

SPECIAL EDUCATION
PROCESS GUIDE

IPSWICH PUBLIC SCHOOLS

Revised January 2017

Index

Section 1- Introduction and Procedural Safeguards	1
Introduction	2
Procedural Safeguards	3
Special Education Parent Advisory Council (SEPAC)	18
Section 2 – Referral and Assessment	20
Introduction	21
District Accommodation Plan (DCAP)	22
Pre-Referral	27
Referral Process	28
Assessment	29
Evaluation Consent Form	33
Section 3 – Team Meeting	34
Eligibility Flowchart	35
Disability Definitions	36
Making an Eligibility Determination	39
Individualized Education Program	41
Special Education Team	42
Least Restrictive Environment	43
Sample IEP Forms	44
IEP Development	59
IEP Meeting Summary Templates	60
Special Considerations in Creating IEP's	66

Processing the IEP	72
Evaluations in Process: Parental and Student Rights	73
Levels of Independence	74
Placement	79
IEP Post Meeting Survey	80
Section 4 – Students with Autism	83
Special Requirements	84
Autism Checklist	85
Technical Assistance Advisories on Autism Spectrum	86
Section 5 – Progress Reporting	91
Progress Report Procedures	92
Factors to Consider	93
Section 6 – Discipline Procedures for Special Needs	94
Discipline Introduction	95
Discipline of Special Education Students	98
Section 7 – Transition Planning and Age of Majority	100
Transition Planning Timeline	101
Transition Planning Form	102
Age of Majority	104
Section 8 – Extended School Year	106
Extended School Year	107
Questions and Answers	108

Section 9 – Bullying Prevention	112
Bullying Prevention for Students with Disabilities	113
Ipswich Public Schools Bullying Intervention Plan and Report Forms	115

Section 1

Introduction and Procedural Safeguards

Ipswich Public Schools Special Education Process Guide

Introduction

This Special Education Process Guide is written as an affirmation of best practices to support school staff in their support of student needs. The goal of the Ipswich Public Schools is that all students achieve success, no matter what their learning style or abilities. This Guide represents an effort to coach and affirm best practices across the District that will ensure all students the access to high expectations which they deserve, in the least restrictive environment. All students and their families have a right to experience correct and consistent practice across schools and respect for the rights and privileges to which they are entitled. It is expected that the Guide will be used as a reference tool on a daily basis so that compliant and effective practices become embedded in all special education and related service provider actions.

Special education is a complex service delivery system that is regulated by both federal (IDEA 2004) and state (MGL c.71 B) laws. State regulations (603 CMR 28.00) provide mandates on how school districts are required to implement the requirements of the law. The District is committed to fully implementing the regulations and providing services to eligible students with disabilities in a manner that is fully compliant with laws and regulations. The key components of the law require that all public school districts offer

1. FAPE – a Free and Appropriate Public Education
2. In the Least Restrictive Environment – LRE
3. Special education services for students who have been found eligible. This eligibility is based on the confirmation of a disability that requires special instruction in order for the student to make effective educational progress.

It is our intention that this guide can provide all stakeholders---students, their parents, school staff members, and other professionals---with a template for practices that not only meet state and federal mandates, but that also are “the right thing to do” in terms of according safeguards and protections for all students.

The District recognizes that at times, there may be differing perceptions of the processes involved and how they are carried out. In such circumstances, the District will use all reasonable resources, especially impartial mediators provided by the Bureau of Special Education Appeals to reach out in the most transparent and collaborative manner to resolve these differences and move forward to address student needs.

Procedural Safeguards

Parents and guardians are provided with Procedural Safeguards annually. The District also presents a review of these safeguards each year. Procedural Safeguards are sent to the family with all Test Consent Notices. A copy is also given out at each Annual Review or Reevaluation meeting so that the parent receives a minimum of one copy, and frequently more, for reference each year. Parents are encouraged to read the Safeguards and to expect that the District adheres to all rights for families and eligible students. Special Education and related service provider staff members are expected to review the Procedural Safeguards to refresh their knowledge each year, and to consult them whenever a question arises. The Procedural Safeguards are included on the next pages for easy access.

Parent's Notice of Procedural Safeguards

Dear Parents:

You are receiving this Notice of Procedural Safeguards (Notice) because your son or daughter (student) has been referred for an evaluation or is currently receiving special education services. If your student is eligible for special education, the school district must provide a free appropriate public education commonly referred to by the acronym FAPE. In order to provide a FAPE the school district must work in partnership with you. You will be a member of the IEP team that will consider your student's unique needs and develop an individualized education program or IEP, for your student.¹ The IEP must provide instruction that is tailored to your student's unique needs and includes sufficient support services to enable your student to make meaningful educational progress and to assist your student in acquisition of knowledge and skills, including those necessary for social and emotional development according to appropriate chronological and developmental expectations. Any special education services identified for your student must be provided at public expense with no cost to you. All students in the Commonwealth's public education system, including students with disabilities, are entitled to the opportunity to learn the material that is covered by the academic standards in the Massachusetts curriculum frameworks. Massachusetts also provides an individual right to FAPE for its resident students with disabilities who attend private schools at private expense, and who seek public special education services.

Both State and federal laws contain rules that school districts must follow when deciding if a student is eligible for special education and, if so, what services the student will receive. These laws also provide detailed procedures for ensuring that the student receives a FAPE during the entire time he or she is eligible for special education. Special education is a highly complex and regulated area of education law. The detail in the law is intended to protect your student and to help ensure that he or she receives appropriate educational services. You can get additional help in understanding the special education process from your school guidance office, the Massachusetts Department of Elementary and Secondary Education (ESE), organizations for parents of students with disabilities, and private special education organizations. Information from these sources will help you work in partnership with your school district to make sure that your student receives appropriate educational services. The ESE publishes extensive information for parents and school districts on its Internet Websites. A Table of the ESE Websites is included at the end of this Notice.

This Notice provides you with important information about your right to be involved in planning your student's special education. Procedural safeguards are the specific rules that make sure that you know what the school district is proposing to do ("receive notice"), agree with the school district's plan ("give parental consent") and have a range of opportunities for resolving disagreements with the school district ("due process"). Procedural Safeguards in the law also provide additional protections outlined in this document.

We hope this Notice will be of assistance to you as you take an active role in your student's educational experience.

This document, the Parent's Notice of Procedural Safeguards, answers the following questions:

1. What is "prior written notice" and when do you receive it? Page 2
2. What is "parental consent" and when must the school district ask for your consent? Page 3
3. Is the school district required to evaluate upon request by a parent? Page 5
4. What is an "independent educational evaluation"? Page 5

¹ See the IEP Process Guide for information on how a student's IEP is developed and implemented.

5. <u>When can you see your student's student records?</u>	Page 6
6. <u>How can parents and schools resolve disputes?</u>	Page 7
7. <u>What are your responsibilities if you place your student in a private school?</u>	Page 11
8. <u>What must be done to plan for your student's transition from school?</u>	Page 12
9. <u>How may a school discipline a student with a disability?</u>	Page 12
10. <u>Where can the laws and regulations and other useful information be found?</u>	Page 14

You will receive this Notice at least once each year if your student is identified as eligible for special education. You can also request a copy from your school district at anytime or from the ESE. This document is available on the ESE Web site at <http://www.doe.mass.edu/sped/prb>.

1. WHAT IS PRIOR WRITTEN NOTICE AND WHEN DO YOU RECEIVE IT?

34 CFR §300.503

The school district must provide you with a written notice when it proposes, or refuses, to take steps to identify your student, to evaluate your student, to provide special services to your student, or to change your student's program. Federal regulations call this a "prior written notice." The written notice must:

- Describe **what** the school district proposes or refuses to do;
- Explain **why** the school district is proposing or refusing to take the action;
- Describe **how** the school district decided to propose or refuse to take the action, including telling you about each evaluation procedure, assessment, record, or report that your school district used to make its decision; and
- Describe any other options that your student's individualized education program (IEP) Team considered and the reasons why those options were rejected.

School districts will provide this information to you using forms developed by the ESE and available on the ESE Web site or their own forms containing the same information.

You will receive prior written notice when the school district: proposes to conduct an initial evaluation or reevaluation; proposes a new or amended IEP; proposes a change in placement, including a proposed change in placement for disciplinary reasons; or proposes to end special education services.

You will also receive a notice if the school district makes a finding of no eligibility for special education services or refuses a request you have made related to evaluations or provision of special education to your student. Notices from the school district must be provided in your native language or other mode of communication you use, unless it is clearly not feasible to do so. If your native language or other mode of communication is not a written language, your school district must ensure that the school's notice is translated for you orally or by other means (e.g., by sign language), and that you understand the content of the notice.

The school district will also give you written notice and request your consent – or written permission – before the school district asks to use public health insurance (MassHealth or Medicaid), to pay for a student's special education services for the first time.

When you are given prior written notice, you will also be given a copy of this Notice of Procedural Safeguards, or if you have already received this Notice during the current school year, you will be told how you can obtain another copy. You will also be given information about whom you can contact for help in understanding federal and state special education laws.

2. WHAT IS PARENTAL CONSENT?

34 CFR §300.9 AND
603 CMR 28.07 (1)

The school district may not give your student a special test or special service unless you agree and give your written "parental consent." The school district must contact you and clearly explain what it is proposing to do for your student. The school district will then ask you to sign your name on the consent form to show that you agree to the school's proposal. This is giving "parental consent."

Giving your consent is voluntary. You may take back, or revoke, your consent at any time. If you wish to revoke consent you must do so in writing. The withdrawal of consent will only apply to future action by the school district not to something that has already happened. Your school district may not use your refusal to consent to one service or activity as a reason to deny you or your student any other service, benefit, or activity.

Your consent is not required before your school district may review existing data as part of your student's evaluation or reevaluation, give your student a test or other evaluation that is given to all students without consent such as the MCAS or classroom tests that are part of the general education program, or share information with federal or state educational officials.

2.1 WHEN WILL A SCHOOL DISTRICT ASK FOR YOUR CONSENT?

34 CFR §§ 300.300, 300.154 AND
603 CMR 28.07(1)

A school district will ask for your parental consent in the following circumstances:

To authorize the initial evaluation to determine if the student is eligible for special education

The school district cannot conduct an initial evaluation of your student to determine whether your student is eligible to receive special education and/or related services without first obtaining your consent. If your student is referred for an evaluation, the school district must ask for your consent to the evaluation within five school days.

To approve initial services

If, after the initial evaluation has been completed, the Individualized Education Program (IEP) Team has decided that your student is eligible for special education, the IEP Team will propose special education and related services and a placement for your student. You are a member of the IEP Team and must give your consent before your school district can provide special education and related services to your student for the first time. If you do not consent, the school district cannot provide special education and related services to your student. You can accept or reject the whole proposal or part of it. The IEP or any part that you accept must begin as soon as you accept it.

To make a change in services, placement or reevaluation

Once you have agreed to an IEP for your student, the school district must obtain your consent before the school district may change the services or the placement of your student, or conduct a reevaluation.² If you refuse to give your consent, you have an obligation to engage with the district in active discussion to resolve your disagreement. If you have given consent to services in the past and now want to revoke consent and withdraw your student from services, you must do so in writing. The school district may not request a hearing at the Bureau of Special Education Appeals (BSEA) to obtain authority to provide educational services or to reevaluate your student without your consent.

² You also have the right to observe your student in his or her current program and observe a proposed program prior to your student's placement. For further information see the ESE document "Observation of Education Programs by Parents".

To access public health insurance (MassHealth or Medicaid) benefits for the first time

The school district is allowed to use public health insurance (MassHealth or Medicaid) to pay for some special education services included in a student's IEP for students covered by public health insurance. Before the school district accesses MassHealth for the first time, the school district must give you written notice that it is going to seek this reimbursement, and get your voluntary consent in writing for it. The notice will tell you that special education services are always provided at no cost to you or your family; will make clear that your consent will not lead to any changes in your child's MassHealth benefits or eligibility; will describe what information about your student will be shared in order to access MassHealth; remind you that your consent can be withdrawn at any time; and make clear that there will be no changes to your student's special education services or program if you withdraw or do not provide consent. If you move or your student becomes enrolled in another district, then the new school district will ask you to provide consent again.

To excuse members of the IEP Team from attending a Team meeting

Members of the IEP Team may be excused from attending a Team meeting if you agree in writing in advance of the meeting. If the Team will be discussing the excused Team member's area, then the excused member must provide his or her input in writing before the Team meeting. If you do not agree to excuse the Team member he or she must attend the IEP Team meeting.

2.2 WHEN WILL THE STUDENT BE ASKED FOR CONSENT?

34 CFR §300.520 AND
603 CMR 28.07 (5)

Under Massachusetts' law a student has reached adulthood upon his or her eighteenth (18th) birthday. **When a student turns age 18**, therefore, all of the decision-making rights that you have as a parent transfer to your adult student, unless a court has appointed a legal guardian for your student or your student indicates in writing that he or she wants to share decision-making with you or wants you to continue to have authority to make decisions about his or her educational program. The school district must discuss with you and your student the impact of this transfer of rights at least a year before the student's eighteenth birthday. As the parent of an adult student with a disability, you will continue to receive all the required notices from the school, and you will continue to be able to inspect your student's educational records, even if your student makes his or her own educational decisions.

2.3 WHEN WILL A SPECIAL EDUCATION SURROGATE PARENT GIVE CONSENT?

34 CFR §300.519 (g) AND
603 CMR 28.07 (7)

If a student is in the custody of the Department of Children and Families, or the student's parents or guardian cannot be identified or located or have had their parental rights terminated, the ESE has a responsibility to ensure there is an adult with no conflicting interests to make special education decisions on behalf of the student. This person is called a special education surrogate parent. The ESE determines if it is necessary to appoint a special education surrogate parent for the student. If appointed, a special education surrogate parent has the same rights and responsibilities as a parent in special educational matters for the student.

2.4 HOW DO I WITHDRAW CONSENT?

34 CFR §300.300(b)(4) AND 300.9

If you have given consent to special education and related services and now wish to revoke your consent, you must do so in writing. You may withdraw your consent to all special education and related services, to a specific service or to placement or to the district's use of MassHealth or Medicaid benefits for your student. Once the school district receives your letter, the district will send you a notice stating the change, if any, in educational placement and services that result from your

revocation of consent. Once you withdraw your consent to all special education and related services, the school district is no longer required to make FAPE available or to have an IEP meeting or develop an IEP for your student. School districts are not required to amend your student's record to remove references to special education services as a result of your revocation of consent.

3. IS THE SCHOOL DISTRICT REQUIRED TO EVALUATE A STUDENT UPON REQUEST BY A PARENT?

34 CFR §300.301 AND
603 CMR 28.04

A student must receive a complete and comprehensive evaluation to determine if the student has a disability and is eligible for special education and, if eligible, to assist in determining appropriate special education and related services that may be necessary. Parents who have a concern about their child's development or have a suspicion about a possible disability may refer their child for an initial evaluation. Special words need not be used in making a referral for an initial evaluation. Upon receipt of such a request for an initial evaluation, the school district must send notice to the parent and must seek the parent's consent to conduct an evaluation. (A school district will rarely have occasion to refuse to conduct an initial evaluation and may do so only if the parent or other individual making the referral has no suspicion of disability or is not concerned about the student's development).

Where appropriate, the school district may also provide the parent with information concerning other supportive services that may better suit a particular student's needs. However, a school district may not refuse to evaluate a student who has been referred for an evaluation as described above, on the basis of a pre-referral program or in order to try other instructional support activities or for any other reason. Additionally, the law provides for periodic reevaluations to ensure that the student is benefiting from and continues to require special education. The parent's consent will always be required prior to these reevaluations.

4. WHAT IS AN INDEPENDENT EDUCATIONAL EVALUATION?

34 CFR §300.502 AND
603 CMR 28.04(5)

An Independent Educational Evaluation (IEE) is an evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of your student.

You have the right to request an IEE of your student at public expense if you disagree with the school district's evaluation. If you request an IEE, the school district must provide you with information about where you may obtain an IEE and about the state requirements that apply to IEEs.

4.1 WHEN IS AN INDEPENDENT EDUCATIONAL EVALUATION CONDUCTED AT PUBLIC EXPENSE?

In Massachusetts, under state law, you will receive an IEE at full or shared public expense if you meet income eligibility requirements. Students who are eligible for free or reduced cost meals are entitled to an IEE at public expense. Other students are eligible for a shared cost IEE according to a sliding fee scale. Sharing your financial information with the school district is completely voluntary on your part. If you choose to share such information, the school district must immediately notify you in writing whether or not you are eligible for full or partial funding of an IEE and proceed to fund the IEE based on eligibility. Your right to a publicly funded IEE through income eligibility will extend for 16 months from the date of the school district's evaluation with which you disagree.

If you do not meet income eligibility requirements or choose not to disclose financial information, the district must consider your request for a publicly funded IEE under federal law. Within 5 days, the district may either agree to provide an IEE at public expense or request a hearing at the Bureau

of Special Education Appeals (BSEA) to demonstrate that the evaluation conducted by the district was comprehensive and appropriate. More details regarding IEEs are available in the ESE Administrative Advisories 2004-1 and 2001-3 available from your local school district and on the ESE Web site <http://www.doe.mass.edu/sped/advisories/?section=admin>.

You are entitled to only one IEE of your student at public expense each time your school district conducts an evaluation. You may have independent evaluations conducted at your own expense at any time.

4.2 THE RESULTS OF IEEs MUST BE CONSIDERED WITHIN 10 DAYS BY THE SCHOOL DISTRICT

If you obtain an IEE of your student at public expense or you share with the school district an evaluation of your student that you obtained at private expense, your school district must convene a Team meeting within ten school working days after receiving the evaluation information. The Team will consider the evaluation results and determine what, if any, changes should be made to your student's IEP.

5. WHEN CAN YOU SEE YOUR STUDENT'S STUDENT RECORDS?

**34 CFR 300.611 AND
603 CMR 23.00**

The student record consists of your student's transcript and temporary school record and includes health records, tests, evaluations, discipline records and other records pertaining to your student's special education eligibility or program.³ Personally identifiable information about your student is confidential and may not be disclosed to anyone other than teachers and educational officials without your consent.

You and your student (if your student is 14 or older) have a right to look at any and all of the student's records within 10 days of your request and before any IEP meeting or due process hearing.⁴ You may also have copies of the information upon request for a reasonable charge limited to the cost of reproduction. You may not be charged for costs associated with the search for and retrieval of your student's records.

In addition, you can meet with professionally qualified school personnel to have the records explained. You may also have your representative (advocate, consultant, or attorney) inspect, review, and interpret your student's record if you give your specific, written informed consent. All of the rights associated with the student record are contained in the Massachusetts Student Record Regulations 603 CMR 23.00. Those regulations can be found at <http://www.doe.mass.edu/lawsregs/603cmr23.html> or by requesting a copy of the regulations from the school district or ESE.

Generally only the parent, eligible student, authorized school personnel, and state and federal education officials are allowed to see the student record without the specific, informed, written consent of the parent or adult student. The school district may be required to provide some information to state and federal officials as the result of a court order or in response to a health and safety or law enforcement issue. Helpful information about these and other student records issues can be found at <http://www.doe.mass.edu/lawsregs/advisory/cmr23qanda.html>.

³ If a student's parents revoke their consent for special education services after such services have been initially provided, school districts are not required to amend the student's records to remove references to special education services.

⁴ The school district can only limit access to the student record if it has received a legal document such as a restraining order or a divorce or custody decree that restricts access to information about the student's.

State and federal special education laws provide many opportunities for parents to be involved in educational planning for their student who has a disability. If parents and school districts disagree about changes relating to the identification, evaluation, or educational placement of a student with a disability, or the FAPE services provided to a student with a disability, the laws provide a menu of ways to resolve the disagreement. Your student shall remain in his or her current education program and placement during any dispute regarding placement or services, unless you and the school district agree otherwise or your student's placement is changed as a result of discipline.

Following are alternatives ways that you and your school district can resolve disagreements.

6.1 BRING THE DISPUTE TO THE ATTENTION OF LOCAL PUBLIC SCHOOL OFFICIALS

As a first step to resolve your dispute, you may contact your school Principal, the Administrator of Special Education or your Superintendent to ask for help. It is a good practice to write a letter explaining the situation about which you are concerned.

6.2 USE THE ESE PROBLEM RESOLUTION SYSTEM

If you feel that you need help from outside of your school district, you may contact the ESE, Office of Program Quality Assurance Services (PQA) at 781-338-3700 to use the state "Problem Resolution System" described at <http://www.doe.mass.edu/pqa/prs/>. You can file a complaint with PQA about any violation of state or federal education law or obtain help from PQA staff to resolve the problem informally. If you want a formal investigation by PQA, you will have to submit your complaint in writing. PQA staff will assist you in preparing and submitting the complaint. Your written complaint should include: a statement of your concerns, your attempts to resolve your concerns, the actions by the school you believe would resolve your concerns and your signature and contact information. If your complaint is about a specific student, you should provide the student's name and residential address and the name of the school. The issues that you are complaining about, however, must have occurred no more than one year before PQA receives your complaint. If you choose to file a formal complaint with the PQA Problem Resolution System, you must also send a copy of your written complaint to the school district that is the subject of the complaint. PQA will resolve your complaint within 60 days and send you a copy of the findings and decision.

Filing a formal complaint with PQA will not prevent you from using other methods, such as conversations with your local school district, mediation, or a due process hearing at the Bureau of Special Education Appeals (discussed below) to resolve your complaint.⁵ If you request a due process hearing, however, a complaint that you file through the problem resolution system will be set aside until the due process hearing is completed.

⁵ For a comparison of how the problem resolution system resolves a complaint with how a complaint is resolved through a due process hearing see: <http://www.doe.mass.edu/sped/docs.html>.

6.3 ASK FOR A NEUTRAL MEDIATOR TO BE APPOINTED.

Mediation⁶ is a service provided by a neutral individual who is trained in special education law and in methods of negotiation. Mediation can be scheduled whenever the parents and schools have a disagreement about special education matters, even if a complaint was made through the PQA Problem Resolution System. The mediator helps the parent and school district talk about their disagreement and reach a settlement that both sides can accept. Discussions during mediations are confidential and nothing that is said by either party can be used later if the dispute becomes the subject of a formal hearing or court proceeding. Once an agreement is reached, it will be put in writing, both sides will sign it, and it may be enforced by a court.

Mediation can be set up by contacting the BSEA at 617-626-7291. The mediator will schedule a meeting with you and the school district within 30 days of the request for mediation. Meetings will be held at a convenient time and place. Participation is voluntary, therefore both the school district and the parents must agree to participate in mediation. There is no fee for the service.

Additional information about how mediation works is available from the BSEA 617-626-7250 and can be found in their publications "Frequently Asked Questions about Mediation"⁷ and the "Explanation of Mediation."⁸

6.4 REQUEST A DUE PROCESS HEARING AND PARTICIPATE IN A RESOLUTION MEETING

If you and the school district have been unable to work out your disagreement, then you are entitled to have a neutral and impartial hearing officer listen to both sides of the dispute, hear testimony, examine evidence, and make a decision. This hearing is convened by the BSEA and is called a due process hearing. The BSEA hearing officer is trained in special education law and must not have any personal or professional connection to you or anyone else who is involved in the disagreement.

The due process hearing will consider disputes about eligibility; evaluation; IEPs; educational placement decisions, including those resulting from discipline; FAPE; provision of special education; or procedural protections of state and federal law for students with disabilities. You must file for a hearing within two years of when you knew, or should have known⁹ about the events that form the basis for your complaint. This time period can be extended if you can show that you were prevented from filing for a hearing because the school district misrepresented that it had resolved the issue in your complaint or if the district withheld certain required information from you.

Either you or your school district can file a written due process hearing request¹⁰ with the other party and send a copy to the BSEA to obtain a due process hearing. The BSEA has developed a hearing request form¹¹ that you may use, or you can write your own letter instead of using the form, but you must be sure to include your student's name and residential address (or contact information if the student is homeless); the name of your student's school; a description of the problem you are concerned about, including specific facts relating to the problem; and a proposed

⁶ A description of the mediation process can be found on the ESE Web site at <http://www.mass.gov/anf/hearings-and-appeals/bureau-of-special-education-appeals-bsea/mediation/>.

⁷ <http://www.mass.gov/anf/hearings-and-appeals/bureau-of-special-education-appeals-bsea/mediation/mediation-faqs.html>.

⁸ <http://www.mass.gov/anf/docs/dala/bsea/mediation-brochure-2012.doc>

⁹ The phrase "or should have known" reminds you that you have a responsibility to be aware of your student's program.

¹⁰ Information on the due process hearing request can be found at: <http://www.mass.gov/anf/hearings-and-appeals/bureau-of-special-education-appeals-bsea/due-process-hearings/>.

¹¹ <http://www.mass.gov/anf/docs/dala/bsea/hearing.doc>

solution to the problem. Note that the hearing will be limited to the issues that are identified in the complaint.

You must send your due process hearing request to the school district (or other party to the complaint) and a copy to the BSEA. If the due process complaint does not provide enough information, the opposing party may challenge its *sufficiency* within 15 days. The BSEA will decide whether the complaint is sufficient within 5 days of the challenge. Additional information may be added to the complaint if the opposing party agrees or if the hearing officer gives permission. If additional issues are added to the complaint at a later time, however, the hearing timetable begins all over again.

If there is no challenge to the sufficiency of the complaint, then the hearing process continues. If the school district has not already sent a prior written notice to you about the issue that you are complaining about, then within 10 calendar days of receiving your due process hearing request, the school district must send you a written response to the complaint.

Note: If *the school district* has filed the due process hearing request, *the parent must respond* within 10 calendar days of receiving the hearing request, and specifically address the issues that the school district raised.

After you file a due process hearing request, the school district has 30 days to work with you to resolve the disagreement before the due process hearing may occur.¹²

The school district is required to set up a resolution meeting within 15 calendar days of receiving your due process complaint.¹³ The school district will determine with you which members of the IEP Team must attend the meeting. Someone from the school district who can make decisions about your student's program must attend the meeting. The school district's lawyer *may not* attend unless you have a lawyer who is attending the meeting.

You must participate in the resolution meeting unless you *and* the school district agree, in writing, not to have the meeting or if you and the school district decide to use the mediation process. If the school district cannot get you to participate in the resolution meeting, it can ask the hearing officer to dismiss your complaint.

If you are willing to meet, but the school district refuses or delays the resolution meeting more than 15 days after receiving notice of your hearing request, then you can ask the hearing officer to proceed with the hearing process. If you meet, but the school district has not resolved the due process complaint to your satisfaction within 30 days of your filing the complaint, then the due process hearing may go forward.

The resolution process ends when one of the following events occurs:

- When you and the school district agree, in writing, to end the resolution period;
- At the end of the 30 day resolution period;
- At the end of mediation; or
- When you and an official of the school district sign a document that spells out your agreement that resolves your dispute. This is a "settlement agreement" and can be enforced by a state or federal court. Note that if you and the school district enter into an agreement as a result of a resolution meeting, either you or the school district may void the agreement within 3 business days of the time that both you and the school district signed the agreement.

¹² If you and the school district agree to mediation, you may agree to continue the mediation after the 30 day period.

¹³ No resolution session is required if the school district has requested the due process hearing.

6.5 PRESENT YOUR EVIDENCE TO AN IMPARTIAL HEARING OFFICER DURING A DUE PROCESS HEARING

When you file a due process complaint, the BSEA will set a hearing date, assign a hearing officer, and send you detailed information about the hearing process and a list of free or low-cost attorneys and advocates whom you may contact for help.

During the due process hearing you and the school district will each present evidence and provide the testimony of witnesses to an impartial hearing officer from the BSEA. At any due process hearing, including a hearing relating to disciplinary procedures, you may:

- be accompanied, advised and represented by a lawyer and/or advocate;
- have your student present at the hearing;
- have the hearing open to the public;
- present evidence such as documents and reports;
- request, or require through subpoena, witnesses to come to the hearing and answer questions;
- see any evidence that is to be used at the hearing at least five business days ahead of time and ask the hearing officer to keep out any evidence that you have not seen; and
- obtain a written or, at your option, electronic, word-for-word record of the hearing findings of fact and decision at no cost to you. To obtain a written record of the hearing, you must make your request in writing.

Additional information about due process hearings can be obtained from the BSEA at 617-626-7250 and from the BSEA Web site: <http://www.mass.gov/dala/bsea>.

