
    - Ecological Factors** -Functional and Community Participation, Home / Family, Neighborhood
    - Other:** (such as District and State Wide Assessment Results and/or Outside Agency information)
    - Outside Agency and/or Independent Evaluation** information is considered (if applicable)

*Information must be written so that it is understandable to parents and general educators.*

This information is used to determine if any additional data is needed.

**At the time of a 3-year reevaluation:**

- **If no additional information is needed in any of the areas of functioning:**
  1. Check the box at the bottom.

**FORM: ASSESSMENT PLAN**

- Carefully consider “Considerations for Nonbiased Assessment”
  - If any boxes are checked, they must be addressed in the assessment plan
- Be developed prior to evaluation
- Be nondiscriminatory
- Be tailored to educational needs and NOT a single intelligence quotient
- Consider the student’s impaired sensory, manual or special skills
- Assess all areas related to suspected disability
- Be administered in the student’s native language
- Be administered by trained personnel and are valid and reliable
- Include information enabling the student to be involved in and progress in the general curriculum
- Include multiple measures
- Describe evaluation procedures; specific test name not needed

**THE MULTI-DISCIPLINARY TEAM**

**The Multi-Disciplinary Team includes:**

1. Parents (core team member)
2. General Education Teacher (core team member)
3. Special Education Teacher (core team member)
4. Local Education Agency (LEA) Administrator or Designee (core team member)
5. An individual who can interpret the instructional implications of evaluation results (may be a member of the team described above) - (core team member)
6. At the discretion of the parents or Local Education Agency (LEA), other individuals who have knowledge / special expertise regarding the student
7. The Student, if appropriate (core team member if own guardian)

**FORM: CONSENT FOR EVALUATION**

**The building administrator or evaluation case manager will:**

1. Obtain informed consent through written permission to assess from the parent/ guardian
2. **Provide the parents a copy of the Assessment Plan and the Consent for Evaluation.**

**If the student MOVES during Assessment:**

- The district **MUST** coordinate with the student’s prior and current school placement as expeditiously as possible to ensure prompt completion of the full evaluation.

### Initial Evaluation ONLY:

- When parents provide an outside evaluation that the team is accepting as evaluation upon which an eligibility decision is made, the team is required to
  - Generate an assessment plan or add a question to the assessment plan that already exists.
  - Obtain written consent for evaluation from the parent, even though it is after-the-fact.

### Re-evaluation:

- Must be considered at least once every three years
- **May not** occur more than once a year unless parent and the school agree
- May occur if the Local Education Agency (LEA) determines a need
- May occur if the student's parents request

**REMEMBER:** Evaluation must be completed within 60 calendar days of the date the parent signs the Consent for Evaluation.

## DETERMINATION OF ELIGIBILITY

### FORM: INTEGRATED WRITTEN ASSESSMENT REPORT

For initial and reevaluations that include additional assessment, the IWAR must include:

- Remind team of confidentiality requirements
- Review Procedural Safeguards and document
- Findings from all sources
  - Observational information relating to the student's current level of functioning;
  - Input from all team members that reflects all areas of the student's current level of functioning, including parent;
    - If an Outside Agency or Independent Evaluation was conducted, it must be considered and documented in the report.
  - Consideration of nondiscriminatory procedures that were addressed throughout the evaluation process;
  - All other current and relevant data

*All initial and reevaluations  
MUST have an Integrated  
Written Assessment Report  
(IWAR).*

- Determination of the student’s disability in one of the following areas:
  - Autism
  - Deaf-Blindness
  - Deafness<sup>1</sup>
  - Emotional Disturbance
  - Hearing Impairment
  - Intellectual Disability
  - Non-Categorical Delay (ages 3 – 9)
  - Orthopedic Impairment
  - Other Health Impairment
  - Specific Learning Disability
  - Speech or Language Impairment
  - Traumatic Brain Injury
  - Visual Impairment including Blindness

**Additional James River Requirements:**

- Integrated assessment data: State and answer each question from the Assessment Plan. Include standard scores;
- Impact of the disability on the child’s education;
- Immediate needs.

The IWAR must be written in an understandable manner for parents and others.

If no additional assessment occurs on a reevaluation, the IWAR must include a statement in the Determination of Disability section such as:

**Insert statement (sample):** “The team agrees that no additional information is needed and {FIRSTNAME} continues to qualify for special education services in the area of {PRIMARYDISABILITY}.”

The team must include an individual qualified to interpret evaluation results.

**The team MUST NOT determine the student eligible if there is:**

1. A lack of appropriate instruction in Reading or Math, OR
2. Limited English Proficiency

Parents must receive a copy of the Integrated Written Assessment Report (IWAR) and any individual evaluation reports at no cost.

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<sup>1</sup> Not available in TIEnet

## ADDITIONAL CONSIDERATIONS FOR SLD

James River Special Education Cooperative has adopted the North Dakota

“Guidelines: Identification and Evaluation of Students with Specific Learning Disabilities”.

**Must check the box** indicating SLD in at least one of the following eight areas:

- Oral Language
- Listening Comprehension
- Written Expression
- Basic Reading Skills
- Reading Comprehension
- Reading Fluency
- Mathematics Calculation
- Mathematic Problem Solving

*SLD evaluations  
require more than  
one evaluator.*

- A description for the basis of the determination that the child has a learning disability.
- Classroom observation
  - Must be done by someone other than the classroom teacher.
  - State any relevant behavior noted and the relationship of that behavior to the child’s academic functioning.
  - Include information comparing observed data to typical peers on a typical day.
  - Was the observed data consistent with what the general education teacher reports and does it substantiate any other gathered data.
- Documentation of educationally relevant medical findings (300.311)
  - That the student does not **achieve adequately** for the student’s age, **or** meet State-approved grade level standards
  - That the student does not **make sufficient progress** to meet age or State-approved grade level standards **OR** A statement of whether there is a *discrepancy* between ability and achievement that is *not correctable* without special education and related services; and
- Statement that the SLD eligibility was not due to the following:
  - Vision, hearing, or motor disability
  - Intellectual Disability
  - Emotional disturbance
  - Environmental, cultural, economic disadvantaged
  - Limited English Proficiency
- Signature of each team member for approval/agreement with the team’s decision regarding assessment results and determination of the disability (300.311)
  - If a team member is in disagreement with the team decision he/she **MUST** develop and submit a statement indicating such and his/her reasons, within 10 calendar days of the IWAR meeting.

**If the RTI process is used, please refer to the State Guidelines: Identification and Evaluation of Students with Specific Learning Disabilities.**

**Contact the James River Special Education Unit for assistance!**

## ADDITIONAL CONSIDERATIONS FOR ID

Refer to the ID Eligibility Section, p. 25.

Document discussion of adaptive behavior functioning which includes communication, daily living and socialization.

## ELIGIBILITY CONSIDERATIONS FOR ED

James River Special Education Cooperative has adopted the North Dakota [Guidelines for Serving Students with Emotional Disturbance in Educational Settings](#).

The ED Eligibility Checklist can be found on p. 27.

Be sure to document discussion of adaptive behavior functioning including communication, daily living and socialization.

## TWO-PRONG REQUIREMENT FOR SERVICE

1. Does the student meet the criteria for one of the disability categories in IDEA?
2. Does the student require special education services as a result of his/her disability? (This is determined through the IEP process.)

## FORM: CONSENT FOR INITIAL PLACEMENT

- Must be signed by the Parent/ Legal Guardian when the student is first/initially placed in Special Education after development of the IEP. **ONE TIME ONLY**
- Indicate services in the area of the student's disability.
- When additional services are added, it is done through the IEP process and there is no need for another Written Consent for Placement.

## INDIVIDUALIZED EDUCATION PROGRAM

### IEP requirements:

- Developed and implemented **within 30 calendar days of initial identification** (IWAR date) if the student needs a specially designed program
- Reviewed every 12 months (annual IEP), **not to exceed 12 months**
- Be in effect prior to starting services
- A meeting to develop the initial IEP for a child must be conducted within *30 calendar days* from the date of the meeting during which it was determined that the child has a disability.

## IEP TEAM ATTENDANCE

- **Required for all IEPs**
  - **Parent**
  - **General Education Teacher**
  - **Special Education Teacher**
  - **Representative of the Local Educational Agency (or designee)**
  - **An individual who can interpret evaluation results.**
- **Interpreter**, if needed (deafness or language barrier).
- **ECSE: Part C Service Coordinator or Representative of IFSP** is recommended when the student is transitioning from Part C to Part B.
- **6 – 15 IEP:** Invite the student, if appropriate

### Parent Contact

- Contact the parent to set a time and date for the meeting.
- Send the Notice of Meeting **with procedural safeguards (parent rights)**
- If parent doesn't arrive, call/remind and reschedule if necessary or meet by conference call if the parent agrees.
- Send a second Notice of Meeting. Create a new Notice of Meeting – **DO NOT** edit the previous Notice of Meeting.
- If they don't attend the second time, attempt to reach them and then proceed
- The principal and case manager determine the required IEP Team members
  - **Required team members who cannot attend need an Excusal Form if:**
    - The member's area of curriculum or related service is being modified or discussed, and the individual is unable to attend all or part of the meeting.

### **SUMMER BIRTHDAY ALERT**

*If a student is **NCD and turns 10** during the summer, he/she must be identified with a disability in one of the other disability areas OR dismissed by that time.*

*If a student with a disability **turns 16** during the summer, he/she must be on a Transition IEP.*

*If a student with a disability **turns 18** during the summer, Transfer of Rights must be signed.*

### ***TIEnet requirement reminder:***

*All documents must be finalized in TIEnet within 30 calendar days of the meeting.*

### **EXCUSAL OF REQUIRED MEMBER(S) PROCEDURE**

- The teacher/therapist/staff who cannot attend all or part of the meeting
  - Will get the Excusal Form from their administrator
  - Will contact the parent, take responsibility for completing the form and give it to the IEP casemanager
  - The parent must return the form to the administrator; **Or**
  - Obtain or complete the form before the meeting starts
  - The requesting teacher must submit their report to the case manager prior to the meeting, if their area of curriculum or related service is being modified or discussed.

- **Transition Required Components**

- Representative of Outside Agency (eg VR or DD)
  - Representative of ANY agency that is likely to be responsible for providing or paying for transition services.
    - Must obtain Consent to Invite Outside Agencies from parent or student (18 or older)
    - Document date of permission on IEP p. 1
- The student on a transition IEP
  - Make certain to document the student’s invitation by addressing the Prior Written Notice to the student and parents

**PLAAFP (PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE)**

**The PLAAFP must include:**

- Remind team of confidentiality requirements
- Review Procedural Safeguards and document
- Current information about the student's specific strengths and challenges
  - Must include baseline data to support student current level of functioning
  - From a variety of sources, including parent and student input
  - **“No concerns”** is not an acceptable entry.
- Unique patterns of functioning
- Implications of the problem areas on the student's total functioning
- How the disability affects the child's involvement and progress in the general education curriculum; OR for **ECSE**, how participation in appropriate activities is affected.
- Description of the need for special education services
- Performance areas to be considered: Cognitive Functioning, Academic Performance, Communicative Status, Physical Characteristics, Emotional/Social Development, Adaptive Characteristics, Ecological Factors, and Other.
- **Transition – Measurable Post-Secondary Goals Areas**
  - **Education or Training**
  - **Employment**
  - **Independent Living Skills** – Leave blank if you anticipate that the student will not need a supported or supervised living setting
  - **Results-oriented terms:** “After high school...”; “...will be working...”; “...will be enrolled in...”; “...will live independently.”
  - **Use descriptors:** “full-time”; “part-time”; “with assistance”
  - **Update annually**
- **Include evidence that post-secondary goals are based on age-appropriate transition assessments:**
  - **Age appropriate:** reflects the student’s chronological age
  - **Transition assessments:** Formal (e.g. Enderle-Severson Transition assessment; Scales of Independent Behavior) or Informal (Task analysis,

**Best Practice**

*Don't include test scores here. Use descriptors such as "average range."*

**Evidence that post-secondary goals are updated annually:**

- *Change in wording from previous IEP*
- *Add date in parentheses after the goal*
- *Documentation of discussion in the PLAAFP*



Observations, Student Interviews; Self Determination assessments; Interest inventories; Functional skill inventories

- **Documentation:** Student grades; Statement that GPA meets the requirements for college; Summary of student psychological test scores; Scores from curriculum-based measurements in PLAAFP; Interest survey documented in the PLAAFP; Enderle Severson Transition Rating Scale or other age-appropriate rating scale

### CONSIDERATION OF SPECIAL FACTORS

- If the student is Limited English Proficiency (LEP) consider the student's language needs as those needs relate to the student's IEP
- If a student is blind or visually impaired, the IEP team must provide instruction in Braille and the use of the Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child.
- If the student is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communication with peers and professional personnel, academic level, and full range of needs including opportunities for direct instruction in the student's language and communication mode.
- If the team determines that Assistive Technology is required to access the general education curriculum, complete the required forms. See **APPENDIX D**
  - If the needed device is available to all students (e.g. computer, calculator), it is not considered special Assistive Technology.
  - List required low tech items in adaptations section, unless they are available to all students.
- If behavior impedes the student's learning or that of others, implement Positive Behavior Interventions and Supports, and other strategies.

### GOALS, OBJECTIVES AND CHARACTERISTICS OF SERVICES

Essential Features of a Goal:

- It must address needs identified in the PLAAFP,
- Address the student's unique needs,
- Be reasonably accomplished in a year, and
- Provide a means to monitor student progress over time
- **Transition goals must support postsecondary goals**

Goal Components:

- Grade level (use the students current grade)
- Subject Area
- State Standard & benchmarks (provided in TIEnet)
- Intent or purpose ("In order to...")
- Behavior or skill ("The student will...")
- Ending level of achievement (**measurable:** "With \_\_\_\_% accuracy over 9 weeks.")
- Characteristics of services

- **WHO** will provide services, specially designed instructions, supportive training, or adaptations/modifications
- **WHAT** will the services look like – preteaching, reteaching, supportive training, etc.
- **WHERE** services will be provided (in the general education classroom, resource room, home)
- **HOW** the goal will promote participation in the general education curriculum
  - Without adaptations and modifications
  - With adaptations and modifications as listed
  - With specially designed instruction
  - With supportive services or in an alternate setting
- **TRANSITION:** For each postsecondary goal area there should be an *annual goal or short-term objective* included in the IEP *related to the student’s transition service needs.*
  - **Please Note:** In some cases, the same annual goal may relate to both of the postsecondary goal areas.

### PROGRESS REPORTS

- How progress will be measured and when periodic progress reports will be provided to parents
  - Reported to parents quarterly.
    - A progress report with graphs should be presented at the IEP meeting
    - It is the Casemanager’s duty to remind all team members when Progress Reports need to be completed.

**Attention Casemanagers:**  
*At the beginning of the year, it is your responsibility to inform all service providers of the schedule for reporting progress.*

### OBJECTIVES

#### Required Objective Components:

- Conditions under which the behavior is performed: Specific Behavior
- Measurable Criteria
- Evaluation Procedures
- Schedules for determining if objectives are being achieved
- Characteristics of services (see instructions on previous page)

*Objectives **MUST** be written in **all** goals for students who take NDAA.*

### ADAPTATION/MODIFICATIONS OF SERVICES

#### Essential features of **Adaptation/Modifications** Section:

- List 1-1 Para first in this section.

**G. Adaptation of Educational Services**

Describe changes in educational services that will be made to permit successful accommodation and education of this student (e.g. grading, credits, staff, transportation, facilities, materials, Braille, equipment, technology, adaptive devices, curriculum, methods, and other services). Include procedures for monitoring equipment, if applicable. Consideration must be given to the special factors indicated in section E of the IEP.

\*\*\* 1:1 Paraprofessional Support in the area of behavior management across all school settings for elopement, aggression toward self and others, property destruction

\*\*\*1:1 Paraprofessional Support across all general education settings for modified curriculum and academic supports\*\*\*

\*\*\*1:1 Paraprofessional Support for personal cares, feeding and suctioning \*\*\*

- List any transportation/bussing second.

**G. Adaptation of Educational Services**

Describe changes in educational services that will be made to permit successful accommodation and education of this student (e.g. grading, credits, staff, transportation, facilities, materials, Braille, equipment, technology, adaptive devices, curriculum, methods, and other services). Include procedures for monitoring equipment, if applicable. Include consultation, which is not scheduled or predictable. Consideration must be given to the special factors indicated in section E of the IEP.

**Student needs special needs bus due to the inability to cross the street alone.**

**Student needs special needs bus due to the student's unpredictable behavior.**

**Student requires special needs bus to access IEP services. He requires support on the bus due to transition, safety, and to guide behavioral decisions on the bus.**

**Student needs special needs bus due to low cognitive ability.**

- Adaptations/Modifications are related to needs stated in the PLAAF
- Promote advancement toward attaining Annual Goals
- Include justification for each adaptation and modification
- List only adaptations/modifications that are necessary – “if needed” is not an option
- Discuss participation in State and District-wide Assessments.
  - Document accommodations necessary to measure the academic achievement and functional performance.
  - Complete the student’s expected participation in district and statewide assessment
  - **IMPORTANT:** Be aware that use of modifications is not permissible under NCLB and, if used, **the state assessment will be invalidated and will adversely affect your participation rate.**

Each year a student’s IEP Team is required to make annual-informed decisions concerning participation in the ND state assessment. It is very important to keep parents informed.

**NORTH DAKOTA STATE ASSESSMENT OPTIONS:**

1. ND State Assessment with no accommodations
2. ND State Assessment with assessment accommodations documented in the student’s IEP, LEP, or 504 Plan (these must be allowable accommodations)
3. The ND Alternate Assessment (NDAA) for students with severe cognitive disabilities served under IDEA. **NOTE: If a student takes NDAA, they must take it in all areas. NDAA cannot be combined with NDSA.**
4. A combination of 1 & 2 above.

***NDSA tests Reading/Language Arts, Math in Grades 3 – 8 and Grade 10; Science is included in Grades 4, 8 and 10***

The most current information on the DPI website for Alternate Assessment participation:  
[ND Alternate Assessment Participation Guidelines Worksheet](#)

**ACTIVITIES WITH STUDENTS NOT DISABLED**

Essential features of **Activities with Students Who Are Not Disabled** Section:

- Document involvement and progress in the general education curriculum and participation in extracurricular and other non-academic activities.

- Check all that apply.
- NOTE: Do not check “counseling” unless it is the school counselor and indicate this in the comments box.

### LEAST RESTRICTIVE ENVIRONMENT JUSTIFICATION

Essential features of **LRE Justification** Section:

- Start every placement discussion by answering the question, “Can all, or at least some of this IEP, be implemented satisfactorily in the general education environment?”
- Be specific and data-driven in your discussion and documentation.
- Describe why the one option was chosen and/or why other options were rejected.
- Documentation of harmful effect (only to the individual student)
- Check the appropriate box to reflect the LRE percentage

### SPECIAL EDUCATION AND RELATED SERVICES

Essential features of **Educational Environment** Section:

- Complete the Special Education and Related Services Section
- Total the number of minutes/week the student is receiving services **apart from peers**
  - **Do not include classroom support minutes**
  - Take these minutes and divide by 1800 to compute the % of time in special education
  - Subtract the % of time in special education from 100 to determine the % of time in general education.
- Students with a 1-1 Para report 1800 minutes per week of service minutes.

J. Special Education and Related Services					
Service	Minutes	Starting Date	Duration	Service Provider (Job Title)	Location of Services
Instructional Aide	1800/wk	08/22/2019	9 Months - full school year	1:1 Paraprofessional under the direction of the special education teacher	Throughout the school building

- For students requiring special education transportation, see sample below:

J. Special Education and Related Services					
Service	Minutes	Starting Date	Duration	Service Provider (Job Title)	Location of Services
Transportation	length of bus ride	08/23/2018	9 Months - full school year	Dietrich Bus Service	Dietrich Special Needs Bus (see adaptations)

Essential features of **Special Education and Related Services** Section:

- Service
- Number of minutes
  - You must add “per week” or “per month” to the minutes
  - This is the section where you include classroom support minutes; however, they are not counted in the educational environment % (as indicated above).
- Starting Date
- Duration of services

- Service Provider (Job Title)
- Location of services: Include building and room

### **EXTENDED SCHOOL YEAR**

**Complete Extended School Year (ESY) Section of the IEP, which includes:**

- Sufficient documentation in justification section

**Instructions for completing ESY paperwork in TIENet:**

- If (in the ESY section of your IEP) BOX ONE is checked:
  - Pull your Extended School Year form on TIENet, date it, and document TEAM members
  - Phone parents to inform them which goals will be addressed through ESY.
  - Document your phone call in EVENTS; and
  - Complete the rest of the form.
- If BOX TWO is checked, justify and you are done!
- If BOX THREE is checked (“The TEAM needs to collect further data before making a determination and will meet again on \_\_\_\_\_.”)
  - Reconvene at least the CORE TEAM members
  - A Prior Written Notice is required
  - Amend the original IEP to indicate that ESY is or is not needed.
  - Complete the ESY plan, if needed
  - Document the justification in either case.

***Important:***  
*Not every child with a disability qualifies for Extended School Year services.*

*To assist in making this determination, please use the ESY Decision Guide and options found in Appendix C.*

When finalizing IEP, goals will automatically transfer to the student’s ESY Plan. The case-manager needs to remove the goals that will not be addressed through ESY.

**\*Please refer to the Goals and Objective Chart, also located in Appendix C for data-collection chart (required).**

### **FORM: EXTENDED SCHOOL YEAR PLAN**

Complete the ESY plan, making certain that it includes only the goals to be addressed. Finalize the plan. You will still be able to enter the student’s progress later, at the conclusion of ESY.

