

Atlanta Community School

SPECIAL EDUCATION MANUAL

Atlanta Community School Special Education Manual

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Please see the “AMA ESD DISCIPLINE MANUAL” for information specific to Discipline.

(This is located on the AMA ESD Website: amaesd.org under “forms”.)

SPECIAL EDUCATION EXPECTATIONS

Response to Intervention SAT/Request procedures

Procedure for student assistance

1. Once any teacher becomes concerned with the progress of a student, it is their responsibility to contact the building principal. A phone call or letter (refer to AMAESD website for form) should then be sent to the parent of the student requesting parent feedback and informing them of a Student Assistant Team (SAT) meeting regarding their child's academic or behavioral needs. Please be aware that this process does not supersede the right to go immediately to completing a request for special education services when appropriate or requested by a parent in writing.
2. A team of professionals, known as a SAT, is then created. The team will consist of (as appropriate); the general education teacher, school success worker, principal, ancillary service provider and school psychologist or teacher consultant.
3. The team will convene at scheduled meeting times to review data and evaluate the success of various interventions.
 - a) The classroom teacher will fill out the necessary referral for SAT services. This packet is available from the building administrator or on the shared drive for teachers.
 - b) Once the classroom teacher has completed the necessary information, the packet will be given to the building administrator **at least one week prior** to the scheduled SAT meeting.
 - c) The building administrator will begin the process of SAT referral by placing the student on the SAT schedule via a SAT member. Teachers will be given the schedule.
 - d) The SAT will follow Response to Intervention (RTI) and Continuum of Service procedures before considering request for special education testing.

Request Process

1. If the SAT agrees that all interventions have been exhausted and without progress, a special education request form will be completed and signed by the administrator of the building.
2. Once the building administrator signs the completed request form, copies are made; the original request form is filed in the student's CA-60 file with copies given to each staff member who works with the student. The ESD will be the original record holder for record retention purposes.
3. The request should be transferred/faxed to the ESD staff on the same day as the request is signed.

IEP and Review of Existing Evaluation Data (REED) Deadlines

1. From the date a Request for an Initial Evaluation is received by the district, the district has 10 school days to request written parental consent to evaluate (This is done via the REED and the REED Prior Written Notice).
2. The Initial IEP must be held within 30 school days of the receipt of the signed consent (by parent/guardian) to evaluate. Extensions of up to an additional 30 school days are allowed for initials with all parties in agreement.
3. The 365-day timeline requirement for an **initial IEP** starts at the implementation date.
4. The 365-day timeline requirement for an **annual review IEP** starts on the date of offer of FAPE. The date of a subsequent offer of FAPE ends the 365-day timeline.
5. The 36 month timeline for a **redetermination IEP** starts on the date of the offer of FAPE.
6. Within 7 school days from the date of the individualized education program team meeting, the public agency shall provide the parent with the notice of an offer of a free appropriate public education or determination of ineligibility. The public agency shall document mode and date of delivery. The notice shall identify where the programs and services are to be provided and when the individualized education program begins.

Policies and Procedures to Ensure Continuum of Servicing Students with Special Needs

Professional Staff will follow the Continuum of Educational Programs noted below:

- School and ESD staff meet during a Student Assistant Team Meeting (SAT) to target students brought to their attention who demonstrate at risk academic or behavioral deficits.
- Early intervention programs are applied from Title 1 Services and Response to Intervention Specialist or differentiated instruction is addressed in order to promote and encourage the success of each targeted student.
- If the student requires further accommodations as part of the continuum of services he/she may be considered for a 504 Plan. This student will need to qualify under the local's 504 District Plan.

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- The student will have a request for a special education evaluation if he/she requires further screening and testing due to a suspected disability that cannot be supported within a 504 Plan.
- The MET will meet to review the evaluation results and give recommendations to the IEP Team.
- Regular education classroom with supportive services is then reviewed and discussed at the IEP meeting. The Individual Education Planning Team will collaboratively determine the special and general education services a student needs, using the Least Restrictive Environment Checklist and based on the goals and objectives developed for him or her. This process is designed to ensure that each student will receive services specifically addressing each student's unique set of needs.
- The AMA ESD strongly agrees that students with learning disabilities can and should master the content provided through general education.