Hearings are conducted according to the Massachusetts Administrative Procedure Act¹⁴ and the BSEA Hearing Rules.¹⁵ The hearing officer must issue a final decision within 45 days of the end of the resolution period described above unless the hearing officer has granted extensions of time at the request of either party. The hearing officer will send a copy of the decision to you and to the school district. Both the parents and the school district must abide by the decision of the hearing officer.

A hearing officer's decision on whether your student is being offered a FAPE must be based on a finding that your student's special education rights were violated or a determination that the school district failed to fulfill its other obligations to your student under the special education laws and regulations. If you have complained about a violation of the special education procedures (such as failure to hold a proper team meeting, poor record keeping, or failure to follow timelines) a hearing officer may find that your student did not receive FAPE *only if* the failure to follow the procedures:

- Interfered with your student's right to a FAPE;
- Significantly interfered with your ability to be involved in decisions about your student's education; or
- Deprived your student of an educational benefit.

The decision of the hearing officer is a final agency decision and cannot be reconsidered by the BSEA or changed by the ESE. Hearing decisions are public¹⁶ and are available on the BSEA Web site at <http://www.doe.mass.edu/bsea/decisions.html>.

¹⁴ M.G.L. c.30A

¹⁵ <http://www.mass.gov/anf/docs/dala/bsea/hearing-rules.doc>.

¹⁶ Hearing decisions are published after redacting information that would allow the student to be readily identified.

6.6 APPEAL A HEARING DECISION TO A STATE OR FEDERAL COURT

If either the parent or the school district disagrees with the decision of the hearing officer, they can seek review of that decision in state or federal court. Any such request for review must be filed within 90 days of the decision.

6.7 ATTORNEYS' FEES

34 CFR §300.517

Each party is responsible for paying its own attorney's fees unless the court decides otherwise. If you obtain a favorable result in a written hearing decision or court proceeding, the court¹⁷ may decide that the school district should pay your reasonable attorneys' fees. Note, however, that you will not be able to obtain these fees for the time spent litigating your case after the district made a settlement offer if

- the district made a written offer of settlement 10 or more days before the hearing,
- you did not accept the offer within 10 days, and
- the outcome of the hearing was no better than the settlement offer.

If the school district obtains a favorable decision, a court could order your attorney to pay the school district's legal expenses if the court finds that your attorney filed a complaint or continued to litigate after learning that the complaint had no basis in fact, was unreasonable, was frivolous, or was pursued for an improper purpose. A court may also order you or your attorney to pay legal expenses if your request for a due process hearing or subsequent cause of action was presented for an improper purpose, such as to harass, to cause unnecessary delay or to needlessly increase the cost of litigation.

7. WHAT ARE YOUR RESPONSIBILITIES IF YOU PLACE YOUR STUDENT IN A PRIVATE SCHOOL AND YOU BELIEVE YOUR SCHOOL DISTRICT SHOULD REIMBURSE YOU FOR THE TUITION?

34 CFR §300.148

There are some occasions when a parent believes that the public school is not providing a FAPE to the student and the parent decides to place the student in a private school. A parent may enroll his or her student in private school at private expense at any time. If, however, the parent believes that the public school should be responsible for the costs of the student's education in the private school, the parent must tell the school district of objections to the student's IEP and program, reject the IEP, inform the school district of his or her intent to remove the student and enroll the student in a private school, and request a hearing by the BSEA. A parent must inform the school district before removing the student from the public school either orally at the last Team meeting before the removal or in writing at least 10 business days before removing the student from school.

The school district is not required to pay for a student to attend a private school if the school district has made a FAPE available to the student. Disagreements between parents and the school district about whether the student's program provides a FAPE and requests for financial reimbursement for the cost of a private program may be resolved through due process procedures discussed earlier in this document. The hearing officer will determine whether the school district made a FAPE available to your student. If the hearing officer finds that the school district did *not* provide your student with a FAPE, that you followed the above steps, and that the private school placement was appropriate, the hearing officer, after considering all of the circumstances surrounding the removal of the student, may require the school district to reimburse you for all or part of the cost of the private school placement.

¹⁷ A BSEA Hearing Officer may not award attorney's fees.

8. WHAT MUST BE DONE TO PLAN FOR YOUR STUDENT'S TRANSITION FROM HIGH SCHOOL?

34 CFR §300.43

Planning for your student's transition from school to postschool opportunities will facilitate your student's ability to successfully participate in activities such as post-secondary education, work, and community and adult life. Planning for transition must be based on your student's strengths, preferences, interests, and needs, must begin when your student is 14, and must be discussed each year at a Team meeting. The school district must discuss your student's transition needs with you and your student¹⁸ and must consider the goals for your student after he or she completes school by graduating with a regular high school diploma or reaching the age of 22. School districts must use the Transition Planning Form¹⁹ to record the results of this annual discussion. The student's IEP must include measurable post-secondary transition goals, objectives and services based upon an appropriate assessment of his or her disability and transition needs.

Graduation with a regular high school diploma is a change of placement and ends the student's eligibility for special education. The school district must inform you if and when the district expects your student to graduate with a regular high school diploma. This discussion should take place during the Team meeting no less than 1 year in advance of the student's graduation.

9. HOW MAY A SCHOOL DISCIPLINE A STUDENT WITH A DISABILITY?

34 CFR §300.530

Public schools must have procedures and standards in place to assure a safe learning environment for students. Schools are expected, and high schools are required, to publish their rules of conduct so that students know how they are expected to behave. If a student misbehaves and violates the school code of conduct, the school may discipline the student. Discipline must be fair and even-handed.

In general, any student may be suspended or removed from school for disciplinary reasons for a short time, which is no more than 10 days. Before any removal or suspension the student must be told what he or she is accused of having done and must be given a chance to tell his or her side of the story. During a short disciplinary removal, the school is not required to provide instruction to a disabled student unless it does so for non-disabled students. Once a student with a disability has been removed from the school placement for more than 10 cumulative days during the school year the student must receive educational services that will allow the student to continue to participate in the general education curriculum and to progress toward the goals set out in his or her IEP. School officials must consult with at least one of the student's teachers to determine what services are necessary. These services must begin on the 11th school day of a student's disciplinary removal during the school year and continue during the disciplinary removal.

Schools must follow special disciplinary rules for students with disabilities who have been found eligible for special education.²⁰ A chart depicting the operation of these disciplinary rules can be found on the ESE Web site.²¹ These special disciplinary rules apply as soon as a student is removed from his or her current education placement²² for more than 10 days in a row, or if a student is removed for disciplinary reasons for more than a total of 10 days in any school year and there is a pattern of removal for

¹⁸ The student should be invited to attend the Team meeting to discuss postsecondary goals and transition.

¹⁹ <http://www.doe.mass.edu/sped/28MR/28m9.doc>

²⁰ The special education disciplinary rules also apply to some students who have not yet been found eligible for special education. If, prior to the conduct in question, the parent has put his or her concern that the student's has a possible disability in writing to supervisory or administrative personnel or the student's teacher; if the teacher or other staff has expressed concerns about the student's pattern of behavior directly to the director of special education or other supervisory personnel, or if the student has been referred for an evaluation that has not yet been completed these special rules apply. The special education disciplinary rules *do not* apply if the parent has refused to consent to the evaluation, if the student has previously been found to be not eligible for special education, or if the parent has revoked consent to special education and related services.

²¹ http://www.doe.mass.edu/sped/IDEA2004/spr_meetings/disc_chart.doc

²² Placement is determined by the IEP Team and is the location where IEP services are provided.

comparable behaviors. The school must notify you as soon as the decision is made to remove your student from his or her education placement for more than 10 days and provide you with a copy of this Notice.

The student's IEP Team must meet within 10 days of the school's decision to impose the discipline. At this meeting, called a "*manifestation determination*," you and other members of the IEP Team will determine if the misbehavior was caused by or had a direct relationship to the student's disability, or was the direct result of the school's failure to provide the services required by the student's IEP. In making the manifestation determination, you and other members of the IEP team must consider relevant information from your student's file, including your student's IEP, your and the teachers' observations of your student's behavior, and any relevant information you provide.

If the team determines that the student's behavior *was not* caused by or directly related to the student's disability or the failure to properly implement the IEP, then a student with a disability can be disciplined in the same manner and for the same length of time as other students are disciplined for the same offense. The IEP Team, however, must determine the interim alternative educational setting (IAES) where the student will be placed and the educational services that will be provided. An IAES is a setting other than the student's current placement that enables the student to continue to receive educational services according to his or her IEP. School personnel may consider the student's unique circumstances in determining whether a change in placement is appropriate for a student with a disability.

If the Team determines that the student's behavior *was* caused by or directly related to the student's disability or the failure to properly implement the IEP, then the student must be returned to the last approved IEP placement unless you and the IEP Team decide on a different placement. The student must also be provided a functional behavioral assessment. A functional behavioral assessment or FBA is a comprehensive assessment of behavior that provides the IEP Team with information about the student's behavior and identifies behavioral intervention services and program modifications that are designed to address the behavioral violation so it does not recur. If the student has already had a functional behavioral assessment and has a behavioral intervention plan, then the IEP Team should determine if any changes should be made to the behavioral intervention plan. If the behavior was caused by the failure to properly implement the IEP, the school must take immediate steps to remedy the deficiencies.

Note that if your student possessed or used a weapon or drugs, or caused serious bodily injury to another person on school property or at a school event your student may be placed by the principal in an IAES for up to 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability. The IEP Team will determine the IAES and the appropriate educational services that will be provided to the student while he or she is in the IAES.

9.1 APPEAL OF A DISCIPLINARY DECISION

If a parent disagrees with any decision regarding placement of his or her student under the disciplinary provisions or disagrees with the manifestation determination, or if the school district believes that maintaining the current placement of the student is substantially likely to result in an injury to the student or to others, either the parent or the school district may appeal the decision by requesting a hearing with the BSEA, as described earlier in this document.

The BSEA will convene a hearing on a disciplinary placement or manifestation determination on an expedited schedule.²³ During the appeal of a disciplinary placement or manifestation determination, the student must remain in the IAES until the hearing officer makes a decision or the disciplinary period is completed, unless the parent and the school district agree to a different placement.

²³ See BSEA Hearing Rule II.C. Expedited Hearing. <http://www.mass.gov/anf/docs/dala/bsea/hearing-rules.doc> p.6.

10. WHERE CAN THE LAWS AND REGULATIONS AND OTHER USEFUL INFORMATION BE FOUND?

10.1 LAWS AND REGULATIONS

You can find the full text of the state Special Education law in Massachusetts General Law Chapter 71B. The state law is popularly known as "Chapter 766." The state special education regulations are found in the Code of Massachusetts Regulations (CMR) at 603 CMR 28.00. The law and the regulations and other helpful resources are on the ESE Web site.²⁴

The federal special education law is the Individuals with Disabilities Education Act, known as "IDEA." The federal statute is located in the United States Code at 20 U.S.C. § 1400. The implementing regulations for IDEA may be found in the Code of Federal Regulations (CFR) at Chapter 34, Section 300. A copy of the federal statute and regulations and explanatory information can be found on the U.S. Department of Education Web site at <http://idea.ed.gov/>.

10.2 INDIVIDUALIZED EDUCATION PROGRAM PROCESS GUIDE AND FORMS

A general overview of how the special education process works (taken from the IEP guide prepared by the USDOE) can be found at <http://www.doe.mass.edu/sped/iep>.

For the ESE explanation of the how an IEP is developed, consult the IEP Process Guide and the standard IEP forms available on the ESE Web site: <http://www.doe.mass.edu/sped/iep>.

10.3 TABLE OF ABBREVIATIONS

Many common special educational phrases are abbreviated by acronyms composed of the initial letters of the phrase. For your convenience the acronyms and phrases used in this document are listed below:

BSEA:	Bureau of Special Education Appeals
CFR:	Code of Federal Regulations
CMR:	Code of Massachusetts Regulations
ESE:	Massachusetts Department of Elementary and Secondary Education
FAPE:	Free Appropriate Public Education
FBA:	Functional Behavioral Assessment
IAES:	Interim Alternative Educational Setting
IDEA:	Individuals with Disabilities Education Act
IEE:	Independent Educational Evaluation
IEP:	Individualized Education Program
PQA:	Program Quality Assurance Services

²⁴ <http://www.doe.mass.edu/sped/laws.html>

10.4 TABLE OF WEB SITES

The ESE publishes extensive information for parents and school districts on its internet Websites. These Websites include pertinent laws, agency policies and useful documents that explain the special education process.

Autism Spectrum Disorder:

http://www.doe.mass.edu/sped/advisories/07_1ta.html

Bureau of Special Education Appeals

<http://www.doe.mass.edu/bsea/decisions.html>

<http://www.mass.gov/anf/docs/dala/bsea/hearing-rules.doc>

<http://www.mass.gov/anf/docs/dala/bsea/hearing.doc>

<http://www.mass.gov/anf/hearings-and-appeals/bureau-of-special-education-appeals-bsea/mediation/>

<http://www.mass.gov/anf/docs/dala/bsea/mediation-brochure-2012.doc>

<http://www.mass.gov/anf/hearings-and-appeals/bureau-of-special-education-appeals-bsea/mediation/mediation-faqs.html>

<http://www.mass.gov/anf/docs/dala/bsea/>

Consent to Access MassHealth (Medicaid):

http://www.doe.mass.edu/sped/advisories/13_1.html

<http://www.doe.mass.edu/sped/28mr/28m13.pdf> (Mandated Form 28M/13)

Discipline:

http://www.doe.mass.edu/sped/IDEA2004/spr_meetings/disc_chart.doc

Individuals with Disabilities Education Act:

<http://idea.ed.gov/>

The Basic Special Education Process under IDEA:

<http://www.doe.mass.edu/sped/iep/process.doc>

Individualized Education Program:

<http://www.doe.mass.edu/sped/iep>

Individual Education Program Process Guide:

<http://www.doe.mass.edu/sped/iep/proguide.pdf>

Independent Educational Evaluation:

<http://www.doe.mass.edu/sped/advisories/?section=admin>

Observation of Education Programs by Parents and Their Designees for Evaluation Purposes:

http://www.doe.mass.edu/sped/advisories/09_2.html

Parent's Notice of Procedural Safeguards:

<http://www.doe.mass.edu/sped/prb>

PQA Problem Resolutions System compared to BSEA Due Process Complaint:

<http://www.doe.mass.edu/sped/complaintchart.doc>

Program Quality Assurance Services Problem Resolution System:

<http://www.doe.mass.edu/pqa/prs>

Special Education Laws and Regulations:

<http://www.doe.mass.edu/sped/laws.html>

Special Education Surrogate Parent:

<http://www.doe.mass.edu/sped/2002/news/1104memo.html>

Special Education Transition Planning Form:

<http://www.doe.mass.edu/sped/28MR/28m9.doc>

Student Records Regulations:

<http://www.doe.mass.edu/lawsregs/603cmr23.html>

Student Records Questions and Answers

<http://www.doe.mass.edu/lawsregs/advisory/cmr23qanda.html?section>

Transition Planning:

<http://www.doe.mass.edu/sped/cspd/mod4.html#>

Special Education Parent Advisory

Ipswich has a small, but active Special Education Parent Advisory (SEPAC). Membership is open to all parents of students with disabilities and other interested parties.

The parent advisory council duties include giving input to the District on matters that pertain to the education and safety of students with disabilities; coordinating with the Pupil Services Director to provide input in the planning, development, and evaluation of the school district's special education programs. The parent advisory council has access to the school committee and other resources. The District collaborates with the SEPAC to use Blackboard Connect and school newsletters to publicize SEPAC events. In the past, this has included both presentations from the Federation for Children with Special Needs, and offerings from the evaluators within the District.

The District works collaboratively with the SEPAC to offer presentations on the rights of students and their parents and guardians under the state and federal special education laws.

The parent advisory council has established by-laws regarding officers and operational procedures.

Section 2

Referral and Assessment

SECTION 2 – PRE-REFERRAL and ASSESSMENT

Communication is one of the *Successful Habits of Mind* which the Ipswich Public Schools stress as key in a twenty-first century education. In special education, COMMUNICATION is critically important. COMMUNICATION is the thread linking all aspects of the special education process.

It is the goal of the Ipswich Public Schools to provide an environment that meets the needs of all students. This means that as much as possible, the District strives to provide a continuum of supportive services and programs that address student need within the least restrictive environment. While some portion of the school population may require services in a separate setting, both the law and "the right thing to do" require that districts look at the needs of students within the context of the total school environment.

School environments should have the following supports for ALL students:

- A District Curriculum Accommodation Plan (DCAP) which is a list of strategies and supports intended to assist the regular classroom teacher in analyzing and accommodating the diverse learning needs of all students
- DCAP accommodations address a continuum of direct and systematic instruction in reading, mathematics, and writing, as well as services that can address the needs of students whose behavior may stand in the way of the learning
- The Department of Elementary and Secondary Education (DESE) requires that not only special educators, but also general educators and paraprofessionals receive training in understanding and supporting diverse learning needs, as well as collaborating with other educators to address learning needs in the general education classroom
- A document on the DESE website, *Is Special Educational the Right Service ?*, details these supports at http://www.doe.mass.edu/sped/ta/elig_drft01.docx

What is a District Curriculum Accommodation Plan?

Massachusetts General Laws require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). This plan is intended to guide principals and teachers in ensuring that all possible efforts are made to meet student needs in general education classrooms and to support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in each school. The DCAP describes accommodations and instructional supports and strategies that are available in general education.

Massachusetts General Laws, Chapter 71, Section 38Q1/2

“A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet the students’ needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education programming, including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning, or who do not qualify for special education services under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.”

The Ipswich Public School District’s Mission Statement is:

The Ipswich school community is committed to developing in all students the knowledge, skills, and attitudes needed to succeed and excel throughout life.

Supporting Student Learning

The following list is representative of suggested strategies, but not inclusive of all strategies that may be successful with individual students. Accommodations may involve classroom instruction, student responses and performance criteria, teaching environments or materials. The supports are considered “District Accommodation” strategies because they are available to all students, on an as-needed basis, as determined by the general education teacher. Classroom teachers are aware that, although not all of their students will actually require all of the accommodations, use of the accommodations does not require a prerequisite condition such as testing or identification as a special education student or student with Section 504 needs.

Ipswich Public Schools Instructional Support Teams:

Instructional support teams are building based groups of teachers and counselors who meet regularly to problem solve learning challenges for individual students. These teams recommend strategies, monitor interventions and work collaboratively to identify appropriate building resources for children with learning, attendance and/or social-emotional challenges.

Ipswich Public Schools Building Based Resources:

Each building in the District provides a variety of resources to support general education students with learning challenges. Resources may include, but are not limited to the following:

Personnel Consultations	Interventions
Assistive Technology Specialist Guidance Counselor Reading Specialist School Adjustment Counselor/School Social Worker School Psychologist	Reading Support Math Support Academic Support MCAS Preparation Developmental Guidance Social Skills Curriculum Counseling: 1:1 or small group Direct help with classroom teacher Assistive Technology

CURRICULUM/INSTRUCTION/ASSESSMENT STRATEGIES

Environmental/ Technological Supports

- Provide preferential seating/flexible seating arrangements for priority access to instruction
- Arrange partner or small group instruction
- Provide scheduled or unscheduled breaks
- Allow the use of word processing for assignments and assessments
- Be alert to environmental distractors such as background lighting or noise and provide ways to mitigate their impact (eg. move a student with noise sensitivity away from the sound of the heating unit)
- Offer a copy of teacher or peer notes, Powerpoint presentations and/or note taking templates
- When possible, circulate the classroom to monitor student engagement
- Use technology and computer assisted instruction

Modification in Delivery of Instruction

- Break down tasks into manageable steps
- Provide homework assignment books for homework follow-up
- Frequent progress monitoring and feedback to student on progress
- Use checklists, teacher check-ins, calendars and project organizers to breakdown long-term assignments
- Repeat or re-teach concepts with a different approach
- Repeat and clarify directions
- Utilize peer tutoring
- Provide cueing and “wait time” or “think time” to encourage participation
- Utilize multi-modal presentation of instruction and materials
- Offer access to manipulatives
- Provide reference tools, websites and textbooks for homework support
- Utilize study guides
- Instruct students in study skills and note taking and model these skills during instruction
- Teach students to use graphic organizers and templates as supports for both written expression, as well as ways in which to organize their notetaking
- Develop student academic improvement plans
- Allow alternatives to assignments requiring copying
- Cue student prior to transitions
- Use rubrics and examples of completed assignments and projects
- Schedule before- or after- school review sessions
- Employ flexible groupings
- Pre-teach vocabulary
- Utilize pictorial and visual directions
- Teach students to recognize implicit cueing such as bold and highlighting in texts
- Use concrete examples of concepts before teaching the abstract
- Allow use of occupational/stress management tools (i.e. stress balls, weighted vests, fidget toys, etc.)
- Frequent reminders of due dates

Modification in Assessment

- Allow extended time for assessments when appropriate, up to 50% additional time, in order for a student's knowledge or mastery of content to be demonstrated
- Provide multi-modal assessment to demonstrate knowledge of content or process
- Utilize alternative assessments: oral, multiple choice, computer-based (except reading tests)
- Utilize technology and computer assisted assessment
- Administer assessments in shorter periods
- Preview language of test questions
- Provide visual directions
- Elementary: Provide tests orally and/or read test to student
- Allow the use of noise canceling earplugs or headphones (not attached to a device)

BEHAVIORAL INTERVENTION STRATEGIES

- Post clear and consistent classroom expectations in view of all students
- Discuss and post classroom norms and standards of behavior
- Teach behavioral expectations across settings and review/reteach following school breaks
- Arrange seating to prevent behavioral difficulties or natural distractions
- Develop individual behavioral improvement plans with motivating incentives
- Utilize charts and graphs to monitor expectations
- Include movement breaks and energizers during instructional periods
- Provide self-monitoring checklists, coaching and strategies
- Offer check-in's to reinforce positive expectations and review progress
- Parent and student communication regarding progress
- Allow student to access counselor, when needed
- Help students identify and build relationships with trusted adults in the community

ORGANIZATIONAL STRATEGIES

- Provide daily visual schedule and agenda
- Provide all assignments in writing
- Implement a progress monitoring system with students
- Use cooperative learning strategies
- Increase parent communication, share common strategies between school and home
- Use graphic organizers
- Check for understanding and review
- Have the student repeat directions in his/her own words
- Use study sheets to organize material
- Create timelines for long-term assignments
- Check homework planner for accurate recording of assignments
- Post homework and assignments online
- Access Assistive Technology supports

MATERIALS

- Adjust and adapt physical appearance of worksheets/packets/assessments
- Audiobooks
- Textbooks in digital format
- Use supplementary materials to support key concepts
- Offer large print or electronic material
- Provide marker to guide reading
- Offer large graph paper for math
- Require all students to use an organizational system to keep track of assignments and deadlines (i.e. assignment notebook, smartphone calendar, apps)
- Access to computers for written assignments
- Provide page numbers for easy location of materials

PRE-REFERRAL

In order to ensure a *Just Right* formula (no more services than needed; no fewer services than needed) best practice guides us to gather data or available information before deciding that the student requires special education. The chart on the next page, taken from the *Is Special Education the Right Service* guide, provides a visual schema of the careful planning that should precede any special education referral. Although following this process represents good practice, it should nonetheless be noted that the parent can request that the evaluation go forward while the information-gathering is taking place.

At the building level, each school in Ipswich has a pre-referral team to examine student needs. The composition of the team varies somewhat from building to building, but usually includes an administrator, general educator, and specialists who can examine the presenting need, explore the supports currently in place, and determine what additional supports should be considered as interventions prior to suggesting a formal evaluation. The purpose of the pre-referral team is not to delay any student receiving services, but rather, to ensure that the student is not being limited by moving too quickly into services that may be too restrictive. Whenever data on a student is being considered for analysis by a pre-referral team, COMMUNICATION with the parent is the important first step. It is critical for the parents to understand the areas of concern and how the school is proceeding in examining them. At times, parents may have concerns of their own, and so COMMUNICATION involves not only transparency regarding building efforts, but also inviting parent partnership with the school in examining student needs.

There will be times when either the pre-referral suggestions or the growth of the student address the issue and it ceases to be a problem. If the difficulty persists, and the strategies have been tried for a reasonable period of time, and there are still concerns, then a referral may be made for a special education evaluation.

REFERRAL PROCESS

A student may be referred for a special education evaluation by a parent or by a professional who is working with that student. Although not required, reasonable efforts to examine the student's response to non-special education interventions should be tried before making a referral to special education .

When a student is referred for a special education evaluation, the District must send parents/guardians a form requesting their permission to test within five days of receipt of the parent request. The parents must sign and return the consent forms for testing to commence. The Program Manager at the student's school makes an attempt to communicate with the parents so that the tests agreed-upon address the areas of the presenting problem(s).

The District is required to complete the assessments within 30 school working days of receipt of signed permission. The Team meeting to review the results of the testing must take place within 45 school working days of receipt of testing. The District makes a copy of the evaluation results available to the parents/guardians two days prior to the meeting in order to allow time to carefully review the recommendations.

The District is required to assess the child in all areas related to the suspected disability. The education assessment is a required assessment. Other evaluative areas can, and often include

- Intellectual assessment
- Achievement testing
- Assessment in related service areas including Occupational Therapy, Physical Therapy, Speech and Language Assessment

Even where an evaluation may have been completed by an outside agency, the District will conduct its own testing since clinical and educational evaluations may differ in both scope and focus.

ASSESSMENT

When the parents and the school district suspect that the student may have a disability, the parents are asked to consent to a special education evaluation which will determine if the student is eligible for services. It is Ipswich practice that parents are given an opportunity to consult with the District regarding the types of assessments and assessors used for an evaluation. This does not mean that the parents will choose WHICH tests are completed or WHO will conduct the evaluation. Rather, the District seeks to have a clear understanding of the presenting problem in order to investigate the needs in an organized and thorough manner. Parents have unique information about the needs of their children, and may be able to provide information relevant to particular issues or concerns that they see. This is another important element of the COMMUNICATION process in the Ipswich schools.

Key in determining which assessments will be administered is the understanding that special education is reserved for students who have disabilities that cause difficulty in learning. Therefore, Ipswich conducts assessments **in the area of suspected disability**. The table included in the Team Meeting section is taken from *Is Special Education the Right Service?* and gives definitions of the disability categories that qualify the student to receive special education services. Parents will recognize this list later because it will be present at the team meeting and will serve as a guide for the team. Once again, COMMUNICATION is key because the school Team will want to ensure sufficient testing to examine the need, but not over-test. The actual determination of WHICH evaluative instruments are used is made through the COMMUNICATION including the parent, the Program Manager (who will steer the evaluation process and hold the eligibility meeting) and the School Psychologist and other related service providers who will complete the evaluations. The term "related service providers" refers to the speech and language therapist, occupational therapist, physical therapist, or other professionals who would conduct the evaluation in the areas of suspected disability.

An important qualifier in determining the items for the Test Consent form is that DESE makes it very clear that a disability in special education is connected to its educational impact. It is not the disability label alone that prompts a determination of eligibility for special education. A student may have a disability, but may not require services because s/he is making effective progress in the classroom. Evaluation instruments will be chosen to examine any impact of the disability on the student's access to learning.

Required Assessment: Assessment in the area of suspected disability

This testing may involve testing by a speech and language therapist, physical therapist, special education reading specialist, occupational therapist, school psychologist, or other evaluator depending on the presenting concern. The COMMUNICATION between the Program Manager, parent, and classroom teacher can help to determine the testing area. It should be noted that the testing does not need to be exhaustive. At the Eligibility Meeting, the Team has a mechanism called an "Extended Evaluation" if a determination is made that the student is eligible for services, but may require additional testing to fine-tune the delivery of those services.

Required Assessment: Educational Assessment

The law requires that the Team look at the student's ability to make progress in the context of the general education classroom. As a result, the evaluation includes a comprehensive look at the student's participation in the life of the school. Comprehensive educational assessment includes:

- A history of the student's educational progress in the general curriculum
- Information regarding the student's specific abilities in regard to learning standards of the Massachusetts Curriculum Frameworks and the district curriculum
- Student's attention skills, participation behaviors, communication skills, memory, and social relations with groups, peers, adults
- The student's educational and developmental potential

Required Assessment: Narrative description of student's educational & developmental potential

This assessment is completed by the general education classroom teacher. It includes the following:

1. A description of factors that help or hinder the student in making effective progress. The description looks for patterns that provide information relevant to the student's potential.
2. An assertion as to whether this review suggests that the student has consistently performed with the range of typical students, has consistently performed better/less well than typical peers, or has demonstrated inconsistent performance.