### **TRANSITION IEPs ADDITIONAL REQUIREMENTS**

**T-1: PLAAFP**

See PLAAFP Section on p. 16.

**T-2: Course of Study & Transfer of Rights**

Essential features of **Course of Study** Section:

- Course of Study must be aligned with post-secondary goals

- **Coursework and educational experiences** must be completed for all high school years and updated annually.

Essential features of **Transfer of Rights (TOR)** Section:

- On **or before the child's 17<sup>th</sup> birthday**, the student's IEP must include a statement that the child and the parent(s) have been informed of the rights that will transfer to the child upon reaching the age of majority (age 18 in ND).
- A **Prior Written Notice** is required to notify parents that rights have transferred.

**Best Practice:**

- *At the 1<sup>st</sup> transition IEP, discuss TOR (transfer of rights). Document this on p. T-2 of the IEP.*
- *This date **should not change** in subsequent IEPs*

### T-3: Statement of Transition Services

Essential features of **Statement of Transition Services** Section:

- For each post-secondary goal **at least one** of the following must be completed:
  - *Instruction*
  - *Related Service(s)*
  - *Community Experience(s)*
  - *Development of Employment and Post-School Objectives*
  - *Acquisition of Daily Living Skills (if appropriate)*
  - *Functional Vocational Evaluation (if appropriate)*
- **Agencies with responsibilities listed, MUST be present at the meeting.**
- Click to see examples of [T-3 section entries](#)
- [Access DPI's NEW TOOL – TRANSITION ASSESSMENT MATRIX](#)

Refer to the DPI website:  
[Secondary Transition: Tips For Compliance to Indicator 13](https://www.nd.gov/dpi/uploads/63/TipsforComplianceIndicator13)  
<https://www.nd.gov/dpi/uploads/63/TipsforComplianceIndicator13Spring2018.pdf>

### FORM: Summary of Performance

No evaluation is required when a student/young adult:

1. Graduates
2. Or reaches the age limit

However, a **Summary of Performance** is required.

The **SUMMARY OF PERFORMANCE** must include the student's:

- Academic Achievement
- Functional Performance
- Recommendations on how to meet Secondary Goals

## OTHER ISSUES

### Accessibility of Student's IEP

The IEP must be accessible to the general education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation. Each teacher or provider is informed of his or her responsibilities related to implementing the student's IEP.

- Copies of the IEP are available for review in the student’s cumulative file at their serving school. Specific accommodations/modifications, and services are listed in the IEP. Responsibilities are listed in the Adaptations Section and/or Characteristics of Services for each goal/objective.
- Whenever there are goals/objectives/adaptations/modifications that involve the general education environment, the case manager will provide an IEP Snapshot **OR** a copy of the pertinent IEP Goal/Objectives and Adaptation of Educational Services.
- Each fall **and** when changes are made to the annual IEP, this will be given to the student’s general education teacher(s), administrator, and other staff working with the student.

**Alternative Means of Meeting**

Team members will try to consolidate meetings when possible and appropriate (e.g., three-year re-evaluation and the annual IEP). Alternative means of meeting participation may include conference calls or video conferencing

**When a Student on an IEP Moves**

The receiving public agency must provide a Free and Appropriate Public Education (FAPE) to the student including services comparable to those described in the student’s IEP from the previous public agency. In addition,

- If the transfer is within ND, within 30 calendar days, you must:
  - Adopt the student’s IEP from the previous public agency
  - OR**
  - Develop, adopt, and implement a new IEP that meets the applicable requirements.
- If the transfer is from another state, within 30 calendar days you must:
  - Conduct an evaluation if determined to be necessary by the new LEA/school
  - AND**
  - Develop, adopt, and implement a new IEP that meets the applicable requirements.
- The **school district** must take reasonable steps to promptly obtain the student’s records from the previous public agency
- The **previous public agency** must take reasonable steps to promptly respond to the request from the new public agency

**DISCIPLINE AND STUDENTS WITH DISABILITIES**

All students need to be held accountable for their behavior. How a student with a disability is held accountable is determined to a great extent on whether or not the student’s behavior that is manifested is related to his/her disability.

If the student’s disability is NOT related to the behavior manifested, the student should be held accountable for his/her behavior and should be subject to normal school disciplinary policy. However, this must be discussed by the team and documented in the IEP.



If the student's disability and the behavior ARE related, a different method may be used to hold a student accountable. This information must also be discussed by the IEP team. An example might be when a student has a disability which prevents him/her from understanding or responding appropriately to a school rule.

Any time a student on an IEP presents behavior challenges, data will be collected through a Functional Behavioral Assessment (FBA). This data will be used to develop a behavior plan. Ongoing data collection/ progress monitoring must occur through the FBA. This may result in revision of the behavior plan at any time throughout the year.

**Best Practice:**  
*Manifestation Determination should be completed prior to the 8th day of suspension.*

To determine whether or not a student's behavior is related to his/her disability, a Manifestation Determination is conducted. Please refer to Appendix A for the TIEnet Manifestation Form which has been adopted by the James River Cooperative to make this determination.

If a student is removed from school for more than 10 consecutive school days in a school year, this is considered a change in placement. If the student is removed for more than 10 cumulative school days in a school year and the removals collectively constitute a change of placement (see *The Individuals with Disabilities Education Act Discipline Regulations for Students with Disabilities: Policy Papers in Education*). In this case, procedures for long-term removal must be conducted and another placement sought.

On the 11<sup>th</sup> day a student with a disability has been removed from school, the district has the obligation, by law, to continue the provision of services to the student to the extent necessary to enable him/her to continue to appropriately progress in the general education curriculum and appropriately advance toward the goals in his/her IEP. If the student has been removed from school beyond the 10 days, whether or not the behavior is related to the disability, the student still has the right to these services.

There are instances when the district can remove a student to an interim educational setting for not more than 45 school days. These are explained in the Discipline Policy Paper on the DPI website.

There are also instances when a hearing officer may order a change in placement to an interim alternative educational setting. These are also explained in the Discipline Policy Paper found on the DPI website.

### **REVOCATION OF CONSENT PROCEDURE**

- Parent informs the school that they no longer want services and want to revoke their consent for services.
- Have a meeting; send Notice of Meeting with date and reason for meeting.
  - **FORM: REVOCATION OF CONSENT FOR SPECIAL EDUCATION AND RELATED SERVICES (Refer to the form in Appendix C)**
    - Fill in the date of the meeting.
    - Parent checks and initials the box by "I REVOKE..."
    - Parent signs, dates, and checks/initials the appropriate box below the signature.
    - Give a copy to parents.
  - Share the **Prior Written Notice – Revocation of Consent (Refer to form in Appendix C)**
    - Found under "Procedural Forms" in TIEnet.
    - Enter the date that services will be discontinued. This date should match the date that you received the **Revocation of Consent for Special Education and Related Services** form (above.)



- Parent checks/initials box of acknowledgement; sign and date on p. 2
- Give a copy to parents
- **Option 2:** Revocation without a meeting
  - Send **Revocation of Consent for Special Education and Related Services** form.
    - Highlight where the parent needs to check/initial, sign and date.
    - Provide a stamped, addressed return envelope.
  - Once the **Revocation of Consent** form is received, send **Prior Written Notice – Revocation of Consent**.
    - “Services to your child will be discontinued on...” Enter date that the signed Revocation form was received.
    - Highlight where the parent needs to check/initial, sign and date (**form continues on the second page**).
    - Provide a stamped, addressed return envelope.
    - Send completed copy to parents.
  - **Fill in the bottom section for School District use**
    - The date you receive the **signed Revocation of Consent** is the same as the date services terminated.
    - Enter the date of the Prior Written Notice.
- **Exit the student** in TIEnet. Exit reason = Transfer to General Education

## REVIEW AND REVISION OF THE IEP

### Amendment / Agreement

#### In making changes to the student’s IEP:

- Parent(s) and district may agree NOT to convene the IEP team and instead may develop a written document to amend or modify the current IEP
- Ensure that the IEP team is informed of the changes and a copy is given to the parents

### IEP Revisions

1. Complete paperwork, including prior notices, if required. You may amend an IEP without a meeting for minor changes (correct spelling/grammar, check a box, etc.). You must have a meeting for major changes (adding a goal or service, changing the primary disability or adding a secondary disability).
2. Open the finalized IEP document you wish to amend. Under the “More...” tab, select “Create a Revision of This Document” and indicate something in the “Comments” box to identify the purpose/date.
3. On the cover sheet, click the checkbox by “Amendment” and fill in the amendment date. Update all information, including casemanager and IEP team members (if the amendment is done with a team meeting).

4. Document new information at the beginning of the appropriate section, preceded by the amendment date.
5. Complete any other amended pages.
6. Finalize; Print the entire amended IEP and distribute. (cum, office, parent).

**IEP Amendments for Students New to the District or School**

Within 30 calendar days of the student’s starting date, the team should update the student’s IEP – this will include, at a minimum, the front page and Sections I and J.

**SPECIFIC CIRCUMSTANCES**

**Student exits special education**

1. Case manager completes and finalizes the Exit form
  - a. The exit date, reason, and school year exiting from must be entered
  - b. The school year in the drop down should be the year associated with the second school year. For example, the school year 2014-2015 would be 2015.
2. **Inform Amber of all exits, as** information from the Exit form populates back to the student profile **manually**.
3. This information is fed back to STARS from TIEnet nightly.

<p><b><i>Exit Reasons:</i></b></p> <ol style="list-style-type: none"> <li>1. Transferred to regular education</li> <li>2. Graduated with a regular high school diploma</li> <li>3. Received a certificate</li> <li>4. Reached maximum age</li> <li>5. Died</li> <li>6. Moved – Known to be continuing</li> <li>7. Dropped out</li> </ol>
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**Student transfers from one district to another**

1. Student moves to another district
2. The receiving district needs to notify the sending district that the student has enrolled in their district. If sending, complete any open documents, including a finalized Exit Form, within 7 calendar days.
3. The receiving district enters the student into STARS. The sending district will no longer have access to the student.
4. The receiving district will need to remove the exit information in the student profile eligibility section in TIEnet. Do not delete the Exit Form, as it is part of the student’s file.
5. The receiving district can then proceed with creating documents.

**Students found to not have a disability**

1. Case manager completes and finalizes the special education paperwork in TIEnet for the evaluation process (IWAR).
2. The student is determined to not have a disability on the IWAR or if the parent does not sign the Consent for Initial Placement, the Case manager will need to notify the Administrative Assistant or your local STARS administrator.
3. The Administrative Assistant/STARS administrator will need to go into STARS and deselect the “Send to TIEnet” checkbox.

4. Step 3 applies for initial evaluations only.
5. If a student is reevaluated and determined not eligible, the student must be exited using the exit form in TIE.net.

### **Student's primary disability changes**

1. The school district must complete the evaluation process before determining that the child's primary disability has changed.
2. Complete the Student Profile, Assessment Plan and Integrated Written Assessment Report, along with all prior notices
3. Follow the procedure for a 3-year reevaluation. A change in primary disability is a team decision based on evaluation information.
4. If the primary disability changes, you need to amend the IEP to reflect the change.

### **Student is dismissed from special education services**

- A. Prior to dismissal from receiving special education and related services, the school district must complete the evaluation process before determining that the child is no longer a child with a disability. This includes a child who is dismissed from a single service, but who continues to receive other special education or related services.
- B. Prior Written Notice and Procedural Safeguards are required.
- C. Follow the procedure for a 3-year reevaluation.

### **Student Graduates or Reaches Maximum Age**

1. Complete the **Summary of Performance**
2. Complete and finalize the **Exit Form** on or after the last day of school.
3. Complete and send a **Prior Written Notice of Special Education Action** for graduation/exit.

### **SURROGATE PARENT**

When a parent or guardian of a child is unknown or unavailable, or if the child is a ward of the state, the school district must assign an individual to act as this child's surrogate parent. For a child who is a ward of the state, the Director or a judge may appoint a surrogate parent to oversee the child's case. The surrogate has all the procedural rights of a parent and is responsible for representing the child's interests in all matters related to the provision of free appropriate public education. In the case of an unaccompanied homeless youth, the Director will appoint a surrogate.

Whenever a student is in care, custody, and control of an agency (e.g., County Social Services), the question arises of who carries parental authority in terms of assessment and the IEP process. The answer is... the parent always does unless parental rights have been terminated by a judge. The question the case manager needs to ask is:

- Have the parent's rights been terminated? (A legal document is required.)
- Is a parent available?

Please keep the Director informed.

## DEFINITIONS

**Special Education** - The term "special education" means specially designed instruction, at no cost to the parent, to meet the unique needs of an identified child with a disability, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions. Special education services include related services, which are those services that are required to assist a child with a disability to benefit from special education, such as transportation, occupational therapy, physical therapy and psychological services.

**Autism** - means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, which adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has a serious emotional disturbance.

**Deaf-blindness** - concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

**Deafness** – means a hearing impairment so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.

**Hearing Impairment** – impairment in hearing whether permanent or fluctuating, which adversely affects a child's educational performance but that is not included under the definition of Deafness.

**Intellectual Disability** - means significantly sub average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

**Non-categorical Delay** (Referred to as Developmental Delay by federal definition) – For younger children in North Dakota, the Non-Categorical Delay (NCD) eligibility option may be used for a child who is at least three years of age but less than ten years of age if the child exhibits a developmental profile in which socialization, or adaptive skill acquisitions are significantly below that of same-age peers, and if the child needs special education and related services, the school district may determine that the child is a student with a disability as a result of a non-categorical delay. This option may be used in situations where the determination of a disability is not clear but delays are well documented.

**Orthopedic Impairment** - is a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g. poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g. cerebral palsy. amputations, and fractures or burns which cause contractures).

**Other Health Impairment** - means limited strength, vitality or alertness including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that

- Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia and Tourette's Syndrome; and

- Adversely affects a child's educational performance.

**Emotional Disturbance** - a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:

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

The term includes children who have schizophrenia. The term does not include children who are socially maladjusted, unless it is also determined that they are seriously emotionally disturbed.

**Specific Learning Disability** - a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing or motor handicap, of Intellectual Disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

**Speech or Language Impairment** - a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely impacts a child's educational performance.

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

**Visual Impairment** - a visual impairment that, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.

## ELIGIBILITY

**Autism** - Please refer to the state [Guidelines: Identifying, Servicing and Educating Children and Youth with Autism](#), for Autism Criterion.

**Intellectual Disability** - A team evaluation including an individually administered psychological test by a qualified examiner indicating a full scale I.Q. of approximately 70 or below is required.

The student's primary deficit is in the area of intellectual functioning. In addition, deficits must be identified in at least two areas of adaptive functioning: communication, self-care, motor functioning, home living, and emotional/social development. These major deficits may be expected to continue over time. An appropriate educational program will increase the probability that the student will live and work independently in the community.

The student may not be placed in the special education program on the basis of one test.

**Deafness** - Students with deafness are those for whom hearing cannot be used as a major sensory pathway for learning. A loss greater than 90 decibels are considered deaf for educational placement.

**Early Childhood Special Needs (Categorical and Non-categorical):** Eligibility for early childhood special education services in North Dakota can be determined in one of two ways:

- **Categorical Definition:** Eligibility based on a diagnosis in one of the categorical areas listed in Public Law 108-446, the Individuals with Disabilities Education Improvement Act (IDEA-2004).

There must be a determination by the multidisciplinary team that the child has a disability and requires special education in order to benefit from age-appropriate developmental learning opportunities. Specific criteria are defined in this section.

- **Non-categorical Definition:** Eligibility based on developmental delay or inconsistencies in demonstrating developmental milestones.

**Non-Categorical Delay (ages 3 – 9):** Non-Categorical Delay (NCD) definition for Ages 3 through 9: Eligibility based on developmental delay or inconsistencies in demonstrating developmental milestones. Developmental delay is defined as demonstrating a developmental profile that documents skill acquisition that is significantly below that of chronologically same-age peers in one or more of the following areas: 1) cognitive; 2) fine motor; 3) motor; 4) vision; 5) hearing; 6) communication, which may include speech and language; 7) pre-academic; 8) socialization, which may include interactional and emotional development; and 9) adaptive skills which may include self-help, attending, behavior control, and creative play; exhibited by a child, 3 through 9 years of age, who is determined by a multidisciplinary assessment team to be in need of special education.

### **IMPORTANT:**

*The NCD definition should be used **ONLY** with students who have a delay and do not meet eligibility criteria under any other of the ND categories of disability.*

**“Significantly below average”** is defined as meeting criteria in one of the following three categories:

- **Criteria A**
  - Performance at or below 1.5 standard deviations of the mean in any TWO areas of development.
- **Criteria B:** not used in James River Special Education Cooperative

~ OR ~

- Performance at or below 2.0 standard deviations of the mean in ONE area of development.

- **Criteria C:**
  - Known risk indicators. This category includes children diagnosed with:
    - Syndromes and disorders, which have a high probability of resulting in a disability. (eg include: Down Syndrome, Fetal Alcohol Syndrome, and Spina Bifida).
    - This category also includes: children who are functioning above the stated criteria in Category A and B because of intensive early intervention but who are eligible for services based on expected regression if services were to be terminated.
    - Environmentally at-risk students can be included after the impact of severe environmental deprivation can be substantiated, such as when both parents are developmentally disabled.

When using Category A criteria, developmental functioning levels in all domains must be documented. Multiple reference points should be utilized when assessing developmental delay including developmentally referenced, norm referenced, and criterion or curriculum referenced. Diagnostic information sources such as: medical records, social service agency reports, and anecdotal information from observations should be incorporated to assist in determining eligibility and specific programmatic needs. The evaluation must be completed by a multi-disciplinary team following the process outlined in North Dakota *Guidelines: Evaluation Process* (June, 2007).

**Re-evaluation MUST be completed before the student's 10<sup>th</sup> Birthday resulting in:**

- A plan for Exit from Special Education
- OR**
- Determination of eligibility in one of the other ND disability categories

**Emotional Disturbance** - A student is eligible for special education in the area of Emotional Disturbance when there is documentation of a condition exhibiting one or more characteristics of emotional disturbance to a marked degree over a long period of time. The condition must affect educational performance. See Emotional Disturbance Eligibility Checklist that follows:

# ED Identification Checklist

Student's Name: \_\_\_\_\_ School: \_\_\_\_\_ D.O.B. \_\_\_\_\_

Age: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_ Report Date: \_\_\_\_\_

## A. ESTABLISH CONDITION

- |   |   |   |
|---|---|---|
| 1. Was an emotional/behavioral condition established? | Y | N |
| 2. Is Social Maladjustment the only condition?        | Y | N |

## B. ESTABLISH CHARACTERISTICS

Behavior must be characterized by one or more of the following:

- |   |   |   |
|---|---|---|
| 1. Has the student failed to attain a satisfactory rate of educational progress below which cannot be explained by intellectual, sensory, health, cultural or linguistic factors? | Y | N |
| 2. Is the student unable to build and maintain satisfactory interpersonal relationships with peers, teachers, and/or school personnel?  | Y | N |
| 3. Does the student display inappropriate types of feelings or behavior under normal circumstances?   | Y | N |
| 4. Is there evidence of a general, pervasive mood of unhappiness or depression?   | Y | N |
| 5. Does the student display a tendency to develop physical symptoms or fears for personal or school problems?   | Y | N |

## C. SPECIFIC CRITERIA

All of the following criteria must be met in order for a student to be eligible:

- |   |   |   |
|---|---|---|
| 1. Does the condition adversely affect educational performance?   | Y | N |
| Was the condition documented as occurring in more than one setting, at least one of which is educational under school jurisdiction?   | Y | N |
| 2. Does the condition severely interfere with the student's or other students' academic and/or social growth? (behavior scales, observations, documentation of discrepancy) | Y | N |
| 3. Does evidence exist which can indicate that the behavior existed over a period of six calendar months prior to referral?   | Y | N |

D. Following the specified criteria, does this student qualify for ED services?      Y      N



**Hearing Impairment** - A student with a hearing impairment is a one who is being provided with supplementary instruction or amplification equipment because of hearing impairment. The student will have had an otological evaluation and a report filed of the student's need for special services based on audiological and/or medical reports. Students who are hard of hearing students can use amplified sound as a major channel of learning.

**Other Health Impaired** - A student with limited strength, vitality or alertness due to a health impairment which adversely affects the student's educational performance or makes school attendance impossible shall be provided special education services. It may be necessary to provide a home or hospitalized program or a modified program in the school upon approval of a medical doctor. The recommendation and report shall be filed in the student's confidential file.

\*Students with chronic or acute conditions and diseases such as asthma, cystic fibrosis, epilepsy, heart condition, rheumatic fever, cancer, sickle-cell anemia, hemophilia, diabetes may require special education and related services. Students with progressive diseases such as muscular dystrophy or multiple sclerosis, which may subsequently cause physical disability, are also eligible.

Students who can attend school may require a modified school program due to limitations in physical vitality. Students may also require observation and supervision in medication and diet needs. To qualify, students must require specially designed instruction.

**Orthopedic Impairment** - A medical examination is required for any student with an orthopedic impairment. This must include a recommendation determining the need for specialized equipment and materials. The student's deficit in motor functioning is sufficiently severe to require special equipment and/or prosthetic devices which require special education and related services. These deficits may be expected to continue, but an appropriate educational program will increase the probability of future independence.

**Specific Learning Disability** - James River Special Education recognizes two models of identifying students as SLD: the more traditional discrepancy model and the RTI model. The RTI model is allowed, provided it is based on data collection, consistency and fidelity over an extended period of time.