In addition to the Least Restrictive Environment Checklist, the following questions are considered as part of the continuum of services:

- *Can the student be successful in their general educational setting with the support of a Special Education Teacher/Teacher Consultant providing direct or indirect support services?*
- *Would the student be appropriately placed in a co-taught classroom in one or more of the content areas of Math, English Language Arts or Science?*
- *Would the student benefit from a pull-out program in their deficit area by receiving support for the least amount of time possible in a Resource Room during the course of the school day away from their general education peers?*
- *Do students require a Resource Room that has a Behavioral or Functional Focus where the student is placed full or part-time during the course of the school day?*
- *Does the student require instruction in a focused Resource Room program for over 50% of their day?*
- *Is the student best serviced in a day school program in separate building such as in Pied Piper School?*

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SPECIAL EDUCATION PROCEDURES

Please follow the “Special Education Quick Reference Guide” for When, What and Who on the subsequent pages:

- Initial Request for Special Education
- Three-Year Evaluations
- Requests to determine additional or change of eligibility
- Requests to determine if additional programs or services are needed
- Transfers of Previously Eligible Students (from Districts within Michigan)
- Transfers of Previously Eligible Students (from Districts outside Michigan)
- Transfers of Previously Eligible Students (From Districts within Michigan (unique situations))
- Dropping or Changing a Service (Other than Speech and Language Services)
- Dropping Speech for “Speech and Language Eligible” Student
- Dropping Speech for a Student Eligible in a Category Other Than Speech and Language Impaired
- Exiting Special Education (Due to Ineligibility)
- Exiting Special Education (Due to Reaching Maximum Age for Eligibility)
- Parent/Guardian No Longer Wants Special Education for Their Child
- Parent/Guardian Wants to Reinstate Services After Revoking Them.

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<p style="text-align: center;">WHEN (When an event occurs)</p>	<p style="text-align: center;">WHAT (What is needed for the event in "When")</p>	<p style="text-align: center;">WHO (Who needs to do the items in "What")</p>
<p>Initial Request for Special Education</p> <p>(Note: From the date a Request for an Initial Evaluation is received by the district, the district has 10 school days to request written parental consent to evaluate. The Initial IEP must be held within 30 school days of the receipt of the signed consent (by parent) to evaluate. Extensions of up to an additional 30 school days are allowed for initials with all parties in agreement.)</p>	<ul style="list-style-type: none"> • The Request form • The REED • The REED Prior Written Notice • Procedural Safeguards • The applicable MET document via Illuminate® • Any relevant reports for the MET • An "Initial Compliance Document" form • An invitation to the IEP • An Initial "Notice of Provision of Services and Programs" signed by the district representative and the parent <p>Note: On the REED in the request date box: You should write in the date the REED meeting is being held.</p>	<ul style="list-style-type: none"> • The Request form can be initiated by the school or parents. It's typically done by the teacher or parent. The principal or designee makes sure the form is completed, signs it and gives it to the AMA ESD staff assigned to their building. (ESD staff will date and initial the request on the day s/he received it.) • Procedural Safeguards must be given or sent to the parent by the person assigned to lead evaluation. • ISD staff evaluates, writes the report(s), and completes the MET document. • The Initial Compliance document is completed by the ESD staff. • The invitation to the IEP meeting is sent by person that is leading the evaluation. • The IEP meeting is conducted by the lead person on the MET team. • The building administrator signs the "Notice" once the IEP is completed. <p><u>Items sent to the ESD:</u></p> <ul style="list-style-type: none"> • The Request/Referral Form (signed) & dated with correct receipt dates. • The REED, including signed & dated consent • The REED Prior Written Notice • Initial Compliance Document • The SIGNED MET document (MET cover sheet that is in Illuminate). • Relevant reports for the MET. • (Medicaid Parent Consent) • "Initial Notice" page signed by district AND parent(s)/guardian(s).