Optional Assessments: Health, Psychological, or Home Assessment

There are several guiding principles which Ipswich Public Schools Evaluation Teams follow:

1. Assessment should be comprehensive and sufficient to determine the presence/absence of a disability.
2. It should evaluate the factors related to the student's performance. It should allow the Team to plan appropriate services to address these needs. No single assessment is to be used to make the determination
3. Assessments should be appropriate to the needs of the student being assessed.
4. Assessments may include both formal (normative) data as well as informal (observational or non-normative data)

Best practice strongly discourages parents requesting a "menu" of tests to be administered. In a manner similar to a physician choosing laboratory tests for a patient, deference should be given to the participating professional in determining appropriate and specific testing in his/her specialty.

Nonetheless, it is acknowledged there may at times be compelling reasons for a particular request, and this should be carefully discussed with the Program Manager and evaluator (s). The Ipswich Team may recommend Health, Psychological, or Home Assessments. Parents have the option of agreeing to

or rejecting these assessments. Parents also have the right to request assessments not proposed by the District. The District does have the right to refuse to conduct another type of assessment requested by the parent if it is unrelated to the suspected disability of the student. If Ipswich does refuse to conduct such an assessment, it must provide the parent with full written notice regarding why such an assessment is unrelated to the suspected disability of the student.

A sample Evaluation Consent form follows on the next page.

School District Name

**EVALUATION CONSENT FORM
Attachment to N 1**

TYPE OF ASSESSMENTS: <i>A variety of assessment tools and strategies should be used to gather information that determines the educational needs of this student. [Check yes or no for each assessment.]</i>	RECOMMENDED	
	YES	NO
Assessment in All Areas Related to the Suspected Disability(ies) – describes the student’s performance in any area related to the child’s suspected disability(ies). List recommended assessment(s): _____ _____ _____		
Educational Assessment – includes the history of the student’s educational progress in the general curriculum and includes current information on the student’s performance.		
Observation of the Student – includes the student’s interaction in the student’s classroom environment or in a child’s natural environment or an early intervention program.		
Health Assessment – details any medical problems or constraints that may affect the student’s education.		
Psychological Assessment – describes the student’s learning capacity and learning style in relationship to social/emotional development and skills.		
Home Assessment – details any pertinent family history and home situations that may affect the student’s education and, with written consent, may include a home visit.		

PARENT RESPONSE SECTION

Please indicate your response by checking at least one (1) box and returning a signed copy to the school district. Please keep one copy for your records. Thank you.

I accept the proposed evaluation in full. I reject the proposed evaluation in full.

I accept the proposed evaluation in part and request that only the listed assessments be completed:

I additionally request the following assessment(s): assessment(s) listed above: _____ other assessments: (specify) _____

Signature of Parent, Guardian, Educational Surrogate Parent, Student 18 and Over*

Date

**Required signature once a student reaches 18 unless there is a court appointed guardian.*

PARENT INPUT

We strongly encourage you to share your knowledge of this student with us. If you choose, please provide a written statement (use back of form) or call the indicated contact person. Thank you.

Section 3

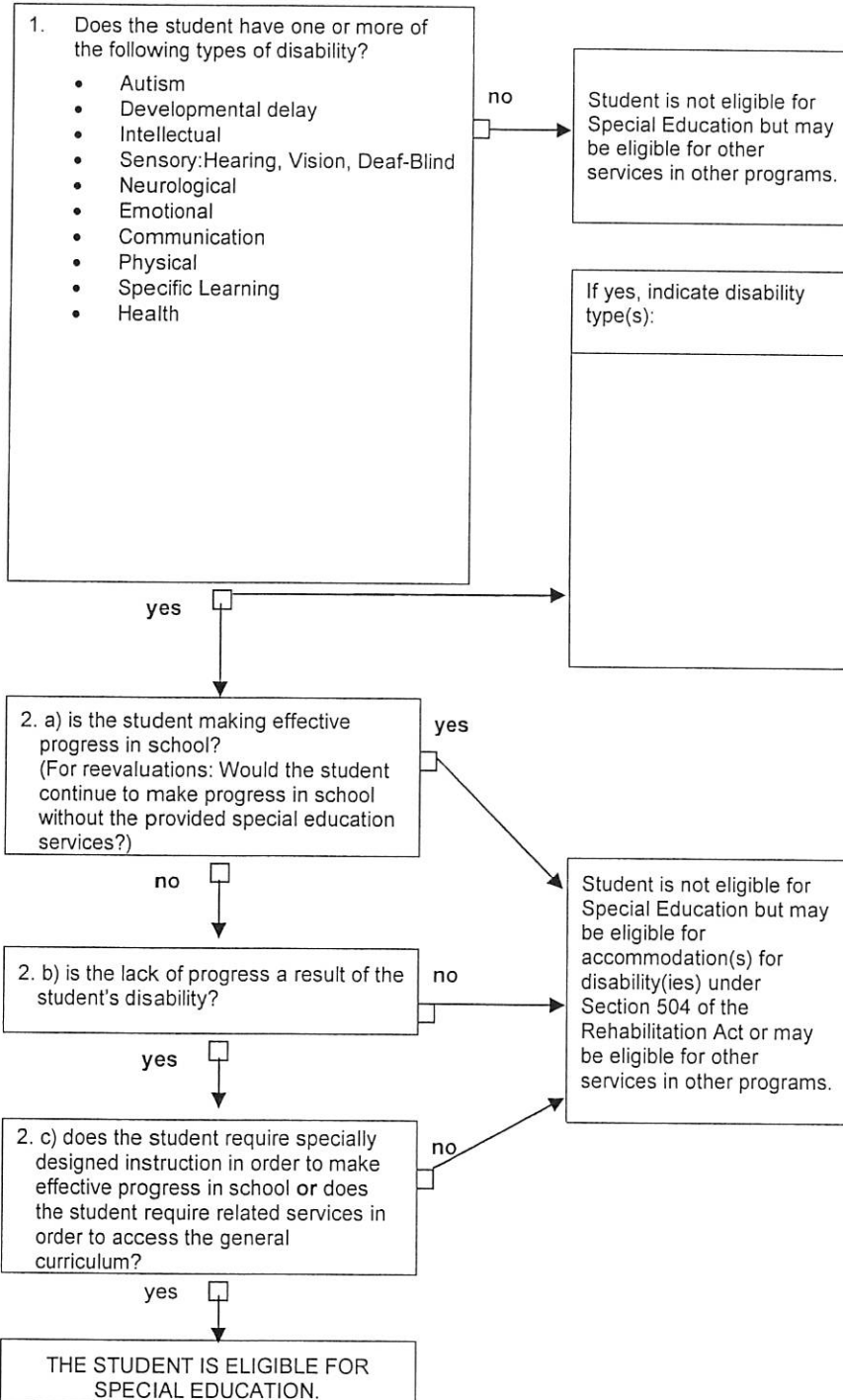
Team Meeting

School District Name:
 School District Address:
 School District Contact Person/Phone #:

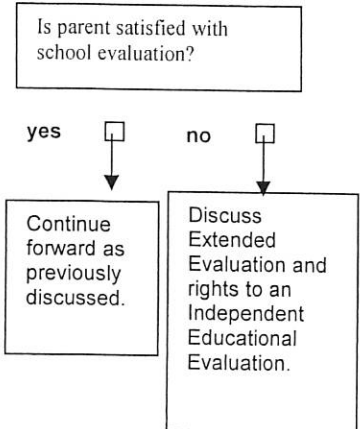
Special Education Eligibility/Initial and Reevaluation Determination

Student Name: _____ DOB: _____ ID#: _____ Date: _____

A. Proceed through the flowchart until an eligibility determination is reached.



B. Answer this question for all students.



KEY EVALUATION FINDINGS AND/OR NEXT STEPS

Blank area for recording key evaluation findings and/or next steps.

DISABILITY DEFINITIONS

<p><i>Autism</i> – A developmental disability significantly affecting verbal and nonverbal communication and social interaction. The term shall have the meaning given it in federal law at 34 CFR 300.7.</p>	<p>Key words from the state and federal definitions:</p> <ul style="list-style-type: none"> • A developmental disability significantly affecting verbal and nonverbal communication and social interaction, • generally evident before age 3... • adversely affects ...educational performance. • engagement in repetitive activities and stereotyped movements, • resistance to environmental change or change in daily routines, and • unusual responses to sensory experiences.
<p><i>Developmental Delay</i> – The learning capacity of a young child (3-9 years old) is significantly limited, impaired, or delayed and is exhibited by difficulties in one or more of the following areas: receptive and/or expressive language; cognitive abilities; physical functioning; social, emotional, or adaptive functioning; and/or self-help skills.</p>	<p>Key words:</p> <ul style="list-style-type: none"> • 3-9 years old • learning capacity significantly limited, impaired, or delayed • difficulties in one or more areas
<p><i>Intellectual Impairment</i> – The permanent capacity for performing cognitive tasks, functions, or problem solving is significantly limited or impaired and is exhibited by more than one of the following: a slower rate of learning; disorganized patterns of learning; difficulty with adaptive behavior; and/or difficulty understanding abstract concepts. Such term shall include students with mental retardation.</p>	<p>Key words:</p> <ul style="list-style-type: none"> • permanent capacity for performing cognitive tasks • is significantly limited or impaired • shall include students with mental retardation.
<p><i>Sensory Impairment -Hearing</i> - The capacity to hear, with amplification, is limited, impaired, or absent and results in one or more of the following: reduced performance in hearing acuity tasks; difficulty with oral communication; and/or difficulty in understanding auditorally -presented information in the education environment. The term includes students who are deaf and students who are hard-of-hearing.</p>	<p>Key words:</p> <ul style="list-style-type: none"> • capacity to hear,with amplification • limited, impaired, or absent • reduced performance in hearing acuity • difficulty with oral communication • difficulty understanding auditorally-presented information
<p><i>Sensory Impairment - Vision</i> – The capacity to see after correction, is limited, impaired, or absent and results in one or more of the following: reduced performance in visual acuity tasks; difficulty with written communication; and/or difficulty with understanding information presented visually in the education environment. The term includes students who are blind and students with limited vision.</p>	<p>Key words:</p> <ul style="list-style-type: none"> • capacity to see, after correction • limited, impaired, or absent • reduced performance in visual acuity • difficulty with written communication • difficulty with understanding information presented visually
<p><i>Sensory Impairment - Deaf-Blind</i> - Concomitant hearing and visual impairments, the combination of which causes severe communication and other developmental and educational needs.</p>	<p>Key words:</p> <ul style="list-style-type: none"> • concomitant hearing and visual impairments • severe communication and other developmental and educational needs

<p><i>Neurological Impairment</i> – The capacity of the nervous system is limited or impaired with difficulties exhibited in one or more of the following areas: the use of memory the control and use of cognitive functioning sensory and motor skills, speech, language, organizational skills, information processing, affect, social skills, or basic life functions. The term includes students who have received a traumatic brain injury.</p>	<p>Keywords:</p> <ul style="list-style-type: none"> • capacity of the nervous system is limited or impaired • includes traumatic brain injury <p>Note: Massachusetts' definition of neurological impairment is more inclusive than the federal definition which is limited to students with traumatic brain injury.</p> <p>Note: The federal definition uses the terminology "serious emotional disturbance." State statutory requirements require that the term "emotional impairment" be considered synonymous with the term "serious emotional disturbance."</p> <p>Key words in both state and federal definitions:</p> <ul style="list-style-type: none"> • long period of time and to a marked degree • adversely affects educational performance • inappropriate types of behavior or feelings under normal circumstances • not solely behavior • not solely court or social service involvement • not solely social maladjustment <p>The regulatory definition is by no means exhaustive in its listing of possible characteristics of an emotional impairment. Readers are reminded that many other sources of evidence of emotional impairment may affect educational progress.</p>
<p><i>Emotional Impairment</i> – As defined under federal law at 34 CFR §300.7, the student exhibits 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; or a tendency to develop physical symptoms or fears associated with personal or school problems. The determination of disability shall not be made solely because the student's behavior violates the school's discipline code, because the student is involved with a state court or social service agency, or because the student is socially maladjusted, unless the Team determines that the student has a serious emotional disturbance.</p>	<p>Key words:</p> <ul style="list-style-type: none"> • use of expressive and/or receptive language is significantly limited, impaired, or delayed • adversely affects educational performance <p>The regulatory definition is not exhaustive in its listing of communication areas that may be affected.</p>
<p><i>Communication Impairment</i> – The capacity to use expressive and/or receptive language is significantly limited, impaired, or delayed and is exhibited by difficulties in one or more of the following areas: speech, such as articulation and/or voice; conveying, understanding, or using spoken, written, or symbolic language. The term may include a student with impaired articulation, stuttering, language impairment, or voice impairment if such impairment adversely affects the student's educational performance.</p>	<p>Key words:</p> <ul style="list-style-type: none"> • physical capacity to move, coordinate actions, or perform physical activities • significantly limited, impaired, or delayed • adversely affects educational performance <p>The regulatory definition is by no means exhaustive in its listing of physical impairments. Readers are reminded that <u>many</u> other physical impairments may affect educational progress.</p>
<p><i>Physical Impairment</i> – The physical capacity to move, coordinate actions, or perform physical activities is significantly limited, impaired, or delayed and is exhibited by difficulties in one or more of the following areas: physical and motor tasks; independent movement; performing basic life functions. The term shall include severe orthopedic impairments or impairments caused by congenital anomaly, cerebral palsy, amputations and fractures if such impairment adversely affects a student's educational performance.</p>	<p>Key words:</p> <ul style="list-style-type: none"> • Chronic or acute • Capacity to function is significantly limited • Resulting in limited alertness with respect to the educational environment <p>The regulatory definition is by no means exhaustive in its listing of health impairments. Readers are reminded that <u>many</u> other health impairments may affect educational progress.</p>
<p><i>Health Impairment</i> – A chronic or acute health problem such that the physiological capacity to function is significantly limited or impaired and results in one or more of the following: limited strength, vitality or alertness including a heightened alertness to environmental stimuli resulting in limited alertness with respect to the educational environment. The term shall include health impairments due to asthma, attention deficit disorder or attention deficit with hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia,</p>	<p>Keywords:</p> <ul style="list-style-type: none"> • Chronic or acute • Capacity to function is significantly limited • Resulting in limited alertness with respect to the educational environment <p>The regulatory definition is by no means exhaustive in its listing of health impairments. Readers are reminded that <u>many</u> other health impairments may affect educational progress.</p>

Health Impairment (continued)

nephritis, rheumatic fever, and sickle cell anemia, if such health impairment adversely affects a student's educational performance.

Specific Learning Disability – The term 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 an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. Use of the term shall meet all federal requirements given in federal law at 34 C.F.R. §§300.7(c)(10) and 300.541.

- Comments: use of the term "an imperfect ability" must be considered in the context of other federal language which provides guidance that such term may be considered to mean "seriously compromised".
- 34 CFR 300.541 includes an assessment of whether the student was provided with learning opportunities appropriate to the age of the student, and directs the Team to look for a severe discrepancy between achievement and intellectual ability. (See also Table SA)

MAKING AN ELIGIBILITY DETERMINATION

The Eligibility Flowchart on the preceding page reviews the full process of making a determination of eligibility or ineligibility. Ipswich school special education Teams use both this flowchart and the Disability Definitions at Eligibility Determination meetings to guide all participants in the decision-making.

As previously indicated, the Team makes assessment information available to parents two days in advance of the meeting. This allows time for the family to review the evaluations and note any questions they would like clarified. The descriptions below are modified from an excellent Department of Elementary and Secondary Education (DESE) resource (mentioned earlier), *Is Special Education the Right Service?*

On the flowchart, Question #1 asks **Does the student have one or more of the following types of disability?** The assessment information gathered through the required assessment in the area of suspected disability will help the Team to answer this. The Team must indicate the type of disability.

The Team must identify the disability category that best represents the student's difficulties. The Team may identify one disability as being primary, and other disability categories as secondary or tertiary.

A disabling condition is characterized by significant delays, impairment, or limitations in the student's capacities. In making a disability determination, the Team considers all of the following indices of limited, impaired, or delayed capacity:

- A pattern of difficulty that persists beyond age expectations;
- A pattern of difficulty across settings;
- A pattern of difficulty that is not solely the result of cultural, language, or socioeconomic differences;
- A pattern of difficulty that persists despite instructional support activities.

Although identifying a disability category is a similar process to that of making a diagnosis, state and federal guidelines caution that the Team is not diagnosing, but simply determining that the student be considered eligible because the assessed characteristics of the student are consistent with the regulatory definition of the disability. This may sometimes differ significantly from a clinical definition. For example, even though medical personnel may use the term "dyslexia," there is no such disability category under the regulations. The Team may determine that, based on a medical diagnosis, in combination with the Team's own evaluations and observations, the student meets the criteria for "Specific Learning Disability." The Team is cautioned to focus on the educational impact of this clinical diagnosis. Diagnoses from the DSM-V or medical environment may have contributory relevance to a Team's designation of a disability, but they cannot be the sole determinant of eligibility.

Guidance from MA DESE is very clear that, although a Team may use a diagnosis made available to them, it is not the responsibility of the Team to confirm or deny a diagnosis made by an assessor. Additionally, parents and school Team members are cautioned that although medical personnel may make contributions to the Team by providing reports or recommendations, the following holds true :

Special education law explicitly requires that a Team of people, including educators and the parent(s) make a determination of eligibility. Although medical personnel may be members of a Team, they cannot be the only voice of the Team since a determination of eligibility for special education is an educational decision and not a medical one. (Is Special Education the Right Service, p.19)

The Team makes the disability identification within the context of the educational impact of the disability. The Team examines whether the student is unable to progress effectively in general education, and if the disability alone, or in conjunction with other factors, explains why the student is unable to make effective progress.

In Three Year Reevaluations, the Team must make a continued eligibility determination, deciding whether the student continues to have a disability that has educational impact. In cases where the student was initially found eligible under the disability category, “Developmental Delay,” and is now, or within a year of becoming 9 years old, the Team must determine if the student has a disability other than this category.

Question # 2 on the flowchart asks **Is the student making effective progress in school?** According to the regulations, progressing effectively entails *making documented growth in the acquisition of knowledge and skills including social/emotional development within the general education program, with or without accommodations, according to chronological age and developmental expectations, the individual educational potential of the child, and the learning standard set forth in the Massachusetts Curriculum Frameworks and the curriculum of the district.*

DESE guidance concerning this standard emphasizes that the definition combines both individual factors (educational potential of the student) and more standardized factors (chronological age, developmental expectations, Curriculum Frameworks learning standards). The law requires that the Team use both academic and non-academic information about the student to determine if the student’s participation in the life of the school is evidence of effective progress.

The next few pages represent DESE guidance regarding specific disabilities for Teams to consider in eligibility determination.

INDIVIDUALIZED EDUCATION PROGRAM

Once a Team has determined that the student has a disability and is unable to make effective progress in the classroom without specialized instruction, the Team works to develop the Individual Educational Program (IEP). The Program Manager running the meeting will institute a variety of strategies for ensuring the input of all participants. Three main tasks which the IEP must accomplish include determining the following:

- What will be done to help the student make effective progress in the curriculum and other school-related areas? This will involve setting measurable goals and determining services necessary to attain those goals
- How will the student participate in local and state assessment? This may involve accommodations and modifications.
- What measurable goals and benchmarks (based on the evaluative data) is the student expected to achieve by the end of the IEP period? How will we know when the student has achieved them?

The Team will agree as a group on the broad goal areas, and the evaluators will make recommendations for service delivery based on the intensity of need. It is highly unlikely and not feasible that the IEP will be written as a group effort. Rather, the Program Manager as the meeting facilitator, will take care to ensure that there is time for parents and or student (if s/he is 14 years of age or older) to indicate their “Parent and Student Concerns” and for the Team as a group to articulate their Vision Statement ---what outcomes the group envisions for the student that are reasonably accomplished within the next one to five years.

SPECIAL EDUCATION TEAM

The term “Special Education Team” or “Team” has been referenced many times. It is important to note that the Team represents a collaboration of home and school. The Special Education Team is comprised of individuals who work with and know the student, and who develop, revise, and review the IEP. Every student evaluated for special education services has a Team who must determine whether the student is eligible for services and, when eligible, what services should be provided.

By law, the Team is comprised of the following:

- The student if s/he is age 14 or older
- The parent(s), guardians, or educational surrogates
- At least one general education teacher
- A special education teacher
- Related service providers as appropriate to the areas of suspected disability
- A school professional with the authority to commit District resources, who will facilitate the meeting. This is usually the special education Program Manager in the school.
- A representative of any agencies responsible for transition services
- Others whom the parents or District wish to invite

The members of the Team invited to the meeting are listed on the Meeting Invitation. If, on the day of the meeting, a Team member is unavailable, the Program Manager will seek written permission in the form of a Meeting Excusal. This indicates willingness to carry on the meeting without the member being present. Similarly, if the parents indicate that they do not wish the student to attend the meeting, they will be asked to similarly sign the Meeting Excusal.

LEAST RESTRICTIVE ENVIRONMENT

The Least Restrictive Environment (LRE) is a fundamental principle of special education law. All students have the right to access the high expectations of the general education environment to the degree that their disabilities permit. The LRE is the environment where a student with disabilities can receive the Free and Appropriate Education designed to meet his or her unique individual needs while still being educated with non-disabled peers.

LRE is designed to ensure that students with disabilities are educated with non-disabled peers to the extent appropriate given the students' disabilities. Students have the right to be educated in the Least Restrictive Environment.

LRE means that to the maximum extent appropriate, students with disabilities have the right to be educated in the general education environment and in the classroom they would have attended if they did not have disabilities.

LRE means the student cannot be removed from the general education classroom solely because of needed curriculum modifications.

LRE means that removal from the general education program occurs only if the nature or severity of the disability is such that education in general education classes with special education services cannot be satisfactorily achieved.

School District Name:

School District Address:

School District Contact Person/Phone #:

Administrative Data Sheet

STUDENT INFORMATION:

Full Name: _____ School ID #: _____ SASID: _____

Birth Date: _____ Place of Birth: _____ Age: _____ Grade/Level: _____

Primary Language: _____ Language of Instruction: _____

Address: _____

Home Telephone: _____ Sex: Male Female

If 18 or older: Acting on Own Behalf Court Appointed Guardian: _____
 Shared Decision-Making Delegated Decision-Making

PARENT/GUARDIAN INFORMATION:

Name: _____ Relationship to Student: _____

Address: _____

Home Telephone: _____ Other Telephone: _____

Primary Language of parent/guardian: _____

PARENT/GUARDIAN INFORMATION:

Name: _____ Relationship to Student: _____

Address: _____

Home Telephone: _____ Other Telephone: _____

Primary Language of parent/guardian: _____

MEETING INFORMATION:

Date of Meeting: _____ Type of Meeting: _____

Next Scheduled Annual Review Meeting: _____ Next Scheduled 3 Year Reevaluation Meeting: _____

ASSIGNED SCHOOL INFORMATION: (Complete after a placement decision has been made.)

School Name: _____ Telephone: _____

Address: _____

Contact Person: _____ Role: _____ Telephone: _____

Cost Shared Placement No Yes If yes, please specify agency _____

After a meeting, attach to an IEP, an IEP Amendment or an Extended Evaluation Form.

School District Name:
School District Address:
School District Contact Person/Phone #:

Individualized Education Program

IEP Dates: from _____ to _____

Student Name: _____ DOB: _____ ID#: _____ Grade/Level: _____

Parent and/or Student Concerns

What concern(s) does the parent and/or student want to see addressed in this IEP to enhance the student's education?

Student Strengths and Key Evaluation Results Summary

What are the student's educational strengths, interest areas, significant personal attributes and personal accomplishments?
What is the student's type of disability(ies), general education performance including MCAS/district test results, achievement towards goals and lack of expected progress, if any?

Vision Statement: What is the vision for this student?

Consider the next 1 to 5 year period when developing this statement. Beginning no later than age 14, the statement should be based on the student's preferences and interest, and should include desired outcomes in adult living, post-secondary and working environments.

IEP 1

Individualized Education Program

IEP Dates: from _____ to _____

Student Name: _____ DOB: _____ ID#: _____

Present Levels of Educational Performance

A: General Curriculum

Check all that apply.

General curriculum area(s) affected by this student's disability(ies):

- English Language Arts Consider the language, composition, literature (including reading) and media strands.
- History and Social Sciences Consider the history, geography, economic and civics and government strands.
- Science and Technology Consider the inquiry, domains of science, technology and science, technology and human affairs strand.
- Mathematics Consider the number sense, patterns, relations and functions, geometry and measurement and statistics and probability strands.
- Other Curriculum Areas Specify:

How does the disability(ies) affect progress in the curriculum area(s)?

What type(s) of accommodation, *if any*, is necessary for the student to make effective progress?

What type(s) of specially designed instruction, *if any*, is necessary for the student to make effective progress?

Check the necessary instructional modification(s) and describe how such modification(s) will be made.

- Content:
- Methodology/Delivery of Instruction:
- Performance Criteria:

Use multiple copies of this form as needed.

IEP 2

Individualized Education Program

IEP Dates: from _____ to _____

Student Name: _____ DOB: _____ ID#: _____

Present Levels of Educational Performance

B: Other Educational Needs

Check all that apply.

General Considerations

- Adapted physical education
- Braille needs (blind/visually impaired)
- Extra curriculum activities
- Social/emotional needs
- Other _____
- Assistive tech devices/services
- Communication (all students)
- Language needs (LEP students)
- Travel training
- Behavior
- Communication (deaf/hard of hearing students)
- Nonacademic activities
- Skill development related to vocational preparation or experience

Age-Specific Considerations

- For children ages 3 to 5 — participation in appropriate activities
- For children ages 14* (or younger if appropriate) — student's course of study
- For children ages 16 (or younger if appropriate) to 22 — transition to post-school activities including community experiences, employment objectives, other post school adult living and, if appropriate, daily living skills

How does the disability(ies) affect progress in the Indicated area(s) of other educational needs?

What type(s) of accommodation, if any, is necessary for the student to make effective progress?

What type(s) of specially designed instruction, if any, is necessary for the student to make effective progress?

Check the necessary Instructional modification(s) and describe how such modification(s) will be made.

- Content:
- Methodology/Delivery of Instruction:
- Performance Criteria:

Use multiple copies of this form as needed.

IEP 3

Individualized Education Program

IEP Dates: from _____ to _____

Student Name: _____ DOB: _____ ID#: _____

Current Performance Levels/Measurable Annual Goals

Goal #	Specific Goal Focus:
--------	----------------------

Current Performance Level: What can the student currently do?

Measurable Annual Goal: What challenging, yet attainable, goal can we expect the student to meet by the end of this IEP period?
How will we know that the student has reached this goal?

Benchmark/Objectives: What will the student need to do to complete this goal?

Goal #	Specific Goal Focus:
--------	----------------------

Current Performance Level: What can the student currently do?

Measurable Annual Goal: What challenging, yet attainable, goal can we expect the student to meet by the end of this IEP period?
How will we know that the student has reached this goal?

Benchmark/Objectives: What will the student need to do to complete this goal?

Progress Reports are required to be sent to parents at least as often as parents are informed of their nondisabled children's progress. Each progress report must describe the student's progress toward meeting each annual goal.

Use multiple copies of this form as needed.
IEP 4

44B

Individualized Education Program

IEP Dates: from _____ to _____

Student Name: _____ DOB: _____ ID#: _____

Service Delivery

What are the total service delivery needs of this student?

Include services, related services, program modifications and supports (including positive behavioral supports, school personnel and/or parent training/supports). Services should assist the student in reaching IEP goals, to be involved and progress in the general curriculum, to participate in extracurricular/nonacademic activities and to allow the student to participate with nondisabled students while working towards IEP goals.

School District Cycle: 5 day cycle 6 day cycle 10 day cycle other:

A. Consultation (Indirect Services to School Personnel and Parents)

Focus on Goal #	Type of Service	Type of Personnel	Frequency and Duration/Per Cycle	Start Date	End Date

B. Special Education and Related Services in General Education Classroom (Direct Service)

Focus on Goal #	Type of Service	Type of Personnel	Frequency and Duration/Per Cycle	Start Date	End Date

C. Special Education and Related Services in Other Settings (Direct Service)

Focus on Goal #	Type of Service	Type of Personnel	Frequency and Duration/Per Cycle	Start Date	End Date

Use multiple copies of this form as needed.