James River Special Education Cooperative has adopted the [Guidelines for Serving Students with Specific Learning Disabilities in Educational Settings](https://www.nd.gov/dpi/uploads/60/GuidelineswithRTI.2.pdf) (<https://www.nd.gov/dpi/uploads/60/GuidelineswithRTI.2.pdf>)

**Speech and Language Impairment** - A student with a speech or language impairment has been evaluated and determined to have a speech-language impairment, and as a result of this speech-language impairment, needs special education or related services. Students who have a speech or language impairment and no other disability may receive special education (specially designed instruction). "Specially designed instruction" means adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the disability, and ensure access of the student to the general curriculum so that the student can meet the district's educational standards that apply to all students. Students who have a speech-language impairment that is secondary to another disability may receive related services (services to benefit from special education). Below are the four subcategories in which the student may qualify:

**Language:** A language disorder is defined as a breakdown in communication that is characterized by difficulties in expressing needs, ideas, or information that may be accompanied by problems in understanding. Language patterns attributed to a dialectical, cultural or ethnic differences or the influence of a foreign language must not be identified as a disorder.

**Articulation/Phonology:** An articulation/phonological impairment is characterized by a failure to use speech sounds that are appropriate for a person’s age and linguistic dialect. Such errors in sound productions may interfere with intelligibility, social communication and/or academic and vocational achievement. Students cannot be considered to have an articulation/phonological impairment based on characteristics that are consistent with cultural and/or linguistic diversity.

**Fluency:** Stuttering is primarily characterized by repetitions (sounds, syllables, part words, whole words and phrases), pauses, and prolongations that differ in number and severity from those of normally fluent individuals. The onset usually occurs during the time that language skills are developing, and onset is generally gradual in nature. Secondary characteristics are frequently evident, and these vary in type and severity from individual to individual. The disfluencies may interfere with intelligibility, social communication, and/or academic and vocational achievement.

**Voice:** Voice impairment is defined as a pitch, loudness or quality condition that calls attention to it rather than to what the speaker is saying.

James River Special Education Cooperative has adopted the North Dakota [Guidelines for Public School Speech-Language Pathologists](#)

**Traumatic Brain Injury (TBI)** - There are four components that need to be met to be eligible for TBI services:

1. Documentation by a Physician of Medically Verified Injury
2. Documentation of a functional impairment that adversely affects educational performance in one or more of the following areas:
  - a) Intellectual/Cognitive
  - b) Academic
  - c) Communication
  - d) Motor
  - e) Sensory
  - f) Social/Emotional/Behavioral
  - g) Functional Skills/Adaptive Behavior
  - h) Problem Solving
3. The functional impairments are not primarily the result of previously existing conditions, which include:
  - a) Visual, hearing, or motor impairments
  - b) Emotional-behavioral disorders;
  - c) Intellectual Disability;
  - d) Language or specific learning disabilities;
  - e) Environmental or economic disadvantage;
  - f) Cultural differences.

**Note:** Provide narrative summary of specific data sources, results of observation, interviews with parents, other knowledgeable, standardized tests, etc.

**Note:** Provide narrative summary of previously existing conditions.

4. Data and Information to Document Functional Impairment must include a minimum of one source from Group One and one source from Group Two

**Group One**

- a. Checklists;
- b. Classroom or work samples;
- c. Educational/medical history;
- d. Documented, systematic behavioral; observations
- e. Interviews with parents, student, and other knowledgeable individuals

**Group Two**

- a. Criterion-referenced
- b. Personality or projective measures;
- c. Sociometric measures;
- d. Standardized assessment measures; (academic, cognitive, communication, neuropsychological, or motor)

**Visual Impairment** - A Visual Impairment including Blindness is impaired vision that even with correction, adversely affects the student's educational performance and requires curriculum adaptations ( i.e., magnifying devices, large print or Braille text) to succeed academically.

Any student receiving services in the category of visually impaired will have had an examination by a licensed eye specialist in the previous 12 months, and a report must be filed in the student's individual file that includes the specialist's name, summary of report and date of documentation. This information must be included in the IWAR.

## Visual Impairment Identification Checklist

\_\_\_\_\_ has a visual acuity of 20/60 or less in the better eye with the best conventional correction. His/her visual acuity is in the following range:

- Moderate Visual Impairment (20/70 to 20/160)
- Severe Visual Impairment (20/200 to 20/400)

~ OR ~

\_\_\_\_\_ has a vision impairment that impacts peripheral vision or a congenital and/or degenerating eye condition which impacts visual functioning:

- Visual field of 20 degrees or less
- Cortical Visual Impairment (CVI)
- Optic nerve hypoplasia/septo optic dysplasia
- Retinopathy of Prematurity (ROP)
- Optic Atrophy
- Albinism
- Other: \_\_\_\_\_

\_\_\_\_\_ visual Impairment adversely affects educational performance to be determined eligible.

- He/She needs significant modifications and/or accommodations to access educational materials or media as determined by data regarding input from the teacher of the visually impaired, orientation and mobility specialist, low vision clinic and observations summarized in the IWAR. (Educational material and media includes textbooks, photocopies, white boards, computers and environmental signs.)

Data for determining eligibility was gathered from (list multiple sources and a minimum of 1 observation in the area of disability required):

- Cumulative file review
- Review of previous interventions
- Interview Information (Teacher, Parent, Student)
- Observation(s) (e.g. classroom, large group, small group, etc.) Date(s): \_\_\_\_\_
- Tests: Evaluation of Visual Functioning administered by a teacher of the visually impaired and orientation and mobility specialist)
- Other \_\_\_\_\_

## Eligibility for ADD/ADHD Checklist

1. Does the student exhibit the qualifications of “other health impaired” under IDEA:

- A chronic or acute health problem  Yes  No
- If Yes, does this problem result in limited strength, vitality or alertness?  Yes  No
- If Yes, does the limited strength, vitality, or alertness adversely affect the child’s educational performance to the extent of necessitating special education?  Yes  No

2. Does the student exhibit the qualifications for “specific learning disability” under IDEA:

- Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.  Yes  No
  
- If Yes, is the severe discrepancy not correctable without special education and related services?  Yes  No
  
- If Yes, is the problem only secondarily or not at all attributable to a) environmental, cultural or economic disadvantage; b) visual, hearing, or motor disabilities; c) intellectual disability; or d) emotional disturbance?  Yes  No

3. Does the student exhibit the qualifications for any other disability under IDEA:

- Ex. Severe emotional disturbance?  Yes  No
- Ex. Intellectual disability?  Yes  No
- Ex. Autism or traumatic brain injury?  Yes  No

4. If the student does not qualify under 1-3, does the child’s ADD/ADHD condition meet all the qualifications under Section 504?

- Is the condition mental or physical?  Yes  No
- If Yes, does it impair a major life activity, such as learning?  Yes  No
- If Yes, is the degree of this impairment substantial?  Yes  No

## APPENDIX A: DISCIPLINE PROCEDURE

### MANIFESTATION DETERMINATION DOCUMENTATION (pg.1)

Directions: Relevant members of the student's IEP team must document their answers to the questions below. The answers will assist the team in responding to the following two final questions: (1) Was the conduct in question caused by, or have a direct and substantial relationship to the student's disability; and (2) Was the conduct in question the direct result of the school's failure to implement the IEP?

**Student:** \_\_\_\_\_ **DOB:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Parent:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

#### Describe the incident being reviewed:

##### Section I

1. Does the IEP contain a behavior plan? Does the plan deal with this specific type of behavior?

2. Was the IEP followed?

Was the conduct in question the direct result of the school's failure to implement the IEP? Was the IEP followed?

Was the conduct in question the direct result of the school's failure to implement the IEP? Y or N

##### Section II

3. Describe the specific disability as written in the IEP:

4. How has the disability manifested itself in the past?

5. Describe past reports of this type of behavior (the behavior being reviewed by this team):

6. Is there a factual/direct connection to the disability?

Was the conduct in question caused by, or have a direct and substantial relationship to the student's disability: Y or N

7. Narrative – Relevant comments from team members:

##### Section III

Team Consensus:

Manifestation of Disability

Not a Manifestation of Disability

Y or N: Parent's Rights Provided

Parent's Signature: \_\_\_\_\_

Y or N: Parent in agreement with team decision

Date Parent Signed: \_\_\_\_\_

## MANIFESTATION DETERMINATION DOCUMENTATION (pg.2)

Please list team members Names & Positions:

- A. **Describe the behavior:**
  1. What is the behavior?
  2. How is the behavior performed?
  3. How often does the behavior occur?
  4. How long does the behavior last when it occurs?
  5. What is the intensity of the behavior when it occurs?
- B. **Define setting events and environmental factors that predict the behavior (describe the following variables):**
  1. Classroom structure (physical).
  2. Class rules and procedural expectations.
  3. Instructional delivery (lecture, cooperative learning, labs, etc.)
  4. Instructional materials (textbooks, worksheets, hands-on activities).
  5. How are directions presented?
- C. **Define specific immediate antecedent events that predict when the behaviors are most likely to occur:**
  1. When are the behaviors most likely to occur?
  2. When are the behaviors least likely to occur?
  3. Where are the behaviors most likely to occur?
  4. Where are the behaviors least likely to occur?
  5. During what activities are the behaviors most likely to occur?
  6. During what activities are the behaviors least likely to occur?
- D. **Identify specific consequences/outcomes that follow the behavior.**
  1. What specific consequence/outcome is most likely to immediately follow the behavior?  
Gain attention. Explain  
Gain a tangible consequence. Explain.  
Gain a sensory consequence. Explain.  
Escape from or avoidance of an undesirable situation. Explain.  
Other. Explain.
  2. Do consequences/outcomes occur in all settings?
  3. What is the source of the consequence/outcome? Teacher Imposed or Student Imposed
- E. **Summary**
  1. What is the function of the behavior?
  2. What are some possible intervention strategies?





## INDICATOR 13 STATE RUBRIC

August 2011

1. Are there appropriate measurable postsecondary goal(s) that cover education, or training, employment, and, as needed, independent living?
  - The goals are not written as measurable outcomes
  - The goals could more explicitly indicate they will occur after graduation
  - The goals are not appropriate to student based on information in PLAAFP
2. Are the postsecondary goals updated annually?
  - Little evidence that post-secondary goals were reviewed
  - No evidence of annual updating of goals based on previous IEP.
3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessments?
  - No evidence that transition assessments were used.
  - Transition assessments not identified.
  - Fewer than two sources of assessments utilized.
  - Limited evidence that strengths, preferences, needs, interests or functioning have been identified
  - Limited evidence that assessment results or information are included in transition domain areas of the PLAAFP.
  - No/Limited evidence that the domain areas have been assessed **annually**
  - Initial Transition IEP-No/Limited evidence that a comprehensive transition assessment of skills, interests, needs, preferences, strengths and functioning occurred to develop postsecondary goals.
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?
  - No service or activity identified for each identified post-secondary goal
  - No/Limited evidence all areas of identified need have been addressed in proposed services or activities.
  - No/Limited evidence of coordination between school and outside agency(s) to enable students to meet post-secondary goals.
  - No timelines have been set for providing services or completing activities.
  - Timelines for current IEP year not indicated.**
  - Agency/individual identified as responsible to provide service or activity was not invited and/or not at meeting.
  - Clerical error-boxes not checked/wrong box selected.
    - Post-secondary Employment goal not checked

5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?
  - Credits “To be earned” column is not complete for all years
  - “Credits earned” column is not complete/current
  - Electives not identified
  - Electives not aligned with post-secondary goals
  - Required courses not identified for all 4 years
  - Required courses not aligned to meet post-secondary goals (i.e. functional/applied courses with college or technical school as education/employment or training goals)
  - Insufficient number of credits to meet graduation requirements in \_\_\_\_\_
  
6. Are there annual IEP goal(s) related to the student’s transition service’s needs?
  - The IEP does not include annual goals related to the postsecondary goal areas of:
    - Education/training
    - Employment
    - Independent living
  - The goal(s) do not contain all **required** components of an annual goal
  - No/Limited evidence that goal(s) address(es) individual needs and/or specially designed instruction to meet those needs
  
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?
  - There was no proof of invitation to the student.
  - The PWN for IEP meeting for transition age student was not found on TIEnet or in folder.
  - The PWN for IEP meeting for transition age student was not addressed to student.
  - The PWN for IEP meeting for transition age student was addressed to parent, not student who has reached the age of 18.
  - No Transfer of Rights form was found in TIEnet.
  
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior written consent of the parent or student who has reached the age of majority?
  - For the current IEP year, the outside agency(s) present at the meeting or listed as responsible on the T-3 page-no evidence of annual parent consent to invite to the meeting.

Does the IEP meet the requirements of Indicator 13?

- Yes (all Ys or NAs for each item 1-8 on checklist)       No

Indicator 13 Documentation

## JAMES RIVER SPECIAL EDUCATION COOPERATIVE Indicator 13 Checklist

Case Manager \_\_\_\_\_ Student: \_\_\_\_\_

<b>Prior Notice &amp; Cover Page &amp; PLAAFP documentation</b>	<b>7</b>	<b>Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?</b>	<b>Y N</b>
		For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting?	
		* If yes, then circle Y OR if no, then circle N	
<b>Request to Invite Outside Agencies &amp; Cover Page of IEP &amp; T-3</b>	<b>8</b>	<b>If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior written consent of the parent or student who has reached the age of majority?</b>	<b>Y N NA</b>
		For the current year, is there evidence in the IEP that representatives of any of the following agencies/ service were invited to participate in IEP development including but not limited to: <i>postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation</i> for this post-secondary goal?	
		Was consent obtained from the parent (or student, for a student the age of majority)?	
		* If yes to both, then circle Y	
		* If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition service and there was consent to invite them to the IEP meeting, then circle N	
		If parent or individual student consent (when appropriate) was not provided, circle NA	
<b>T-1 Prior to Beginning of the PLAAFP</b>	<b>1</b>	<b>Are there appropriate measurable <u>postsecondary goal or goals</u> that cover education or training, employment, and, as needed, independent living?</b>	<b>Y N</b>
		Will the goal(s) occur <i>after</i> the student graduates from school? Based on the information about this student, do the postsecondary goals seem appropriate for him/her?	
		* If yes to all three, then circle Y OR if a postsecondary goal(s) is not stated, circle N	

Beginning of PLAAFP	2	<b>Are the postsecondary goals updated annually?</b> Were the postsecondary goals addressed/updated in conjunction with the development of the current IEP? * If yes, then circle Y OR If the postsecondary goals were not updated with the current IEP, circle N	Y N
PLAAFPJobs *Transition Assessment	3	<b>Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment?</b> Is the use of transition assessments for the postsecondary goals mentioned in the IEP or evident in the student's file? * If yes, then circle Y OR if no, then circle N	Y N
T-2	5	<b>Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?</b> Do the transition services include courses of study that align with the student's postsecondary goals? * If yes, then circle Y OR if no, then circle N	Y N
T-3	4	<b>Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?</b> <i>Is a type of instruction, related services, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goals?</i> * If yes, then circle Y OR if no, then circle N	Y N
Annual Goals (* include/ refer to T-3)	6	<b>Are there annual IEP goal(s) related to the student's transition services needs?</b> <b>Are annual goals included in the IEP that are related to the student's transition services needs?</b> * <b>Required: at least one Goal related to "the student's transition service needs"</b> * If yes, then circle Y OR if no, then circle N	Y N
TOTAL:		<b>Does the IEP meet the requirements of Indicator 13? (Circle one)</b> <b>Yes</b> (all Y's or NA's for each item (1-8) on the checklist or <b>No</b> (one or more N's circled)	

## APPENDIX C: FORMS

### ELIGIBILITY DETERMINATION

Component	Historical System	RTI
LD Eligibility criteria	Primarily based on ability-achievement discrepancy and consideration of SLD exclusion factors	Based on significant difference in performance compared to peers, low rate of progress even with high-quality interventions, special education need, consideration of SLD exclusion factors
Type of tests used	Global – ability and achievement tests, usually published	Specific – usually direct measures of specific skills needed for success in the classroom; may be published or unpublished
Comparison standards	Typically national norm	Typically regional, district, school or classroom standards; nationally normed tests used sparingly
Frequency of assessment	Typically administered at one or two sittings	Functional academic and/or behavioral data are collected over time
Nature of assessment targets	Presumed hypothetical constructs that have indirect or general relationships with classroom academic or behavioral problems (e.g.; IQ, visual-motor integration, psychological processing, IQ-achievement discrepancy); assessment targets most often intrinsic to the person	Very specific skills are measured (e.g., phonemic awareness, reading fluency, monitoring meaning while reading, math computation); assessment targets most often related to what a person does (skills and performance)
Relationship of assessment instruments to the general curriculum	Usually minimal	Direct relationship
Relationship between eligibility assessment and intervention	Often little demonstrable relationship between assessments and effective interventions	Usually a direct link between assessed performance and instructional intervention
Use of information provided by parents and teachers	Typically supplemental to the eligibility decision	Typically central to the eligibility decision

**JAMES RIVER SPECIAL EDUCATION COOPERATIVE ESY DECISION GUIDE**  
**All documentation for ESY must be included in Section J (ESY)**  
**of the student's IEP**

QUESTIONS TO CONSIDER:	SUPPORTING DATA
<p><u>After reviewing the student's data, does enough data exist to support ESY?</u></p> <p><b>WILL THE LEARNING THAT OCCURRED DURING THE REGULAR SCHOOL YEAR BE SIGNIFICANTLY JEOPARDIZED IF ESY SERVICES ARE NOT PROVIDED?</b> Consider losses in the following areas: Social, Behavior, Academic, Communication, Self-sufficiency skills</p> <p style="text-align: center;"><b>TWO STANDARDS TO DETERMINE ESY</b></p> <ol style="list-style-type: none"> <li><b>REGRESSION-RECOUPMENT ANALYSIS:</b> A child experiences significant regression of a learned skill during any absence from school that takes excessive time to regain compared to typical peers.</li> <li><b>SIGNIFICANTLY JEOPARDIZED ANALYSIS:</b> The progress the child made during the school year will be significantly jeopardized during extended school breaks without ESY services. To determine this, consider multi-factors such as: Degree of regression; Ability of parents to provide educational structure at home; Child's rate of progress; Availability of alternative resources; Child's vocational needs; Child's behavioral and physical problems; Exact time of past regression; and Availability for child to interact with non-disabled peers.</li> </ol> <p style="text-align: center;"><b>CRITICAL STAGE OF LEARNING</b></p> <p>It is important to ask the team whether ESY services are necessary for the skill to continue to emerge. Areas to consider are <b>ACADEMIC, BEHAVIORAL, COMMUNICATION SKILLS</b>, and <b>JOB RELATED SKILLS</b> (e.g. The student is just beginning to work without a job coach).</p>	<p><b><u>LEVEL OF PROGRESS IN CURRENT IEP GOALS AND OBJECTIVES</u></b></p> <ol style="list-style-type: none"> <li>Collect data <b>from the start and throughout</b> the school year.</li> <li>Collect data <b>before and after</b> school breaks (3-day weekends, Thanksgiving and Christmas, spring-fall);</li> <li>Be clear on <b>what</b> data is collected, <b>when</b> it is collected and <b>who</b> is responsible to collect it. <b>NOT</b> having data is <b>NOT</b> an excuse to deny ESY.</li> </ol> <p style="text-align: center;"><b>SOME DATA TO CONSIDER</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of IEP goals and objectives</li> <li><input type="checkbox"/> Progress Monitoring Graphs</li> <li><input type="checkbox"/> Behavior plans/checklists</li> <li><input type="checkbox"/> Documented Observations</li> <li><input type="checkbox"/> Medical reports indicating degenerative type difficulties that become aggravated during breaks</li> <li><input type="checkbox"/> Specific evaluation data</li> <li><input type="checkbox"/> Parent reports</li> <li><input type="checkbox"/> Pre- and post-test assessment data</li> </ul>

## ESY OPTIONS

Specify the option chosen:

- Skill-Maintenance Activities:**
  - With phone consultation by casemanager.**
  - Without phone consultation by casemanager.**

These are written descriptions of activities for parents to provide for the student on a regular basis over the summer break. Activities will be provided by case manager in conjunction with the classroom teacher.

- Skill Maintenance Packets:**
  - With phone consultation by casemanager.**
  - Without phone consultation by casemanager.**

These are school materials prepared and organized for the parent to use on a regular basis over the summer break. They will be provided by the case manager in conjunction with the classroom teacher.

- ESY Instruction by licensed staff:**

This service *will be* carried out by staff hired for the extended school year program.

**ESY: GOALS & OBJECTIVES CHARTING**

**FOR:** \_\_\_\_\_

MONTH	JUNE:												JULY:												Total
	DAY	M	T	W	Th	M	T	W	Th	M	T	W	Th	M	T	W	Th	M	T	W	Th				
DATE																									



**FORM: REVOCATION OF CONSENT**  
REVOCATION OF CONSENT FOR SPECIAL EDUCATION & RELATED SERVICES

**Name of Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

This form enables the parent/legal guardian or adult student age 18 or older to revoke consent in writing. If you revoke consent in writing the school district or public agency:

1. Is not required to convene an IEP team meeting or develop an IEP.
2. Will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the child because of the failure to provide further special education and related services.
3. May not seek to use consent override procedures such as mediation or due process procedures to obtain an agreement or a ruling that services may be provided to the child.
4. 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.
5. Is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.

**Sign and Date**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- Parent
- Legal Guardian
- Adult Student

Please keep a copy of this form for your records and send the signed original to the school district/public agency.