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<p>Three-Year Evaluations</p> <p>(NOTE: Three-Year Evaluations are due exactly three years from the previous evaluation. No extensions are allowed.)</p> <p>Additional NOTE: If a REED determines no additional information is needed at the time of any Three-Year Evaluation, the IEP that is held as a result sets the clock for the timeline of the next Three-Year Evaluation.</p> <p>Example:</p> <p>Initial Eval: 12/1/07 Three-Year Eval Due: 12/1/10</p> <p>If the REED for the 12/1/10 three year eval. determined no additional information was needed, the FAPE date (meaning IEP must be completed) by that date. The date of that FAPE sets the clock for the NEXT Three Year Eval.</p> <p>Assuming the IEP in this example was completed on 12/1/10, the next Three-Year Eval would be due 12/1/13.</p>	<ul style="list-style-type: none"> • A REED • A REED Prior Written Notice • If the REED determined additional information was needed, please complete the evaluations requested and compile a report. (An IEP Team member must notify the parent and inform them of their right to a full evaluation. Obtaining parent signature is best practice. If parent is not in attendance, documentation of the attempts to obtain consent are to be done on the REED in Illuminate.) • Any relevant reports • IEP Invitation • IEP marked Three Re-evaluation • A "Notice of Provision of Services and Programs" (not Initial) <p>NOTE: If the parent refuses the evaluation in writing, then:</p> <p>Either a) make the student eligible based on the data you have, or b) make the student ineligible because you don't have sufficient data.</p>	<ul style="list-style-type: none"> • The REED, The REED Prior Written Notice, signed MET document, and relevant reports for the MET are completed by the ESD staff. • The invitation to the IEP meeting is sent by either ESD or school staff. • The IEP meeting is conducted by the person assigned by the district. • The building administrator signs the "Notice" once the IEP is completed. <p><u>What is sent to the ESD?</u></p> <ul style="list-style-type: none"> • The signed REED. (parent signature if appropriate.) • The REED Prior Written Notice • Relevant Report(s). • SIGNED MET Document (Cover Sheet that is in Illuminate) • The signed "Notice" page. <p>NOTE: If you DO NOT meet the REQUIRED timelines, you MUST complete the "Documentation of IEP Timelines That were not Met" Form" and obtain the required signatures. (Please note that this does not "forgive" or make not meeting the timelines okay.)</p>

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<p>Other: Requests for Special Education, such as:</p> <ul style="list-style-type: none"> • Requests to determine additional or different eligibilities • Requests to determine if additional programs or services are warranted <p>NOTE: Requests of this type are due within 30 school days of the date the LEA (AMA ESD staff) signed receipt of parent consent to evaluate. No extensions are allowed. The timeline may be extended, if agreed to by the parent and district. This must be written on the REED and measured in school days.</p> <p>Additional NOTE: If the parent of an eligible student requests additional testing unrelated to eligibility consent is required. A report summarizing the testing should be done, however a MET would not be required.</p>	<ul style="list-style-type: none"> • A REED (NOTE: On REEDs of this type, it is critical to indicate on the REED that the REED is being done for additional testing and who is involved.) • Check "Addition of Services" IF deciding on adding services. OR check "Other" and state why. (CANNOT be marked as Re-Evaluation. If you do, then 30 school days IS YOUR ONLY CHOICE.) • If the REED determined a need to consider a change of disability, the applicable MET document via Illuminate needs to be completed. • The REED Prior Written Notice • If the REED determined additional information was needed, complete any relevant reports. • For change in eligibility you will need: IEP Meeting Invitation IEP marked, "To discuss an Evaluation Plan" & Re-evaluation if Applicable. • A "Notice of Provision of Services and Programs" (not Initial) 	<p>For addition of Services:</p> <ul style="list-style-type: none"> • The REED, relevant report(s), an Amendment or IEP and Notice of a FAPE are completed by the ESD staff. • The building administrator signs the "Notice" after the IEP is completed. <p>For Change in Eligibility:</p> <ul style="list-style-type: none"> • The REED, relevant MET report(s), MET cover sheet (via Illuminate), the IEP and Notice of a FAPE are completed by the ESD staff. • The invitation to the IEP meeting is sent by the ESD or school staff. • The IEP is conducted by the person assigned by the district. • The building administrator signs the "Notice" after the IEP is completed. <p><u>What is sent to the ESD?</u></p> <ul style="list-style-type: none"> • The signed REED, indicating it's being done for additional testing, or to consider additional or different eligibilities. • The REED Prior Written Notice • Illuminate MET document (if a change in disability occurred.) • Relevant Report(s). • The signed "Notice" page.