Individualized Education Program

IEP Dates: from _____ to _____

Student Name: _____ DOB: _____ ID#: _____

Nonparticipation Justification

Is the student removed from the general education classroom at any time? (Refer to IEP 5—Service Delivery, Section C.)

No Yes If yes, why is removal considered critical to the student's program?

IDEA 2004 Regulation 20 U.S.C. §612 (a) (5).550: "... removal of children with disabilities from the regular educational environment occurs *only when* the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." (Emphasis added.)

Schedule Modification

Shorter: Does this student require a *shorter school day or shorter school year*?

No Yes — shorter day Yes — shorter year If yes, answer the questions below.

Longer: Does this student require a longer school day or a longer school year to prevent substantial loss of previously learned skills and / or substantial difficulty in relearning skills?

No Yes — longer day Yes — longer year If yes, answer the questions below.

How will the student's schedule be modified? Why is this schedule modification being recommended?
If a longer day or year is recommended, how will the school district coordinate services across program components?

Transportation Services

Does the student require transportation as a result of the disability(ies)?

No Regular transportation will be provided in the same manner as it would be provided for students without disabilities. If the child is placed away from the local school, transportation will be provided.

Yes Special transportation will be provided in the following manner:

on a regular transportation vehicle with the following modifications and/or specialized equipment and precautions:

on a special transportation vehicle with the following modifications and/or specialized equipment and precautions:

After the team makes a transportation decision and after a placement decision has been made, a parent may choose to provide transportation and may be eligible for reimbursement under certain circumstances. Any parent who plans to transport their child to school should notify the school district contact person.

Individualized Education Program

IEP Dates: from _____ to _____

Student Name: _____ DOB: _____ ID#: _____

State or District-Wide Assessment

Identify state or district-wide assessments planned during this IEP period:

Fill out the table below. Consider any state or district-wide assessment to be administered during the time span covered by this IEP. For each content area, identify the student's assessment participation status by putting an "X" in the corresponding box for column 1, 2, or 3.

	1. Assessment participation: Student participates in on-demand testing under routine conditions in this content area.	2. Assessment participation: Student participates in on-demand testing with accommodations in this content area. (See 1 below)	3. Assessment participation: Student participates in alternate assessment in this content area. (See 2 below)
CONTENT AREAS	COLUMN 1	COLUMN 2	COLUMN 3
English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History and Social Sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science and Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 For each content area identified by an X in the column 2 above: note in the space below, the content area and describe the accommodations necessary for participation in the on-demand testing. Any accommodations used for assessment purposes should be closely modeled on the accommodations that are provided to the student as part of his/her instructional program.

2 For each content area identified by an X in column 3 above: note in the space below, the content area, why the on-demand assessment is not appropriate and how that content area will be alternately assessed. Make sure to include the learning standards that will be addressed in each content area, the recommended assessment method(s) and the recommended evaluation and reporting method(s) for the student's performance on the alternate assessment.

NOTE

When state model(s) for alternate assessment are adopted, the district may enter use of state model(s) for how content area(s) will be assessed.

Individualized Education Program

IEP Dates: from _____ to _____

Student Name: _____ DOB: _____ ID#: _____

Additional Information

- Include the following transition information: the anticipated graduation date; a statement of interagency responsibilities or needed linkages; the discussion of transfer of rights at least one year before age of majority; and a recommendation for Chapter 688 Referral.
- Document efforts to obtain participation if a parent and if student did not attend meeting or provide input.
- Record other relevant IEP information not previously stated.

Response Section

School Assurance

I certify that the goals in this IEP are those recommended by the Team and that the indicated services will be provided.

Signature and Role of LEA Representative

Date

Parent Options / Responses

It is important that the district knows your decision as soon as possible. Please indicate your response by checking at least one (1) box and returning a signed copy to the district. Thank you.

- I accept the IEP as developed. I reject the IEP as developed.
- I reject the following portions of the IEP with the understanding that any portion(s) that I do not reject will be considered accepted and implemented immediately. Rejected portions are as follows:

- I request a meeting to discuss the rejected IEP or rejected portion(s).

Signature of Parent, Guardian, Educational Surrogate Parent, Student 18 and Over*

Date

**Required signature once a student reaches 18 unless there is a court appointed guardian.*

Parent Comment: I would like to make the following comment(s) but realize any comment(s) made that suggest changes to the proposed IEP will not be implemented unless the IEP is amended.

IEP 8

School District Name:
School District Address:
School District Contact Person/Phone #:

Progress Report on IEP Dated: from _____ to _____

Student Name: _____ DOB: _____ ID#: _____

INFORMATION FROM CURRENT IEP

Goal #:	Specific Goal Focus:
---------	----------------------

Current Performance Level: *What can the student currently do?*

Measurable Annual Goal: *What challenging, yet attainable, goal can we expect the student to meet by the end on this IEP period? How will we know that the student has reached this goal?*

Benchmarks/Objectives: *What will the student need to do to complete this goal?*

PROGRESS REPORT INFORMATION

Progress Report Date: _____ Progress Report # _____ of _____

Progress Reports are required to be sent to parents at least as often as parents are informed of their nondisabled children's progress. Each progress report must describe the student's progress toward meeting each annual goal.

Use multiple copies of this form as needed.

School District Name:

School District Address:

School District Contact Person/Phone #:

Individualized Education Program (IEP) Amendment

Amendment will be attached to IEP dated: from _____ to _____.

Student Name: _____ DOB: _____ ID#: _____ Grade/Level: _____

What change(s) will be made to the existing IEP?	Why?

Use only for minor changes that do not change type of placement.

Individualized Education Program Amendment

Attached to IEP Dated: from _____ to _____

Student Name: _____ DOB: _____ ID#: _____

Additional Information

Response Section

School Assurance

I certify that the changes in this amendment are those recommended by the Team and that the indicated services will be provided.

Signature and Role of LEA Representative _____

Date _____

Parent Options/Responses

It is important that the district knows your decision as soon as possible. Please indicate your response by checking at least one (1) box and returning a signed copy to the district. Thank you.

- I accept the IEP amendment. I reject the IEP amendment.
- I reject the following portions of the IEP amendment with the understanding that any portion(s) that I do not reject will be considered accepted and implemented immediately. Rejected portions are as follows:

- I request a meeting to discuss the rejected IEP amendment or rejected portion(s).

Signature of Parent, Guardian, Educational Surrogate Parent, Student 18 and Over* _____

Date _____

**Required signature once a student reaches 18 unless there is a court appointed guardian.*

Parent Comment: I would like to make the following comment(s) but realize any comment(s) made that suggest changes to the proposed IEP amendment will not be implemented unless the IEP or IEP amendment is changed.

School District Name:
 School District Address:
 School District Contact Person/Phone #:

Team Determination of Educational Placement

IEP Dates: from _____ to _____

Student Name: _____ DOB: _____ ID#: _____

Team Recommended Educational Placements	Corresponding Placement
The Team identified that IEP services are provided outside the general education classroom less than 21% of the time (80% inclusion).	<input type="checkbox"/> Full Inclusion Program
The Team identified that IEP services are provided outside the general education classroom at least 21% of the time but no more than 60% of the time.	<input type="checkbox"/> Partial Inclusion Program
The Team identified that IEP services are provided outside the general education classroom for more than 60% of the time.	<input type="checkbox"/> Substantially Separate Classroom
The Team identified that all IEP services should be provided outside the general ed. classroom and in a separate school that only serves students with disabilities.	<input type="checkbox"/> Day School
The Team identified that IEP services require a 24-hour education program.	<input type="checkbox"/> Residential School
The Team identified home-based IEP services for a student who is 3 to 5 years of age.	<input type="checkbox"/> Home-based Early Childhood Program
The Team identified IEP services provided in a program outside of the home for a student who is 3 to 5 years of age.	<input type="checkbox"/> Center-based Early Childhood Program
The Team has identified a mix of IEP services that are not provided in primarily school-based settings.	<input type="checkbox"/> Other:

Other Authority Required Placements (Non-Educational)	Corresponding Placement
The placement has been made by a state agency to an institutionalized setting for non-educational reasons.	<input type="checkbox"/> Institutionalized Setting Specify agency:
A doctor has determined that the student must be served in a home setting.	<input type="checkbox"/> Home-based Program
A doctor has determined that the student must be served in a hospital setting.	<input type="checkbox"/> Hospital-based Program

Placement Consent Form

Specific Program Location(s) and Dates:

Parent Options / Responses

It is important that the district knows your decision as soon as possible. Please indicate your response by checking at least one (1) box and returning a signed copy to the district along with your response to the IEP. Thank you.

- I consent to the placement decision.
- I refuse the placement decision.
- I request a meeting to discuss the refused placement decision.

Signature of Parent, Guardian, Educational Surrogate Parent, Student 18 and Over*

Date

**Required signature once a student reaches 18 unless there is a court appointed guardian.*

Administrative Placement/Environment Information – PL 2

(For school district record keeping only)

District:	School:		
Student:	SASID:	IEP Dates:	To:

SPECIAL EDUCATION SUMMARY DATA		
DOE036 Nature of Primary Disability	DOE034 Educational Environment	DOE038 Level of Need
01-Intellectual 02-Sensory/Hearing Impaired or Deaf 03-Communication 04-Sensory/Vision Impaired or Blind 05-Emotional 06-Physical 07-Health 08-Specific Learning Disabilities 09-Sensory/Deafblind 10-Multiple Disabilities 11-Autism 12-Neurological 13-Developmental Delay	3-5 Year Olds ONLY: 08-100% services in general education classroom 09-100% services in separate classroom ALL AGES: 10-Full Inclusion, less than 21% outside general education 20- Partial Inclusion, 21%-60% outside general education 40- Substantially Separate, outside general education more than 60% 41-Public Separate Day 50-Private Separate Day 60-Residential School 70-Homebound/Hospital (Not home schooled) 90-Public Residential Facility	01-Low-less than 2 hours of services per week 02-Low-2 hours or more of services per week 03-Moderate 04-High

Determining Level of Need

Check one box in each of the following columns that best describes the student's special education program.

Primary Setting(s):		Service Provider(s):		Percent of Program Time Receiving Special Education Services:	
1	<input type="checkbox"/> in general education classroom	<input type="checkbox"/>	general educators and paraprofessionals with consultation	<input type="checkbox"/>	under 25% of program time
2	<input type="checkbox"/> in and out of general education classroom	<input type="checkbox"/>	combination of general educators, paraprofessionals, special educators and related service providers	<input type="checkbox"/>	between 25% and 75% of program time
3	<input type="checkbox"/> out of general education classroom	<input type="checkbox"/>	special educators and related service providers	<input type="checkbox"/>	over 75% of program time

The criteria below are provided for your convenience. If the result of applying these criteria does not satisfactorily reflect the student's Level of Need, use **professional judgment**.

- If two or three boxes are checked in Row 1, indicate **low**.
- If two or three boxes are checked in Row 2, indicate **moderate**.
- If two or three boxes are checked in Row 3, indicate **high**.
- If one box is checked in each row, check either **moderate or high** depending on the need of the child.

Level of Need	<input type="checkbox"/> Low-less than 2 hours of services per week	<input type="checkbox"/> Low- 2 hours or more of services per week	<input type="checkbox"/> Moderate	<input type="checkbox"/> High
---------------	---	--	-----------------------------------	-------------------------------

Please refer to the SIMS Data Handbook at MADOE web site for expanded definitions.

School District Name

**EVALUATION CONSENT FORM
Attachment to N 1**

TYPE OF ASSESSMENTS: <i>A variety of assessment tools and strategies should be used to gather information that determines the educational needs of this student. [Check yes or no for each assessment.]</i>	RECOMMENDED	
	YES	NO
Assessment in All Areas Related to the Suspected Disability(ies) – describes the student’s performance in any area related to the child’s suspected disability(ies). List recommended assessment(s): _____ _____ _____		
Educational Assessment – includes the history of the student’s educational progress in the general curriculum and includes current information on the student’s performance.		
Observation of the Student – includes the student’s interaction in the student’s classroom environment or in a child’s natural environment or an early intervention program.		
Health Assessment – details any medical problems or constraints that may affect the student’s education.		
Psychological Assessment – describes the student’s learning capacity and learning style in relationship to social/emotional development and skills.		
Home Assessment – details any pertinent family history and home situations that may affect the student’s education and, with written consent, may include a home visit.		

PARENT RESPONSE SECTION

Please indicate your response by checking at least one (1) box and returning a signed copy to the school district. Please keep one copy for your records. Thank you.

I accept the proposed evaluation in full. I reject the proposed evaluation in full.

I accept the proposed evaluation in part and request that only the listed assessments be completed:

I additionally request the following assessment(s): _____ assessment(s) listed above: _____ other assessments: (specify) _____

Signature of Parent, Guardian, Educational Surrogate Parent, Student 18 and Over*

Date

**Required signature once a student reaches 18 unless there is a court appointed guardian.*

PARENT INPUT

We strongly encourage you to share your knowledge of this student with us. If you choose, please provide a written statement (use back of form) or call the indicated contact person. Thank you.

IEP DEVELOPMENT

The IEP meeting can be a daunting process for parents because a great deal of information is discussed, and the meeting itself may take from one to one and one-half hours. For that reason, it is rare that the entire Team would write an IEP line-for-line during this meeting. Instead, the parent will be given a Meeting Summary sheet. For students found eligible for services, this will identify the goal areas as well as the service delivery grid. For students who are not found eligible, the Summary sheet will identify next steps. The Meeting Summary templates used by Ipswich Teams for various types of meetings are included on the ensuing pages.

The IEP, or Individualized Educational Program is developed based on the discussion at the team meeting. The results of the individual evaluations are used to provide baseline information that allows the Team to detail modifications, accommodations, measurable goals and services for the student.

The IEP includes information including the nature and extent to which the student may require environmental accommodations or modifications, and what resources are required to support learning in the general education curriculum and environment. IEP development occurs in a structured, sequential manner:

- **Present Levels of Performance** are a statement of what strengths and needs the student currently exhibits
- **Goals** identify the knowledge and skills that the student will need to achieve by the end of the IEP year.
- Special education programs and **services** are detailed in terms of type of service, amount of time, and period of duration
- Service **providers** are also delineated by category

IPSWICH PUBLIC SCHOOLS
IEP MEETING SUMMARY
(Initial & Re-Evaluation)

Student Name: _____ Date: _____

School: _____ Grade: _____

Parent/Guardian Name(s): _____

IEP Liaison: _____ Telephone: _____

Person completing this form: _____

Type of Meeting (Circle one): **Initial** **Re-evaluation**

Eligibility Determination: Disability (ies) _____

Effective Progress: **Yes or No** _____

Major Goal Areas: _____

Discussed Bullying/Harassment:

1. Does the Team believe the student could potentially become a target? _____
2. Is the student able to identify bullying attempts? _____
3. Does the student engage in behavior that might be identified as bullying? _____
4. Is the student able to conform to the school's code of conduct relative to bullying prevention? _____
5. Is the student able to access the general education curriculum, including the bullying prevention curriculum? _____

Special Considerations for ASD: **Yes or No**

Notes: _____

Service Delivery Grid (attached): **Yes or No**

A-Indirect Services B-Direct Services in General Education Setting C-Direct services in Other Setting

Transition Plan (14 Years and older): _____

For High School Only: 688 Referral: _____ Age of Majority: _____ Anticipated Date of Graduation: _____

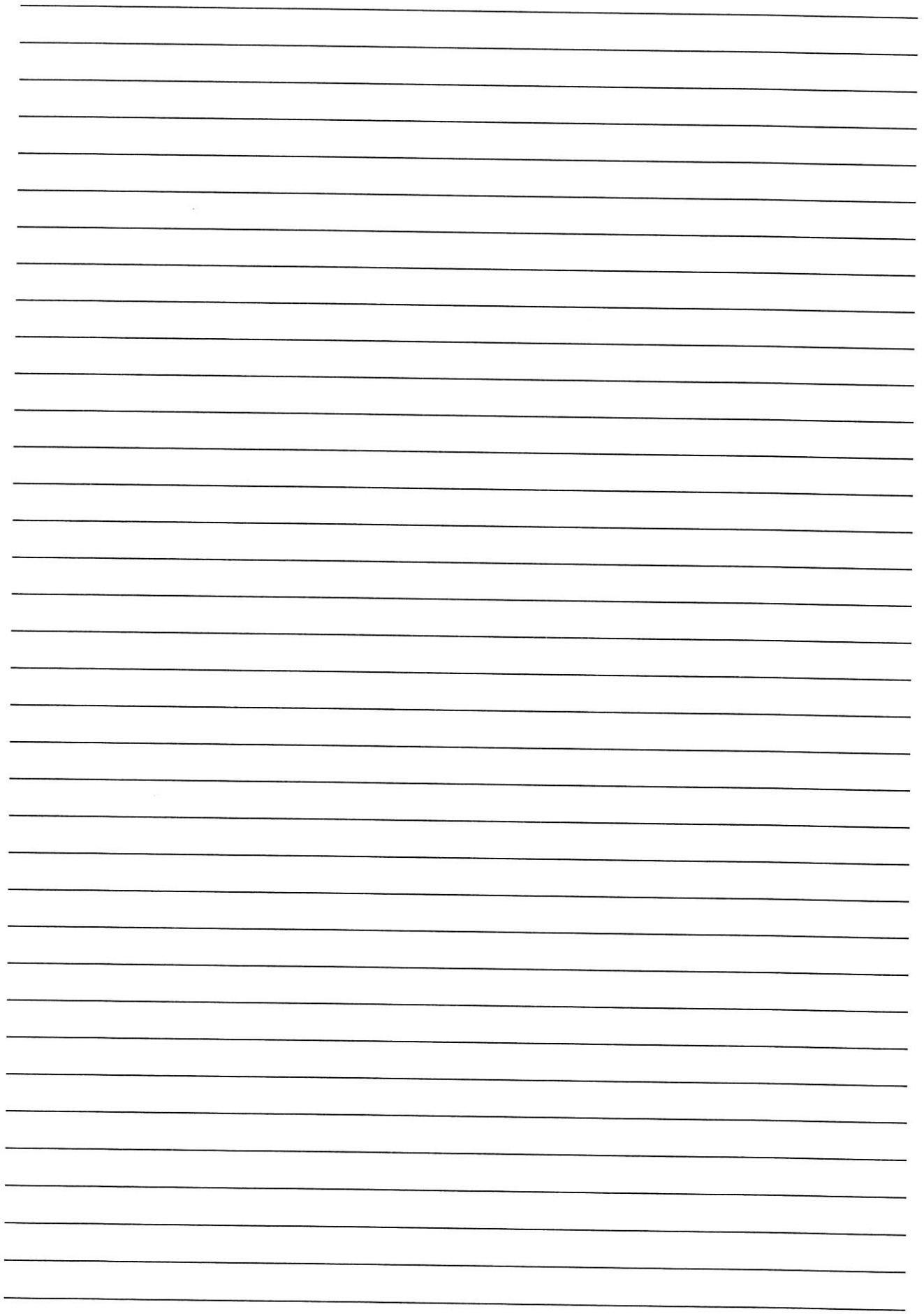
MAIN FOCUS OF DISCUSSION: (Major Goals, Accommodations, Schedule Modifications, Rejected Items, etc.)

The parents were furnished with a copy of the **Procedural Rights** brochure with their evaluation consent form.

***I have received a copy of the Meeting Summary:** _____

(Continued on back of form Y or N)

(Signature) **60**



IPSWICH PUBLIC SCHOOLS
IEP MEETING SUMMARY
(Amendment, Progress Meeting, Other)

Student Name: _____ Date: _____

School: _____ Grade: _____

Parent/Guardian Name(s): _____

IEP Liaison: _____ Telephone: _____

Person completing this form: _____

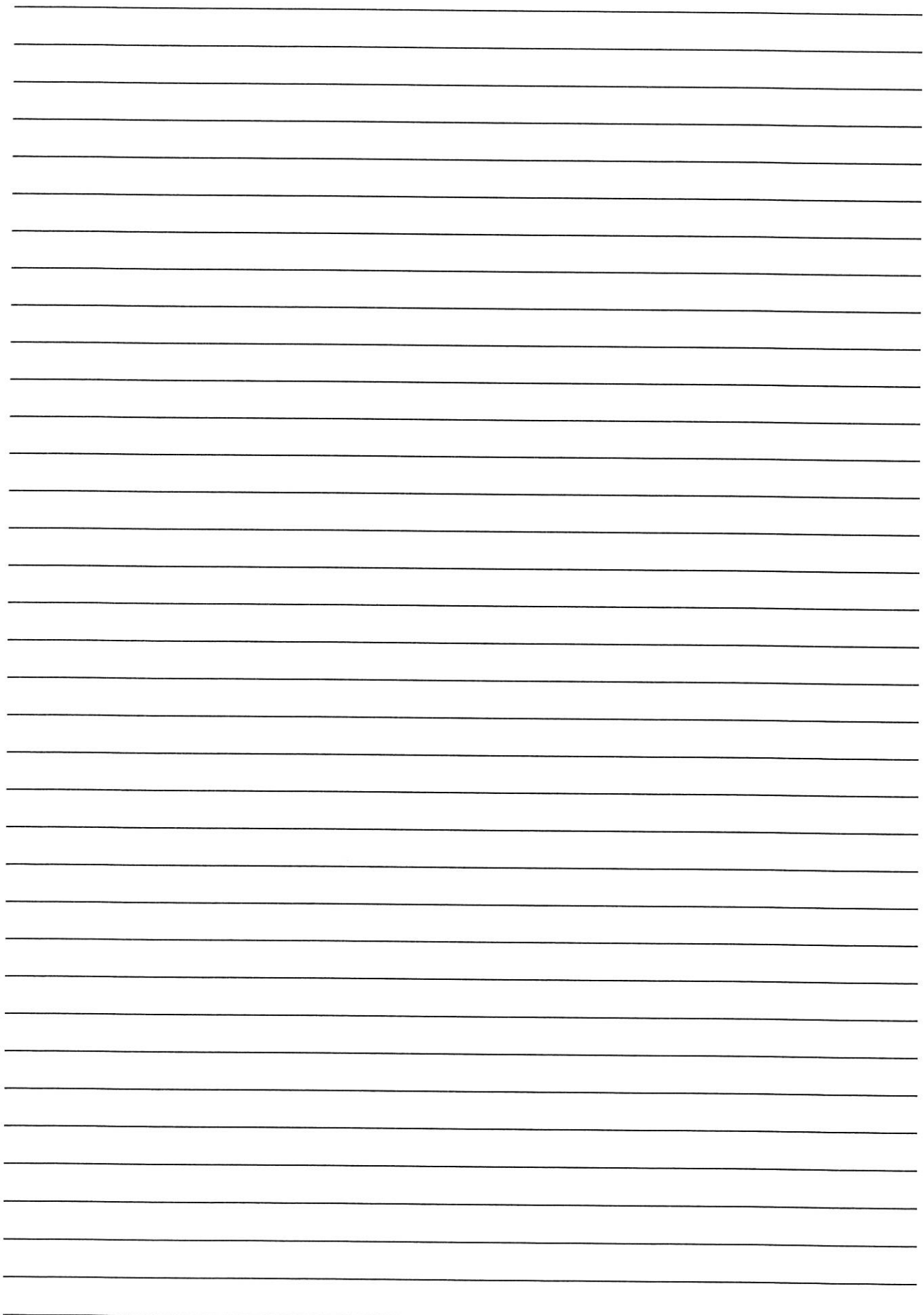
Type of Meeting (*Circle one*): **Amendment** **Progress** **Other:** _____

Service Delivery Grid (*attached*): **Yes or No**

A-Indirect Services B-Direct Services in General Education Setting C-Direct services in Other Setting

MAIN FOCUS OF DISCUSSION:

*I have received a copy of the Meeting Summary: _____
(Continued on back of form Y or N) *(Signature)*



IPSWICH PUBLIC SCHOOLS
IEP MEETING SUMMARY
(Annual Review)

Student Name: _____ Date: _____

School: _____ Grade: _____

Parent/Guardian Name(s): _____

IEP Liaison: _____ Telephone: _____

Person completing this form: _____

Type of Meeting : ***Annual Review***

Major Goal Areas: _____

Discussed Bullying/Harassment:

1. Does the Team believe the student could potentially become a target? _____
2. Is the student able to identify bullying attempts? _____
3. Does the student engage in behavior that might be identified as bullying? _____
4. Is the student able to conform to the school's code of conduct relative to bullying prevention? _____
5. Is the student able to access the general education curriculum, including the bullying prevention curriculum? _____

Special Considerations for ASD: **Yes or No**

Notes: _____

Service Delivery Grid (attached): **Yes or No**

A-Indirect Services **B**-Direct Services in General Education Setting **C**-Direct services in Other Setting

Transition Plan (14 Years and older): _____

For High School Only: 688 Referral: _____ Age of Majority: _____ Anticipated Date of Graduation: _____

MAIN FOCUS OF DISCUSSION: (Major Goals, Accommodations, Schedule Modifications, Rejected Items, etc.)

The parents were furnished with a copy of the **Procedural Rights** brochure at the time of the meeting to develop the IEP.

***I have received a copy of the Meeting Summary:** _____

(Continued on back of form Y or N)

(Signature) **64**

Lined writing area with 30 horizontal lines.

SPECIAL CONSIDERATIONS IN CREATING IEP'S

The Department of Elementary and Secondary Education (DESE) has offered guidance to special education Teams regarding the various disability categories. These considerations are important not only for the determination of eligibility for special education services, but also for ensuring that various aspects of the presenting disability are addressed in the IEP plan which is developed.

The following pages, taken from *Is Special Education the Right Service?* Should be review by Teams in order to give full consideration to the educational impact of the disability areas.

Table SA

SPECIAL CONSIDERATIONS RELATED TO DISABILITY IN DETERMINING ELIGIBILITY

Autism
<ul style="list-style-type: none"> • Performance may be inconsistent and may not be consistent with developmental norms. • Environmental structure and presentation of materials may significantly affect performance. • High anxiety is frequently a major component and may affect performance measures. • Students may manifest difficulty with incidental learning. • The impact of this disability is pervasive. • Students may manifest attentional issues and issues with organizing information and understanding abstract concepts.
Developmental Delay
<ul style="list-style-type: none"> • Appropriate consideration only for students 3 to 9 years of age. • Team must consider developmental normative data and curricular expectations of the educational environment. • Test scores cannot be single determinant of disability finding particularly in making a finding of a significant delay. A balanced approach to assessment results is required. • For 3-5 year old students, Team must consider student participation in developmentally appropriate activities. • Appropriate standards to determine that the developmental delay exhibited by the student is "significant" – recommended minimum is 6 months delay. However, Team must determine if the effect on the student is "significant" in light of the educational context and expectations. • Team should determine that delay is not a function of lack of instruction or opportunity to learn, nor a function of cultural differences or temporary events in the child's life. • Category should not be used as a "temporary catch-all," and Team should consider if constellation of assessment findings fits with another disability type.
Intellectual Impairment
<ul style="list-style-type: none"> • Nature of impairment is permanent and generally consistent across similar learning tasks. • Health or physical impairments may have similar presentations. Team should carefully consider history and other reasons for assessment results. • Evidence of limited capacity in at least three different settings or situations should be present. • <u>The impact of this disability is pervasive.</u>
Sensory Impairment-Hearing
<ul style="list-style-type: none"> • Language and communication access and skills are integral to making effective progress for students who are deaf or who have hearing loss. • Hearing acuity, not auditory processing, is a key feature. • Finding should address hearing capacity <u>after</u> correction, if correction is possible. Cochlear implants, hearing aids, or use of an FM system can correct or facilitate learning. If student uses any of these, the impact of such should be part of the assessment consideration. • Careful consideration must be given to any sudden changes in hearing acuity to determine if short-term, corrective action can be taken, prior to determining eligibility. • Hearing impairments are at high risk for co-existing with other disabilities. • Due consideration must be given to assessment challenges with <u>young children.</u>
Sensory Impairment-Vision
<ul style="list-style-type: none"> • Vision impairments are at high risk for co-existing with other disabilities. • There is a lack of formal assessment tools for vision loss and concomitant issues. This presents challenges in obtaining complete and representative assessment information. • Stability or progressiveness of vision loss is integral to examining impact. • Standardized tests developed for use with sighted individuals may provide inaccurate measures of skills, abilities, or developmental levels for blind or visually impaired students. • Visual acuity, not visual processing, is a key feature of this impairment. • Findings should address vision capacity after correction, if correction is possible.