**Special Education and Related Services will be discontinued ONLY after the school district's or public agency's receipt of your signature to revoke consent for all Special Education and Related Services and the provision of Prior Written Notice.**

**FOR SCHOOL DISTRICT OR PUBLIC AGENCY USE**

Date received: \_\_\_\_\_

Signature of School District or Public Agency Official: \_\_\_\_\_

Date Prior Written Notice provided: \_\_\_\_\_

Date special education and related services terminated: \_\_\_\_\_



## END-OF-YEAR REPORT FOR JAMESTOWN STAFF

Reporting Staff:

School Name	Total # students I Case Managed Per School	Total # students I Served According to IEP Document Per School	Total # students I Served 504 Per School	Total # students I Served in RTI Per School	Total # students I Served Reading Mastery per School	Total # students Served in Corrective Reading Per School	Total # students Served Connecting Math Concepts Per School	If Known, Total # students I will <u>Case</u> Manage NEXT YEAR Per School	If Known, Total # students I will <u>Serve</u> NEXT YEAR Per School
/									





**HOME SCHOOL SERVICE PLAN**  
**JAMES RIVER SPECIAL EDUCATION COOPERATIVE**

Child's Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_

Grade: \_\_\_\_\_ Primary Language: \_\_\_\_\_ Gender: \_\_\_\_\_

Parent's Name: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

School District of Residence: \_\_\_\_\_

Location of Service: (Check one) \_\_\_\_\_

Public School

Home

Other: \_\_\_\_\_

Start Date: \_\_\_\_\_ Primary Disability: \_\_\_\_\_ Secondary Disability: \_\_\_\_\_

Present Level of Academic & Functional Performance/Needs:

Description of services being provided for this student:

Service Provider Name and License #:

Meeting Attendees:

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Administrator Signature

# HOME SCHOOL SERVICE PLAN

## INSTRUCTIONS

1. Upload the Service Plan into TIEnet
2. Open the student's record on TIEnet
3. Click on Profile tab
4. On the Demographics/Enrollment section, go to Student Enrollment Information. Click the Home Education box
5. Next, go to the Eligibility Section and fill in the student's primary disability and setting/educational environment (The setting for Home Educated is Parentally placed in private schools)
6. In the student record, create an Exit Form "Moved known to be continuing" (even though the student's residence is not changing)

**Note:** The school does not create an IEP or ISP for the student in TIEnet. The school should upload the Service Plan created by the parent (or school) into TIEnet

## SCHOOL INDIVIDUALIZED HEALTH CARE PLAN

Student: \_\_\_\_\_

School: \_\_\_\_\_

Meeting Date: \_\_\_\_\_

Effective Plan Date: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Contact #: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Contact #: \_\_\_\_\_

Physician Name: \_\_\_\_\_

Physician's Clinic: \_\_\_\_\_

School Nurse: \_\_\_\_\_

Contact #: \_\_\_\_\_

### **I. Medical Reports Received:**

### **II. List Medical Concerns:**

1.

2.

3.

### **III. At School (including lunch, recess, field trips, etc.)**

Please document detailed description of each Medical Concern (listed above) including school & staff responsibility.

1.

2.

3.

### **IV. The school staff will be trained regarding medical concerns and school procedures. COPIES OF TRAINING/SIGN IN SHEETS will be on file.**

### **V. If 911 is called, parents are called immediately after (follow emergency school procedures).**



## OBSERVING AND RECORDING SEIZURES

Name \_\_\_\_\_

Date \_\_\_\_\_

Time of Onset \_\_\_\_\_

Duration (length seizure lasted in minutes) \_\_\_\_\_

Activity at Onset \_\_\_\_\_

First indication a seizure was occurring \_\_\_\_\_

Behavior during early part of the seizure \_\_\_\_\_

Onset gradual or sudden \_\_\_\_\_

Body Movements during seizure \_\_\_\_\_

Breathing during seizure \_\_\_\_\_

How did skin color look? \_\_\_\_\_

Loss of bladder or bowel control \_\_\_\_\_

Loss of consciousness \_\_\_\_\_

Behavior during seizure \_\_\_\_\_

Behavior after seizure \_\_\_\_\_

Person's memory of seizure \_\_\_\_\_

\_\_\_\_\_

Signature of Direct Contact Staff \_\_\_\_\_

Staff Title \_\_\_\_\_

Signature of Observer \_\_\_\_\_

## SCHOOL INDIVIDUALIZED HEALTH CARE PLAN (SAMPLE)

Student: \_\_\_\_\_ School: \_\_\_\_\_  
Meeting Date: \_\_\_\_\_ Effective Plan Date: \_\_\_\_\_  
Parent Name: \_\_\_\_\_ Contact #: \_\_\_\_\_  
Parent Name: \_\_\_\_\_ Contact #: \_\_\_\_\_  
Physician Name: \_\_\_\_\_ Physician's Clinic: \_\_\_\_\_  
School Nurse: \_\_\_\_\_ Contact #: \_\_\_\_\_

### **I. Medical Reports Received:**

Dr. \_\_\_\_\_, Sanford Clinic Date: \_\_\_\_\_

### **II. List Medical Concerns:**

- a. Gluten-Free Diet
- b. Shellfish Allergy
- c. Seizures

### **III. At School (including lunch, PE, Music, recess, field trips, etc.)**

Please document detailed description of each Medical Concern (listed above) including school & staff responsibility.

#### **1. Gluten-Free Diet-NO WHEAT, Malt, Barley, Rye & also:**

- \_\_\_\_\_ is to drink plenty of liquids with her meals and snacks.
- Mom will provide a water bottle.
- Milk will be provided with her lunch and at snack break.
- \_\_\_\_\_ will not eat the school hot dogs due to gluten.

#### **2. Shellfish Allergy:**

- Epipen** (expiration date of current Epipen: April, 2013).
- \_\_\_\_\_ will carry a fanny pack with Epipen & First Aid kit whenever student is outside of the building
- Epipen & First Aid Kit will stay at school.
- Signs: Swelling of the hands/feet/lips/eyes

3. **Seizures:**

- \_\_\_\_\_ takes Lamictal 1 times/day at home for seizures.
- \_\_\_\_\_ has had seizures since she was an infant.
- \_\_\_\_\_ had a grand mal seizure at the age of three.
- Currently, \_\_\_\_\_ is having 3 min. seizures.
- Signs: staring, mouthing, smacking her lips.
- Seizures: Mom shared that they last for about 3 minutes and that \_\_\_\_\_ will be tired and will need 15-20 minute rest afterward.
- \_\_\_\_\_ has never stopped breathing during the seizures.
- \_\_\_\_\_ will be unaware of what has been happening.
- Staff will need to fill out an **Observing and Recording Seizures Form** (see attached) which will be filled out by school staff immediately and a copy will be sent home
- Parents want to be called if the student has a seizure.
- On the **Playground**, staff will keep XX in their sight and proximity at all times.

**IV. The school staff will be trained regarding medical concerns and school procedures. COPIES OF TRAINING/SIGN IN SHEETS will be on file.**

**V. If 911 is called, parents are called immediately after (follow emergency school procedures).**

## Transition House Eligibility Criteria

The Transition House is a program provided by Jamestown Public Schools (JPS). This program services JPS students and is offered to James River students based on availability. James River districts should always look within the local district to provide 18-21 programming before considering the Transition House in Jamestown, North Dakota.

In order for a student to be eligible for the Transition House, he/she must meet all of the following criteria:

1. The student has earned all credits needed for graduation.
  - a. The student must have attended and be enrolled in Jamestown Public or one of the James River Cooperative Schools for one semester prior to attending the Transition House in order to get a diploma from one of these high schools.
  - b. If the student has not attended Jamestown Public or one of the James River Cooperative Schools for one semester, but is determined to be a legal resident of Jamestown Public or a James River Cooperative School, discussion will take place with the district in which the student completed his/her credit coursework requesting that the current resident district will issue the signed diploma upon completion of the Transition House.
2. The student has been working on transition skills as part of the high school curriculum in one or more the following areas: Post-Secondary Opportunities, Job Exploration, Self-Advocacy, Workplace Readiness, Work Experience, Independent Living, Budgeting and Money Management
3. The student is at least 18 years of age as of August 1 in the year in which he/she would start the Transition House.
4. The student has a disability with significant sub-average functioning (i.e., more than 2 standard deviations below the norm) as documented in at least two of the following: (a) intellectual abilities, (b) performance of daily activities, (c) functioning in multiple environments.
5. The student's transcripts include Applied Topics classes in core subject areas in 10th through 12th grades.
6. The student's past and current IEPs include Post-Secondary Goals (PSGs) in all 2 of the 3 areas: (1) Education/Training, (2) Employment, and (3) Independent Living. The IEP written when the student is in grade 12 does not include a reference to a traditional college, university, or trade school course of study and degree/certification in the Education/Training PSG.
7. The student must **not** have a signed diploma from any high school.

Discussion of eligibility can take place at any time during secondary school years, however, final decisions as to attending Transition House will be made during the student's senior year. Staff from the Transition House should be included in the discussion and determination. Discussion points should include: the LRE (least restrictive environment); student needs, services, and /or supports that cannot be met via other community agencies/resources at this time (e.g., Vocational Rehabilitation, Dakota Center for Independent Living, Job Corps, etc); student will most likely qualify for Developmental Disabilities program management through South Central Human Service Center; and the required intensity level of instruction for master of competencies.

## Transition House Enrollment Procedure

Once a student has met the eligibility criteria for the Transition House the agreement between the sending district and Jamestown Public will be as follows:

- 1.) The student will remain enrolled in his/her home district throughout the duration of Transition House services.
- 2.) The senior year IEP team, which includes Transition House staff, will determine the number of days the student will attend the Transition House along with the level of services.
- 3.) Case Management duties will be shared by the Transition House and local school district
  - a. Local school district staff will be invited to the annual IEP/IWAR meeting(s)
- 4.) Administrative duties will be shared by the Transition House administration and James River Program Coordinator
- 5.) Each year a cost pool will be created to determine the daily attendance rate at the Transition House
  - a. This rate will be calculated using the following service providers at the Transition House. This may include, but not limited to, special education teacher, paraprofessional(s), speech language pathologist, occupational therapist, physical therapist.
  - b. Only the services utilized by the student will be reflected in the daily attendance rate.
- 6.) A contract will be drawn up between the Transition House- JPS and the sending James River school district.
  - a. This contract will NOT be through the state contract system, but an agreement for services between JPS and the sending James River school district.
- 7.) Any costs above the student's state per pupil funding will be paid by the James River Cooperative
  - a. A James River student that attends the Transition House five days/week has the minimum expense of the student's per pupil funding for the school year of attendance.
- 8.) All transportation costs are at the expense of the sending James River School District

## APPENDIX D: ASSISTIVE TECHNOLOGY

This year, we will again use the WATI (Wisconsin Assistive Technology Initiative) materials.

### AT CHECKLIST:

- Step 1: Complete the Referral/Question Identification Guide** (p. 58)
- Step 2: Complete WATI Student Information Guide** (Section 12: General p. 85)
- Step 3: Complete the section(s) that relates to the area of concern, i.e. “Computer Access, pp. 67-68”** (Areas of Concern are found in Sections 1-11)
- Step 4: Complete WATI Assistive Technology Consideration Guide** (pp. 88-89)

Turn this packet of forms in to the SEO, Attn: AT Coordinator. You will find these tools useful as you gather information and consider AT for your students.

If you need assistance or when you have completed the process and find an AT need, contact the AT Support Team through the special education office.

### Copyright Information:

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## WATI REFERRAL/QUESTION IDENTIFICATION GUIDE

Student's Name: \_\_\_\_\_ Date of Birth \_\_\_\_\_ Age \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

School Contact Person \_\_\_\_\_ Phone \_\_\_\_\_

Persons Completing Guide \_\_\_\_\_ Date \_\_\_\_\_

Parent(s) Name \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_

Student's Primary Language \_\_\_\_\_ Family's Primary Language \_\_\_\_\_

### Disability (Check all that apply).

- Speech/Language
- Cognitive Disability
- Traumatic Brain Injury
- Emotional/Behavior Disability
- Orthopedic Impairment – Type \_\_\_\_\_
- Significant Developmental Delay
- Other Health Impairment
- Autism
- Specific Learning Disability
- Hearing Impairment
- Vision Impairment

### Current Age Group

- Birth to Three
- Early Childhood
- Elementary
- Middle School
- Secondary

### Classroom Setting

- Regular Education Classroom
- Resource Room
- Self-Contained
- Home
- Other \_\_\_\_\_

### Current Service Providers

- Occupational Therapy
- Physical Therapy
- Speech Language
- Other(s) \_\_\_\_\_

**Medical Considerations** (Check all the apply.)

- History of seizures
- Has degenerative medical condition
- Has multiple health problems
- Has frequent ear infections
- Fatigues easily
- Has frequent pain
- Has frequent upper respiratory infections
- Has digestive problems
- Has allergies to: \_\_\_\_\_
- Currently taking medication for: \_\_\_\_\_
- Other – Describe briefly: \_\_\_\_\_

**Other Issues of Concern:**

**Assistive Technology Currently Used** (Check all that apply.)

- None
- Manual Communication Board
- Low Tech Vision Aids
- Environmental Control Unit/EADL
- Manual or Power Wheelchair
- Voice Recognition
- Low Tech Writing Aids
- Augmentative Communication System
- Amplification System
- Word Prediction
- Computer – Type (platform) \_\_\_\_\_
- Adaptive Input – Describe \_\_\_\_\_
- Adaptive Output – Describe \_\_\_\_\_
- Other \_\_\_\_\_

**Assistive Technology Tried**

Please describe any other assistive technology previously tried, length of trial & outcome (how did it work or why didn't it work).

\_\_\_\_\_  
Assistive Technology

\_\_\_\_\_  
Number & Dates of Trial(s)

\_\_\_\_\_  
Outcome

\_\_\_\_\_  
Assistive Technology

\_\_\_\_\_  
Number & Dates of Trial(s)

\_\_\_\_\_  
Outcome

\_\_\_\_\_  
Assistive Technology

\_\_\_\_\_  
Number & Dates of Trial(s)

\_\_\_\_\_  
Outcome



**Referral Question**

What task(s) does the student need to do that is currently difficult or impossible, and for which assistive technology may be an option?

**Based on the referral question, select the sections of the Student Information Guide to be completed.** (Check all the apply.)

- Section 1: Seating, Positioning & Mobility
- Section 2: Communication
- Section 3: Computer Access
- Section 4: Motor Aspects of Writing
- Section 5: Composition of Written Material
- Section 6: Reading
- Section 7: Mathematics
- Section 8: Organization
- Section 9: Recreation & Leisure
- Section 10: Vision
- Section 11: Hearing
- Section 12: General

# WATI STUDENT INFORMATION GUIDE

## SECTION 1: SEATING, POSITIONING AND MOBILITY

### 1. Current Seating and Positioning of Student (Check all that apply.)

- Sits in regular chair w/ feet on floor
- Sits in regular chair w/ pelvic belt or foot rest
- Sits in adapted chair – list brand or describe:  
\_\_\_\_\_
- Sits comfortably in wheelchair \_\_\_\_ part of day; \_\_\_\_ most of the day; \_\_\_\_ all of the day
- Wheelchair in process of being adapted to fit
- Spends part of day out of chair due to prescribed positions
- Spends part of day out of chair due to discomfort – specific or general area of discomfort  
\_\_\_\_\_
- Uses many positions throughout the day, based on activity
- Has few opportunities for other positions
- Uses regular desk
- Uses desk with height adjusted
- Uses tray on wheelchair for desktop
- Uses adapted table

### 2. Description of Seating (check all that apply)

- Seating provides trunk stability
- Seating allows feet to be flat on floor or foot rest
- Seating facilitates readiness to perform task
- There are questions or concerns about the student's seating
- Student dislikes some positions; often indicates discomfort in the following positions:  
\_\_\_\_\_

How is discomfort communicated?  
\_\_\_\_\_

- Student has difficulty using table or desk – specific example  
\_\_\_\_\_
- There are concern or questions about current seating.
- Student has difficulty achieving and maintaining head control; best position for head control is:  
\_\_\_\_\_

How are their hips positioned?  
\_\_\_\_\_

- Can maintain head control for \_\_\_\_ minutes in \_\_\_\_\_ position

### Summary of Student's Abilities and Concerns Related to Seating and Positioning

---

# WATI STUDENT INFORMATION GUIDE

## SECTION 2: COMMUNICATION

### 1. Student's Present Means of Communication

(Check all that are used. Circle the primary method the student uses.)

- Changes in breathing patterns
  - Facial expressions
  - Sign language approximations
  - Body position changes
  - Gestures
  - Eye-gaze/eye movement
  - Pointing
  - Sign language: Type \_\_\_\_\_ #Signs \_\_\_\_\_ #Combinations \_\_\_\_\_  
#Signs in Combination \_\_\_\_\_
  - Vocalizations, list examples \_\_\_\_\_
  - Vowels, vowel combos, list examples \_\_\_\_\_
  - Single words, list examples & approx. # \_\_\_\_\_
  - 2-word utterances
  - 3-word utterances
  - Semi intelligible speech, estimate % intelligible: \_\_\_\_\_
  - Communication board
  - Tangibles
  - Photos
  - Symbols
  - Visual scenes
  - Combination symbols/words
  - Words
  - 2 symbol combos, list examples \_\_\_\_\_
  - 3 or more symbol combos, list examples \_\_\_\_\_
  - Communication book/binder - # of pages \_\_\_\_\_
- Does student navigate to desired page/message independently? Y or N
- Schedule board(s) – list examples \_\_\_\_\_
  - Speech Generating device(s), please list \_\_\_\_\_
  - Multiple overlays or levels, list examples \_\_\_\_\_
  - Partner Assisted Scanning- please describe strategies & communication system
  - Intelligible speech
  - Writing
  - Other \_\_\_\_\_

Comments about student's present means of communicating

---

### Purpose of Communication

Does the student communicate?

- Wants/Needs – list examples \_\_\_\_\_
- Social Interactions – list examples \_\_\_\_\_
- Social etiquette – list examples \_\_\_\_\_
- Denials/rejections – list examples \_\_\_\_\_
- Shared information, including joint attention – list examples \_\_\_\_\_

Communication

**2. Those Who Understand Student's Communication Attempts** (Check best descriptor.)

	Most of the time	Part of the time	Rarely	Not Applicable
Strangers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers/therapists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Siblings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent/Guardian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3. Current Level of Receptive Language**

Age approximation \_\_\_\_\_

If formal tests used, name and scores \_\_\_\_\_

If formal testing is not used, please give an approximate age or developmental level of functioning. Explain your rationale for this estimate.

**4. Current Level of Expressive Language**

Age approximation \_\_\_\_\_

If formal tests used, name and scores \_\_\_\_\_

If formal testing is not used, please give an approximate age or developmental level of functioning. Explain your rationale for this estimate. \_\_\_\_\_

**5. Communication Interaction Skills**

Desires to communication:

- Yes
- No

To indicate **yes** and **no** the student

- Shakes head
- Points to board
- Signs
- Uses word approximations
- Vocalizes
- Gestures
- Eye gazes
- Does not respond consistently

Can a person unfamiliar with the student understand the response?

- Yes
- No

Does the student (mark best descriptor)	Always	Frequently	Occasionally	Seldom	Never
Turn toward speaker					
Get other's attention					
Interact with peers					
Show awareness of listener's attention					

Does the student (mark best descriptor)	Always	Frequently	Occasionally	Seldom	Never
Initiate interactions					
Ask questions					
Respond to communication interaction					
Request clarification from communication partner					
Repair communication breakdowns					
Require verbal prompts					
Require physical prompts					
Maintain communication exchange					
Terminate communication					

Describe techniques student uses for repair (e.g. keeps trying, changes message, points to first letter etc.).

**6. Student's Needs Related to Devices/Systems (Check all that apply.)**

- Walks
- Uses wheelchair
- Carries device under 2 pounds
- Needs digitized (human) speech
- Drops or throws things frequently
- Needs device w/large number of words and phrases
- Requires scanning
- Requires auditory preview
- One reliable site
- More than one reliable switch site
- Other

**7. Pre-Reading and Reading Skills Related to Communication (Check all that apply.)**

- Object/picture recognition
- Symbol recognition (tactile, Mayer-Johnson, Rebus, etc.) Number of symbols \_\_\_\_\_
- Auditory discrimination of sounds
- Auditory discrimination of words, phrases
- Selects initial letter of word
- Follows simple directions
- Sight word recognition, Number of words \_\_\_\_\_
- Recognizes environmental print
- Puts two symbols or words together to express an idea

List any other reading or pre-reading skills that support communication \_\_\_\_\_

**8. Visual Abilities Related to Communication (Check all that apply.)**

- Maintains fixation on stationary object
- Visually recognizes people
- Visually recognizes common objects
- Visually recognizes photographs
- Visually recognizes symbols or pictures
- Needs additional space around symbol

- Requires high contrast symbols or borders
- Looks to right and left without moving head
- Scans matrix of symbols in a grid
- Scans line of symbols left to right
- Visually shifts horizontally
- Visually shifts vertically
- Looks at communication partner
- Benefits from “zoom” feature

Is a specific type (brand) of symbols or pictures preferred?

What size symbols or pictures are preferred? \_\_\_\_\_

What line thickness of symbols is preferred? \_\_\_\_\_ Inches

Does student seem to do better with black on white, white on black, or a specific color combination for figure/ground discrimination?