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<p style="text-align: center;">WHEN</p> <p style="text-align: center;">(When an event occurs)</p>	<p style="text-align: center;">WHAT</p> <p style="text-align: center;">(What is needed for the event in "When")</p>	<p style="text-align: center;">WHO</p> <p style="text-align: center;">(Who needs to do the items in "What")</p>
<p>Transfers of Previously Eligible Students (From Districts within Michigan)</p> <p>(You will need the IEP from the previous district in order to begin this process.) However, a copy of the MET, etc. will be needed to be turned into the ESD in the end as well.</p> <p><u>Option One:</u> Decide if you can implement the IEP without making ANY CHANGES. If you can then complete a "Permission for Placement" in ILLUMINATE and say, "Yes" when asked, "Can you use the previous district's IEP?" (Remember, you cannot do a Continuance IEP and then do an amendment on the IEP you said you could follow precisely.)</p> <p><u>Option Two:</u> If you cannot implement the previous school district's IEP as is, then say "No" when asked, "Can you use the previous district's IEP" on the "Permission for Placement" form on Illuminate.</p> <p>**Summer move ins: When a student moves in on or before the 1st day of school you must provide FAPE ON the 1st day of school. Suggestion: Contact the school, ask that an IEP as least be faxed and hold an IEP that day if not before.</p>	<p><u>Option One:</u></p> <ul style="list-style-type: none"> Use Illuminate "Permission for Placement" form or the form on the ESD website (Note: This form should be used and the student should be placed in an appropriate program and/or service as soon as previous eligibility and programming is verified.) Registry Update form Previous district's IEP AND MET document(s) <p><u>Option Two:</u></p> <ul style="list-style-type: none"> All of STEPS IN OPTION ONE AND Hold an IEP within 30 school days For this you will need to do: <ul style="list-style-type: none"> -IEP Meeting Invitation in Illuminate Sent. -IEP marked, "Annual Review" in Illuminate. -A Notice of Provisions of Programs and Services (not Initial). <p>Note: Be sure to document PARENT CONSULTATION on the PERMISSION TO PLACE FORM if the student transferred during the school year.</p>	<ul style="list-style-type: none"> The "Permission for Placement" form is completed by the person assigned by the district. The Registry Update form is completed by the person assigned by the district. The invitation to the IEP is sent by person assigned by district. The IEP is conducted by the person assigned by the district. The building administrator signs the "Notice". <p>What is sent to the ESD?</p> <p><u>Option One:</u></p> <ul style="list-style-type: none"> Previous IEP Previous MET, etc. The Permission for Placement form SIGNED with Parent Consult added. The Registry Update form. The signed "Notice" page. <p><u>Option Two:</u></p> <ul style="list-style-type: none"> Previous IEP Previous MET, etc. The Permission for Placement form SIGNED with Parent Consult added. The Registry Update form. The signed "Notice" page.

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<p>Transfers of Previously Eligible Students (From Districts outside Michigan)</p> <p>(NOTE: Even though out-of-state transfers are treated as initials for reporting purposes, the IEP 30 day timeline starts with Permission for Placement.)</p>	<ul style="list-style-type: none"> • Permission for Placement form (Note: Even though this situation is treated as an initial for timeline purposes, the student should be placed in an appropriate program and/or service as soon as previous eligibility and programming is verified.) • Request for Evaluation Form • Procedural Safeguards • Registry Update Form • If the REED determined additional information was needed, the applicable MET coversheet via Illuminate • The REED Prior Written Notice • Any relevant reports for the MET • Initial Compliance Document • IEP Invitation sent to the parents (Illuminate) • IEP marked Initial • A "Notice of Provision of Services and Programs" (Initial) <p>NOTE: Out of state transfers are treated as initials.</p>	<ul style="list-style-type: none"> • The Immediate Placement form is completed by the person assigned by the district. • Procedural Safeguards must be sent by person assigned by district. • Signed "Referral/Request for Evaluation" form, Illuminate MET cover sheet, and relevant reports for the MET are completed by the ISD staff. • The Initial Compliance Document is completed by the ISD staff. • The invitation to the IEP is sent by person assigned by district. • The IEP is conducted by the person assigned to the district. • The building administrator signs the "Notice". <p>What is sent to the ESD?</p> <ul style="list-style-type: none"> • The SIGNED Referral/Request for Evaluation form. • The Signed REED • The REED Prior Written Notice • Initial Compliance Document • The MET FROM Illuminate. • Relevant reports for the MET. • The signed "Notice" page. • Registry Update • Prior District's IEP, MET, MET report.