Table 5A: SPECIAL CONSIDERATIONS RELATED TO DISABILITY - continued

Sensory Impairment - Deaf-Blind

- Deafblindness is at high risk for co-existing with other disabilities, the presence of which may mask hearing and vision loss.
- Many syndromes are associated with deafblindness. Presence of a syndrome should trigger key assessments.
- Unique challenges in obtaining representative skill levels.
- Low incidence population – presents challenges in identification and service issues. Acuity measures often fluctuate. Presence of an individual familiar with deaf blindness is recommended.
- Safety and mobility generally significant concerns.
- Intellectual capacity difficult to evaluate and often inappropriately ignored. Deafblind individuals have wide range of abilities.

Neurological Impairment

- Intellectual Impairment, Specific Learning Disability, or Emotional Impairment may have similar presentations.
- Potential for intermittent, inconsistent, or delayed effects of neurological impairment confusing the connection to educational progress.
- High incidence of co-occurrence of behavioral issues, substance abuse issues, or issues of socially inappropriate behavior.
- Highly correlated with effects of neurotoxins (lead poisoning, substance abuse, Fetal Alcohol Syndrome).
- Highly correlated with effects of stroke, brain tumors, traumatic brain injury, anoxia, spinal cord injury, infectious disorders (e.g., encephalitis), metabolic disorders, chemotherapy, radiation, degenerative diseases, and various syndromes.

Emotional Impairment

- Team must consider if presentation is due to serious emotional disturbance or social maladjustment (see Table 5B).
- Willful decision making that does not result from deficits in judgment nor deficits in skill or performance attributable to an emotional impairment may preclude a finding of eligibility.
- Voluntary behavior with an absence of remorse that cannot be attributed to an emotional impairment may preclude a finding of eligibility.
- Involvement of the court or DYS must be carefully examined and not assumed to represent a finding of disability.
- High anxiety is frequently a major component of an emotional impairment and may affect performance measures.
- Lack of progress in relation to this type of disability must consider school attendance/school refusal/tardiness; transience; family, personal, or school crisis; and/or possible substance abuse.
- High incidence of co-occurrence of behavioral issues, substance abuse issues, or issues of socially inappropriate behavior.

Communication Impairment

- Specific Learning Disability or Emotional Impairment may have similar presentation.
- A finding of a "significant" communication impairment must be related to the ability of the student to convey meaning to others or to understand communication from others in both formal and informal educational contexts.
- Should not be used to provide supportive services to students with language differences rather than a disability.
- Presence of minor articulation errors or disfluencies must be considered in the context of the educational environment and its expectations in order to determine if a disability exists and if it is causal to a lack of educational progress. Many students with minor articulation errors or disfluent speech do not require special education.

Table SA: SPECIAL CONSIDERATIONS RELATED TO DISABILITY - continued

Physical Impairment

- Student is not eligible when the physical need is short term and medically treatable and does not affect ability to make effective educational progress.
- Student is not eligible when problems of physical disability can be corrected through changes to the physical plant or classroom space.
- Student is not eligible when problems of physical disability can be corrected through provision of assistive device(s) or equipment that can be used immediately without special training. (If such devices or equipment are educationally necessary, then the school is required to provide them during school hours.)
- Student is not eligible when he/she has learned to independently use compensatory strategies or assistive devices or equipment and is, therefore, making effective educational progress. (If such devices or equipment are educationally necessary, then the school is required to provide them during school hours.)
- Student may be eligible if physical impairment is progressive and although educational progress is not currently impaired, the progress of the physically disabling condition makes such limitation inevitable and requires immediate attention to compensatory strategies.

Health Impairment

- See special considerations related to physical disabilities (above). Similar concerns are present for health impairments.
- Consideration of severity is critical and must occur in the context of the educational program and educational expectations as well as the nature of the health impairment and expected longevity and severity.
- Consideration of temporary, episodic, or cumulative impact related to chronic conditions with phases of partial remission and acute impairment should be carefully considered in light of student's educational progress over time.
- Health conditions may have an impact for the student that fluctuates over time and in response to medication or medical treatment. The Team must determine if such fluctuations represent a persistent threat to the student's ability to make effective progress, or if they are episodic and short term in nature and can be managed through temporary accommodations.
- Attention deficit disorders are discussed in more detail in Table 58.

Specific Learning Disability

- Test scores cannot be single determinant of disability finding particularly in making a finding of a severe discrepancy. A balanced approach to assessment results is required.
- Federal requirements include that the Team must determine that the student does not achieve commensurate with age and ability, if provided with learning experiences appropriate for the student's age and ability (34 CFR 300.341(a)); and
- Team must ensure that finding of inability to make progress is not the result of other impairments or environmental, cultural, or economic disadvantage (34 CFR 300.541(b)) (see also Table 58).
- Federal law requires that the Team find that the child has a severe discrepancy between intellectual ability and achievement in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematics calculation, and/or mathematics reasoning. (34 CFR 300.541(a)(2))
- A written statement(s) is required by the Team. (34 CFR 300.543) The statement must document the Team's determination of whether or not the student has a specific learning disability, the basis for the determination, the relevant behavior from observations, the relationship of that behavior to the student's academic functioning; the educationally relevant medical findings, if any; and whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related services. The written report must also include the determination of the Team concerning the effects of environmental, cultural, or economic disadvantage. Each Team member is required to indicate if such statement reflects his or her own conclusions and if it does not, the Team member must submit a separate statement with his or her conclusions in these areas.
- Disability finding meshed with finding related to inability to make progress in education – cannot be considered separately like most of the other disability types.
- Consideration in relation to age, instructional history, cognitive abilities, and academic performance.
- A pattern of strengths and weaknesses must be present.
- Particular attention must be paid to reading instruction (or lack thereof) when considering SLD. See also Table 58.

Table 58

SPECIAL CONSIDERATIONS RELATED TO STUDENTS WITH CERTAIN CHARACTERISTICS

Groups	SPECIAL CONSIDERATIONS
Students with suspected ADD or ADHD.	<ul style="list-style-type: none"> • Not eligible for special education <u>solely</u> by virtue of the diagnosis – assessment must show that attentional issues rise to the level of a disability – if so, most likely disability type will be "health impairment". • Diagnosis by General Practitioners must be considered in light of educational impact. Psychologists or Neurologists may be more precise in their use of this term in the educational context. • Student needs may be able to be met through environmental accommodations or adaptations and may not require special education. • Medical treatment options are controversial, and parents may elect not to consider their use for students with such characteristics. • Schools cannot make service contingent on use of medication for ADD or ADHD. • If the student <u>does</u> use medication, then assessment must reflect performance with medication. • Attentional issues may be components of other impairments or may co-occur with other impairments, and a careful consideration of emotional impairment, specific learning disability, neurological impairment, or other types of disabilities should accompany any discussion considering ADHD. • Student's attentional issues may significantly interfere with attention to the educational environment and may, therefore, significantly adversely affect educational performance. With no other presenting issues, the disability determination would be Health Impairment.
Young Children	<ul style="list-style-type: none"> • If the student is coming from early intervention programs, consideration should be given to assessment information already available. • Assessment data may need to be gathered from natural environments such as the playground, the home, or other settings where the child spends time. • Observational data should include the child in relation to activities alone and with others, both adults and other children. • Young children develop at varying rates and according to the life experiences available to them. Great variation will be seen. Determining if the variation seen in the individual child's performance is aberrant or significantly delayed is the challenge. • Many standardized norm referenced tests are not applicable to young children. Assessment sources may be primarily informal. • Early childhood specialists and the child's family may be the most effective informants to the Team decision-making. • Concerns about the young child in relation to the general curriculum and the life of the school may consist of a review of typical play-based activities related to the developmental foundation for academic work and may not be based in a school environment.
Students with Different Linguistic or Cultural Background	<ul style="list-style-type: none"> • Different linguistic or cultural background may only be used to determine <u>ineligibility</u> if different linguistic or cultural background is the <u>determinant</u> factor for a student's inability to make progress and the student does not otherwise meet eligibility criteria. • Different linguistic or cultural background more of an assessment factor as outlined in the following bullets. • Regulations require the use of tests that are linguistically and culturally free of bias. However, there are not sufficient unbiased assessment tools to provide comprehensive information. • Teams should ensure they have information available on the linguistic or cultural differences related to learning that may be applicable to the student being considered for special education eligibility. • Assessment of the student's inability to make effective progress must go beyond simple determination of English language skills. Language proficiency, both receptive and

Table 58: SPECIAL CONSIDERATIONS RELATED TO CERTAIN CHARACTERISTICS -continued

<p>Students with Different Linguistic or Cultural Background (continued)</p>	<p>expressive, in relation to all aspects of school communication must be assessed to determine relationship of linguistic/cultural background to school achievement.</p> <ul style="list-style-type: none"> • Cultural differences may impact the student's approach to school and learning and the student's educational history. • Cultural differences of the parent may not be readily apparent in the student but may affect the student's approach to school, learning, and assessment. • When possible, information from a person fluent in the language and culture of the student and conversant with academic expectations of the school would be valuable to the Team's discussion. • Information on the student's educational history should be considered very carefully and, if possible, information on educational history outside of the U.S. should be obtained.
<p>Students involved with Social Services or the Courts</p>	<ul style="list-style-type: none"> • Involvement with Social Services or the Courts should not result in a presumption that a student requires special education nor that inability to make progress in education is caused by factors outside of the school environment. • Schools must use the same standard to determine eligibility as for any other student.
<p>Students with Multiple Impairments</p>	<ul style="list-style-type: none"> • Teams may make a determination of multiple disabilities if all disabilities are inextricably meshed and there is no primary disability. • Determination of a primary disability would be appropriate if the Team believes that the educational impact of one type of disability is much greater than any other impairment of the student.
<p>Social Maladjustment</p>	<ul style="list-style-type: none"> • The Team must determine that student behavior interfering with student achievement does not result from willful misbehavior or the effects of willful unconcern with education with no indication of a causal disability such as an emotional impairment. • The determinations that a Team would make when considering if a student's misbehavior is a result of the student's disability are instructive. The Team would seek to determine if the student knew what was appropriate behavior at the time of the misbehavior, was capable of appropriate behavior at the time of the misbehavior, and still willfully choose not to do the appropriate thing. • Information related to use of alcohol or drugs may be a factor in making a finding that social maladjustment is causal to lack of progress, rather than a disability.
<p>Poor performance on MCAS</p>	<ul style="list-style-type: none"> • Statutory language explicitly requires that students not be found eligible for special education solely because of poor performance on the Massachusetts Comprehensive Assessment System (MCAS) tests. • Poor MCAS performance should be considered one piece of assessment information that is appropriately considered when a student is referred for an evaluation because of a suspected disability.
<p>Lack of Reading or Math Instruction</p>	<ul style="list-style-type: none"> • Ineligibility may only be found if lack of instruction is the determinant factor for lack of progress and the student does not otherwise meet the eligibility criteria. • Special education is <u>not</u> the appropriate service solely to provide instruction to a student who has not received instruction in the past. • Lack of instruction may occur for students coming to the U.S. from underdeveloped countries. • Lack of instruction may occur for migrant students or students from families with transient histories. • Lack of instruction may occur when students have been homeless. • Lack of instruction may be considered by the Team when the Team has knowledge that the student received limited instruction with limited instructional variation. For instance, reading instruction that employed solely a whole language approach.

PROCESSING THE IEP

Furnishing a Meeting Summary

The Program Manager gives the parent a copy of the Meeting Summary Sheet. This serves as a placeholder until the completed IEP is issued within two calendar weeks.

Issuance of the IEP

Parents are provided a self-addressed envelope, along with two copies of the proposed IEP to sign and return to the Special Education Office in their school. Receipt is date-stamped and entered into the electronic IEP system by the special education building secretary. For students whose costs qualify them for Circuit Breaker consideration, the secretary will also attach a copy of the signature page to the service delivery grid(s) and place these pages in the Circuit Breaker files. Accompanying the IEP is a form referred to as the "N-1," Notice of Proposed District Action. This acts as a summary of the salient areas of the accompanying IEP.

Parent Response to the IEP

No later than 30 days after receipt of the proposed IEP and placement, the parents will accept or reject the IEP in whole or part; request a meeting to discuss the rejected portions of the IEP. IEPs rejected in whole or part are sent to the Bureau of Special Education Appeals (BSEA). In cases where parents have not returned the signed IEP within 30 days, and attempts have been made to contact the parents, these IEP's are also sent to BSEA.

Implementation upon receipt

Upon signed receipt, The District will implement all accepted elements of the IEP without delay. Should there be a question regarding resources, the Team must provide as many of the accepted services as possible, and then immediately inform the parent in writing of any delayed services, the reasons for the delay, and the actions the District is taking to address the service. Compensatory services will be offered for accepted, but delayed services.

Amendments

The Team can further develop or amend a signed IEP. The consultation for the amendment can take place with the parent and Team in person or via phone. The N-1, Notice of Proposed Action, accompanying the Amendment will summarize the nature of the amendment. It should be noted, however, that amendments are only appropriate for small changes in an IEP. Any significant changes made to an IEP would require that a new IEP be issued, and again, the circumstances of the issuance of a new IEP would be summarized in the accompanying N-1

EVALUATIONS IN PROCESS : PARENTAL AND STUDENT RIGHTS

All Special Education Evaluation Teams have been made aware of the following Rights and Responsibilities in regard to evaluations in process:

- The same protections which accrue to students who have been found eligible for special education services apply to those students whose evaluations are in process.
- Timelines and discipline considerations for students whose evaluations are in process are treated “as if” the student had been found eligible.
- Protections afforded to students with disabilities are extended to those students whose evaluations are taking place.

These protections apply because the District can be viewed as “having a Basis of Knowledge” of the potential needs of the student, and so, for that reason, protections are accorded.

This Basis of Knowledge applies when:

1. The parent of the student has expressed a concern in writing to an administrator or a teacher that the student may be in need of special education.
2. The parent has requested an evaluation.
3. The teacher of the student or other school personnel have expressed concerns about a pattern of behavior demonstrated by the child. This concern would have been expressed either to a principal, supervisor, or other administrator.

LEVELS OF INDEPENDENCE

MA DESE Special Education Technical Assistance Advisory SPED 2014-3 (revised) advises school districts and parents about concerns regarding inappropriate utilization of paraprofessionals. In an effort to reduce over-use of paraprofessionals in a transparent manner guided by best professional practices, Ipswich has created a mandated practice.

At the Initial, Annual Review or Re-Evaluation meeting held for a student who has had support personnel assigned to him/her, the Team must include in its Annual Review an assessment of the student's level of independence in areas of functioning. Further, a detailed plan should be discussed for fading this support.

The document included on the following page is the Technical Assistance Advisory, *Identifying the Need for Paraprofessional Support*. This is followed by the template for discussion currently used in the District. The intent of this consideration is not to deny services to students who need them; rather, it represents a focus on building student internalization of skills, with ultimately greater student independence.

- > **Special Education Home**
- > **Technical Assistance**
 - Educator Evaluation
 - Training
 - Documents
 - Grants
 - IDEA 2004
- > **LEAP**
- > **Early Childhood**
- > **Secondary Transition**
- > **MA Tiered System of Supports**
- > **IEP Process, Forms & Notices**
 - IEP Improvement Project
- > **Policy and Guidance**
 - Advisories
 - MA SPP and APR
- > **Parent Information**
- > **Complaints & Compliance**
- > **Special Education Appeals**
- > **MCAS**
- > **MCAS Alternate Assessment**
- > **Laws and Related Documents**
- > **General Information**
- > **Assistive Tech. and Accessibility**
- > **Links and Resources**
- > **Contact Us**

Special Education

Technical Assistance Advisory SPED 2014-3 (revised): Identifying the Need for Paraprofessional Support

To: Administrators of Special Education, Parents, and Other Interested Parties

From: Marcia Mittnacht, State Director of Special Education

Date: February 26, 2015

The purposes of this advisory are to:

- a. Advise school districts and parents about concerns regarding inappropriate utilization of paraprofessionals.
- b. Clarify when it may be appropriate to use a paraprofessional, as well as ensuring adequate training and supervision.
- c. Provide recommended actions and sample tools to increase school district capacity to support students with disabilities.
- d. Clarify the decision-making process for assigning paraprofessionals to individual students.

A. Introduction: Response to a Cry for Help

When school personnel or parents request a paraprofessional, they are asking for help. Something is amiss. Should a school district respond simply by assigning a paraprofessional to an individual student? Absolutely not.

"If schools respond exclusively to the request for a paraprofessional, without fully understanding the meaning behind the request, it increases the likelihood of masking the underlying issues and delaying attention to them."¹ Instead, "the task is to identify the underlying issues so that they can be addressed."²

The essential premise of this advisory is that the underlying learning needs of each particular student - that is, the root causes of the teacher's or parent's "cry for help" - must first be determined. Then there needs to be consideration of the full array of supports and services that may successfully address the student's unique needs. Districts must not restrict their consideration to use of a paraprofessional.

B. Concerns Regarding Inappropriate Use of Paraprofessionals

Data reflecting substantial increases in the number of special education paraprofessionals raises concerns about whether districts are effectively responding to the educational needs highlighted by requests for a paraprofessional.

The Department is particularly concerned by reports that, in some cases, paraprofessionals have been assigned simply on the basis of a student's educational profile or to provide a teacher with temporary relief from a demanding student. This may leave unaddressed key issues such as (a) improving teacher ability to educate a full range of students with disabilities; (b) building capacity in general education to design curriculum and instruction for mixed ability groups that include students with disabilities; and (c) changing or improving student behavior.

The Department is also concerned that paraprofessionals have been assigned responsibilities that require the skills of a licensed teacher - for example, making curriculum decisions, planning lessons or designing adaptations, as compared with implementing decisions made by the teacher. There have also been reports of inadequate training and supervision, making it impossible for a paraprofessional to be effective. And, paraprofessionals may continue to be assigned even though other services or supports could more appropriately address the student's learning needs. Inappropriate use of paraprofessionals may have detrimental consequences such as over-dependence, interference with peer interactions, insular relationships, stigmatization, provocation of behavior problems, or diminished student-teacher interactions.

This is not to say that paraprofessional services should never be used.³ As with any other special education service, paraprofessionals are inherently neither appropriate nor inappropriate for a particular student. Appropriate use of paraprofessionals depends, to a large extent, on whether the paraprofessional has the requisite skills to address effectively one or more aspects of a student's unique needs and whether the paraprofessional is adequately trained and supervised to be effective. Importantly, appropriate utilization of paraprofessionals also depends on consideration of whether there are other service or support options that would be a better choice because they would address effectively these same learning needs and offer additional advantages such as fostering greater independence. The process for weighing these considerations and making a decision as to whether a paraprofessional should be assigned to a particular student, will be discussed in section E of this Advisory.

C. Over-Arching Goal of Promoting Students' Independence

It is the essential mission of elementary and secondary education to prepare all students for successful adult life, which may include independent living, competitive employment, further postsecondary education or training, and participation in the life of their community. State and federal special education laws recognize that independence is a key factor of adulthood and our public schools must always strive to build independence in our students, particularly as they begin to approach adult life.⁴

In order for these core educational principles to be realized, decisions regarding special education and related services (and, in particular, decisions regarding paraprofessional services) must be made in a way that allows the unique learning needs of each student to be met and that, at the same time, allows each student to become as independent as possible, particularly in preparation for the end of secondary education.

The following recommended actions are intended to respect and promote these essential principles.

D. Recommended Actions: School District Level

Whole school approach. School districts can develop greater regular education capacity to effectively serve diverse learners. School district leaders should review the use of paraprofessionals within the context of the whole school environment and consider adopting a tiered model of supports such as [Massachusetts' Tiered System of Supports \(MTSS\)](#). Data gathered in the analyses of students' needs can be compiled into a chart or matrix, and reviewed by school-based teams to make decisions regarding system-wide allocation of services and supports. Effective use of school-based student support teams (SSTs) may reduce the number of retentions, suspensions/expulsions, and referrals to special education. SSTs may also assist in reducing the inappropriate use of paraprofessionals. See the [MTSS quick reference guide for student support teams](#).

District culture. Some may unconsciously believe that a one-to-one paraprofessional is always needed for a student with a particular kind of educational profile. It is important for the district community to examine its own assumptions and to challenge those that perpetuate a status quo that can result in unintended negative consequences. District leaders may find it fruitful to share data on the use of paraprofessionals and to discuss with students, their families and special educators together how to achieve the best instructional services, and aim for the best academic and non-academic outcomes for students. Involving families in this discussion will assist in fully considering how the community as a whole, not just the school, can help to achieve successful adult life outcomes for all students.

E. Recommended Actions: Individual Students

The IEP decision-making process. State and federal special education law require an IEP Team to make all decisions regarding the assignment of a paraprofessional to a particular student. The Team makes this decision solely on the basis of whether paraprofessional services are appropriate to meet the unique learning needs of the particular student so that he or she will have the opportunity to receive FAPE in the least restrictive environment and at the same time prepare for "further education, employment, and independent living."¹

Breaking down the IEP Team decision-making into a three-step process, that considers use of paraprofessionals within a broader context, may substantially increase the likelihood of using paraprofessionals appropriately and effectively. First, at least one member of the Team should be fully informed about the general education environment and the expectations that typical students are expected to meet in the coming year. In that context, the Team examines information available from evaluations and other information which may include concerns of the parent, and previous progress with earlier IEPs. The Team then identifies all of a student's *special education needs* arising from the disability and presenting barriers to the student's learning. The Team must differentiate among needs that can and should be met in the general education environment with accommodations or minor modifications and needs that that must be met through the delivery of specially designed instruction² so that the student receives FAPE.

Second, the IEP Team considers the goals that are most important for the student to accomplish during the upcoming year and considers these goals in the context of the general curriculum, it's available support services as well as the *entire range of specially designed instruction, related services and accommodations* that can meet the student's particular needs.

Finally, the Team then determines the extent to which needed services can be delivered in the general education classroom and which services may require removal from the classroom. Research supports that most students with disabilities have better outcomes when they are fully included in the general education classroom, and the Team is tasked with carefully considering the risks and benefits to the student when removal appears to be necessary. It is at the intersection of these two important priorities -- the least restrictive environment (the general education classroom) and the promotion of independence, that the Team may consider the use of a one to one paraprofessional. If a one to one paraprofessional can increase the student's access to the general education environment or assist in moving toward more independence, then generally the Team should identify use of the paraprofessional.

This decision-making process offers the following advantages: (1) it assists the Team to assign paraprofessionals when necessary to meet the individual student's unique special education needs, (2) precludes assignment of a paraprofessional based on limited information - for example, solely on the basis of a student's diagnosis or the needs of a teacher, and (3) seeks to ensure that service or support options (other than a paraprofessional) are also considered and utilized if they would address effectively a student's learning needs and offer additional advantages such as fostering greater independence.²

Training and supervision. School districts have an affirmative obligation to ensure that all paraprofessionals are trained and supervised so that they will be able to provide the services for which they are responsible, as reflected in federal Office of Special Education Programs (OSEP) policy guidance. Therefore, once an IEP Team decides that a paraprofessional is needed for a student, the Team has a responsibility to determine the means by which a paraprofessional will have sufficient training and supervision. This may occasionally require additional services or consultation in the IEP.

Develop a plan for fading paraprofessional support. It is important that paraprofessional services continue in amount and duration only as needed. For many students, other services or supports can be substituted for some or all of a student's paraprofessional services. Therefore, whenever an assignment of paraprofessional services is initially made, the Team should discuss and develop a plan for reviewing the continued need for these services, including a process to review and monitor the student's progress and determine whether the student's need can be met with other services or supports. The Team may establish criteria which, if met by the student, will trigger initiation of the IEP amendment process to consider a change in services. The family is a critical partner in the planning process, with the family made well aware of any potential changes in the student's program and engaged throughout the process. There is no "standard" plan for fading paraprofessional services--each will be individually tailored for the particular student.





Anchor district policies and procedures with best-practices for student leadership. Depending on the age of the student involved, the student may be a "driver" but at all times will be a participant in whatever actions are taken. Keep the student's needs and desires at the center of discussions and to the extent possible, involve the student in the planning and actions taken. If, after all, the purpose is to promote independence, then the student should be able to take pride in actively working toward his/her increased independence and full participation in the life of the school. With the student central to the process, educators and families alike must remember that each student is different and may need different approaches, and different amounts of time to respond to different actions. Anticipate that some students may need paraprofessional support in one or more areas for years, while others may move forward in leaps and bounds toward independence.

F. Conclusion

Paraprofessionals may be an essential service for some disabled students. Yet, their inappropriate use can waste resources, limit a student's potential for independence, and leave key issues unaddressed. To respond to these potential challenges, system-wide changes can substantially increase the capacity of a school district to respond appropriately to a wide range of learners, and consideration of paraprofessional services for an individual student must be integrated into the IEP decision-making process for determining all of the student's unique special education needs and how they should be met.

The cause is important. The goal is the right one: successful adult life!

Attachment:

-  Examples
-  Student Needs Analysis (sample 1)
-  Student Needs Analysis (sample 2)
-  Student School Day Analysis (sample)

¹ A Giangreco, M.F., Doyle, M.B., Suter, J.C., *Constructively Responding to Requests for Paraprofessionals: We Keep Asking the Wrong Questions*. Remedial and Special Education 33(6), October 2012, 362-373.

² Giangreco, M.F., Halvorsen, A.T., Doyle, M.B., Broer, S.M., *Alternatives to Overreliance on Paraprofessionals in Inclusive Schools*. Journal of Special Education Leadership 17(2), October 2004, 82-90.

¹ Giangreco, M.F., Doyle, M.B., Suter, J.C., *Constructively Responding to Requests for Paraprofessionals: We Keep Asking the Wrong Questions*, Remedial and Special Education 33(6), October 2012, 362, 363.

² Id.

³ Paraprofessional services may be appropriate, for example, for a disabled student to learn in the least restrictive environment - that is, with non-disabled students to the maximum extent appropriate. The paraprofessional may be appropriate to allow the student to participate in extracurricular and other nonacademic activities, or to address a wide variety of other educational needs identified on a student's individualized education program (IEP). Assignment of a paraprofessional may also be an effective tool to foster independent living by teaching a student how to utilize a personal care attendant. See also the examples in the attachment to this Advisory.

⁴ See 20 U.S.C. § 1400(d)(1)(A) (a principal purpose of the IDEA is "to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to ... prepare them for further education, employment, and independent living"); 20 USC § 1414 (d)(1)(A)(i) (requiring transition planning and services beginning at age sixteen); *Hendrick Hudson Dist. Bd. of Educ. v. Rowley*, 458 U.S. 176, 201, n.23 (1982) (in enacting the IDEA, Congress endeavored to enable disabled students to "achieve a reasonable degree of self-sufficiency" and "become productive citizens, contributing to society"); MGL c. 71B, s. 2 (requiring transition services beginning at age fourteen or sooner).

⁵ See 20 U.S.C. § 1400(d)(1)(A) (a principal purpose of the IDEA is "to ensure that all children with disabilities have ... services designed to ... prepare them for further education, employment, and independent living"); DESE IEP Process Guide, p. 12 (2001) "(the IEP must address the unique needs of the student and, therefore, must be tailored to the individual student needs as determined through the evaluation process)".

⁶ Or related services necessary for access to the general curriculum. 603 CMR 28.02(20)

⁷ For additional guidance regarding the appropriate utilization and support of paraprofessionals, see Giangreco, M.F., Doyle, M.B., Suter, J.C., *Constructively Responding to Requests for Paraprofessionals: We Keep Asking the Wrong Questions*, Remedial and Special Education 33(6), October 2012, 362-373.

Last Updated: February 26, 2015

Levels of Independence Data Collection

Student Name: _____ Grade: _____

Special Education Liaison: _____ Meeting Date: _____

Type of Meeting: _____

Rate the amount of student independence in relation to special education personnel working within the classes below. (1 – Most Independent; 5 – High Dependence on Special Education Personnel)

READING

1 2 3 4 5

MATH

1 2 3 4 5

WRITEN LANGUAGE

1 2 3 4 5

SOCIAL STUDIES

1 2 3 4 5

SCIENCE

1 2 3 4 5

RELATED ARTS

1 2 3 4 5

RECREATIONA L

1 2 3 4 5

THERAPIES

1 2 3 4 5

Plan for Fading Support:

1. _____
2. _____
3. _____

PLACEMENT

Placement is the result of the IEP sequence: the **goals** for the student determine the **services** required, which then determine the least restrictive setting or **placement** in which these services can be provided.