Explain anything else you think is significant about the communication system the student currently uses or his/her needs (Use an additional page if necessary)

### **9. Sensory Considerations:**

Does the student have sensitivity to:

- Velcro
- Synthesized (computer generated) voices
- Volume
- Switch feedback (clicking noise)
- Tactile sensations
- Other

Explain student’s reaction to any of the checked items:

**What are the communication expectations for the student in different environments?**

**School: (regular and special ed., with peers, formal and informal – such as lunch room settings)**

**Home:**

**Community (stores, restaurants, church, library, etc.)**

**Summary of Student's Abilities and Concerns Related to Communication including past AT used to support student's communication:**

# WATI STUDENT INFORMATION GUIDE

## SECTION 3: COMPUTER ACCESS

1. **Current Computer Access:** How does the student currently access the computer?

- Doesn't access the computer
- Touch type with two hands
- Hunt/peck with one hand
- Touch type with one hand
- Hunt/peck with one hand
- Touchscreen
- Adapted keyboard/mouse
- Specialized Software
- Head
- Speech recognition
- Switch scanning
- Other:

List current AT:

What difficulty is the student having with current method?

2. **Previous Assistive Technology**

List any AT tried in the past for computer access and describe how it worked.

3. **Physical Abilities** (mark yes or no)

Does the student have limitations to range of motion?

Does student have abnormal reflexes or abnormal muscle tone?

Does student have difficulty with accuracy?

Does student fatigue easily?

Describe how physical abilities affect computer use:



#### 4. Motor Control

Does the student have voluntary, controlled movement of the following? (check all that apply)

- Right hand
- Right arm
- Right leg
- Right foot
- Finger(s)
- Left hand
- Left arm
- Left leg
- Left foot
- Head
- Eyes
- Mouth
- Voice (speech)
- Other

#### 5. Positioning

How is the student positioned for computer access?

- Regular classroom chair
- Regular classroom chair with adaptations
- Specialty chair
- Wheelchair
- Other:

#### 6. Sensory

Does the student have any issues with hearing?

Does the student have any issues with vision?

Describe how sensory issues abilities affect computer use:

#### 7. Literacy

Is the student working at grade level in the following areas? (Yes or No)

Reading:

Composition:

Spelling:

Math:

Computer skills:

#### 8. Summary of Student's Abilities and Concerns Related to Computer Access:

# WATI STUDENT INFORMATION GUIDE

## SECTION 4: MOTOR ASPECTS OF WRITING

### 1. **Current Writing Ability** (Check all that apply.)

- Writes independently and legibly
- Writes cursive
- Writes on 1" lines
- Writes on narrow lines
- Uses space correctly
- Sizes writing to fit spaces
- Prints a few words
- Prints name
- Scribbles with a few recognizable letters
- Pretend writes
- Uses adapted pencil or pencil grips
- Holds pencil, but does not write
- Copies from book (near point)
- Copies from board (far point)
- Copies simple shapes
- Writing is limited due to fatigue
- Writing is slow and arduous

### 2. **Current Keyboarding Ability** (Check all that apply.)

- 10 fingers typing (functional speed)
- Multi finger typing (functional or slow)
- One finger typing (functional or slow)
- Does not currently type
- Activates desired key on command
- Accidentally hits unwanted keys
- Requires arm or wrist support to type
- Uses alternate keyboard (list): \_\_\_\_\_
- Uses access software (list): \_\_\_\_\_
- Uses touch window
- Uses head or mouth stick
- Uses switch to access computer
- Uses Morse code to access computer

Other: \_\_\_\_\_

**3. Computer Use (Check all that apply.)**

- Uses a computer for word processing
- Uses a computer for Internet searches
- Uses a computer for spell check
- Uses computer for leisure (games, music, IM)
- Uses computer at school
- Uses computer at home
- Has never used a computer
- Uses computer for other (list): \_\_\_\_\_
- Has potential to use computer but has not used a computer because: \_\_\_\_\_
- Uses computer rarely (less than 1x/weekly)
- Uses computer daily
- Student uses computer for one or more subjects (List subjects): \_\_\_\_\_

**4. Assistive Technology Currently Used (Check all that apply.)**

- Adapted pencils – pencil grips
- Adapted papers
- Writing templates
- Adapted/portable keyboards
- Computers with accessibility features
- Adaptive Software: text to speech; word prediction; voice recognition: \_\_\_\_\_
- Scanned worksheets
- Other: \_\_\_\_\_

**5. Computer Availability**

The student has access to the following computer(s):

- PC
- Desktop
- Macintosh
- Laptop
- Other:

Location: \_\_\_\_\_

**Summary of Student’s Abilities and Concerns Related to Writing:**

# WATI STUDENT INFORMATION GUIDE

## SECTION 5: Composition of Written Material

### 1. Typical of Student's Present Writing (Check all that apply.)

- Short words
- Short phrases
- Complex phrases
- Sentences
- Paragraphs of 2-5 sentences
- Longer paragraphs
- Multi-paragraph reports
- Other: \_\_\_\_\_

### 2. Difficulties Currently Experience by Student (Check all that apply.)

- Answering questions
- Getting started on sentence or story
- Adding information to a topic
- Sequencing information
- Integrating information from two or more sources
- Relating information to specific topics
- Determining when to begin a new paragraph
- Generating ideas
- Working w/peers to generate ideas and information
- Planning content
- Using a variety of vocabulary
- Summarizing information
- Other: \_\_\_\_\_

### 3. Strategies for Composing Written Materials Student Currently Utilizes (Check all that apply.)

- Story starters
- Preset choices or plot twists
- Templates to provide the format or structure (both paper and electronic)

- Webbing/concept mapping
- Outlines
- Other: \_\_\_\_\_

**4. Aids/Assistive Technology for Composing Written Materials Utilized by Student** (Check all that apply.)

- Word cards
- Word book
- Word wall/word lists
- Prewritten words on cards or labels
- Dictionary
- Electronic dictionary/spell checker
- Whole words using software or hardware (e.g., IntelliKeys)
- Symbol-based software for writing (e.g., Writing with Symbols 2000 or Pix Writer)
- Word processing with spell checker/grammar checker
- Talking word processing
- Abbreviation/expansion
- Word processing with writing support
- Multimedia software
- Voice recognition software
- Other: \_\_\_\_\_

**Summary of Student's Abilities and Concerns Related to Computer/Device Access:**

# WATI STUDENT INFORMATION GUIDE

## SECTION 6: READING

### 1. The Student Demonstrates the Following Literacy Skills.

(Check all that apply. Add comments to clarify)

- Engages in joint attention with adult caregiver to activities (e.g. songs, stories, games and/or toys)
- Shows an interest in books and stories with adult
- Shows an interest in looking at books independently
- Associates pictures with spoken words when being read to
- Realizes text conveys meaning when being read to
- Recognizes connection between spoken words and specific text when being read to
- Pretend writes and “reads” what he or she has written, even if scribbles
- Recognizes and reads environmental print
- When asked to spell a word, gets first consonant correct, but not the rest of the word
- Demonstrates sound manipulation skills including:
  - Initial and final sounds in words
  - Initial letter names/sounds
- Recognizes, names and prints the alphabet (if motor skills are limited, may be alternative means rather than printing to demonstrate knowledge of the alphabet)
- When asked to spell a word, gets first and last sounds correct
- Applies phonics rules when attempting to decode printed words
- Sound blends words
- Reads and understands word in context
- Uses inventive spelling most of the time
- Uses conventional spelling most of the time
- Reads and understands sentences
- Composes sentences using nouns and verbs
- Reading fluently with expression
- Reads and understands paragraphs
- Composes meaningful paragraphs using correct syntax and punctuation

### 2. Student’s Performance Is Improved by (Check all that apply.)

- Smaller amount of text on page
- Word wall to refer to

- Graphics to communicate ideas
- Bold type for main ideas
- Additional time
- Spoken text to accompany print
- Increased spacing between words/lines
- Symbol or Rebus supports to text
- Enlarged print
- Pre-teaching concepts
- Text rewritten at lower reading level
- Reduced length of assignment
- Being placed where there are few distractions
- Color overlay or colored text/background
- List color:
- Other: \_\_\_\_\_

### 3. Reading Assistance Used

Please describe the non-technology based strategies and accommodations that have been used with this student:

### 4. Assistive Technology Used

The following have been tried. (Check all that apply. Add comments for clarification)

- Highlighter, marker, template, or other self-help aid in visual tracking
- Colored overlay to change contrast between text and background
- Tape recorder, taped text, or talking books to “read along” with text
- Digital audio files (Mp3, iPod, etc.)
- Talking dictionary or talking spell checker to pronounce single words
- Hand held pen scanner to read difficult words or phrases
- Electronic text form
  - Internet
  - Publisher
  - Scanned text
  - Other: \_\_\_\_\_
- Computer with text to speech software to
  - Speak single words
  - Speak sentences

- Speak paragraphs
- Read entire document
- Handheld device to read electronic books
- Electronic books from Bookshare or other digital source

Explain what seemed to work or not work with any of the above assistive technology that has been tried:

5. **Approximate Age or Grade Level of Reading Skills** \_\_\_\_\_

6. **Cognitive Ability in General**

- Significantly below average
- Below average
- Average
- Above average

7. **Difficulty with:** (Check all that apply. Add comments for clarification.)

Student has difficulty physically accessing the following

\_\_\_ Single Sheets of paper      \_\_\_ Books

Student has difficulty understanding written language based on

\_\_\_ English Language Learner      \_\_\_ Limited background experiences

Student has sensory difficulties with

\_\_\_ Visual clutter      \_\_\_ Fluorescent lighting      \_\_\_ Personal space

\_\_\_ Background noise      \_\_\_ Other: \_\_\_\_\_

Student has difficulty decoding the following

\_\_\_ Worksheets    \_\_\_ Content Textbooks    \_\_\_ Trade Books      \_\_\_ Tests

\_\_\_ Websites or other digital text



# WATI STUDENT INFORMATION GUIDE

## SECTION 7: MATHEMATICS

### 1. Difficulties Student has with Mathematics (check all that apply.)

#### Reading Math

Math related language and vocabulary

- Interpreting visual representation
- Switching from one representational format to another, as in complex numbers, fractions, charts and graphs
- Understanding math concepts like:
  - Money
  - Time
  - Units of measurement
- Math Facts
- Understanding percents/decimals

#### Organizing

- Drawing meaning from numbers, shapes and other representational formats
- Drawing meaning from charts, grids and graphs
- Applying correct operational step such as addition, subtraction, multiplication or division
- Drawing meaning and applying action steps from/to a story problem
- Organizing work on a page
- Understanding place value
- Organizing and applying multiple steps
- Converting mixed numbers
- Applying functions and formulas

#### Writing and Presentation

- Writing legible numbers
- Drawing math figures
- Aligning steps of a problem
- Filling in numbers and data in small places graphing
- Completing simple addition and subtraction
- Completing multiplication and division
- Completing complex addition and subtraction
- Representing math concepts in alternate formats such as graphs, charts or geometric shapes

- Noting points on graphs
- Writing simple math equations
- Writing complex math equations
- Editing work

2. **Assistive Technology Tried** (Check all that apply.)

- Adapted manipulatives
- Adapted number, shape or fraction stamp
- Adapted time pieces
- Adapted measuring devices
- Math line
- Adapted paper
- Enlarged paper
- Graph paper
- Onscreen keyboards or calculators
- Virtual manipulatives
- Voice recognition for math notation
- Alternate calculator
- Large print
- Talking
- Graphing
- Smart chart
- Math graphic organizer
- Math specific writing, drawing software
- Digital Math toolbars for writing equations
- Math software to help visualize, script visual math concepts

3. **Strategies Used**

Please describe any strategies that have been used to help:

**Summary of Student's Abilities and Concerns Related to Math:**

# WATI STUDENT INFORMATION GUIDE

## SECTION 8: ORGANIZATION

### 1. Difficulties Student has with Organization (Check all that apply.)

<p><b>Self-management</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Unable to self-regulate behavior and attention</li> <li><input type="checkbox"/> Easily distracted</li> </ul> <p><b>Time Management</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Arrives late</li> <li><input type="checkbox"/> Misses deadline</li> <li><input type="checkbox"/> Poor transitions between activities</li> <li><input type="checkbox"/> Struggles to settle down after transitions or when it is work time</li> </ul>	<p><b>Materials Management</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Messy work and storage areas</li> <li><input type="checkbox"/> Lost papers and projects</li> <li><input type="checkbox"/> Can't find work tools such as book, scissors or markers quickly</li> </ul> <p><b>Information Management</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Breaking a large project into smaller steps</li> <li><input type="checkbox"/> Organizing notes or review items</li> <li><input type="checkbox"/> Completing multi-step tasks</li> </ul>
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### 2. Assistive Technology tried (Check all that apply.)

<p><b>Self:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fidgets</li> <li><input type="checkbox"/> Sitting on a therapy ball, bounce or sitz cushions</li> <li><input type="checkbox"/> Pressure or weighted vest</li> <li><input type="checkbox"/> Concentration CD's or Mp3's</li> </ul> <p><b>Information</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Folders</li> <li><input type="checkbox"/> Tabs/Post Its</li> <li><input type="checkbox"/> Highlighters</li> <li><input type="checkbox"/> Study guides</li> <li><input type="checkbox"/> Hand Held Recorders</li> <li><input type="checkbox"/> Digital Organizers</li> <li><input type="checkbox"/> Search tools/engines</li> <li><input type="checkbox"/> Bookmarking tools</li> <li><input type="checkbox"/> Graphic organizers</li> <li><input type="checkbox"/> Manipulative/Instructional Tutorials</li> <li><input type="checkbox"/> Animations</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Folders/Containers/Bins/Boxes</li> <li><input type="checkbox"/> Checklists</li> <li><input type="checkbox"/> Coding</li> <li><input type="checkbox"/> Filing</li> <li><input type="checkbox"/> Portable electronic Storage</li> <li><input type="checkbox"/> Computer based electronic storage</li> </ul> <p><b>Time:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clock analog vs. digital</li> <li><input type="checkbox"/> Adapted clocks and watches</li> <li><input type="checkbox"/> Talking readout</li> <li><input type="checkbox"/> Large numbers</li> <li><input type="checkbox"/> Visual cue</li> <li>Timed reminder message</li> <li><input type="checkbox"/> Picture Schedule</li> <li><input type="checkbox"/> Worded Schedule</li> <li><input type="checkbox"/> Calendar-based Schedule</li> <li><input type="checkbox"/> Digital scheduler</li> <li><input type="checkbox"/> Digital reminder</li> </ul>
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### 3. Summary of Student's Abilities and Concerns Related to Organization:

# WATI STUDENT INFORMATION GUIDE

## SECTION 9: RECREATION AND LEISURE

**1. Difficulties Student Experiences Participating in Recreation and Leisure (check all that apply.)**

- Understanding cause and effect
- Understanding turn taking
- Handing/manipulating objects
- Throwing/catching objects
- Understanding rules
- Waiting for his/her turn
- Following simple directions
- Following complex directions
- Communicating with others
- Hearing others
- Seeing equipment or materials
- Operating TV, VCR, etc.
- Operating computer
- Other: \_\_\_\_\_

**2. Activities Student Especially Enjoys:**

**3. Adaptations Tried to Enhance Participating in Recreation and Leisure & How Did They Help?**

**4. Assistive Technology Tried** (Check all that apply.)

- Toys adapted with Velcro, magnets, handles, etc.
- Toys adapted for single switch operation
- Adaptive sporting equipment, such as lighted or beeping ball
- Universal cuff or strap to hold crayons, markers, etc.
- Modified utensils, e.g. rubber stamps, rollers, brushes
- Ergo Rest or other arm support
- Electronic aids to control/operate TV, VCR, CD player, etc.
- Software to complete art activities
- Games on the computer
- Other computer software
- Other: \_\_\_\_\_

**Summary of Student's Abilities and Concerns in the Area of Recreation & Leisure**

# WATI STUDENT INFORMATION GUIDE

## SECTION 10: VISION

*A vision specialist should be consulted to complete this section.*

1. **Date of Last Vision Report:** \_\_\_\_\_  
Report indicates (please address any field loss, vision condition, etc.)
  
2. **Visual Abilities** (Check all that apply.)
  - Read standard textbook print
  - Read text if enlarged to (indicate size in inches) \_\_\_\_\_
  - Requires specialized lighting such as \_\_\_\_\_
  - Requires materials tilted at a certain angle (indicate angle) \_\_\_\_\_
  - Can read using optical aids; list: \_\_\_\_\_
  - Currently uses the following screen enlargement device \_\_\_\_\_
  - Currently uses the following screen enlargement software \_\_\_\_\_
  - Recognizes letters enlarged to \_\_\_\_ pt. type on computer screen
  - Recognizes letters enlarged to \_\_\_\_ pt. type for \_\_\_\_ minutes without eye fatigue.
  - Prefers:
    - Black letters on white
    - White on Black
    - \_\_\_\_\_
  - Tilts head when reading
  - Uses only one eye: \_\_\_\_ Right \_\_\_\_ Left
  - Uses screen reader:
  - Requires recorded material, text to speech, or Braille materials
  
3. **Alternative Output** Currently uses (Check all that apply.)
  - Slate and stylus
  - Talking calculator
  - Braille calculator
  - Braille note taker
  - Electric Braille
  - Refreshable Braille display
  - Tactile images
  - Screen reader
  - Braille translation software: \_\_\_\_\_

# WATI STUDENT INFORMATION GUIDE

## SECTION 11: HEARING

A hearing specialist should be consulted to complete this section.

**1. Date of last audiological exam**

Hearing loss identified

	Mild	Moderate	Severe	Profound
<b>Right Ear</b>				
<b>Left Ear</b>				

**2. Unaided Auditory Abilities** (Check all that apply.)

- Attends to sounds
  - High Pitch
  - Low Pitch
  - Voices
  - Background noises
- Discriminates environmental vs. non-environmental sounds
- Turns toward sound
- Hears some speech sounds
- Understands synthesized speech

**3. Student's Eye Contact and Attention to Communicate** (Check best descriptor.)

Poor	Inconsistent	Limited	Good	Excellent
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**4. Communication Used by Others**

Indicate the form of communication generally used by others in each of the following environments. (check all that apply.)

	School	Home	Community
Body Language			
Tangible symbols			
Gestures			
Speech			
Cued speech			
Picture cues			
Written messages			
Signs & Speech Together			
Signed English			
Contact (Pidgin) sign language			
American Sign Language (ASL)			

**Level of Receptive Proficiency in Each Environment**

	School	Home	Community
Understands single words			
Understands short phrases			
Understands majority of communications			

**5. Student Communicate with Others Using** (Check all that apply)

- Speech
- Signs & speech together
- Signed English
- American Sign Language
- Gestures
- Picture cues
- Body Language
- Written messages
- Contact (Pidgin) sign language

**Level of expressive communication:**

- Single words
- Combination of words
- Proficient

**6. Is There a Discrepancy Between Receptive and Expressive Abilities?** \_\_\_\_\_ Yes or \_\_\_\_\_ No

If yes, describe:

**7. Services Currently Used** (Check all that apply)

- Audiology
- Note taker
- Educational interpreter using (circle which): ASL, Transliterating, PSE or Oral

**8. Equipment Currently Used** (Check all that apply)

- Hearing aids
- Vibrotactile devices
- FM system
- Cochlear implant
- Classroom amplification system
- Telecaption decoder
- TTY/TDD



**9. Present Concerns for Communication, Writing, and/or Educational Materials**

- Cannot hear teacher/other students
- Cannot participate in class discussions
- Displays rec./exp. Language delays
- Cannot respond to emergency alarm
- Cannot benefit from educational videos/programs
- Cannot use telephone to communicate

**10. Current communicate functioning (Check all that apply)**

- Desires to communicate
- Initiates interaction
- Responds to communication requests
- Reads lips
- Appears frustrated with current communication functioning
- Requests clarification from communication partners (“Would you please repeat that?”)
- Repairs communication breakdown (Keeps trying, changes message)

**11. Current Reading Level** \_\_\_\_\_

**Summary of Hearing Abilities & Concerns:**

# WATI STUDENT INFORMATION GUIDE

## SECTION 12: GENERAL

Are there any behaviors (both positive and negative) that significantly impact the student's performance?

Are there significant factors about the student's strengths, learning style, coping strategies or interests that the team should consider?

Are there any other significant factors about the student that the team should consider?

Does the student fatigue easily or experience a change in performance at different times of the day?

# WATI ASSISTIVE TECHNOLOGY ASSESSMENT

## DIRECTIONS/PROCEDURE GUIDE

School District/Agency: \_\_\_\_\_

School: \_\_\_\_\_

Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Gathering Information:	Date Completed & Comments
<p><b>Step 1: Team Members Gather Information:</b> Review existing information regarding student’s abilities, difficulties, environment, and tasks. If there is missing information, gather the information by completing formal tests, informal tests, and/or observing the student in various settings. The WATI Student Information Guide and Environmental Observation Guide are used to assist with gathering information. Remember, the team gathering this information should include parents, and if appropriate, the student.</p> <p><b>Step 2: Schedule Meeting:</b> Schedule a meeting with the team. Team includes: parents, student (if appropriate), service providers (e.g., sped. Teacher, general ed. Teacher, administrator, SLP, OT, PT), and any others directly involved or with required knowledge and expertise.</p> <p><b>Decision Making:</b></p> <p><b>Step 3: Team completes Problem Identification Portion of AT Decision Making Guide at the meeting.</b> (Choose someone to write all topics where everyone participating can see them.);</p> <p>The team should quickly move through:</p> <p>Listing the student’s <b>abilities/difficulties</b> related to tasks (5-10 minutes).</p> <p>Listing key aspects of the <b>environment</b> in which the student functions and the student’s location and positioning within the environment (5-10 min).</p> <p>Identifying the <b>tasks</b> the student needs to be able to do is important because the team cannot generate AT solutions until the tasks are identified (5-10 min).</p> <p><b>Note:</b> The emphasis in problem identification is identifying tasks the student needs to be able to do, the relationship of the student’s abilities/difficulties and characteristics of the environment of the student’s performance of the tasks.)</p> <p><b>Step 4: Prioritize the List of Tasks for Solution Generation:</b> Identify critical task(s) for which the team will generate potential solutions. This may require a redefining or reframing of the original referral question, but is necessary so that you hone in on the most critical task.</p> <p><b>Step 5: Solution Generation</b></p> <p>Brainstorm all possible solutions.</p> <p><b>Note:</b> The specificity of the solutions will vary depending on the knowledge and experience of the team members; some teams may generate names of specific devices with features that will meet the student’s needs, other teams may simply talk about features that are important, e.g., “needs voice output,” “needs to be portable,” “needs few (or many) messages,” “needs input method other than hands,” etc. Teams may want to use specific resources to assist with solution generation. These resources include, but are not limited to: the AT Checklist, the ASNAT Manual, <i>Closing the Gap Resource Directory</i>, and/or an AT Consultant.</p>	

**Step 6: Solution Selection**

Discuss the solutions listed, thinking about which are most effective for the student. It may help to group solutions that can be implemented 1) immediately, 2) in the next few months, and 3) in the future. At this point, list the names of specific devices, hardware, software, etc. If the team does not know the names of devices, etc., use resources noted in Step 5 or schedule a consultation with a knowledgeable resource person (that is the part of the decision-making that should require the most time; plan for 20-30 minutes here).