The following are guiding principles in the Team determination of placement:

1. The decision is made by the Team. It is not unilaterally predetermined by either family or school portions of the Team. Placement is based on the services to be provided to the student, the types of settings in which those services are to be provided, the types of service providers, and the location at which services are to be provided.
2. The placement selected is to be the *least restrictive environment* (LRE) consistent with the needs of the student.
3. At least a limited evaluation must precede the decision to enact a change in placement that constitutes placing the student in a more restrictive setting. This is to ensure that updated data is used as the basis for the Team determination.
4. LRE- The Team will ensure that, to the maximum extent appropriate, students with disabilities are educated with students who do not have disabilities. Special classes, separate schooling, and other removal from the general education program should occur only if the nature or severity of the disability necessitates that services cannot be delivered in the general education environment. This is documented in the *Nonparticipation Justification* section of the IEP.
5. Particularly in cases where a placement other than the District is being considered, the District practice is to develop a Decision Matrix, as included on the following pages. The Team will need to agree on various criteria against which potential placements will be evaluated.
6. The Team must give priority consideration to special education placements that are approved by the Massachusetts Department of Elementary and Secondary Education (DESE) to provide special education services. In cases where the unique needs of a student dictate the consideration of an unapproved placement, the Director, in accord with 603 CMR 28.06 (3) € (4) will complete documentation of Notification of Intent to Seek Approval for Individual Student Program. It should be noted that this approval must take place prior to student placement.
7. With older students, the Team will ensure options consistent with transition needs, as evident in their Transition Planning Form (TPF). These options include developing independent living skills, skills for self-management of medical needs, and career or job-related skills.

POST- MEETING SURVEY

It is the intent of all of the District's special education Teams that meetings represent best standards of professional practice. Inherent in the partnerships with families is an implicit expectation that meetings address the presenting concerns, be grounded in norms including mutual respect, and take place in a collaborative and welcoming atmosphere.

In the spirit of continual improvement, it is District practice for the building special education secretary to include a post-meeting parent survey along with the IEP. This allows parents to give feedback concerning various measurable elements of the meeting process.

These feedback forms are reviewed by the Director of Pupil Services on a regular basis and discussed with the Program Managers.



Ipswich Public Schools

IPS – Payne Building 1 Lord Sq. 978-356-2935

IEP Post Meeting Parent Survey

You recently attended a Team Meeting at your child's school to address his/her educational needs. We value your opinion and would be most appreciative if you could take a few minutes to complete the survey and return it to us in the enclosed envelope.

School Level:

PreK Elementary Middle High Out of District

Purpose of Meeting:

Annual Review Re-evaluation Initial Evaluation Other

For all Meetings:

1. Were you notified about this meeting at least 10 days prior to the meeting?

Yes No

2. The meeting started on time, or close to the scheduled time.

Strongly Disagree Somewhat Strongly Agree
1 2 3 4 5

3. Team members started on time, or close to scheduled time.

Strongly Disagree Somewhat Strongly Agree
1 2 3 4 5

4. The purpose of the meeting was clearly stated at the start of the meeting.

Strongly Disagree Somewhat Strongly Agree
1 2 3 4 5

5. I was encouraged to provide information and ask questions during the meeting.

Strongly Disagree Somewhat Strongly Agree
1 2 3 4 5

6. Even if we did not agree, I was given the opportunity to voice my thoughts and concerns.

Strongly Disagree Somewhat Strongly Agree
1 2 3 4 5

7. Clear information was shared regarding my child's performance during this meeting.

Strongly Disagree Somewhat Strongly Agree
1 2 3 4 5

Please complete other side



8. The team made recommendations to address my child's educational needs.

Strongly Disagree Somewhat Strongly Agree
1 2 3 4 5

9. Recommendations provided will meet my child's needs.

Strongly Disagree Somewhat Strongly Agree
1 2 3 4 5

Please Explain:

10. I received a Team Meeting Summary and Service Delivery Grid when I left the Team Meeting.

Yes No

11. If there was a disagreement, options available to parents/guardians were explained.

Strongly Disagree Somewhat Strongly Agree
1 2 3 4 5

FOR INITIAL AND RE-EVALUATION MEETINGS:

12. Were your child's evaluation reports made available to you 2 days prior to meeting?

Yes No

13. The process and criteria for special education eligibility were explained adequately to me.

Strongly Disagree Somewhat Strongly Agree
1 2 3 4 5

CONTINUE ONLY IF IEP WAS DEVELOPED:

14. My concerns and vision were included in the development of the IEP.

Strongly Disagree Somewhat Strongly Agree
1 2 3 4 5

COMMENTS ARE GREATLY APPRECIATED AND WE INVITE YOU TO SHARE THEM HERE:

*****THANK YOU FOR YOUR TIME*****

WS

Section 4

Students with Autism

Special Considerations for Students on the Autism Spectrum


Technical Assistance Advisory SPED 2007- 1 addressed the requirement for Special Education Teams to address the various facets of need for students on the Autism Spectrum. Although school districts do not diagnose Autism, school teams can and must find students eligible for services under the Autism category based on their presenting characteristics.

During the process of a team meeting, the Special Education Team must use the Autism Checklist to ensure that it has developed an IEP to meet the specific needs of students on the Autism Spectrum. A reminder to use the checklist is also a component of the Meeting Summary templates. It is not sufficient for Teams to complete the checklist. Rather, the Team should take care to incorporate these details into goals, benchmarks, and accommodations in the student's IEP.

After the American Psychiatric Association revised the Diagnostic and Statistical Manual (DSM) to reflect a modification of previously separate diagnoses, Technical Advisory SPED 2014-1 emphasized that federal and state special education laws and regulations, not the DSM-5, prescribe the criteria for eligibility determination for students on the Autism Spectrum.

It should also be noted that in Massachusetts, the Autism Insurance Law entitles families to access supplementary services through certain health insurances. Although the District may guide families in accessing these benefits, these services are supplemental to those offered by the District, and are not to be construed to be offered in lieu of services which the Team determines to be necessary.

Special requirements for students on the Autism Spectrum. ✓ List.

 Whenever an evaluation indicates that a child has a disability on the Autism Spectrum, which includes Autistic Disorder [autism], Asperger's Disorder, Pervasive Developmental Disorder not otherwise specified, childhood disintegrative disorder, and Rhett's Syndrome as defined in the Diagnostic and Statistical Manual of Mental Disorders, fourth edition (DSM-IV,2000), the IEP Team shall consider and shall specifically address the following:

- 1) The verbal and nonverbal communication of the child;
- 2) The need to develop social interaction skills and proficiencies;
- 3) The needs resulting from the child's unusual responses to sensory experiences;
- 4) The needs resulting from resistance to environmental change or change in daily routines;
- 5) The needs resulting from engagement in repetitive activities and stereotyped movements;
- 6) The need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from Autism Spectrum Disorder;
- 7) And other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development.

Special Education

Technical Assistance Advisory SPED 2007-1: Autism Spectrum Disorder

To: Special Education Administrators and Other Interested Parties

From: Marcia Mittnacht, State Director of Special Education

Date: August 25, 2006

This advisory represents "best practice" guidance from the Department of Elementary and Secondary Education to address a change to the special education law enacted in the spring of 2006 that affects special education programming for students with disabilities on the autism spectrum. The purpose of this advisory is to assist school districts and other interested parties in understanding these new requirements and in implementing best practices for meeting the needs of these students as schools resume instruction for the 2006-2007 school year. My appreciation is also extended to a number of individuals working closely with students on the autism spectrum and who are engaged in providing and promoting best practices for students with autism spectrum disorders on a daily basis. Contributions from these individuals provided much of the content in this advisory.

In July 2006, Chapter 57 of the Acts of 2006, entitled *An Act To Address The Special Education Needs Of Children With Autism Spectrum Disorders*, took effect. This law, which amends M.G.L. c. 71B, § 3, requires that IEP Teams consider and address in the IEP discussion certain specific needs of students with disabilities on the autism spectrum. The full text of Chapter 57 is as follows:

SECTION 1. Chapter 71B, Section 3 of the General Laws is hereby amended by inserting at the end of paragraph six the following sentence:

Whenever an evaluation indicates that a child has a disability on the autism spectrum, which includes autistic disorder [autism], Asperger's disorder, pervasive developmental disorder not otherwise specified, childhood disintegrative disorder, and Rhett's Syndrome as defined in the Diagnostic and Statistical Manual of Mental Disorders, fourth edition (DSM-IV, 2000), the IEP Team shall consider and shall specifically address the following: the verbal and nonverbal communication needs of the child; the need to develop social interaction skills and proficiencies; the needs resulting from the child's unusual responses to sensory experiences; the needs resulting from resistance to environmental change or change in daily routines; the needs resulting from engagement in repetitive activities and stereotyped movements; the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder; and other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development.

The purpose of this advisory is to provide guidance on the ways that the Individual Education Program (IEP) Team may effectively frame complete and thorough discussions of the strengths and needs of a student with Autism Spectrum Disorder (ASD). While Chapter 57 does not increase documentation requirements, it describes specific areas of review and requires the Team to comprehensively discuss students' needs that are consistent with best practices for addressing the needs of students diagnosed with ASD. This advisory is intended to offer information and guidance to supplement the IEP process.

Both federal and state law define "autism" as a disability inclusive of each of the diagnoses on the autism spectrum, and these diagnoses are identified in Chapter 57. The IEP of an eligible student with a documented disability on the autism spectrum should identify the disability category of autism to ensure that the IEP Team considers all areas of development that are affected by ASD. However, it is also important to note that some students with an autism spectrum disorder have one or more other disabilities and may have a primary disability other than autism; these students also have the right to a full discussion of the impact of their autism spectrum disorder in the development of their IEP, therefore we recommend that if a student has an ASD, it is identified on the student's IEP whether or not it is considered the primary disability.

The IEP Team is responsible for designing intervention, education and instruction to meet the individual needs of students with ASD. As described in Chapter 57, the IEP Team must consider and address seven specific areas of need when developing the IEP for a student with ASD. Although each focus area described in the law is addressed separately in this technical assistance advisory, the Department understands that the Team will consider the student's needs in an interactive, comprehensive manner across areas. This guidance is intended to inform the Team's discussion of the student's needs and to facilitate the creation of an appropriate educational program for the student.

- **The verbal and nonverbal communication needs of the student:** Impairment in communication is one of the defining characteristics of ASD; therefore communication skill development should be addressed as an essential piece of the student's IEP. When considering the verbal and nonverbal communication needs of a student with ASD, the Team should review:

- the student's current level of communication,
- the system of communication most effective for the student,
- the functions for which the student uses and understands language,
- the student's ability to use and understand non-verbal communication (e.g., eye gaze, facial expression, gesture), and
- any emerging communication skills reported by the family or other Team members.

The IEP must include information about the student's current strengths with communication modalities, skills that need further development and the specific supports and interventions necessary to increase the student's ability to effectively communicate and understand others. Alternative augmentative communication (AAC) is often effective for students with ASD who are non-verbal. AAC can be used in lieu of, or in combination with, oral communication. There are many products on the market that support AAC including picture communication products, book boards, and touch devices. Assistive technology assessments are useful for determining whether a student would benefit from using an AAC system. When evaluating a student with ASD, the instrument must be appropriate to the student's modality of communication (e.g., using non-verbal scales for students who do not use oral communication).

- **The need to develop social interaction skills and proficiencies:** In the most severe expression of qualitative impairments in this area, a student with ASD may seem distant or avoidant when it comes to social interactions, even those with immediate family members. In the least severe cases, s/he may appear to frequently misunderstand the social situation and/or be unable to maintain a conversation on a subject other than his/her high interest topics. A young student with ASD may have a lack of variation in spontaneous or social imitative play, or may have unusual play with toys (e.g. lining up video cases end to end). When examining a student with ASD's needs in the area of social skill development, the Team should consider:

- the student's ability to respond appropriately to the social approach of others,
- the types of social interactions the student is capable of initiating,
- the student's pragmatic language skills, and
- anecdotal information about the student's abilities within small and large group settings and in typical activities for students of that age.

For students with ASD, social interaction skills are largely associated with the ability to communicate within a situation. The IEP Team should determine if a social impairment is the result of a language deficit. Impairments in social interaction may be mistaken for behavior problems in students with ASD. A functional assessment is useful for identifying factors that affect the student's social proficiencies. Where behavior plans are warranted, they should include the teaching of new social skills to prevent the occurrence of inappropriate behaviors serving a single function.

Progress in social skill development is a likely focus within the IEP of every student with ASD. Social skills instruction should be at the student's skill level and appropriate for his/her age (e.g., "pull out" instruction in high school may be stigmatizing to the student). Collecting and analyzing data on the student's social proficiencies will assist in the development of his/her IEP goals.

- The needs resulting from the student's unusual responses to sensory experiences: The IEP Team should consider whether a student with ASD exhibits under- or over-sensitivity to particular stimuli. The following questions may be helpful in addressing this area:

Tactile:

does the student with ASD demonstrate a lack of awareness to his/her body in space, and/or a need for a higher level of input in tactile exp

Visual:

Is the student's eye gaze avoidant of, or fixated on, particular sights?

Sound:

How does the student with ASD respond to auditory events?

Smell/Taste:

does the student with ASD respond in an atypical fashion to olfactory events or tastes?

The Team should consider all elements of the student's environment and note any specific environmental modifications or accommodations that are necessary for participation and effective progress in the general education curriculum. Frequently family members are a valuable source of information on the student's unusual responses to sensory experiences. Additionally, functional behavioral assessments and sensory integration assessments can be useful to the Team's discussion.

- **The needs resulting from resistance to environmental change or change in daily routines:**

Students with ASD often have unusual or intense responses to a change in their environment such as moving the location of a piece of classroom furniture, or a change in daily routine even when part of a familiar schedule. Preparing for transition with visual supports, timers and verbal reminders often helps to ease the students transition and promote greater success, flexibility, and independence. Visual supports are evidence-based strategies for supporting a student with ASD in managing change and transition. Providing a preview before initiating change in an environment or schedule can support a student with ASD to be able to adjust to the change. A visual schedule can teach the student to rely on written (or pictorial or object schedule) information to manage moving between activities and it allows the student to anticipate change and rely less on a rigid memory of the order in which events occur. Even the most capable of students with ASD would benefit from using a visual schedule to manage the activities of the day, to reduce anxiety, and allow the student to better focus on the important activities within each day, rather than on their sequence.

The Team must consider the most successful modality for communicating the coming change or transition. The IEP Team is encouraged to consider the use of a schedule and other visual supports when working to address the needs resulting from a student's resistance to environmental change or change in daily routines, as well as to consider other evidence-based methods for introducing new content to the student.

- **The needs resulting from engagement in repetitive activities and stereotyped movements:** Students with ASD may exhibit ritualistic behaviors or repetitive phrases in physical activities and in verbal exchanges. For instance:

- Preoccupation with one or more restricted and stereotyped patterns of interest that is atypical either in intensity or focus (e.g., knowing and reviewing the schedule of nationwide trains).
- Inflexible adherence to specific nonfunctional routines or rituals (e.g., repeating all answers 3 times) or a need to follow the same routine or sequence when completing tasks (e.g., tapping a spoon on the table between each mouth full of yogurt).
- Stereotyped/repetitive motor mannerisms (e.g., hand flapping) or a persistent preoccupation with parts of objects (e.g., fixating on the wheels of toy car).

The Team should consider their function and the extent to which these activities interfere with engagement in other, more appropriate, activities such as socialization or academic lessons. Informal observation and/or formal daily data collection (for more significant behaviors) may be used. This information will assist the Team in determining how and when to allow and/or modify the behavior within a student's day. As appropriate, Teams should consider using positive behavior supports to encourage participation in learning and other activities. Depending on the nature of the behavior, practices for addressing engagement in repetitive activities and stereotyped movements may include:

- Modifying an interfering behavior to be more socially acceptable (such as modifying a behavior of constantly shaking hands to occur only when introduced to a person).
- Teaching the student appropriate "replacement behaviors" that will lead to more interest or "on task" behavior in academic learning.
- Teaching the student appropriate "replacement behaviors" that will enhance increased and appropriate participation in social activities with peers.
- Providing the student with frequent breaks in the form of motivating and pleasant sensory activities.
- Having sensory therapies take place in the classroom when it is compatible with the learning activity and does not take away the student's focus from learning, in order to decrease frequency in high rates of repetitive movement.
- Using special equipment to reduce frequency of movement such as a cushion for the student to sit on during group reading time in order to decrease rocking behavior.
- Developing curriculum activities around the student's topic of interest and slowly expanding the student's interest to involve other topics.

Reinforcement strategies should also be considered in order to reduce frequency of activities or movements and as an accompaniment to replacement behaviors. Data should be used to determine the reinforcement rate and monitor effectiveness of the intervention strategy. The plan to address concerns in this area should be described within the student's IEP.

- **The need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder:** Because of the complex developmental, learning and adaptive needs of students on the autism spectrum, they often exhibit behaviors that are challenging in their intensity, frequency, or interference with engagement in appropriate activities. The IEP Team should consider and discuss the need for a functional behavioral assessment (FBA) of the student's behavior(s). The intensity level of the FBA should match that of the presenting problem behavior. For a behavior that has a relatively clear pattern, an FBA can be completed by obtaining some simple frequency data and antecedent-behavior-consequence information. Significant repetitive behaviors (such as hand flapping or rocking) or self-injurious behaviors warrant a full functional behavioral assessment to determine the reason for, and function of, the behavior and possible alternatives to it. It is important to use the assessment data to determine why the behavior is occurring. Knowing the function that the behavior serves will help the Team determine whether positive behavior interventions, strategies and supports are necessary, and which replacement behaviors are appropriate for reducing or eliminating the interfering problem behavior. The Team should select the least amount of intervention that is likely to be effective, efficient, and produce the minimum unwanted effects. (e.g., ignore a behavior rather than issue a "time out".) Given the characteristic combination of social, communication and behavior challenges exhibited by students with ASD, a well-written and appropriately implemented behavior intervention plan is an essential piece of many IEPs.
- **Other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development:** A student with ASD often exhibits deficits in executive function, the ability to organize and the ability to generalize learned skills into other environments/activities or functional routines. The student may have a tendency to perseverate or over-focus on unimportant features, which may distract him or her from the learning of the "whole". The IEP Team should consider whether there is a need to provide structure in the student's classroom environment and learning activities, including but not limited to:

- intervention strategies for social skill development (self-advocacy, peer interaction);
- reviewing classroom and individual expectations;
- organizational supports (including visual organizers such as color coded folders and organized environments so that the environment has limited distraction factors);
- previewing information;

Technical Assistance Advisory SPED 2007-1: Autism Spectrum Disorder - Special Education

- direct instruction in order to learn new skills or to generalize learned skills; and
- repeated instruction and practice in multiple environments with a variety of materials and people, in order to master a single skill.

Quite often a student with ASD has a visual learning style that can be used to help accomplish new tasks and learn new skills. Schools can also use this strength to assist students with ASD to move toward independent individual success.

The Department acknowledges the challenges faced by schools and families when seeking to provide appropriate educational experiences for students with ASD. The Department recommends pre-service as well as ongoing in-service training for all teachers and school staff who are working with students who have a disability on the autism spectrum. Partnership and sharing of training information with families are best practices for supporting these students in making effective progress. It is our belief that well-framed discussions on the topics addressed in Chapter 57 and in this technical assistance advisory will support positive relationships between schools and families and ensure positive outcomes for students with ASD.

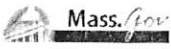
Thank you for your attention to this advisory and for your work on behalf of students with disabilities in the Commonwealth.

Last Updated: August 25, 2006

*Massachusetts Department of
Elementary & Secondary Education*

[E-mail this page](#) | [Print View](#) | [Print Pdf](#)

[Search](#) · [Site Index](#) · [Policies](#) · [Site Info](#) · [Contact ESE](#)



--Select Program Area--



News School/District Profiles School/District Administration Educator Services Assessment/Accountability Family & Community
Special Communities Adult Basic Education Alternatives Learning Students & Families

- > **Special Education Home**
- > **Technical Assistance**
 - Educator Evaluation
 - Training
 - Documents
 - Grants
 - IDEA 2004
- > **LEAP**
- > **Early Childhood**
- > **Secondary Transition**
- > **MA Tiered System of Supports**
- > **IEP Process, Forms & Notices**
 - IEP Improvement Project
- > **Policy and Guidance**
 - Advisories
 - MA SPP and APR
- > **Parent Information**
- > **Complaints & Compliance**
- > **Special Education Appeals**
- > **MCAS**
- > **MCAS Alternate Assessment**
- > **Laws and Related Documents**
- > **General Information**
- > **Assistive Tech. and Accessibility**
- > **Links and Resources**
- > **Contact Us**

Special Education

Technical Assistance Advisory SPED 2014-1: DSM-5 Changes and the Impact on Students with Autism Spectrum Disorders (ASD)

To: Administrators of Special Education, Parents, and Other Interested Parties

From: Marcia Mittnacht, State Director of Special Education

Date: July 30, 2013

I write this advisory in response to some significant changes in the Diagnostic and Statistical Manual of Mental Disorders (DSM), which is a key diagnostic tool.

While special education eligibility is not a medical decision or a diagnosis, making a determination of eligibility often includes medical assessment and diagnostic terminology. In the past, the Department of Elementary and Secondary Education (Department) has emphasized that eligibility for special education is an educational determination¹ made by a Team of people familiar with the child and with assessment information available about the child. However, the DSM is used by health care professionals in the United States and much of the world as an authoritative guide for making diagnoses. Therefore, changes to the DSM deserve special mention.

The purpose of this advisory is to:

- a. Confirm that changes in the DSM-5 diagnostic categories do not alter a student's current eligibility status or IEP, nor does it change any of the federal and state laws or regulations related to the determination of special education eligibility or services.
- b. Provide some detail on the changes to the DSM.

Background DSM-5 Changes:

The latest version of the DSM, the DSM-5, modifies previously separate DSM sub-categories of diagnoses in the area of Autism; including, Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS), Asperger's Disorder and Autistic Disorder. All these subcategories are no longer separately named in the DSM-5; they are now subsumed under the broad classification of Autism Spectrum Disorder.²

This diagnostic name change may be alarming to parents of students with these current diagnoses who worry that their children's eligibility for special education services will be affected based solely on the DSM-5 changes. It is important to note, however, that the DSM-5 Committee stated that all individuals who currently have a DSM-4 diagnosis of Asperger's Disorder, PDD-NOS, or Autistic Disorder should be given the diagnosis of Autism Spectrum Disorder.³ This technical change in diagnostic category in the DSM-5 will not alter a student's current eligibility status or IEP, in part because there is no substantive change in the DSM-5 with respect to the criteria for each disorder, but also because special education eligibility and IEP determinations are based on federal and state special education regulations, which include definitions of "disability" for purposes of special education eligibility.⁴

Readers are reminded that the definition of "autism" in the Massachusetts Special Education Regulations (MSER) explicitly defers to the definition of autism that appears in the federal Individuals with Disabilities Education Act regulations. It states that "autism" is "a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that 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." 34 CFR §300.8(c)(1). The federal "autism" definition, and thus, the Massachusetts definition, is unaffected by the changes to the DSM-5. As such, a student's eligibility and IEP remains the same as well.

The DSM-5 contains a new diagnostic category called Social Communication Disorder. Students who struggle with social (pragmatic) communication will typically fall into one of two diagnostic categories in the new DSM-5: Autism Spectrum Disorder (ASD) or Social Communication Disorder (SCD). According to the DSM-5, ASD must be ruled out before a diagnosis of SCD may be given.⁵

School personnel and parents should be knowledgeable about what the DSM-5 SCD diagnosis means and not confuse it with the MSER definition for "communication impairment." The MSER definition does not include difficulties with social communication and would most likely not be an appropriate disability identification for students presenting solely with social communication issues. Some evaluators may give students with social (pragmatic) communication difficulties the DSM-5 diagnosis of SCD, and not ASD. For these students, IEP Teams making an eligibility determination will most likely need to crosswalk to the MSER definition of autism, not communication impairment, to analyze whether that definition fits the evaluative information available to the Team. As in all eligibility determinations, the Team will also need to consider whether the student's disability negatively impacts the student's ability to make effective education progress.

For students on the autism spectrum, readers are also reminded that G.L. c. 71B, §3⁶ requires IEP Teams to consider seven areas of need when developing the IEP of a student on the spectrum.

1. The verbal and nonverbal communication needs of the student.
2. The need to develop social interaction skills and proficiencies.
3. The needs resulting from the student's unusual responses to sensory experiences.
4. The needs resulting from resistance to environmental change or change in daily routines.
5. The needs resulting from engagement in repetitive activities and stereotyped movements.
6. The need for any positive behavioral interventions, strategies and supports to address any behavioral difficulties resulting from autism spectrum disorder.
7. Other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development (e.g. organizational support, generalizing skills, practicing skills in multiple environments).⁷

Conclusion:

If a student has a diagnosis on the autism spectrum, his or her eligibility for special education services in Massachusetts does not change due to recent changes in the DSM-5 related to children on the autism spectrum. The DSM-5, although widely used, is only one diagnostic tool. Additionally, federal and state special education laws and regulations, not the DSM-5, prescribe the criteria for the listed definitions of disability, such as autism.

¹ See "[Is Special Education the Right Service](#)".

² American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Washington, DC, American Psychiatric Association, 2013. Discussion of Autism Spectrum Disorder occurs beginning on p.51

³The diagnostic criteria in DSM-5 for ASD identify two key areas: "persistent deficits in social communication and social interaction across multiple contexts..." as well as "restricted, repetitive patterns of behavior, interests, or activities..." The DSM-5 provides significant detail on both of these areas, and indicates that either of these criteria may be met through information provided "currently or by history." See also: [DSM-5 Implementation and Support website](#)

⁴See Section 28.02(7) of the Massachusetts Special Education Regulations.

⁵The DSM-5 definition of social (pragmatic) communication disorder includes persistent difficulties in the social uses of verbal and nonverbal communication. Because social communication deficits are one component of autism spectrum disorder (ASD), it is important to note that social (pragmatic) communication disorder cannot be diagnosed in the presence of restricted repetitive behaviors, interests, and activities (the other component of ASD). See also: [DSM-5 Implementation and Support website](#)

⁶See also "[Technical Assistance Advisory SPED 2007-1](#)".

Last Updated: July 31, 2013

Section 5

Progress Reporting

Progress Reports Documentation

Procedure

- Parents receive reports on the student's progress toward reaching the goals set in the IEP at least as often as parents are informed of the progress of non-disabled students.
- Progress Report information which is sent to parents includes written information on the student's progress toward the annual goals in the IEP. Information is specific to the skills involved in the goal areas.
- Goals should be measurable, that is, their attainment should include quantifiable point of reference in terms of frequency, number and duration.
- Team members reporting on progress toward goals have evidence reporting the progress.
- When Progress Reporting on each goal, the provider should include a statement regarding whether the student is expected to meet the goal by the end of the IEP period. If it becomes clear that the student is not likely to meet the goal, the Team should reconvene to discuss the issues and consider adjusting both the goal and the services being used to address the goal. If services are not effective in helping the student attain the goal over a reasonable amount of time, consideration should be given to alternatives.

High School Graduation or Turning 22

- When a student's eligibility terminates because the student has graduated from high school or has exceeded the age of eligibility, the District provides the student with a summary of his/her academic achievement and functional performance, including recommendations regarding meeting postsecondary goals. This is called the *Summary of Student Performance*.

Maintenance of Progress Reports

- A copy of Progress Reports sent to parents is maintained in the student's special education file, which is kept in a locked cabinet in the special education office in each school building.

PROVING BENEFIT/PROGRESS CHECKLIST FACTORS TO CONSIDER

1. ___ Demonstrate/measure progress ("academic achievement and functional performance") over time. Compare this year to last, and to two years ago, etc.
2. ___ Review schoolwork; save work samples over time; compare September to May; this year to last, etc.
 - Review report cards over time.
3. ___ Focus on student's progress in the general curriculum.
 - How did he do in comparison to others in his class?
 - How many students got A's, C's, failed?
 - Save teacher grading books!
4. ___ Review MCAS and other standardized test results. Compare child with his/her school, district, state. If gap exists, view in terms of disability.
5. ___ Review other IEP goals/objectives: behavioral, social, etc. Did student demonstrate increased independence? What measures do you use? How do you demonstrate progress?
6. ___ Review individualized test results.
 - PRACTICE TIP: Test at same time each year on the same test instrument and report in same way!
 - Review for progress on bell curve measurements; compare with progress on G.E. or A.E. measurements.
7. ___ Advancement from grade to grade: Did student earn it or was it a "social" promotion?
8. ___ If lack of progress, reconvene the IEP Team.
 - Review reasons: Was it denial of a FAPE? If so--
 - Does district need to re-evaluate or revise the IEP?
 - Was it student's failure to hand in work, absences?
 - Was it student's failure to access extra help?