**Step 7: Implementation Plan**

Develop implementation plan (including trials with equipment being sure to assign specific names and dates, and determine meeting date to review progress (follow up Plan)).

**Reminder:** Steps 3-7 occur in a meeting with all topics written where all participants can see them. Use a flip chart, board or board overhead during the meeting because visual memory is an important supplement to auditory memory. Following the meeting, ensure that someone transfers the information to paper for the student's file for future reference.

**Trial Use:****Step 8: Implement Planned Trials****Step 9: Follow Up on Planned Date**

Review trial use. Make any needed decisions about permanent use. Plan for permanent use.

**Team Members:**

## WATI ASSISTIVE TECHNOLOGY ASSESSMENT: AT CONSIDERATION GUIDE

**Student's Name:** \_\_\_\_\_ **School:** \_\_\_\_\_

1. What task is it that we want this student to do, that they are unable to do at a level that reflects their skills/abilities (writing, reading communication, seeing, hearing)? Document by checking each relevant task below. Please leave blank any tasks that are not relevant to the student's IEP.
2. Is the student currently able to complete tasks with special strategies or accommodations? If yes, describe in Column A for each checked task.
3. Is there available assistive technology (either devices, tools, hardware, o software) that could be used to address this task? (If none are known, review WATI's AT Checklist.) If any assistive technology tools are currently being used (or were tried in the past), describe in Column B.
4. Would the use of assistive technology help the student perform this skill more easily or efficiently, in the restrictive environment, or perform successfully with less personal assistance? If yes, complete Column C.

Task	A. If currently completes task with special strategies and/or accommodations, describe.	B. If currently completes task with assistive technology tools, describe.	C. Describe new or additional assistive technology to be tried.
Motor Aspects of Writing			
Computer Access			
Composing Written Material			
Communication			
Reading			
Organization			
Math			

Task	A. If currently completes task with special strategies and/or accommodations, describe.	B. If currently completes task with assistive technology tools, describe.	C. Describe new or additional assistive technology to be tried.
Math			
Recreation & Leisure			
Activities of Daily Living (ADLs)			
Mobility			
Positioning and Seating			
Vision			
Hearing			

5. Are there assistive technology services (more specific evaluation of need for assistive technology, adapting or modifying the assistive technology, technical assistance on its operation or use, or training or student, staff, or family) that this student needs? If yes, describe what will be provided, the initiation and duration.

Persons Present: \_\_\_\_\_ Date: \_\_\_\_\_

## WATI ASSISTIVE TECHNOLOGY ASSESSMENT CHECKLIST

### SEATING, POSITIONING AND MOBILITY

#### Seating & Positioning

- Standard seat/workstation at correct height and depth
- Modifications to standard seat or desk
- Alternative chairs
- Adapted/alternate chair, sidelyer, stander
- Custom fitted wheelchair or insert

#### Mobility

- Walking devices – crutches/walker
- Grab bars and rails
- Manual wheelchair
- Powered scooter, toy car or cart
- Powered wheelchair w/joystick or other control
- Adapted vehicle for driving

### COMMUNICATION

- Concrete Representation
- Simple speech generating device
- Speech generating device with levels
- Speech generating device with icon sequencing
- Speech generating device with dynamic display
- Text based device with speech synthesis

### COMPUTER ACCESS

- Positioning of student
- Standard Keyboard/Mouse with accessibility/access features built into the operating system
- Standard Keyboard/Mouse with Adaptations
- Rate Enhancement
- Alternate Keyboard/Mouse
- Onscreen keyboard
- Voice recognition software
- Eye Gaze
- Morse Code
- Switch Access
- Other:

### MOTOR ASPECTS OF WRITING

- Environmental & seating adaptations
- Variety of pens/pencils
- Adapted pen/pencil
- Writing templates
- Prewritten words/phrases
- Label maker
- Portable word processor
- Computer with accessibility features
- Computer with word processing software
- Alternative keyboards
- Computer with scanner
- Computer with word prediction
- Computer with voice recognition software

### COMPOSITION OF WRITTEN MATERIAL

- Picture Supports to write from/about
- Pictures with words
- Word Cards/Word Banks/Word Wall
- Pocket Dictionary/Thesaurus
- Written templates and Guides
- Portable, talking spellcheckers/dictionary/thesaurus
- Word processing software
- Word prediction software
- Digital templates
- Abbreviation expansion
- Word processing with digital supports
- Talking word processing
- Multimedia software with alternative expression of ideas
- Tools for citations and formats
- Voice recognition software

### READING

- Standard Txt
- Book adapted for access
- Low-tech modifications to text

- Handheld device to read individual words
- Use of pictures/symbols with text
- Electronic text
- Modified electronic text
- Text reader
- Scanner with OCR and text reader
- Text reader with study skill support

### MATHEMATICS

- Math manipulatives
- Low-tech physical access
- Abacus/mathline
- Adapted math paper
- Adapted math tools
- Math “smart chart”, math scripts
- Math tool bars
- On-screen calculator
- Alternative keyboards/portable math processors
- Virtual manipulatives
- Math software and web simulations
- Voice recognition math software

### ORGANIZATION

#### Self-Management

- Sensory regulation tools
- Movement and deep pressure tools
- Fidgets
- Auditory
- Visuals

#### Information Management

- Tabs
- Sticky notes, index cards
- Highlighters
- Key words
- Study guide
- Task analysis
- Digital highlighters & sticky notes
- Handheld scanners/electronic extraction
- Electronic organization

- Study grid generators/grading rubric
- Online search tools
- Online web trackers
- Online sorting file tools
- Digital graphic organizers
- Online manipulatives, interactive, tutorials, animations

#### **Time Management**

- Checklists
- Paper planners/calendars
- Schedules (visual)
- Portable, adapted timekeepers
- Electronic reminders
- Digital planners (PDA) cell phones
- Web-based planning tools

#### **Material Management**

- Low-tech organizers
- Checklists
- Container system
- Coding system
- Electronic filing & storage
- Portable electronic storage
- Computer-based tools

#### **RECREATION & LEISURE**

- Typical toys, puzzles, balls, utensils, instruments adapted; adjustable equip.; flexible rules; add visual/auditory clarity
- Specially designed utensils/equipment
- Electronically/mechanically adapted utensils & equipment
- Electronic aids – remote controls, timers, CD players, speech generating devices
- Computer-facilitated & computer-based activities

- Online & virtual recreational experiences

#### **VISION**

- Braille/talking compass
- Electronic travel device
- GPS device
- High contrast pen
- Portable word processing device
- Typing with audio support
- Braillewriter
- Typing with Braille support
- Electronic Braille note taker
- Voice recognition
- Tape or digital recording device
- Computer-based recording software
- Electronic braille note taker

#### **Computer access**

- Color scheme
- Large operating systems features
- Built-in magnification
- Fully-featured magnification
- Magnification with screen reader
- Screen reader
- Screen reader with Braille device

#### **Reading**

- Glasses
- Color filter
- Slantboard
- Large print
- Optical magnifier
- Electronic magnifier
- CCTV
- Monocular
- CCTV with distance camera
- Audio text
- Computer-based reading software

#### **Writing**

- 

#### **Mathematics**

- Large print measuring tools
- Large key calculator
- Tactile measuring devices
- Abacus
- Talking calculator
- Models or 2D and 3D geometric shapes
- Tiger embossed, PIAF Tactile representation

#### **Pictorial Information**

- Enlarged format
- CCTV
- Models or objects
- Tactile graphics
- Tactile-audio graphics

#### **Mobility**

- Cane
- Monocular

#### **Note taking**

- Slate and stylus

#### **HEARING**

#### **Hearing Technology**

- FM
- Infrared
- Induction Loop
- 1:1 Communicators
- Personal amplification

#### **Alerting**

- Visual or vibrating alerting devices

#### **Communication**

- Telecommunication supports
- Closed captioning
- Person to person
- Classroom/group activities
- Voice to text/sign
- Real-time captioning



# APPENDIX E: PWN EXAMPLES

## INITIAL EVALUATION

**PWN Checkbox:**

**Evaluation**

Initial evaluation of your child for special education services

**1. Explanation of why the district proposed or refused to take action:**

Due to significantly below grade level achievement of formal and informal assessment over an extended period of time and parent and teacher observations, the school district proposed that formal assessment be completed to collect further data to determine eligibility.

**2. Description of each evaluation procedure, assessment record or report that District used as a basis for the proposed or refused action:**

Due to the results of the standardized and informal assessments, observations, progress reports, teacher and parent input, further assessment will be provided to determine if the student qualifies for a disability according to the ND Guidelines and is eligible for special education services and related services.

**3. Description of other options that the IEP team considered and the reasons why those options were rejected:**

1. Continued RTI supports through general education programming.
2. Consideration of 504 Plan

Option 1 was declined due to lack of progress and academic achievement in the general education setting over an extended period of time.

Option 2 was declined as it does not provide enough support for the student and formalized tracking of target goals and objectives

**4. Description of other factors that are relevant to the district's proposal or refusal:**

No other factors, outside of those listed above, were considered by the team. Neither the parent nor any other team member, participating in the meeting, presented any other factors that needed to be considered.

## INITIAL EVALUATION: STUDENT IS NOT ELIGIBLE FOR SPECIAL EDUCATION SERVICES

PWN Checkbox:

### Identification

Not eligible for special education and related services

#### 1. Explanation of why the district proposed or refused to take action:

Due to formal evaluation results, the school district proposes that the student does not have a disability according to the ND Guidelines and is not eligible for special education services and related services.

#### 2. Description of each evaluation procedure, assessment record or report that District used as a basis for the proposed or refused action:

Standardized and informal assessments, observations, progress reports, teacher and parent input were used to make the determination.

#### 3. Description of other options that the IEP team considered and the reasons why those options were rejected:

Eligibility determination was considered. Due to the formal assessment results, the option was declined by the school district as the student does not meet the qualification of having a disability according to the ND Guidelines and is not eligible for special education services and related services.

#### 4. Description of other factors that are relevant to the district's proposal or refusal:

No other factors, outside of those listed above, were considered by the team. Neither the parent nor any other team member, participating in the meeting, presented any other factors that needed to be considered.

## INITIAL EVALUATION: STUDENT IS ELIGIBLE FOR SPECIAL EDUCATION SERVICES

### PWN Checkbox:

#### Identification

- Eligible for special education and related services

#### Educational Placement

- Initial placement determination

#### Provision of FAPE

- Extended school year
- Other: *Development of initial IEP*

### 1. Explanation of why the district proposed or refused to take action:

**Identification:** The District proposes to identification of Jane with a primary disability of Speech/Language Impaired based on evaluation results.

**Educational Placement:** The District proposes to provide direct special education instruction in order to make sufficient skill development.

**Provision of FAPE:** The District proposes to develop and implement an initial Individualized Education Program (IEP) for Jane based on her primary disability determination of Speech/Language Impairment and the need for direct instruction to make sufficient skill development.

**Extended School Year (ESY):** The District is proposing not to provide ESY for Jane. Consideration of provision of Extended School Year (ESY) was discussed; but it was declined, because available data does not show regression in skills that cannot be recouped in a reasonable amount of time. Other factors such as critical stage of learning and severity of the disability are not to the extent that Jane's learning would be significantly jeopardized over school breaks.

### 2. Description of each evaluation procedure, assessment record or report that District used as a basis for the proposed or refused action:

Standardized and informal assessments, observations, teacher and parent input, ND Guidelines were used to make the determination.

### 3. Description of other options that the IEP team considered and the reasons why those options were rejected:

**Identification/Educational Placement:** The team considered not identifying Jane as Speech/Language Impaired and not placing her in special education; however, this was declined due to formal assessment results and the determination that direct special education instruction is necessary in order to make sufficient skill development.

**Provision of FAPE:** The team considered not developing and implementing an Individualized Education Program (IEP); however, Jane's primary disability determination and the need for direct necessitate a plan.

**Extended School Year (ESY):** The team considered providing ESY for Jane; however, she does not meet the requirements.

### 4. Description of other factors that are relevant to the district's proposal or refusal:

No other factors, outside of those listed above, were considered by the team. Neither the parent nor any other team member, participating in the meeting, presented any other factors that needed to be considered.

## THREE YEAR REEVALUATION WITHOUT ASSESSMENT

### EXAMPLE 1

#### PWN Checkbox:

#### Evaluation

- Re-evaluation of your child for special education services

#### Identification

- Continued eligibility for special education & related services

#### Provision of FAPE

- Change in accommodations/modifications
- Changes in goal
- Extended School Year
- Change in Services

#### 1. Explanation of why the district proposed or refused to take action:

The school district proposes to do the following:

-Complete a student profile to determine continued special education eligibility; data indicated no formal assessment is needed in order to determine student's eligibility.

-Continue to qualify for services-student continues to meet eligibility criteria for North Dakota Guidelines.

-Review accommodations; Update goals-met previous goal; increased expectations.

-Extended School Year (ESY) determination: data indicated student does not show significant regression or recoupment concerns over extended breaks from school.

Provide additional minutes in the area of reading to make progress toward grade-level skills.

#### 2. Description of each evaluation procedure, assessment record or report that District used as a basis for the proposed or refused action:

The team used data from STAR assessment, classroom grades/progress, and progress monitoring data.

#### 3. Description of other options that the IEP team considered and the reasons why those options were rejected:

The team considered conducting a formal assessment to reevaluate the student; however, sufficient data was available to determine student's continued eligibility for special education services.

The team considered that student may not continue to qualify for special education services; however, data indicated student continues to meet eligibility criteria for North Dakota Guidelines.

The team considered keeping current goals; however, due to student progress, goals were revised to meet current educational needs, as were accommodations and modifications.

Consideration was given to the provision of ESY services. This option was declined because student's learning during the regular school year is not significantly jeopardized if ESY services are not provided. Data show that any regression occurring during the summer is recouped in a reasonable amount of time. Other factors that the North Dakota Guidelines refer to, such as critical stage of learning, behavioral data, severity of disability, and ability to interact with peers are not to the extent that student's progress is jeopardized with the summer break.

#### 4. Description of other factors that are relevant to the district's proposal or refusal:

No other factors, outside those listed above, were considered by the IEP team. Neither the parents, nor any team members at the meeting presented any other factors for consideration.

## THREE YEAR REEVALUATION WITHOUT ASSESSMENT

### EXAMPLE 2

#### PWN Checkbox:

#### Evaluation

- Re-evaluation of your child for special education services

#### Identification

- Continued eligibility services for special ed & related services

#### Provision of FAPE

- Change in accommodations/modifications
- Changes in goal
- Extended School Year
- Change in Services

#### 1. Explanation of why the district proposed or refused to take action:

1. The district is proposing that the student continues to be eligible for special education services and continues to meet the criteria as having a *Specific Learning Disability*.
2. The district is proposing that there is a need to update accommodations and modifications to reflect current needs. The district is proposing new goals, as previous goals have been met.
3. The district also proposes that the student is not eligible for Extended School Year services (ESY). The data does not show regression beyond what would be expected, the student is not at a critical stage of learning, and that the learning that occurred during the regular school year is not significantly jeopardized without ESY.
4. Change in service minutes was addressed.

#### 2. Description of each evaluation procedure, assessment record or report that District used as a basis for the proposed or refused action:

The team used progress monitoring data, district and state assessment data, teacher observations, file review and parent input to make these decisions.

#### 3. Description of other options that the IEP team considered and the reasons why those options were rejected:

1. Team considered further assessment to determine current programming needs. This option was declined as the student profile provided adequate information to confirm the need for special education services.
2. Team considered not adding an additional accommodation or modification, for state testing, this was declined as student would be more successful with this change. Team also considered not revising the goal; this was declined because student has mastered current goals. There is a need to focus on new skills in the area of reading comprehension.
3. Teams considered that the student may be eligible for ESY; this was declined as data indicates that the student is not at a critical stage of learning. The student does not show significant regression of skills over breaks. Any loss of skills is recouped within a reasonable amount of time and the student's progress is not significantly jeopardized without services.

#### 4. Description of other factors that are relevant to the district's proposal or refusal:

The team noted that the student will attend regular/Title summer school.

## THREE YEAR REEVALUATION WITH ASSESSMENT

### EXAMPLE 1

PWN Checkbox:

Evaluation

Reevaluation of your child for special education services

#### 1. Explanation of why the district proposed or refused to take action:

The school district proposes:

-Reevaluation of your child for special education services-data indicated formal assessment is needed in order to determine student's continued eligibility.

#### 2. Description of each evaluation procedure, assessment record or report that District used as a basis for the proposed or refused action:

The team used data from STAR assessment, classroom grades/progress, and progress monitoring.

#### 3. Description of other options that the IEP team considered and the reasons why those options were rejected:

The team considered not conducting a formal assessment to reevaluate the student; however, more data is needed to determine student's continued eligibility for special education services.

#### 4. Description of other factors that are relevant to the district's proposal or refusal:

No other factors, outside those listed above, were considered by the IEP team. Neither the parents, nor any team members at the meeting presented any other factors for consideration.

## THREE YEAR REEVALUATION WITH ASSESSMENT

### EXAMPLE 2

PWN Checkbox:

Evaluation

Reevaluation of your child for special education services

**1. Explanation of why the district proposed or refused to take action:**

The district is proposing to reassess the student to see if they continue to be eligible for special education and related services in the area currently being served.

**2. Description of each evaluation procedure, assessment record or report that District used as a basis for the proposed or refused action:**

The team used current progress monitoring data, past and present district wide assessments, file review, current observations and additional parent input.

**3. Description of other options that the IEP team considered and the reasons why those options were rejected:**

The team considered not testing but due to significant gains shown in progress monitoring and classroom performance, the team determined that assessments were necessary in order to justify continued services.

**4. Description of other factors that are relevant to the district's proposal or refusal:**

There were no other factors outside those listed above, were considered by the IEP team. Neither the parents, nor any team members at the meeting presented any other factors for consideration.

**STUDENT IS NOT ELIGIBLE FOR SPECIAL EDUCATION SERVICES**  
(following a 3-year reevaluation with assessments)

**PWN Checkbox:**

**Identification**

- Not eligible for special education and related services

**Educational Placement**

- Change the child's placement to *general education*

**1. Explanation of why the district proposed or refused to take action:**

- The District is proposing that the student is not eligible for special education services because assessment shows that he no longer meets the eligibility requirements.
- The District proposes to change the student's educational placement to general education.

**2. Description of each evaluation procedure, assessment record or report that District used as a basis for the proposed or refused action:**

Evaluation procedures used were observation, ability testing, achievement testing, file review, grades, Dibels, and state testing.

**3. Description of other options that the IEP team considered and the reasons why those options were rejected:**

The district considered continuing special education services, but he no longer meets the eligibility requirements.

**4. Description of other factors that are relevant to the district's proposal or refusal:**

The student will receive services in the Title 1 program and he currently attends the After-School Homework Club.



## NOT AN INITIAL OR 3-YEAR EVAL (STUDENT IS ELIGIBLE FOR ADDITIONAL SERVICES)

### PWN Checkbox:

### Identification

- Continued eligibility for special education & related services
- Other: *Add'l services in the area of XXXXX*

### Provision of FAPE

- Change in accommodations/modifications
- Change in goals
- Extended School Year
- Change in services

### 1. Explanation of why the district proposed or refused to take action:

The school district proposes the addition of OT (Occupational Therapy) services, as the student meets eligibility criteria.

The district proposes the following changes to adaptations: tests read to student, vocabulary list provided, word banks for tests because he needs them to be successful in his educational placement.

The district proposes adding an additional goal to address the newly identified needs.

Progress monitoring data indicates that the student does not regress after extended breaks. His progress is not significantly jeopardized without ESY services; therefore, the district proposes no ESY services.

### 2. Description of each evaluation procedure, assessment record or report that District used as a basis for the proposed or refused action:

Fine motor evaluation, classroom observation, parent input and classroom work samples were used to make the decision.

### 3. Description of other options that the IEP team considered and the reasons why those options were rejected:

The team considered not provided OT services; however, the student meets eligibility criteria.

The team considered not revising adaptations, but the student needs additional adaptations to be successful.

The team considered not adding an additional goal to address the newly identified needs, but there are OT concerns that need to be addressed.

The team considered providing ESY services; however, progress monitoring data indicates that student does not regress after extended breaks. His progress is not significantly jeopardized without ESY services.

### 4. Description of other factors that are relevant to the district's proposal or refusal:

There were no other relevant factors other than those mentioned above that contributed to this decision from parent's information, teacher's information and evaluations.

## STUDENT NO LONGER ELIGIBLE FOR SPED/DISMISSAL

### PWN Checkbox:

#### Evaluation

- Other: *Student profile for exit consideration completed*

#### Identification

- No longer eligible for special education & related services

#### Educational Placement

- Change the child's placement to *general education*

### 1. Explanation of why the district proposed or refused to take action:

After reviewing the information provided in the Student Profile, the district is proposing that Jane is no longer eligible for special education in the area of Speech/Language Disability. The district proposes that she exit the program/services and continue in general education. She met her IEP goals and there are no other speech/language concerns.

### 2. Description of each evaluation procedure, assessment record or report that District used as a basis for the proposed or refused action:

Student profile information provided by parents, teacher, SLP, classroom report card, district testing information, evaluation, and IEP goal review.

### 3. Description of other options that the IEP team considered and the reasons why those options were rejected:

Options that were considered prior to this decision included:

\*consideration of further evaluation – declined as Jane's speech skills are commensurate with her peers. There were no intelligibility concerns.

\*continue in speech therapy – declined as Jane is no longer eligible for services because her articulation skills are age appropriate with no consistent errors.

### 4. Description of other factors that are relevant to the district's proposal or refusal:

There were no other factors, other than those listed above, considered by the team. Neither the parent nor other team members presented any other factors that needed to be considered.

## CHANGE IN PLACEMENT

**PWN Checkbox:**

**Educational Placement**

- Change in child's placement to *more restrictive setting*

**Provision of FAPE**

- Change in services

**1. Explanation of why the district proposed or refused to take action:**

The district is proposing to change Devin's placement to a more restrictive environment until his behavioral data shows he is ready to return. Rather than his current placement of resource room, the District is proposing a self-contained placement for Devin in order to meet his current behavioral needs.

The District also proposes to amend the IEP to reflect the placement change and additional service minutes.

**2. Description of each evaluation procedure, assessment record or report that District used as a basis for the proposed or refused action:**

The primary basis for this change of placement is Devin's disruptive and self-destructive behaviors, which have increased in frequency and intensity within the school setting over the past three months. Data indicates that the current placement is not meeting Devin's needs and he currently requires a more structured, controlled setting.

**3. Description of other options that the IEP team considered and the reasons why those options were rejected:**

Consideration was given to Devin's placement remaining in the general education/resource room setting but his behavior is such that he needs more structure and a more controlled setting with fewer transitions. The District will also ensure that Devin continues to be exposed to the general education curriculum through consultation with general education teachers on a daily basis.

Consideration was also given to not amend Devin's IEP, however, there is sufficient data to indicate need for change in Least Restrictive Environment and service minutes.

**4. Description of other factors that are relevant to the district's proposal or refusal:**

Staff will accompany Devin any time he leaves the self-contained classroom (lunch, bathroom, bus).

## ESY ONLY: ELIGIBLE

PWN Checkbox:

Provision of FAPE

Extended School Year

### 1. Explanation of why the district proposed or refused to take action:

The district proposes that ESY (Extended School Year) is necessary for the student because data indicates the need for services. The student is at a critical stage of learning, and his educational performance will be significantly jeopardized if ESY services are not provided.

### 2. Description of each evaluation procedure, assessment record or report that District used as a basis for the proposed or refused action:

The decision was based on state and district assessments, progress reports and progress monitoring data kept on IEP goals.

### 3. Description of other options that the IEP team considered and the reasons why those options were rejected:

The team discussed not having the student attend ESY. The option was declined because data collected indicates that emerging skills put him at a critical stage of learning. If services are interrupted, his educational performance will be significantly jeopardized.

### 4. Description of other factors that are relevant to the district's proposal or refusal:

There were no other factors, outside those listed above, that were considered by the IEP team. Neither the parents, nor any team members at the meeting presented any other factors that needed to be considered.

## ESY ONLY: NOT ELIGIBLE

PWN Checkbox:

Provision of FAPE

Extended School Year

### 1. Explanation of why the district proposed or refused to take action:

The school district proposes that the student is not eligible for ESY (Extended School Year) services. Data indicated that the student does not show significant regression or recoument concerns over extended breaks from school.

### 2. Description of each evaluation procedure, assessment record or report that District used as a basis for the proposed or refused action:

The team used data from STAR assessment, classroom grades/progress, and progress monitoring data to review ESY determination.

### 3. Description of other options that the IEP team considered and the reasons why those options were rejected:

Consideration was given to the provision of ESY services. This option was declined because student's learning during the regular school year is not significantly jeopardized if ESY services are not provided. Data shows that any regression occurring during the summer is recouped in a reasonable amount of time. Other factors that the North Dakota Guidelines refer to, such as critical stage of learning, behavioral data, severity of disability, and ability to interact with peers are not to the extent that student's progress is jeopardized with the summer break.

### 4. Description of other factors that are relevant to the district's proposal or refusal:

No other factors, outside those listed above, were considered by the IEP team. Neither the parents, nor any team members at the meeting presented any other factors for consideration.

## STUDENT TRANSFER: NO CHANGES NEEDED

PWN Checkbox:

Provision of FAPE

Other: *student transfer*

### 1. Explanation of why the district proposed or refused to take action:

The school district proposes to accept the IEP from Grand Forks, ND with no updates in the present level of performance, goals and minutes. The case manager will be updated to Michelle Lytle, SLP; and location of services will be Louis L'Amour School therapy room.

### 2. Description of each evaluation procedure, assessment record or report that District used as a basis for the proposed or refused action:

The decision is based on the review of cumulative folder, STAR testing data, and the IEP from Grand Forks, ND.

### 3. Description of other options that the IEP team considered and the reasons why those options were rejected:

The school district considered not accepting the IEP as written; however, determined the IEP was current and appropriate for the new setting.

### 4. Description of other factors that are relevant to the district's proposal or refusal:

There were no other factors, outside those listed above, were considered by the IEP team. Neither the parents, nor any team members at the meeting presented any other factors that needed to be considered.

## STUDENT TRANSFER: NEEDING CHANGES TO IEP

### PWN Checkbox:

### Provision of FAPE

- Change in accommodations/modifications
- Changes in goals
- Extended School Year
- Change in services

\*Choose any that are applicable

### 1. Explanation of why the district proposed or refused to take action:

ACCOMMODATIONS: The district proposed to update accommodations and modifications to aid in academic success at his new school.

SERVICES: The district proposes to increase the student's service minutes, as the student will be provided a replacement reading program.

ESY: The district proposes that ESY is not needed at this time due to limited regression over long breaks from school. (Per data collected from previous school)

GOALS: The district proposes a review/revision of the goals to aid in academic success at his new school.

### 2. Description of each evaluation procedure, assessment record or report that District used as a basis for the proposed or refused action:

ACCOMMODATIONS/SERVICES/GOALS:

The teams reviewed previous cum file records of report cards, teacher input, observations, IEP, IWAR, state & local assessments, parent input and medical records.

### 3. Description of other options that the IEP team considered and the reasons why those options were rejected:

ACCOMMODATIONS: The team considered keeping the accommodations the same, but determined that there was a need to keep him/her in a pull-out reading curriculum.

SERVICES: The team considered leaving services as is; however, it was determined that the services need to be increased and new school's personnel updated.

ESY: The team considered placing the child in ESY services, but the student's data from the previous school indicated limited regression, and their learning was not significantly jeopardized during extended school breaks. It was determined that ESY services were not needed.

GOALS: The team considered keeping the goals the same, but declined this option due to the new reading placement.

### 4. Description of other factors that are relevant to the district's proposal or refusal:

There were no other factors outside those listed above, were considered by the IEP team. Neither the parents, nor any other team member participating in the meeting, presented any other factors that needed to be considered.

## GRADUATION

**PWN Checkbox:**

**Identification**

- No longer eligible for special education and related services

**Educational Placement**

- Other: *Graduation with regular diploma*

**1. Explanation of why the district proposed or refused to take action:**

The District proposes that John is on track to graduate at the close of the 2017-18 school year and will no longer qualify for special education and related services. He is scheduled to graduate on May 27<sup>th</sup> at which time the District will no longer be responsible for John's educational program.

**2. Description of each evaluation procedure, assessment record or report that District used as a basis for the proposed or refused action:**

The IEP team reviewed John's existing data to include the current status/progress on his IEP goals, transition services, activities, grades, transcript and daily work.

**3. Description of other options that the IEP team considered and the reasons why those options were rejected:**

Consideration was given to continuing services for John not issuing a signed diploma, however, it was determined that the student met all district requirement for graduation, the mandatory number of credits were received, and John's transition goals were met, earning him a signed diploma.

**4. Description of other factors that are relevant to the district's proposal or refusal:**

There were no other factors, other than those listed above, considered by the team. Neither the parent nor other team members presented any other factors that needed to be considered.



# Annual IEP

**PWN Checkbox:**

**Provision of FAPE**

- Change in accommodations/modifications
- Change in goals
- Extended School Year
- Other: Review and revision of IEP

**1. Explanation of why the district proposed or refused to take action(s):**

**Provision of FAPE:**

The school district is proposing the review/revision of the IEP (Individualized Education Program) for Jane as well as the proposed goals and adaptations. Federal law requires that your child's IEP be reviewed annually. Programming will include the goals and adaptations listed in the revised IEP.

The school district is not proposing ESY for Jane. At this time, available information from data does not show regression in skills and other factors such as critical stage of learning, severity of disability, ability to interact with peers which are to the extent that the student's progress would be jeopardized with the summer break. This information was reviewed and it was determined ESY is not necessary and justification for the proposal was provided. Parent is in agreement with this proposal.

**2. Description of the evaluation procedures, tests, records and reports used to make the decision.**

Reviewed progress reporting, observations and additional parental input indicate a need to continue speech/language services.

**3. Description of options considered prior to this decision and the reason each option was declined.**

**Change in Accommodations/services:**

The team, including the parent discussed the option of not revising the student's IEP, however, decided against this option because Jane has made progress in her goals and changes are needed to her adaptations to reflect current needs.

**Extended School Year:**

Consideration was given to the decision of ESY but from data collected, information shared and team input this was declined. At this time, available data does not show regression in skills and other factors such as critical stage of learning and severity of disability which are to the extent that Jane's progress would be jeopardize with the summer break. This information was discussed and it was determined that ESY is not necessary.

**4. Description of other relevant factors that contributed to this decision.**

There were no other factors, other than those listed above, considered by the team. Neither the parent nor other team members presented any other factors that needed to be considered.

## APPENDIX F: DISABILITY CHECKLISTS FOR ELIGIBILITY

### Essential Evaluation and Eligibility Considerations

The following factors **must be considered** as part of an evaluation and determination of eligibility for special education (IDEA) services, **regardless of the category of disability**.

Factors	Documented Considerations
<p><u>Determinant Factors</u></p> <p>1. Lack of appropriate instruction in Reading.</p> <p>2. Lack of appropriate instruction in Math.</p> <p>3. Learners of English</p> <p>4. Student does not otherwise meet the eligibility criteria as a child with a disability in IDEA.</p>	<p>1. The student’s previous reading instruction and curriculum addressed all 5 essential components of reading instruction- phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. The instructional materials used were research based and delivered by qualified instructors. (Kansas)</p> <p>For preschool age students, the student’s involvement in age appropriate activities as determined through interviews with parents and caregivers, and/or observations in the child’s natural environment are considered.</p> <p>2. The student’s previous math instruction addressed all essential components- problem solving, communicating, reasoning and proof, making connections and using representations. The instructional materials used were research based and delivered by qualified instructors.</p> <p>For preschool age students, the student’s involvement in age appropriate activities as determined through interviews with parents and care givers, and/or observations in the child’s natural environment are considered.</p> <p>3. Student was given appropriate accommodations and interventions that addressed their limited English skills. Even with these the results of progress measures, as compared to the language and cultural grade level peers, demonstrates a very low rate of learning. Things such as proficiency in English, as well as their native language, amount of time in an English-speaking country, level of education in their native country, and the cultural norms of the native country should also be considered. (Kansas)</p>
<p><u>Other Factors</u></p> <p>5. Adverse effects on educational performance.</p> <p>6. Need for specially designed instruction.</p>	<p>4. The student’s learning difficulties are due to factors other than those associated with the criteria for disabilities, as defined in the IDEA. (Frequent moves, incarceration, substance abuse, cultural diversity, socio-economic status, etc.)</p> <p>5. Records, interviews, and/or observations demonstrate that the disability creates substantial difficulties in learning that result in significantly low educational performance on grade level standards.</p> <p>6. The instruction needed to obtain an adequate level of performance, rate of learning and/or progress in the regular curriculum is too demanding to be implemented without special education and related services; or, the student needs intensive specially designed materials and strategies across many subject areas that would be defined as special education and related services.</p> <p>For preschool age students, intense, sustained resources across settings, people, and situations are needed to progress; or, the disability has a substantial negative impact on the child’s ability to participate in age appropriate activities.</p>

## Autism Eligibility Considerations

In addition to the determinant factors for all categories (See page 109), the following factors must be considered for the specific category of disability.

**Autism Spectrum Disorders (DSM-V)** - Persistent deficits in social communication and social interaction across multiple contexts not accounted for by general developmental delays. Characterized by restricted, repetitive patterns of behavior, interests, or activities. Symptoms must be present in the early developmental period. Symptoms cause clinically significant impairments in social, occupational, or other important areas of current functioning.

Factors	Documented Considerations
<p><u>Disability Specific Factors</u></p> <p>1. Persistent deficits in social communication and social interaction across contexts, not accounted for by general developmental delays, and manifest by 3 characteristics.</p> <p>2. Restricted, repetitive patterns of behavior, interests, or activities as manifested by at least 2 of 4 characteristics.</p> <p>3. The above must be present in early childhood.</p> <p>4. Symptoms together limit and impair everyday functioning.</p>	<p>1. Persistent is defined as continuing without change in function for a longer than usual time, or continuously.</p> <p>Characteristics (all 3 must be demonstrated).</p> <ul style="list-style-type: none"> <li>• Deficits in social emotional reciprocity; ranging from abnormal social approach and failure of normal back and forth conversation through reduced sharing of interests, emotions, and affect and response to total lack of initiation of social interaction. Formal assessment tools may not accurately detect problems in the social use of language and communication, so clinical judgment by trained personnel (SLP) and more informal, observational measures may be used, or additional characteristics added to the <b>Language Severity Rating Scale</b>.</li> <li>• Deficits in nonverbal communicative behaviors used for social interaction; ranging from poorly integrated-verbal and nonverbal communication, through abnormalities in eye contact and body language, or deficits in understanding and use of nonverbal communication, to total lack of facial expression or gestures.</li> <li>• Deficits in developing and maintaining relationships, appropriate to developmental level (beyond those with care givers); ranging from difficulties adjusting behavior to suit different social contexts through difficulties in sharing imaginative play and in making friends, to an apparent absence of interest in people.</li> </ul> <p>2. Characteristics (at least 2 of the following):</p> <ul style="list-style-type: none"> <li>• Stereotyped or repetitive speech, motor movements, or use of objects.</li> <li>• Excessive adherence to routines, ritualized patterns of verbal or nonverbal behavior, or excessive resistance to change.</li> <li>• Highly restricted, fixated interests that are abnormal in intensity or focus.</li> <li>• Hyper- or hypo- reactivity to sensory input or unusual interest in sensory aspects of environment.</li> </ul> <p>3. Early childhood is usually thought of as birth to age 9. The symptoms may not become fully manifest until social demands exceed limited capacities in the upper years of this range.</p> <p>4. The emphasis with the new diagnostic criteria is on the impact to the various environments in which the student must function. In education, the symptoms listed above limit and impair functioning of a student in the educational environment.</p> <p>5. Related service needs such as SLP, OT and PT to assure access to the general education curriculum.</p>

## Deaf-Blindness Eligibility Considerations

In addition to the determinant factors for all categories (See page 109), the following factors must be considered for the specific category of disability.

**Deaf-Blindness** - Concomitant [simultaneous] hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. [§300.8(c)(2)]

Factors	Documented Considerations
<p><u>Disability Specific Factors</u></p> <p>1. The student has both a hearing and a vision impairment.</p> <p>2. The combination of impairments causes severe communication and other developmental and educational needs.</p> <p>3. The needs can't be accommodated in a program designed solely for a student with deafness or one with only blindness.</p>	<p>1. Medical documentation of a hearing impairment, as well as vision impairment will provide explanation as to the hearing and vision diagnoses, causes and their effects on the students functioning.</p> <p>2. Determining the communication system, or lack thereof, the progress on developmental milestones and the educational functioning levels of the student will define the severity of effects of the two impairments on the student's learning.</p> <p>3. The depth of needs of the student dictate a specially designed, multi-sensory and comprehensive set of strategies that goes beyond a set of strategies normally considered for a student who is only deaf or only blind.</p> <p>4. Related service needs such as SLP, OT and PT to assure access to the general education curriculum.</p>

## Deafness - Hearing Impaired Eligibility Considerations

In addition to the determinant factors for all categories (See page 109), the following factors must be considered for the specific category of disability.

**Deafness-** a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child’s educational performance.

**Hearing Impairment-** a hearing impairment, whether permanent or fluctuating, that adversely affects a child’s educational performance but that is not included under the definition of deafness in this section.

Factors	Documented Considerations
<p><u>Disability Specific Factors</u></p> <p>1. A hearing impairment that adversely affect the student’s educational performance.</p> <p><u>Additional Factors</u></p> <p>2. The evaluation team and IEP team must include a teacher of the deaf and hearing impaired who has the knowledge and experience in conducting and interpreting assessments for students who are deaf or hearing impaired.</p> <p>3. A current hearing assessment should be conducted prior to other assessments so that the child’s unique hearing loss factors are considered within the evaluation process.</p>	<p>1. <b>Deafness-</b> Medical documentation of a hearing impairment that prevents the auditory channel from being the primary mode of learning speech or language.  <b>Hearing Impairment</b> – Medical documentation of a hearing impairment or a history of fluctuating hearing loss which has interrupted the normal acquisition of speech and language. The medical documentation should include the severity of the hearing loss, type of hearing loss, configuration of hearing loss, amount of residual hearing, etiology, age of onset, and age of identification. This information, along with classroom or natural settings performance information will assist the team in determining the extent of the adverse effect of the impairment.</p> <p>2. If the district does not employ a teacher for the deaf/hearing impaired, one can be accessed through the ND School for the Deaf/Resource Center for the Deaf and Hard of Hearing. This teacher will assist the team to consider:</p> <p><b>Amplification</b> - Age that the child received amplification, type of amplification (e.g., FM system, hearing aids, sound field system, tactile aid, bone conduction hearing aid, cochlear implant), ability to use residual hearing (auditory training);</p> <p><b>Communication</b> - Communication skills, communication access in the home, classroom, and overall school environment, communication needs, preferred mode of communication of the child and the family, opportunity for instruction through direct communication, speech needs and abilities; and</p> <p><b>Language</b> - First or native language of the student, linguistic background, linguistic needs and abilities.</p> <p>3. With a current hearing assessment, the teacher of the deaf and hearing impaired will be able to assist the team in the consideration of factors that will result in valid and reliable assessment information.</p> <p>4. Related service needs such as SLP, OT and PT to assure access to the general education curriculum.</p> <p>Refer to NDDPI Informational Paper - Deaf and Hard of Hearing Students in North Dakota Schools.</p>

## Emotional Disturbance Eligibility Considerations

In addition to the determinant factors for all categories (See page 109), the following factors must be considered for the specific category of disability.

**Emotional Disturbance-** A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance:

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

The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is also determined that they have an emotional disturbance. (NICHCY)

Factors	Documented Considerations
<p><u>Disability Specific Factors</u></p> <p>1. Exhibits one or more of five different characteristics.</p> <p>2. Characteristic(s) are exhibited over a long period of time.</p> <p>3. Characteristic(s) are exhibited to a marked degree.</p>	<p>1. Characteristics:</p> <ul style="list-style-type: none"> <li>• <b>Inability to learn that can't be explained by intellectual, sensory, or health factors.</b> The student is unable to attain a satisfactory rate of educational progress in a regular classroom or integrated early childhood setting.</li> <li>• <b>Inability to build or maintain interpersonal relationships with peers or teachers.</b> Interpersonal relationships include the ability to demonstrate sympathy, warmth, and empathy towards others; to establish and maintain friendships; to be constructively assertive; and to work and play independently. They must be exhibited across multiple settings or situations with at least one of them being educational.</li> <li>• <b>Inappropriate behavior or feelings under normal circumstances.</b> This can be withdrawn, deviant, or bizarre behavior, not just aggressive or acting out behavior. It could also be confused verbalizations, fantasizing, or preoccupation with emotional conflict in their art work, written expression, or other outlets.</li> <li>• <b>Pervasive mood of unhappiness or depression.</b> This may include irritable moods most of the time, unexpected changes in weight or appetite, insomnia or hypersomnia, fatigue, diminished energy, feelings of worthlessness or excessive guilt, indecisiveness, diminished ability to concentrate, or recurrent thoughts of death or suicide. They need to be occurring across most of the student's life situations and cannot be the effect of normal bereavement.</li> <li>• <b>Tendency to develop physical symptoms or fears associated with personal or school problems.</b> These are usually most visible during stressful situations. These could be excessive absences, tardiness, truancy, refusals to attend school, self-mutilation, unusual sleeping and eating patterns, accident prone, flinching or cowering, neglecting self-care and hygiene, hallucinations, headaches, stomach aches or a fear of getting hurt or rejected.</li> </ul> <p>2. "Long period of time" is defined as being approx. 6 months, although the age of the student and the intensity of the behavior must be considered. (ND Guidelines)</p> <p>3. "Marked degree" is defined as the behavior observed by more than one person across settings and environments; and, occurs in noticeable, predictable patterns, significant in rate, frequency, intensity, or duration.</p> <p>4. Related service needs such as SLP, OT and PT to assure access to the general education curriculum.</p>

## Intellectual Disability Eligibility Considerations

In addition to the determinant factors for all categories (See page 109), the following factors must be considered for the specific category of disability.