Section 6

Discipline Procedures for Special Needs

Discipline

Each school has a Student Handbook which describes the rules for student conduct for that school. Students with disabilities are expected to follow the rules of conduct for their school unless specifically noted in the IEP. Under circumstances where the student's disability precluded the student being able to follow certain school rules, or where accommodations are necessary because of the student's disability, this will be specifically noted in the IEP.

The goal of the disciplinary process is not to punish students, but rather, to educate students regarding the expectations and rules of conduct which will govern their lives in a post-school environment. Although general disciplinary regulations permit a suspension of up to ten days before meeting, this practice is discouraged. Suspensions, even those referred to as "in-house" suspensions, remove a student from typical educational supports. Students with disabilities are entitled to access their special education services when suspended, and so arrangements must be made to provide these services.

FBA

Best Practice---rather than allowing suspensions to accumulate---dictates that the Team examine the factors in the student's environment which may be triggering the unacceptable behavior. This can be investigated in an organized manner through a Functional Behavior Assessment (FBA) conducted either by a Board Certified Behavior Analyst (BCBA) or school psychologist trained in completing FBA's. The purpose of the FBA is to identify the triggers for the unacceptable behaviors and create alternatives via a system of Positive Behavioral Supports. A sample FBA template is included in this section. A Behavior Intervention Plan (BIP) may be written as a result of the FBA to reinforce positive supports.

Manifestation Determination

When a student with disabilities approaches an exclusion of ten days, the Team must convene to determine whether the behavior is a direct result of the student's disability. This is called a Manifestation Determination. If the Team determines that the behavior is not a direct result of the disability, then the school may discipline the student according to the school's code of student conduct, although the district must continue to provide the student with special educational services during the period of suspension or expulsion. If the Team, however, determines the behavior to be a direct result of the disability, the student may not be excluded from the current education placement (except in the case of weapons, drugs, or serious bodily injury) until the Team develops, and the parents consent to a new IEP.

In the event a student possesses, uses, sells, or solicits a controlled substance or possesses a weapon, or seriously injures an individual at school or at a school function, the student may be placed in an Interim Alternative Educational Setting (IAES) for up to 45 days, upon determination that the current placement is likely to result in injury to the student or others. When a parent disagrees with the Team decision regarding placement, the parent has a right to request an expedited due process hearing from the Bureau of Special Education (BSEA) Appeals.

Discipline for Students with Disabilities Procedures

Students identified as receiving Special Education and/or related services are expected to meet the requirements for behavior, unless otherwise determined by the IEP process as set forth in the school handbooks. Additional provisions that can be made for students in special education include the following:

- The IEP for each student will indicate if the student's disability requires a modification of the discipline code.
- The building principal must notify the building Program Manager of the suspension offense within one school working day. The Program Manager will immediately notify the Director of Pupil Services.

The provisions also apply to

1. Students who have had concern expressed in writing by parents.
2. Students for whom staff have expressed concerns regarding a pattern of concerning behavior. This concern can have been expressed the principal, Program Manager, or the PPS Director.
3. Students who are in the process of having been referred for an evaluation or are suspected as having a disability.

These provisions do not apply to students whose parents have refused an evaluation or special education services. They also do not apply to students who have been evaluated and have been found ineligible.

The principal, special education staff, counselors and other related service providers have all been trained in understanding the regulations regarding the following:

- **Free and Appropriate Public Education (FAPE):** The Ipswich Public School is responsible for providing FAPE to all students. A special education student may not be suspended for more than 10 days without the provision of FAPE. Schools are responsible for ensuring that students receive educational services that allow access to the general curriculum and can make progress toward IEP goals.
- **Manifestation Determination:** For suspensions that will extend beyond 10 school days, the special education Team must determine if the behavior that warranted the disciplinary

act was caused by or had a direct relationship to the disability, or was a direct result of the school district's failure to implement the IEP.

- **Functional Behavioral Assessment (FBA) :** An FBA must be completed within 10 school days after the 11th day of suspension. In the Ipswich Public Schools, the stand practice is to closely monitor student suspensions and patterns and proactively begin an FBA at or around the 7th day of suspension. The goal of the FBA is to determine the function or reason for the problematic behavior(s) and to proactively develop a positive Behavior Intervention Plan (BIP).
- **Interim Alternative Educational Setting (IAES):** An IAES is a change in placement that allows the student to receive educational services. Teams must decide, based on a student's unique circumstances, when an IAES is appropriate for suspensions that extend beyond 10 days. Teams must work with the PPS Director to discuss IAES options that are appropriate and available.

Special circumstances exist when a student engages in behavior that includes the following:

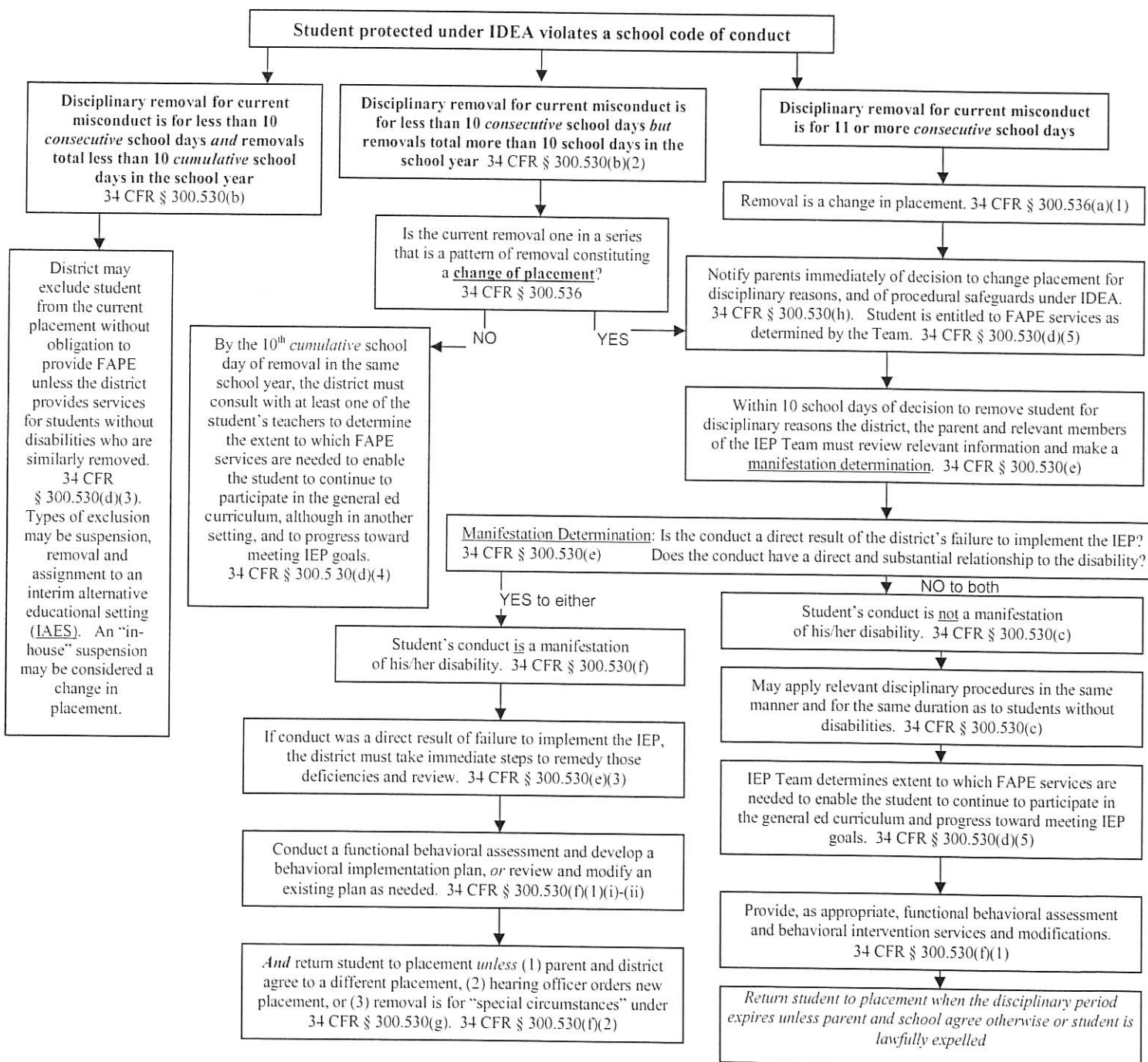
1. Possession of a weapon
2. Possession of drugs
3. Potential to cause serious bodily harm.

If the behavior includes one or more of the above, the principal of the school may order the student to an IAES for up to 45 school days or beyond, if deemed appropriate. Parents will have been informed of this process through provision of both oral and written notice regarding the opportunity for a hearing. In the case of the special education student, the Manifestation Determination Meeting will be held to examine the potential nexus of the offense to the disability. Early scheduling of this meeting allows the team to examine the patterns of behavior, and to discuss appropriate responses to support the student, including assessments and or changes to the IEP.

Discipline of Special Education Students Under IDEA 2004

20 U.S.C. § 1415(k) and 34 CFR §§ 300.530-300.536

- This chart should be read in conjunction with discipline procedures in state law, M.G.L. c. 71, §§ 37H & 37H1/2, and district-wide and school-wide student codes of conduct.
- Protections in the IDEA apply to students who have been found eligible for special education and to students for whom the school is deemed to have knowledge that the child might have a disability (i.e., students who have not yet been found eligible but the school had a basis of knowledge of a disability, including students who have been referred for initial evaluation). 34 CFR § 300.354
- Beginning on the 11th school day of a student's disciplinary removal during the school year, and if removal is a change in placement, the student must be provided free appropriate public education (FAPE) services during the period of removal to allow him/her to continue to participate in the general education curriculum and progress towards IEP goals, even if in a different setting. 34 CFR § 300.530(b) & (d).
- If the conduct that the student is being disciplined for involves the "special circumstances" of weapons, illegal drugs, controlled substances, or serious bodily injury, school personnel may remove the student to an interim alternative educational setting (IAES) for up to 45 school days, regardless of the manifestation determination. 34 CFR § 300.530(g). The IEP Team must determine the IAES.
- Although the following flowchart lays out the steps that a school district must take when disciplining a student with a disability, it is important to remember that at any point the parent and school district can agree to change a student's placement for disciplinary reasons. Agreements should be in writing, and signed by the school personnel and the parent.

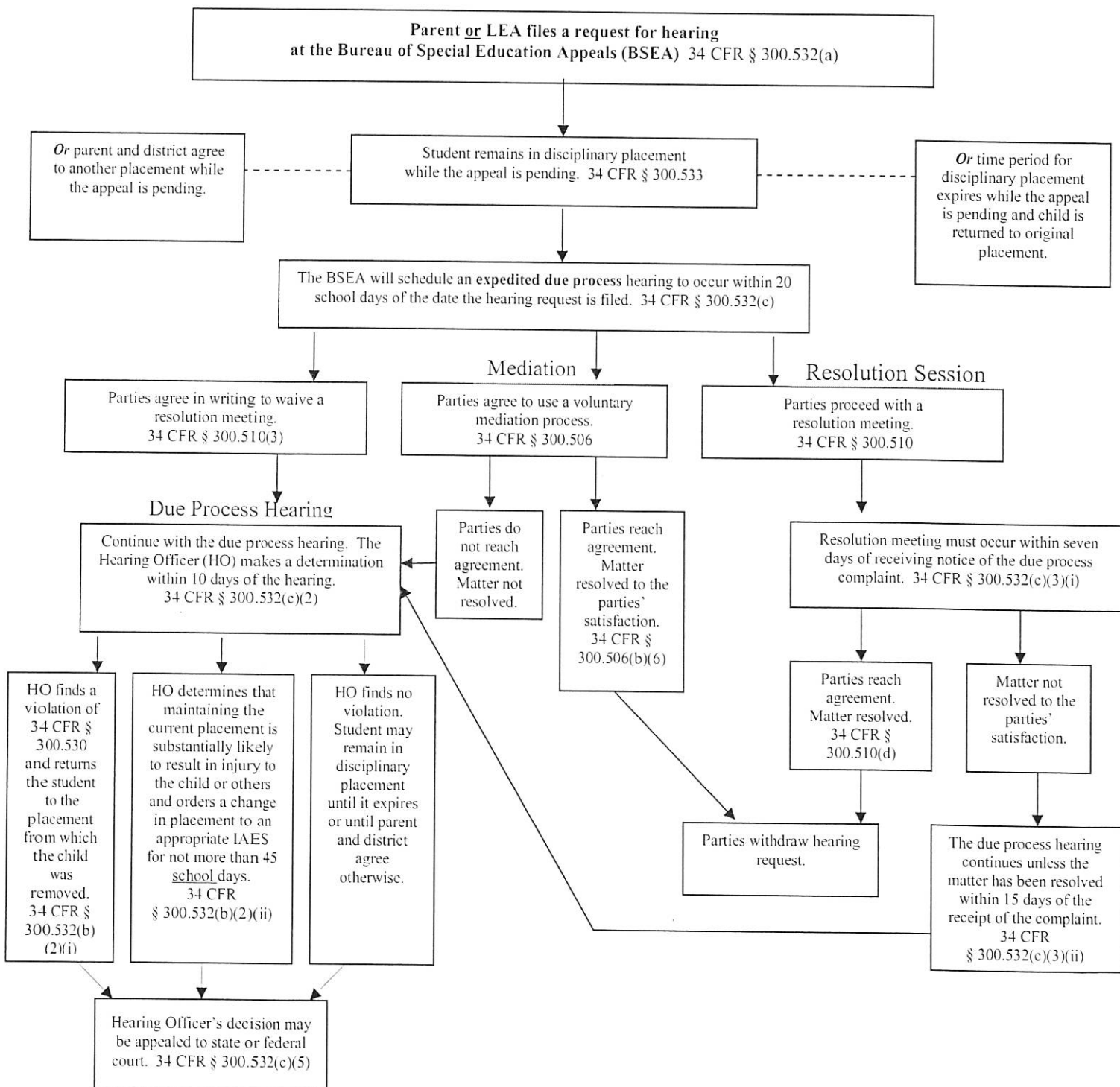


Appeals Process for Disciplinary Placement Decisions for Students with Disabilities

Under IDEA 2004: 20 U.S.C. § 1415(k) and 34 CFR §§ 300.532-300.533

Who may file an appeal of a disciplinary decision?

- A parent of a child with a disability who disagrees with any decision regarding the child's disciplinary placement, or the manifestation determination, may appeal the decision by requesting a hearing at the Bureau of Special Education Appeals (BSEA). Reasons for appeal may include but are not limited to disagreement with the student's removal to an interim alternative educational setting (IAES), disagreement regarding the manifestation determination, disagreement regarding the determination of whether the removal is a change of placement, disagreement regarding the educational services the student receives during the period of removal, and disagreement regarding the functional behavioral assessment and/or implementation of a behavioral intervention plan. 34 CFR §§ 300.530-300.531.
- An LEA that believes that maintaining the student's current placement is substantially likely to result in injury to the child or others may file a request for hearing at the BSEA.



Section 7

Transition Planning and Age of Majority

Transition Planning Timeline

Age 14

- Beginning at age 14, the student is invited to the meeting. S/he may participate fully in the meeting, plan ahead of time with a professional who will represent him/her, or come at the summary of the meeting. The degree of participation will depend on the student's abilities, but it is important to have the student's voice in the meeting.
- The Transition Planning Form (TPF) must be completed on an annual basis thereafter.
- The student's vision and a statement of needed transition services must also be included annually.
- The educational, life skills, wellness and other goals should be in alignment with the student's vision

Age 16-18

- When a student will need adult services, a Chapter 688 referral must be completed. Effective Summer 2016, this is to be completed online.
- For students who will be accepting a high school diploma for whom Massachusetts Rehabilitation Commission services are a possibility, referral must take place by age 16.
- For students continuing in special education through age 22, referral must be completed prior to the student's 18th birthday. Following eligibility, the adult service representative is then invited to team meetings.

Age 17

- The student's family will receive forms for transfer of rights at the age of majority so that they can investigate any need for guardianship.

Age 18

- Age of majority takes effect. The student must make educational decisions unless s/he has selected to share decision-making with parents or guardians.
- When the student retains decision-making authority, the student must sign all educational documents

Age 21

- An Individual Transition Plan (ITPF) meeting will be coordinated by the Chapter 688 liaison for the human service agency. This liaison is responsible for writing the ITP and submitting it to the Transitional Advisory Committee which must approve, modify, or reject it. This decision can be appealed by the student and parent.

Age 22

- Special education services end as the transition from school to adult services is completed.

TRANSITION PLANNING FORM (TPF)

Massachusetts requires that beginning when the eligible student is 14 for the IEP developed that year, the school district must plan for the student's need for transition services and the school district must document this discussion annually. This form is to be maintained with the IEP and revisited each year.

Student:	SASID:	Age:
Date form completed:		
Anticipated date of graduation:	Current IEP dates from: _____	to: _____
Anticipated date of 688 referral, if applicable:		

POST-SECONDARY VISION

Write the student's **POST-SECONDARY VISION** in the box below. In collaboration with the family, consider the student's preferences and interests, and the desired outcomes for post-secondary education/ training, employment, and adult living. This section should correspond with the vision statement on IEP 1.

DISABILITY RELATED NEEDS

Write the skills (disability related) that require IEP goals and/or related services in the box below. Consider all skills (disability related) necessary for the student to achieve his/her post-secondary vision.

Student: _____ Date form completed: _____

ACTION PLAN

The **ACTION PLAN** should outline how the student can develop self-determination skills and be prepared both academically and functionally to transition to post-school activities in order to achieve his/her post-secondary vision. Indicate how Special Education/General Education, family members, adult service providers or others in the community will help the student develop the necessary skills. **Disability related needs must also be stated on page 1.**

Develop the **ACTION PLAN** needed to achieve the **POST-SECONDARY VISION** by outlining the skills the student needs to develop and the courses, training, and activities in which the student will participate. Include information on who will help the student implement specific steps listed below in the Action Plan.

- **Instruction:** Is there a course of study or specific courses needed that will help the student reach his/her post-secondary vision? Consider the learning opportunities or skills that the student may need. This could include specific general education courses and/or special education instruction, career and technical education, and/or preparation for post-secondary outcomes such as vocational training or community college.
- **Employment:** Are there employment opportunities and/or specific skills that will help the student reach his/her post-secondary vision? Consider options such as part-time employment, supported job placement, service learning projects, participation in work experience program, job shadowing, internships, practice in resume writing/interviewing skills, the use of a one-stop resource center and job specific skills in areas such as customer service, technology, etc.
- **Community Experiences/ Post School Adult Living:** Are there certain types of community and/or adult living experiences that will help the student reach his/her post-secondary vision? Consider options such as participation in community based experiences, learning how to independently access community resources, building social relationships, managing money, understanding health care needs, utilizing transportation options and organizational skills.

Age of Majority

When a student reaches age of majority (18), the rights of the parent legally transfer to the students. The student gains the legal power to make key decisions about school and education services. The school district will inform the student at age 17 about the transfer of rights and will ask the student to decide upon one of the following choices:

- I wish to retain decision-making authority myself related to my special education programs and services.
- I wish to share decision-making authority with:
 - a. My parent(s)
 - b. Another adult (name and role)
- I wish to delegate decision-making authority to:
 - a. My parent(s)
 - b. Another adult (name and role)

The district will complete age of majority paperwork at a team meeting after the student turns 17 and obtain signatures of the student, parent(s), team chair, and a witness on the appropriate forms at this meeting.

School District Name: Ipswich Public Schools
School District Address: 1 Lord Square, Ipswich, MA 01938
School District Contact: Beverly Hegedus, Ed.D 978-356-2935x1115

Student: _____ Grade: _____ DOB: _____ LASID#: _____ SASID#: _____

Age of Majority Notice

From: _____
Date: _____
Re: Student Rights Upon Reaching Age 18 (Age of Majority)

As you approach your 18th birthday, your rights and responsibilities under Massachusetts and federal special education laws will be changing, and we are writing to inform you of those changes. Please read this letter carefully. I will be happy to sit with you and explain anything you might want to have clarified.

When you reach your 18th birthday, you will be considered an adult under special education law, and you will be asked to make a choice. You may decide to make all decisions yourself, without the consent of your parents. You may choose to share decision-making with your parent(s) or guardian, or any other adult of your choice, including allowing your parents to co-sign your IEP. Or you may decide to continue to have your parents make education decisions for you. We will ask you to convey your choice to the TEAM in writing at the time of your birthday.

There is one exception: if your parent(s) or guardians have sought and received guardianship from a court, they will continue to have authority. If they do not obtain guardianship, they cannot override any decision you make after your 18th birthday.

These important responsibilities reflect your status as an adult, and we know that you will make these decisions wisely. Please discuss with your parents, and be assured we will be happy to help you with this decision in any way that we can.

A copy of the *Parent's Notice of Procedural Safeguards* is included with this memo. All the rights described in the brochure will transfer to you upon your eighteenth birthday. Please take the time to review this brochure and discuss the contents with your parent/guardian. If you have any questions or concerns about this letter or the contents of the enclosed Parent's Notice of Procedural Safeguards please contact *Walter Hopkins, Team Chairperson at 978-921-8303*

cc: Parent/Guardian
Student file

Enclosure: 2 copies of Age of Majority Notice
Notice of Transfer of Parental Rights Form
Parent's Notice of Procedural Safeguards

AGE OF MAJORITY NOTICE RECEIPT

Please sign & return one copy of this letter within ten days

(Student's signature)

(Date)

Parent/Guardian Signature

(Date)

Section 8

Extended School Year (ESY)

Extended School Year (ESY)

Most students with disabilities will attend school on the same daily and yearly schedule as their non-disabled peers. In certain circumstances, however, a Team will recommend services during the summer to prevent regression. Extended School Year Services (ESY) must be considered and recommended on an individual basis. Not all students will require ESY and not all students who require ESY will need the same level of services. A question-and-answer guide follows.

The Team's consideration of ESY must be based on:

1. The unique nature of any specially-designed instruction or created services needed due to the disability of the student, or
2. If the student has demonstrated, or is likely to demonstrate, substantial regression due to a break in services (such as a summer vacation period). In regard to regression, all students regress---lose progress, forget, or revert to previous behavior—to some extent between school years. It is the Team which must make the recommendation for ESY services.

When recommending ESY services, it is important to remember that a maintenance program to minimize or avoid regression is not the same as a school year program. Services should be recommended based upon what the student will require for instruction and /or related therapies to maintain current performance. Services will typically be less than during the school year.

Question and Answer Guide on Special Education Extended School Year Programs

603 CMR 28.05(4)(d)

Introduction

The Department of Elementary and Secondary Education regularly receives inquiries from the public and school districts on the topic of "extended school year" (ESY) programs for children with special needs. ESY programs are described under state and federal special education requirements and have been further interpreted through case law and through advisories issued by the U. S. Department of Elementary and Secondary Education, Office of Special Education Programs (OSEP).

The following questions and answers are intended to provide school districts with an overview of the basic requirements for ESY programs as they proceed to implement these opportunities for children with special needs in Massachusetts.

1. Couldn't all children benefit from "extended year programs", not just children with special needs?

All children "regress"--lose progress, forget, revert to previous behavior--to some extent between school years. It must be determined whether a child's regression would likely be substantial, and whether the child would require a greater than usual time to "recoup"--to get back to the level the child had achieved before a break in service.

2. What if a school district doesn't offer "summer school"?

ESY programs are not "summer school"; therefore, school districts cannot categorically refuse to consider ESY programs because districts do not offer "summer school" to all children.

3. At what point does a school district decide whether or not a child with special needs is eligible for ESY programming?

At least once annually the child's Team must consider the need for an extended school year program and record its determination on page 6 of the IEP. A Team's determination regarding the need for an ESY program must be made on an individual basis.

4. May the TEAM "wait and see" if a child experiences substantial regression during a break in service before it determines whether ESY services should be proposed?

No. The child's Team must not put off a determination to offer ESY programming until the end of a break in service (i.e., summer vacation). The Team must consider the need for such services prior to the beginning of the break in service by anticipating whether substantial regression and problems with recoupment

will occur in the absence of ESY services. ESY programs should be a continuation of the education benefits that accrue to a child during the regular school year and should be consistent with the child's IEP goals and objectives addressed throughout the regular school year; however, they don't necessarily have to be the same services delivered at the same frequency as provided during the regular school year.

5. Must local school districts establish written policy and procedures for special education extended school year programs?

Yes. School districts must have written policy and procedures regarding the provision of extended school year programs. Such ESY policy and procedures supplement assurances of the district in its Local Special Education Plan required by IDEA. The policy and procedures must detail the criteria used by a Team for individually determining the need for ESY programming and should embody all requirements discussed in this Question and Answer Guide. In order to ensure consistent staff implementation of its ESY policy, each school district must train all staff involved in Team evaluations to implement the ESY policy and procedures.

6. Which children are eligible for extended school year programs?

ESY programs may not be limited to children with special needs in certain program types (e.g., substantially separate settings) or to children with certain types of special needs. Decisions about ESY programs must be made on an individual basis, taking into consideration the unique needs of the child.

7. Must ESY services described on an IEP be provided at no cost to the child's parent(s)?

Yes.

8. May "recreation programs" be considered extended year programs?

Federal special education regulations under the Individuals with Disabilities Education Act (IDEA) do provide for "recreation programs" as related services. Therefore, an ESY program may consist of, or include, a recreation program. As with all special education services, educational goal(s) and objectives for a recreation program must be included in a child's IEP. Note, however, that state special education regulations indicate that camping or recreation programs provided **solely** for recreational purposes and with no corresponding IEP goals or specially designed instruction shall not be considered extended year programs.

9. How is the concept of "recoupment" used by a Team in determining the need for extended school year programming?

The Department of Elementary and Secondary Education interprets a child's difficulties with "recoupment" to be an aspect of "significant regression".

Specifically, significant regression and recoupment consist of the following inter-related elements:

- (1) the loss of performance levels that were attained before a break in service,
- (2) the child's limited learning rate, which lengthens the amount of time the child requires to review and/or relearn previously attained objectives, and
- (3) the fact that the time for that child to accomplish such recoupment is greater than the period of time the school district allows all other children for review and/or relearning.

10. What other criteria should a Team apply in making a determination for needed ESY programming?

Any decision regarding needed ESY programming must take into account the child's history of significant regression and limited recoupment capability. In other words, a child's Team must look backward and forward when considering the need for ESY programming.

In addition to significant regression and/or limited recoupment, courts have set forth other ESY criteria to be applied by a Team, as follows:

- the degree of the child's impairment
- the parents' ability to provide structure at home
- the child's rate of progress.
- the child's specific behavior and/or physical problems
- the availability of alternative resources
- the child's ability to interact with non-disabled children
- the specific curricular areas in which the child needs continuing attention
- the vocational and transition needs of the child
- whether the service requested is "extraordinary" rather than usual in consideration of the child's condition.

Only when all factors are considered together by the child's Team can a determination be made as to how much service will be offered.

11. Should ESY programming be considered by a Team even if there is no previous record of substantial regression over a summer vacation period?

When there is no previous record of a child's substantial regression after a significant break in service, a Team should still consider the need for an ESY program if the following circumstances are present:

1. there is lack of progress in meeting short-term objectives over two marking periods, resulting in little or no progress made over the school year;

2. there are significant regression/recoupment problems over short-term vacation periods or other breaks in the school year, and /or
3. the unique nature of any specially designed instruction or related services due to the disability of the student requires such extended school year programming.

12. How should a school district document a child's regression?

Since proposed ESY programming must take into account the probability of substantial regression, school districts should ensure that special education service providers maintain quantitative and qualitative data regarding the child, including anecdotal records on the rates of both learning and relearning, as well as a child's attainment of IEP goals and objectives.

13. Must ESY programming include all programs and related services to which the child is entitled during the regular school year?