**Intellectual Disability**- Significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child’s educational performance. (NICHCY)

Factors	Documented Considerations
<p><u>Disability Specific Factors</u></p> <ol style="list-style-type: none"> <li>1. Deficits in adaptive behavior.</li> <li>2. Significantly sub average intellectual functioning.</li> <li>3. Initial occurrence of deficits during the developmental period.</li> </ol>	<ol style="list-style-type: none"> <li>1. Composite scores on age and culturally appropriate instruments, administered across two or more settings (one being educational), are 2 or more standard deviations below the mean.</li> <li>2. Score on an appropriate standardized intellectual measure is 2 or more standard deviations below the mean. If an alternate means of determining the intellectual score is used, the team must determine whether the data from it demonstrates significant sub average functioning.</li> <li>3. Records and/or interviews indicate that deficits in intellectual functioning and adaptive behaviors manifested during the developmental period (birth to 18 years).</li> <li>4. Related service needs such as SLP, OT and PT to assure access to the general education curriculum.</li> </ol> <p>Refer also to NDDPI Guidelines</p>

## Non-Categorical Delay Eligibility Considerations

In addition to the determinant factors for all categories (See page 109), the following factors must be considered for the specific category of disability.

**Non-Categorical Delay (NCD):** (Eligibility is based on developmental delay or inconsistencies in demonstrating developmental milestones.) Developmental delay is defined as demonstrating a developmental profile that documents skill acquisition that is significantly below that of chronologically same-age peers in one or more of the following areas: 1) cognitive; 2) fine motor; 3) motor; 4) vision; 5) hearing; 6) communication, which may include speech and language; 7) preacademic; 8) socialization, which may include interactional and emotional development; and 9) adaptive skills which may include self-help, attending, behavior control, and creative play; exhibited by a child, 3 through 9 years of age, who is determined by a multidisciplinary assessment team to be in need of special education. Eligibility criteria must be based on documented delay or a rationale for placement in special education utilizing professional judgment.

Factors	Documented Considerations
<p><u>Disability Specific Factors</u></p> <p>1. Skill acquisition that is significantly below that of chronologically same-age peers in one or more of the following areas:</p> <ul style="list-style-type: none"> <li>*Cognitive</li> <li>*Fine motor</li> <li>*Motor</li> <li>*Vision</li> <li>*Hearing</li> <li>*Communication</li> <li>*Preacademic</li> <li>*Socialization</li> <li>*Adaptive skills</li> </ul> <p>2. Must be based on documented delay or a rationale for placement in special education utilizing professional judgment.</p> <p><u>Additional Factors</u></p> <p>3. Restricted for use with children whose primary disability is not accurately described by any of the existing criteria for the disability categories included in the IDEA.</p>	<p>1. “Significantly below” is defined as meeting criteria in one of the following categories:</p> <ul style="list-style-type: none"> <li>• <b>Criteria A</b> - Performance at or below 1.5 standard deviations of the mean in any two areas of development. OR Performance at or below 2.0 standard deviations of the mean in one area of development.</li> <li>• <b>Criteria B</b> - A 30% delay in developmental age functioning in one area of development. OR A 20% delay in developmental age functioning in two areas of development.</li> <li>• <b>Criteria C</b> - Known risk indicators. This category includes children diagnosed with:               <ul style="list-style-type: none"> <li>○ Syndromes and disorders, which have a high probability of resulting in a disability. Examples include: Down Syndrome, Fetal Alcohol Syndrome, and Spina Bifida.</li> <li>○ This category also includes children who are functioning above the stated criteria in Category A and B because of intensive early intervention but who are eligible for services based on expected regression if services were to be terminated.</li> <li>○ Environmentally at-risk students can be included after the impact of severe environmental deprivation can be substantiated, such as when both parents are developmentally disabled.</li> </ul> </li> </ul> <p>2. Documented delay is evidenced by meeting the criteria listed in #1, Criteria A or B above. If the delay levels listed above are not met, a team may still consider the student eligible under this category if it is the professional judgment of the members of the team that the student’s characteristics align with those listed in Criteria C above.</p> <p>3. The evaluation team needs to determine whether the assessed characteristics of the student are indicative of at least one of the other categories of disability in the IDEA. If so the team should not use the NCD category for eligibility.</p> <p>4. Related service needs such as SLP, OT and PT to assure access to the general education curriculum.</p> <p>Further discussion regarding NCD eligibility criteria and the use of professional judgment can be found at: <i>Guidelines: Identification and Evaluation of Students with Non-Categorical Delay for Ages 3 through 9</i></p>



## Orthopedically Impaired Eligibility Considerations

In addition to the determinant factors for all categories (See page 109), the following factors must be considered for the specific category of disability.

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

Factors	Documented Considerations
<p><u>Disability Specific Factors</u></p> <p>1. Orthopedic impairment caused by a congenital anomaly, disease or such conditions as cerebral palsy, amputation.</p> <p><u>Additional Factors</u></p> <p>2. An evaluation should include the need for supplementary medical aids and services, assistive technology, and a full range of related services.</p>	<p>1. Orthopedic is a term used to describe conditions involving the musculoskeletal systems. The team needs to gather medical and historical documentation of such a condition in order to determine the cause.</p> <p>2. The student may have limited endurance to complete educational tasks, limited access to the times for instruction, and may require that positioning be maintained for a certain length of time or changed at periodic intervals. Assistive technology needed to access educational materials and for helping the student participate in educational activities; and, related services such as SLP, OT and PT, that assure access to the general education curriculum need to be considered for students with orthopedic impairments.</p>

## Other Health Impaired Eligibility Considerations

In addition to the determinant factors for all categories (See page 109), the following factors must be considered for the specific category of disability.

**Other Health Impaired** - Having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and adversely affects a child's educational performance. [§300.8(c)(9)]

Factors	Documented Considerations
<p><u>Disability Specific Factors</u></p> <p>1. Limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli that result in limited alertness with respect to the educational environment.</p> <p>2. Limited strength, vitality or alertness is due to chronic or acute health problems.</p>	<p>1. Observations, interviews, information from health professionals, etc. will help to define whether the student is experiencing any limited strength, vitality or alertness issues while at school. Some of the things to consider are excessive absenteeism due to the health impairment, limited endurance to complete educational tasks, unusually heightened or limited alertness to stimuli, limited perseverance to a school task, unusually long response times to questions or to the initiation of a task, and specialized healthcare procedures that shorten the school day.</p> <p>2. A medical diagnosis and historical documents of the condition and its symptomology with that student will help the team determine whether the limited strength, vitality or alertness found in #1 is the result of acute or chronic health conditions.</p> <p>3. Related service needs such as SLP, OT and PT to assure access to the general education curriculum.</p>

## Specific Learning Disability Eligibility Considerations

In addition to the determinant factors for all categories (See page 109), the following factors must be considered for the specific category of disability.

**Specific Learning Disability-** A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems primarily the result of visual, hearing, or motor disabilities; of intellectual disability, of emotional disturbance, or of environmental, cultural or economic disadvantage. (NICHCY)

Factors	Documented Considerations
<p><u>Disability Specific Factors</u></p> <p>1. Child does not achieve adequately for their age or to meet State-approved grade level standards in 1 or more of the following areas when provided with learning experiences &amp; instruction appropriate for their age or State-approved grade level standards:</p> <ul style="list-style-type: none"> <li>*Oral expression</li> <li>* Listening Comp.</li> <li>*Written Expression</li> <li>*Basic Reading Skill</li> <li>*Reading Fluency Skills</li> <li>*Reading Comp.</li> <li>*Mathematics Calc.</li> <li>*Math Problem Solving</li> </ul> <p>2.a) Child does not make sufficient progress to meet age or State-approved grade-level standard in one or more of the areas above when using a process based on the child’s response to scientific, research-based interventions, or</p> <p>b. Child exhibits a pattern of strengths &amp;</p>	<p><b>Note-</b> Schools can use either a Response To Intervention (RTI) or a Discrepancy model to meet the disability specific factors and identify students as SLD. With either model federal regs require that to ensure that underachievement in a child suspected of having an SLD is not due to lack of appropriate instruction in reading or math, the team must consider data that demonstrate that prior to, or as part of the referral process, the student was provided appropriate instruction in general education settings, by qualified personnel, and data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of the student’s progress during instruction, was provided to the student’s parents.</p> <p><b><u>RTI Model-</u></b> In this model, the decision is based on whether the student’s achievement and progress are commensurate with their culturally appropriate peers. Classroom performance and student’s rate of progress as compared to culturally appropriate peers are elements used to determine eligibility.</p> <ol style="list-style-type: none"> <li>1. Review data from the general ed. classroom and the intervention team process; including at least one classroom observation in the area of difficulty (3 observations are recommended). Use classroom performance data (Curriculum Based Measures, inventories, rating scales, universal screeners, etc.), parent &amp; teacher input, and standardized testing, along with the required observation information, to determine the present levels of achievement of the student. Then determine the gap between the functioning of the student and that of culturally appropriate peers.</li> <li>2. a) Use the gap from above, the general ed. progress monitoring data taken at reasonable intervals, and a computation of the rate of progress as compared to culturally appropriate peers to determine whether sufficient progress is being made.</li> <li>3. Use information regarding cognitive functioning, visual acuity, hearing, and social/emotional histories to determine how great of an effect they have on the lack of performance. Also use information regarding family culture and language, patterns of movement, comparisons of achievement and progress to cultural and same language peers, exposure to various harmful environmental elements, and the present and past income of the family to determine the depth of their effects on the lack of achievement and progress.</li> <li>4. Complete the IWAR by listing all of the information gathered by the team, analyze by considering its overall impact on the student’s school performance, and then determine whether the student is eligible for services.</li> <li>5. Related service needs such as SLP, OT and PT to assure access to the general education curriculum.</li> </ol> <p>Note- In an RTI model, ability information is not necessarily needed for an eligibility determination. It does, however, provide much needed information about a pattern</p>

Factors	Documented Considerations
<p>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 appropriate assessments.</p> <p>3. Student may <u>not</u> be identified if low achievement, lack of progress or severe discrepancy between ability &amp; achievement is primarily the result of a visual, hearing, or motor impairment; intellectual disability, emotional disturbance, cultural factors; environmental or economic disadvantage; or limited English proficiency</p> <p>4. Determine primary disability after completing the IWAR.</p> <p><u>Additional Factors</u></p> <p>5. Federal regs require additional documentation for SLD.</p>	<p>of intellectual strengths and weaknesses that can assist in appropriate programming decisions. It may also be used to rule out whether an Intellectual Disability exists.</p> <p><b><u>Discrepancy Model-</u></b> In this model the decision is based on whether the student is achieving commensurate with age AND ability. Factor 2.b) - pattern of str. &amp; wkns. in performance, achievement, or both, relative to intellectual functioning is emphasized. Some comparison to peers is made, but the discrepancy between the achievement and the ability of the individual student is primarily used to determine eligibility. (ND Guidelines)</p> <p>1. Review data from the general ed. classroom and the intervention team process; including at least one classroom observation in the area of difficulty (3 observations are recommended). Use norm referenced, standardized assessment data, classroom performance data and parent and teacher input, along with the required observational data to determine the present levels of achievement of the student and whether it is adequate as compared to culturally appropriate peers.</p> <p>2.b) The discrepancy between achievement and ability. Consider the above achievement information and the student's ability level using a valid &amp; reliable standardized measure or an appropriate alternative method for students with cultural and language differences and whose cultural peers are not represented in the normed sample of the standardized instruments. Then determine the severity of the discrepancy by considering its impact on the student's total school functioning &amp; whether the discrepancy is correctable without special education.</p> <p>3. Use information regarding cognitive functioning, visual acuity, hearing, and social/emotional histories to determine how great of an effect they have on the lack of performance. Also use information regarding family culture and language, patterns of movement, comparisons of achievement and progress to cultural and same language peers, the past and present living situations, and the present and past income of the family to determine the depth of their effects on the lack of achievement and progress.</p> <p>4. Complete the IWAR by listing all of the information gathered by the team, analyze by considering its overall impact on the student's school performance, and then determine whether the student is eligible for services.</p> <p><b><u>Additional Factors</u></b></p> <p>5. Document the following within the written evaluation/eligibility information:</p> <ul style="list-style-type: none"> <li>• Statement of whether the student has a specific learning disability.</li> <li>• The basis for making the determination, including an assurance that the determination has been made by an appropriate team of qualified professionals and the parents.</li> <li>• Relevant behavior, if any, noted during the observation and relationship of that behavior to the student's academic functioning.</li> <li>• Educationally relevant medical findings.</li> <li>• If an RTI model was used, documentation of the instructional strategies and the student-centered data collected; and, that the student's parents were notified: <ul style="list-style-type: none"> <li>○ of the state's policies regarding the amount and nature of student performance data that would be collected &amp; the gen. ed. services that would be provided,</li> <li>○ of the strategies for increasing their child's rate of learning, and</li> <li>○ of their right to request an evaluation.</li> </ul> </li> </ul>

Factors	Documented Considerations
	6. Related service needs such as SLP, OT and PT to assure access to the general education curriculum.

### Speech or Language Impairment Eligibility Considerations

In addition to the determinant factors for all categories (See page 109), the following factors must be considered for the specific category of disability.

**Speech or Language Impairment-** A communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child’s educational performance. (NICHCY) A speech sound disorder is characterized by a failure to use speech sounds that are appropriate for a person’s age and linguistic dialect. A language disorder is defined as a breakdown in communication that is characterized by difficulties in expressing needs, ideas, or information that may be accompanied by problems in understanding. A voice impairment is defined as a pitch, loudness or quality condition that calls attention to itself rather than to what the speaker is saying. Stuttering is a fluency disorder and is primarily characterized by repetitions (sounds, syllables, part words, whole words, and phrases), pauses, and prolongations that differ in number and severity from those of normally fluent individuals.

Factors	Documented Considerations
<p><u>Disability Specific Factors</u></p> <p>1. Language Impairment- school age or preschool age criteria are drawn from the appropriate <b>Language Severity Rating Scale.</b></p> <p>2. Speech Impairment- school age or preschool age criteria are drawn from the appropriate <b>Speech Severity Rating Scale.</b></p> <p>3. Voice Disorder- school age and preschool age criteria are both drawn from the <b>Voice Severity Rating Scale.</b></p> <p>4. Fluency Disorder- school age or preschool age criteria are drawn from the appropriate <b>Fluency Severity Rating Scale.</b></p>	<p>1. A. School age- Scores are given in 4 categories. The total score determines eligibility. Categories are a) formal/standardized assessment, b) a 2<sup>nd</sup> formal/standardized assessment, c) informal/non-standardized assessment, d) educational impact. Eligibility is as follows:</p> <ul style="list-style-type: none"> <li>• Total Score- 0-8 No Apparent Impact</li> <li>• Total Score- 9-12 Minimal Impact</li> <li>• Total Score- 13-16 Moderate Impact</li> <li>• Total Score- 17-20 Significant Impact</li> </ul> <p>1. B. Preschool age- Scores are given in the same categories as school age, but on a preschool severity rating scale. The total score determines eligibility. Eligibility is as follows:</p> <ul style="list-style-type: none"> <li>• Total Score- 0-8 No Apparent Impact</li> <li>• Total Score- 9-12 Minimal impact</li> <li>• Total Score- 13-16 Moderate Impact</li> <li>• Total Score- 17-20 Significant Impact</li> </ul> <p>2. A. School age- Scores are given in 4 categories. The total score determines eligibility. Categories are a) intelligibility or consonants, b) speech sounds or phonological processes, c) stimulability, and d) educational impact. Eligibility is as follows:</p> <ul style="list-style-type: none"> <li>• Total Score- 0-3 No Apparent Impact</li> <li>• Total Score- 4-6 Minimal Impact</li> <li>• Total Score- 7-9 Moderate Impact</li> <li>• Total Score- 10-12 Significant Impact</li> </ul> <p>2. B. Preschool age- Scores are given in 3 categories. The total score determines eligibility. Categories are a) intelligibility or consonants correct, b) speech sounds or phonological processes, c) social/emotional impact. Eligibility is as follows:</p> <ul style="list-style-type: none"> <li>• Total Score- 0-3 No Apparent Impact</li> <li>• Total Score- 4-5 Minimal Impact</li> <li>• Total Score- 6-9 Moderate to Significant Impact</li> </ul> <p>3. Scores are given in 5 categories, using the same severity rating scale for both school age and preschool age. The total score determines eligibility. Categories are a)</p>

Factors	Documented Considerations
	<p>voice quality, b) resonance, c) loudness, d) pitch, and e) educational impact. Eligibility is as follows:</p> <ul style="list-style-type: none"> <li>• Total score- 0-3 No Apparent Impact</li> <li>• Total Score- 4-5 Minimal Impact</li> <li>• Total Score- 6-10 Moderate Impact</li> <li>• Total Score- 11-15 Significant Impact</li> </ul> <p>4. A. School age- Scores are given in 5 categories. The total score determines eligibility. Categories are a) Frequency of disfluency, b) description of disfluency, c) secondary characteristics, d) avoidance, and e) educational impact. Eligibility is as follows:</p> <ul style="list-style-type: none"> <li>• Total Score- 0-3 No Apparent Impact</li> <li>• Total Score- 4-6 Minimal Impact</li> <li>• Total Score- 7-10 Moderate Impact</li> <li>• Total Score- 11-15 Significant Impact</li> </ul> <p>5. Related service needs such as SLP, OT and PT to assure access to the general education curriculum.</p> <p>Refer also to NDDPI Guidelines</p>

## Traumatic Brain Injury Eligibility Considerations

In addition to the determinant factors for all categories (See page 109), the following factors must be considered for the specific category of disability.

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

Factors	Documented Considerations
<p><u>Disability Specific Factors</u></p> <p>1. Acquired injury to the brain. Applies to open or closed head injuries, but not ones that are congenital or degenerative, or induced by birth trauma.</p> <p>2. Total or partial functional disability, or psychosocial impairment, or both.</p>	<p>1. Acquired injury is an injury to the brain caused by some sort of head or brain trauma. It often occurs after a period of previous development and functioning. A diagnosis from a medical professional is not needed, but would come with additional information regarding the extent of the injury.</p> <p>2. The total or partial functional disability and/or psychosocial impairment can be in one or more of the following areas: cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. Executive functioning can be depressed and the individual can easily be fatigued, has frequent headaches, has sensitivity to light or noise, or is impaired in their walking or other physical activities. They can be socially inappropriate, impulsive, have self-management difficulties, be withdrawn, or have a difficult time with anger management. They may have difficulty concentrating and/or learning new information and be unable to juggle multiple tasks.</p> <p>3. Related service needs such as SLP, OT and PT to assure access to the general education curriculum.</p>

## Vision Impairment including Blindness Eligibility Considerations

In addition to the determinant factors for all categories (See page 109), the following factors must be considered for the specific category of disability.

**Vision Impairment including Blindness-** means an impairment in vision that, even with correction, adversely affects a child’s educational performance. The term includes both partial sight and blindness.

Factors	Documented Considerations
<p><u>Disability Specific Factors</u></p> <p>1. Impairment in vision, even with correction, that adversely affects educational performance.</p> <p><u>Additional Factors</u></p> <p>2. The evaluation team and IEP team must include a teacher of the visually impaired who has the knowledge and experience in conducting and interpreting assessments for students who are visually impaired.</p> <p>3. The evaluation team must assess and then consider if instruction in Braille or the use of Braille is or is not appropriate for the child now or in the future.</p> <p>4. An evaluation of the student’s technology use and needs.</p>	<p>1. A medical documentation of a vision impairment to include cause and age of onset, and degree and type of visual impairment will assist the team to determine whether a medically defined visual impairment exists. To document adverse effect for a VI the following should be considered and documented:</p> <ul style="list-style-type: none"> <li>• Sensory development (visual, auditory, tactual, kinesthetic).</li> <li>• Use of media for literacy in reading and writing.</li> <li>• Description of the student’s typical use of vision during everyday tasks in various environments.</li> <li>• Assistive technology devices and services.</li> <li>• Compensatory academic skills</li> <li>• Communication modes, i.e. Braille, large print</li> <li>• Social interaction skills</li> <li>• Recreations and leisure skills</li> <li>• Use and need for assistive technology</li> <li>• Orientation and Mobility</li> <li>• Independent living skills</li> <li>• Career education</li> <li>• Visual efficiency skills</li> </ul> <p>This information not only confirms adverse effect but also identifies the need for specialized materials and instruction in orientation and mobility, Braille, visual efficiency or tactile exploration.</p> <p>2. If a teacher for the visually impaired is not employed by the district, one can be accessed through the itinerant consultants of ND Vision Services.</p> <p>3. A teacher for the visually impaired can conduct such an evaluation for the use of Braille.</p> <p>4. A teacher for the visually impaired can also lead an evaluation for the use of assistive technology, both low and high tech devices.</p> <p>Refer to NDDPI Informational Paper – <i>Students with Visual Impairments in North Dakota Schools</i></p>



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