ESY programs may include special education and/or related services and must be specified on the IEP. Since ESY services are proposed in order to avoid substantial regression, the portion of the child's IEP for ESY services may differ somewhat from the portion of the IEP that governs the provision of services for the regular school year. Such differences may be separately described on an additional IEP service delivery grid that specifically outlines the proposed extended school year services and their duration and frequency. The U.S. Department of Education, Office of Special Education Programs, has indicated:

It is . . . reasonable for an extended school year IEP to concentrate on: (1) the areas in which the child may experience regression, or (2) skills or programs that are not academic but are needed so that regression does not occur in academics. (Citation omitted) Myers, EHLR 213:255

14. Are ESY programs also to be provided in the Least Restrictive Environment (LRE)?

Yes. As in regular school year placements, the principles of LRE apply to the provision of ESY services. (OSEP policy letter, December 18, 1989)

Section 9

Bullying Prevention



Ipswich Public Schools

Bullying Prevention and Intervention for Students with Disabilities

Procedure

In May 2010, Governor Patrick signed into law comprehensive legislation that addresses bullying prevention and intervention. This law has specific requirements for how we address bullying and retaliation effectively for students with disabilities.

Requirements

IEP Teams must consider and specifically address social skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing:

- Whenever a student's team evaluation indicates that the student's disability affects social skills development.
- When the student's disability makes him/her vulnerable to bullying, harassment, or teasing.
- For *all* students on the autism spectrum.

Documentation

IEP Teams must document that issues of bullying, harassment, and teasing were considered at all Team meetings based upon the students' presenting social/emotional profile. It is critical to document that the conversation took place *even if* some Team Members do not feel that the student falls into one of the three categories above. The documentation is important as it indicates that the conversation occurred and all Team Members had a voice in the determination of vulnerability to bullying, harassment, and/or teasing.

The language below should be incorporated into all students' IEPs as indicated:

Student is Vulnerable

Place the following statement in the NI and in PLEP B

The Team considered and discussed the implications of M.G.L. Ch. 71, Section 370, MA Bullying Prevention Legislation at (student's name) Team Meeting. At this time, the Team, including (student's name) parents and (student, if appropriate, feel that (student's name) is vulnerable to bullying and would benefit from additional supports in the form of (list what has been incorporated into the IEP, e.g. services, and/or accommodations) to help (student's name) throughout the school day. Skills and proficiencies are addressed in Goals X, X, and X.

Student is Not Vulnerable

Place the following statement in the NI and Additional Information

The Team considered and discussed the implications of M.G.L. Ch 71, Section 370, MA Bullying Prevention Legislation. At this time, the Team, including (student's name) parents and (student, if appropriate), do not have any concerns in regard to bullying. If

in the future concerns arise, the Team will immediately reconvene to discuss what supports are needed and to address skills and proficiencies focus areas.

Optional addition to this statement: (Student's name) has demonstrated and stated that there are trusted adults at school that he/she would feel comfortable going to should there be bullying, harassment, or teasing concerns.

Teams must be mindful that any goals, benchmarks, and services that relate to bullying, harassment, and teasing are addressed within the IEP in a manner that is clear to the parents.

For expanded information, please refer to the *Technical Assistance Advisory SPED 2011-2: Bullying Prevention and Intervention* within this section of the Procedural Guide.

IPSWICH PUBLIC SCHOOLS
Bullying Prevention and Intervention Plan

I. LEADERSHIP

A. Public Involvement

In order to involve a wide range of constituents to share in the development of the Ipswich Public Schools Bullying Prevention and Intervention Plan, a number of meetings were scheduled and a draft committee was formed. Members of the committee created to formulate The Plan include the Superintendent of Schools, the Director of Pupil Personnel Services (Special Education Director), the Ipswich High School Principal, the Ipswich Middle School Assistant to the Principal, the Doyon Elementary School Principal, and the Social Worker for the Winthrop Elementary School. This committee includes Central Office, a representative from each building, special education, the school resource officer and a member of the Ipswich Teachers Association.

A draft of The Plan was presented to the Ipswich School Committee Policy Sub-Committee involving several School Committee members. Their review of The Plan was followed by a forum opened to all members of the community. An invitation was sent by each building Principal to all parents of Ipswich students. The forum was also mentioned in the local newspaper and posted on the school's website. That evening presentation/discussion was designed to present the Draft Plan and to elicit comments and feedback. In addition, the Administrative Team for the district reviewed The Plan as an agenda item at a regularly scheduled meeting.

The final step before submitting The Plan to the Department of Elementary and Secondary Education was the presentation to the Ipswich School Committee at a regularly scheduled public meeting, televised to the entire community.

B. Assessing Needs and Resources

In developing the Bullying Prevention and Intervention Plan, the Ipswich Public Schools District accessed information from a major student survey conducted by an outside consultant (working with the Principals) in the Spring of 2009. This comprehensive survey was conducted in all four schools in the district. A large sampling was used in each of the four buildings with a wide range of questions. Significant emphasis in the study focused on bullying, safety, violence and general feelings, student's objective responses and their written comments. Each school's data is different and therefore the individual decisions they make on practices, culture and services vary.

As a school system, we plan to conduct student surveys every two years with the 2011-2012 school year being the next survey target. A sufficient sample of the populations of each school in the district will provide survey data to help us enhance our programs and responses. Data gleaned from the survey will be shared with the Principal, School Leadership Team, Faculty, Administration Team, and School Councils. We will continue to have a consultant work with us to design the survey instrument and help collate and analyze the data. The consultant will provide feedback to each school and assess new data compared to earlier survey data.

C. Planning and Oversight

1. The following information provides a framework from which schools in the Ipswich Public Schools will deal with information and planning regarding bullying.

Each Principal or designee will receive reports from any source which alleges bullying. Each school will use a similar reporting form and investigating form to ensure a thorough and consistent response to a bullying report. Reports from staff members are required to be in writing on the approved form. Reports may be received orally or anonymously from students and parents. Once a report is received, the Principal or designee will investigate using a pre-approved form. The form will detail dates and times of any witness interviews and the substance of that information. Interviews with the target and/or aggressor will also be detailed on the reporting form. A brief narrative of the alleged bullying and a summary of the validity or lack of evidence of bullying will be detailed. Where appropriate, contact with parents will be noted and dated as will any information to the School Resource Officer or to the Superintendent of Schools. The form will include the action taken to resolve the allegation or to deal with the aggressor.

2. A summary report of bullying activity will be prepared annually by each Principal. This summary report will provide the basis for developing curriculum and interventions for the following school year. The summary reports will be submitted to the Superintendent of Schools who will prepare a district-wide overview of bullying activities and related actions taken by the individual schools. This information will be shared with the Administration Team and then used as a factor in preparing an annual district training plan.

Data from these annual reports will be compared annually to assess patterns, concerns or improvements in dealing with bullying on either a school or district-wide basis.

The Superintendent of Schools will prepare an annual report to the School Committee providing them with an overview of bullying incidents and detailing progress made over time to reduce or eliminate bullying.

3. Each school will keep either a paper or electronic record of the reporting and investigation reports. An annual report to the Superintendent of Schools will detail the number of bullying reports, the results of investigations and the specifics of actions taken to deal with the aggressor and end the acts of bullying.

4. The Ipswich Public Schools Administration Team will annually plan for the professional development that will take place as a district and within each school. The planning and preparation will include: (1) developmentally appropriate strategies to prevent bullying incidents; (2) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (3) information regarding the complex interaction and power differential that can take place between and among an aggressor, target and witnesses to bullying; (4) research findings on bullying including information about specific categories of students at risk for bullying in the school environment; (5) information on the incidence and nature of cyber-bullying; and (6) internet safety issues as they relate to cyber-bullying.

5. In order to prepare to meet the needs of targets and aggressors, each school will create a committee involving school counselors, social workers, psychologists and administrators. These committees will devise interventions, remediation and support

strategies to both assist targets and to educate or reform aggressors. Targets and aggressors will have access to information and counseling. Aggressors will be required to participate in an intervention plan dealing with the uniqueness of their bullying activities.

6. Each individual school in the district in conjunction with the District Administrative Team will design age appropriate curriculum to be utilized in that building. Curriculum devised by the Massachusetts Department of Elementary and Secondary Education will be examined and enhanced by locally produced curriculum. In focusing on developmentally appropriate information and strategies, it is expected that the curriculum will vary greatly on a K-12 basis. Once the curricula are devised, each school will select appropriate places in the curriculum as a whole in which bullying instruction will be included.

7. An Ad Hoc Committee comprised of administrators, teachers, counselors and the school resource officer will develop policies and protocols to deal with bullying. The policies and protocols will be submitted to the Policy Committee (a sub-committee of the School Committee), for their review and approval. The policies and protocols will be acted upon and adopted by the full Ipswich School Committee. The District Internet Safety Policy will be reviewed and revised based on the modifications of the Bullying Law.

In each school building, the Principal is charged with the responsibility of introducing The Plan and making certain that all aspects are included in the daily operation of the school building. By extension, the Superintendent of Schools is responsible for the compliance of the District as a whole in all aspects of The Plan including professional development, age appropriate curriculum and thorough reporting and investigation practices.

8. On an annual basis, the Principal of each school, in concert with the faculty and School Council, should amend the student handbooks to remain consistent with modifications resulting from the Bullying and Intervention Plan. Principals are responsible for updating and keeping current the staff handbooks in each school.

9. On a building basis, each Principal will make diligent efforts to keep parents informed about bullying and the bullying law, interventions to reduce bullying and other correspondence as necessary. The Superintendent of Schools is responsible for notifying parents and members of the School Committee so that they are kept current and informed regarding all aspects of bullying. The Superintendent provide updates to the School Committee on an annual basis.

10. The District Administrative Teams will annually review and update the Bullying and Intervention Plan. Updates will be done more frequently if information or patterns of behavior necessitate more immediate modifications.

D. Priority Statement

The Ipswich Public Schools expects all members of the school community, including but not limited to students, families, teachers, staff, and administrators, to work together respectfully and to show compassion for individual differences. We understand that knowledge and empathy are the most effective means to combat harassment and prevent dangerous behaviors. We are committed to the creation and maintenance of safe learning environments that are free of bullying and disruptive behavior, and are able to promote learning, especially for vulnerable student populations. We will take steps to provide our students with the skills and tools necessary for protection against bullying, harassment, and teasing. This

commitment will be an integral part of all aspects of our school and community, including curricula, instruction, student activities, and professional development.

The Ipswich Public Schools will not tolerate behaviors that compromise our safe learning environment. We will investigate complaints and take prompt action against those whose behaviors are disruptive in order to restore a sense of safety for all. We will collaborate with families, community members, community agencies, and law enforcement to prevent incidents of aggression and to comply with the Bullying Prevention and Intervention Plan.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Annual Staff Training

At the beginning of each school year, the Ipswich Public Schools will provide mandatory training for all staff as it relates to the Bullying and Intervention Plan. Training will be provided in each school as part of the initial staff development days that precede the first reporting day for students each year. The training will include an overview of the process of reporting and investigating any bullying complaints. The process for reporting and related reporting forms will be reviewed. The details of the Investigation Process and the resulting actions will be reviewed for all staff.

Staff training will include specific information about the age-appropriate curricula that will be offered at all grades in each school.

Staff who join the school after the training has been completed will be provided equivalent training unless they can demonstrate having received training in an acceptable and comparable program within the preceding two years.

The district will provide a similar training program for all bus drivers, monitors, cafeteria workers, custodians and central office staff.

B. Ongoing Professional Development.

Professional development will be provided within each school building to build awareness and skills needed to prevent, identify, and respond to bullying. The content of the school wide training(s) will be informed by research and may include information on the following topics.

- (i) developmentally (or age-) appropriate strategies to prevent bullying;
- (ii) developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- (v) information on the incidence and nature of cyberbullying; and
- (vi) internet safety issues as they relate to cyberbullying.

Professional development will also address the prevention and response to bullying for students with disabilities that must be considered when developing Individualized Educational Programs (IEPs). This training would be particularly focused towards students

who are diagnosed with autism spectrum disorders and/or those students whose disability includes social skills deficits.

Additional areas of training will be based on the needs and concerns identified by staff and may include:

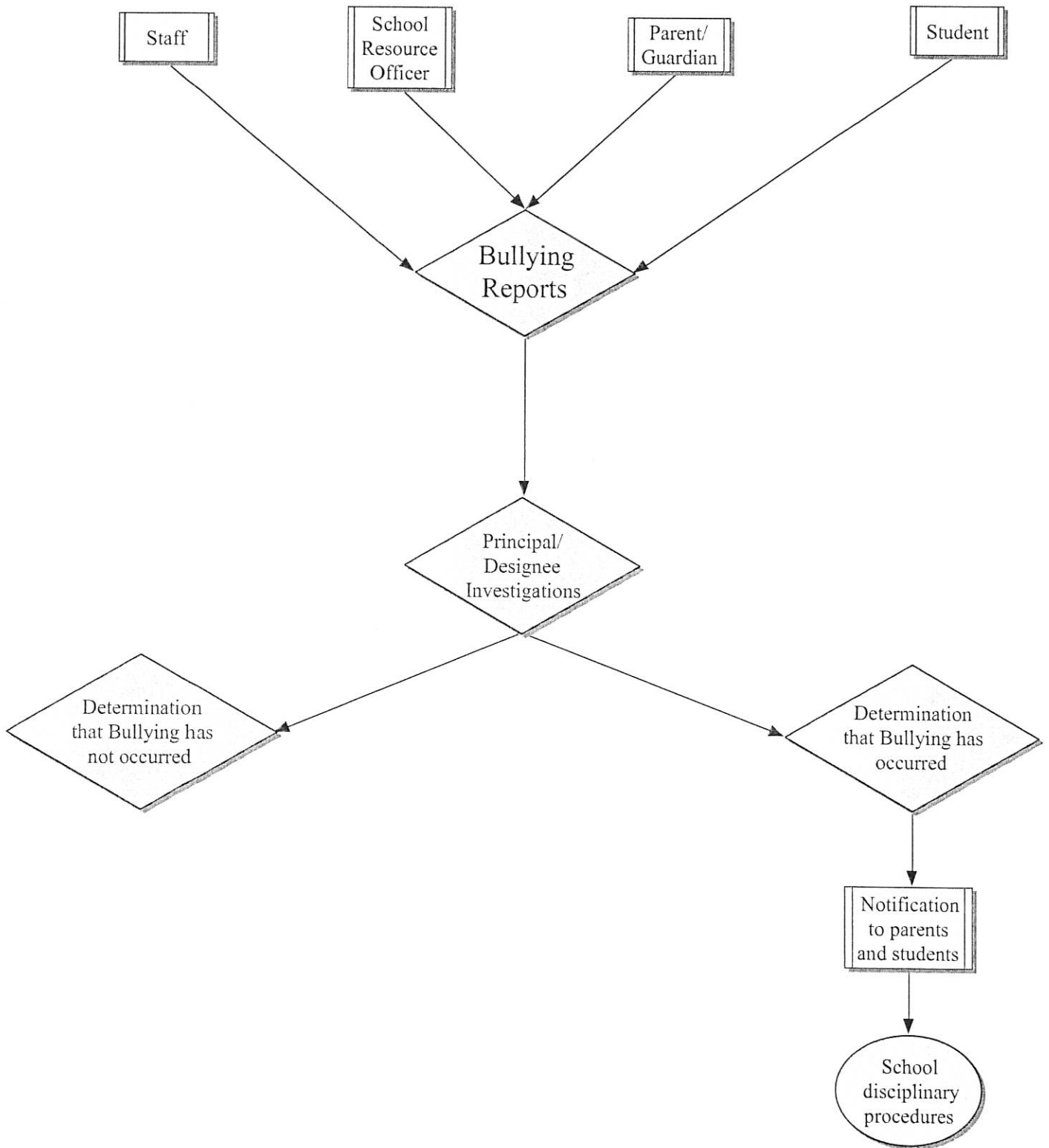
- promoting and modeling the use of respectful language;
- fostering a respect for diversity and difference;
- building collaborative relationships and communicating with parents;
- teaching and modeling social skills (i.e. anger management, conflict resolution, and empathy for others);
- utilizing positive behavioral intervention;
- fostering student leadership and
- maintaining a safe and caring classroom for all students.

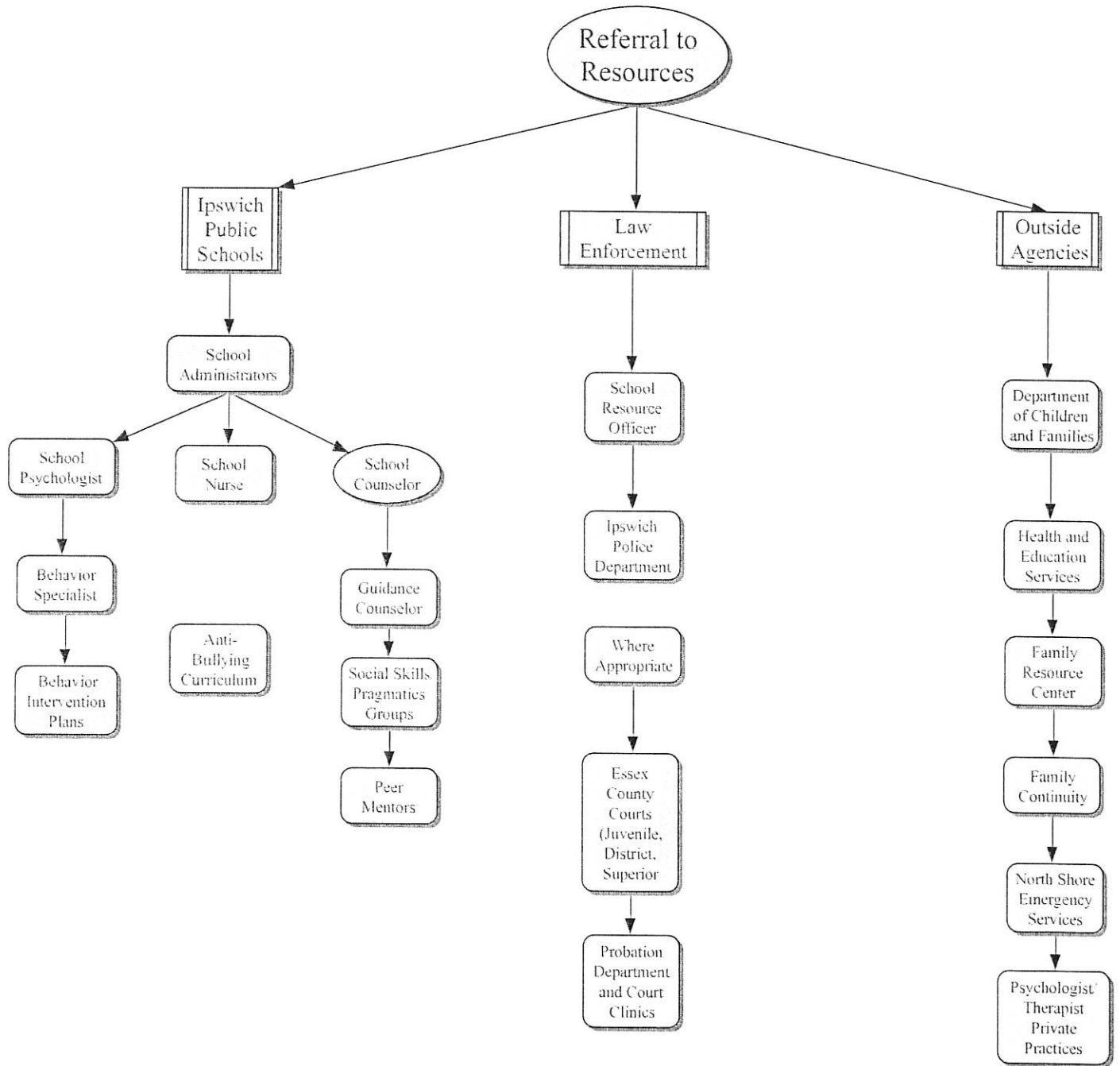
C. Written Notice to Staff:

The Bullying Prevention and Intervention Plan will be published in the school handbooks and posted on the school web site.

III. ACCESS TO RESOURCES AND SERVICES

A. Identifying Resources





Ipswich Public Schools has identified internal, law enforcement, and outside agency resources to provide counseling and other services for targets, aggressors and their families. The Ipswich Public Schools Administration Team will annually review staffing needs and programs at each of the district's schools to foster positive school environments to address the twin goals of early intervention and intensive remediation/education services. In response to the data collected regarding bullying incidents in the district and the school survey data, the Administrative Team may adopt new curricula, reorganize staffing, establish safety planning teams and update its list of community-based resources to support targets, aggressors and their families.

B. Counseling and Other Services.

Ipswich Public Schools has identified local resources (foreign language teachers, community volunteers) to address diverse linguistic needs. Catholic Charities has also been identified as an outside agency able to provide translation/interpretation services. In order to address culturally appropriate needs, Ipswich Public Schools will develop a database of agencies and providers in the general North Shore area who provide culturally-sensitive services. For Medicaid-eligible students, Ipswich Public Schools will make referrals to the local Community Service Agency ("CSA"), Health and Education Services/Wraparound Services.

C. Students with Disabilities.

The Pupil Personnel Director of the Ipswich Public Schools has provided training relative to M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, to the Special Education Program Managers in each of the district's schools. The Program Managers oversee the delivery of special education services and convene TEAM meetings as required by state and federal special education law. For students whose disabilities include Autism Spectrum Disorder (including Asperger's Syndrome), as well as for students who have social skills/pragmatics deficits, the Program Manager will discuss at the yearly TEAM meetings whether the student has a disability that affects social skills development or whether the student may participate in or is vulnerable to bullying, harassment or teasing because of his/her disability. If the TEAM determines that the student is not at risk of bullying (either as a target or an aggressor), the Program Manager/TEAM Chairperson shall note the TEAM's decision in the Additional Information section of the student's Individualized Educational Plan ("I.E.P.") and shall also include that information in the Notice of Proposed School District Action (Form N1) which summarizes the action proposed by the district. If the TEAM determines that the student is at risk of bullying (either as a target or an aggressor), the Program Manager/TEAM Chairperson shall note the TEAM's decision in the Additional Information section of the student's Individualized Educational Plan ("I.E.P.") and shall also include that information in the Notice of Proposed School District Action (Form N1) which summarizes the action proposed by the district. The Program Manager/TEAM Chairperson will also facilitate a discussion by the TEAM as to the information and services which should be included in the I.E.P. to develop the student's skills and proficiencies to avoid and respond to bullying, harassment or teasing.

The services may include, but not be limited to, functional behavioral assessments, behavior intervention plans, social skills/pragmatics groups and counseling.

D. Referral to Outside Services.

Ipswich Public Schools, through its school psychologists, school counselors/social workers, and guidance counselors refer students and families to community-based treatment services on an as-needed basis. The clinician speaks with the student and his/her parents, secures written parental consent to disclose confidential information to an outside treatment provider and makes the referral to the outside agency via telephone and/or email. The school clinician provides the student and his/her parents with written notice of the name, address and telephone number of the outside agency from which treatment is sought and provides follow-up contact to ensure that the referral process has been completed successfully and treatment is being obtained. If the student and/or parents are not successful in connecting with the outside agency on a timely basis, the school clinician provides additional treatment agencies for the family's consideration.

Current Outside Agency Resources include, but are not limited to:

Ipswich Police Department

15 Elm Street
Ipswich, MA 01938
Tel. (978) 356-4343
School Resource Officer: Shawn Smith

Health & Education Services, Inc.

Psychiatric Emergency
Haverhill Area (978) 521-7777
Salem Area (978) 744-1585

Outpatient Clinics

Beverly (978) 921-1190
Gloucester (978) 283-0000
Salem (978) 745-2440
Haverhill (978) 373-1126
Ipswich (978) 356-1776
Lawrence (978) 683-3128
Amesbury (978) 388-7032

Family Resource Center – North Shore Medical Center

57 Highland Avenue
Salem, MA 01970
Tel. (978) 745-9007

Family Continuity

360 Merrimack Street, #9
Lawrence, MA 01943
Tel. (978) 687-1617

Department of Children & Families

Haverhill Area Office
3 Ferry Street

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

A. Specific bullying prevention approaches.

Ipswich Schools bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- engaging students in a safe, supportive school environment that is respectful of diversity and difference;
- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cybersafety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan.

B. General teaching approaches that support bullying prevention efforts.

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

A. Reporting bullying or retaliation.

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be

recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form¹ and an email address.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, the student handbook and other locations determined by the principal or designee.

At the beginning of each school year, the school or district will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff

A staff member will report in writing immediately (**within a maximum of 48 hours**) to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

B. Responding to a report of bullying or retaliation.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus;

¹ See Appendix A for Incident Reporting Form.

identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. (Include locally established student safety planning policies and procedures here.)

2. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, and other individuals the principal or designee deems appropriate.

C. Investigation.

The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor,

target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation. (Align this with school or district procedures.)

D. Determinations.

The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

E. Responses to Bullying.

1. Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the principal or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;

- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and
- making a referral for evaluation.

2. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or district's code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

2. Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

VI. COLLABORATION WITH FAMILIES

A. Parent education and resources.

The school or district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs may be offered in collaboration with the PTO, PTA, School Councils, Special Education Parent Advisory Council, or similar organizations.

B. Notification requirements.

Each year the school or district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The school or district will post the

Plan and related information on its website.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyberbullying, are prohibited:

- (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- (ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

VIII. DEFINITIONS

Aggressor is a student who engages in bullying, cyberbullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

Elementary Incident Report Form

Person Completing Form	
Date and Time of Incident	
Who Reported Incident	
Child / Children Involved	
Place of Incident	

Details of Incident	
---------------------	--

To your knowledge, has this occurred before? Yes _____ No _____	Are there immediate safety or transportation concerns? Yes _____ No _____
--	--

If needed, describe incident or concerns in more detail

Action Plan

To be completed by principal / assistant principal / designated staff

Date	
Interviewed Alleged Target	
Interviewed Child Accused of Aggression	
Interviewed Witnesses	
Summary of Findings	
Action Taken Reported to Superintendent _____ Reported to School Resource Officer _____	
Contact Made with Parent ___/___/___ Verbal _____ Written _____	
Signature of Principal / Designee	

Ipswich Middle School Incident Report Form

This report must be submitted to the principal or assistant to the principal as soon as possible.

Target of Bullying (name)	
---------------------------	--

Alleged aggressor (s)	
-----------------------	--

What Happened?

Date and Time of Incident	
---------------------------	--

Location of Incident	
----------------------	--

Witness(es)

Previous Incidents:

Details of Incident:

Has this occurred before?	Do you have immediate safety concerns?
	Bus concerns/ walking home concerns?
	Yes No

If needed, describe incident in more detail or add pertinent information:

Signature:	Date:
------------	-------

Ipswich Middle School Investigation Form

Date of Investigation	
-----------------------	--

Investigator	
--------------	--

List Persons Interviewed:	Date and Time:
1.	
2.	
3.	
4.	

Contact made with Parent (s):
Date and Time:

Interview Narrative:

Action Taken:

Contact made with Parent (s):		
Date:	Email?	Verbal?

Follow Up Conferences? Plans in place to prevent further incidents:

Was the incident reported to the Superintendent? Yes No	Details:
Was the incident reported to the SRO? Yes No	

Date of final meeting with student:

Signature of Investigator:	Date:
----------------------------	-------

Ipswich High School Incident Report Form

This report must be submitted to the Principal or Assistant Principal as soon as possible.

Target of Bullying (name)	
Alleged aggressor (s)	

What happened?

Date and Time of Incident	
---------------------------	--

Location of Incident	
----------------------	--

Witness(es)

Previous Incidents:

Details of Incident:

Has this occurred before?	Do you have immediate safety concerns? Bus concerns/ walking home concerns? Yes No
---------------------------	---

If needed, describe incident in more detail or add pertinent information:

Signature:	Date:
------------	-------

124

Ipswich High School Investigation Form

Date of Investigation	
-----------------------	--

Investigator	
--------------	--

List Persons Interviewed:	Date and Time:
1. 2. 3. 4.	

Contact made with Parent (s): Date and Time:	
---	--

Interview Narrative:	
Witness list:	

Action Taken:	
---------------	--

Contact made with Parent (s):		
Date:	Email?	Verbal?

Follow Up Conferences? Plans in place to prevent further incidents:	
---	--

Was the incident reported to the Superintendent? Yes No	
Was the incident reported to the SRO? Yes No	Details:

Date of final meeting with student:	
-------------------------------------	--

Signature of Investigator:	Date:

Process for Responding to a Report of Bullying
Flow Chart