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<p>WHEN (When an event occurs)</p>	<p>WHAT (What is needed for the event in "When")</p>	<p>WHO (Who needs to do the items in "What")</p>
<p>Transfers of Previously Eligible Students (From Districts Within Michigan) UNIQUE SITUATIONS</p> <p>1. The MET and/or IEP are significantly overdue.</p> <p>-----</p>	<p>Do a "Permission for Placement" form either on ILLUMINATE or using the ESD form and hold an IEP and/or conduct REED then MET as soon as possible.</p> <p>-----</p>	<p>Refer to page 2 BUT perform needed assessments and hold IEP AS SOON AS POSSIBLE.</p> <p>-----</p>
<p>2. The MET is coming due shortly.</p> <p>-----</p>	<p>Refer to p. 4, Transfers of Previously Eligible Students (from Districts within Michigan) You are not obligated by the previous district's dates, but must complete the evaluation within 30 school days. Complete a REED (even if the previous district did one) and proceed with the process.</p> <p>-----</p>	<p>Refer to p. 4, Transfers of Previously Eligible Students (From Districts within Michigan).</p> <p>-----</p>
<p>3. The Initial Request process was started in the previous district but not completed.</p>	<p>You are not obligated to follow the previous district's timeline. Develop a timeline with the parent, not to exceed 30 school days.</p>	<p>Refer to Initial IEP Process, p. 1.</p>

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<i>(When an event occurs)</i>	WHAT <i>(What is needed for the event in "When")</i>	WHO <i>(Who needs to do the items in "What")</i>
Dropping or Changing a Service (Other than Speech and Language Services)	<ul style="list-style-type: none"> • IEP meeting Invitation • IEP marked Annual Review/Other • A "Notice of Provision of Services and Programs" (not Initial) <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • An Amendment <p>Note: Amendments do not need to be done in person. HOWEVER, all parties must be in agreement (school and district administrator). BOTH PARTIES MUST BE IN AGREEMENT WITH DATE AND METHOD THAT IT WAS ACQUIRED. WRITE THIS IN THE "rationale" SECTION OF THE AMENDMENT.</p>	<ul style="list-style-type: none"> • The invitation to the IEP is sent by person assigned by district. • The IEP is conducted by the person assigned by the district. • The building administrator signs the "Notice" once the IEP is completed. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • The Amendment is completed by the person assigned by the district. (Be sure to get parent/guardian agreement either in person or via the phone. Document how you obtained consent.) • The building administrator signs the "Notice". • The person assigned by the District notifies the IEP Team, including all relevant general education teachers and special education providers of the changes to the IEP outlined in the Addendum. <p><u>What is sent to the ESD?</u></p> <ul style="list-style-type: none"> • The signed "Notice" page for IEP meeting if it was held.

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<p>Dropping Speech for "Speech and Language Eligible" Student</p>	<ul style="list-style-type: none"> • A REED—should be marked as "termination of services" • A REED Prior Written Notice • If further assessment is needed, perform the needed assessments • Complete a Diagnostic Speech Report • MET Cover Sheet (In Illuminate) • IEP Invitation • IEP should be marked as "Re-evaluation" • IEP should show ineligible • A "Notice of Provision of Services and Programs" (not Initial) 	<ul style="list-style-type: none"> • The REED, MET document, and Diagnostic speech reports for the MET are completed by the speech pathologist. • The invitation to the IEP is sent by speech pathologist assigned to this district. • The IEP is conducted by the speech pathologist assigned to this district. • The building administrator signs the "Notice" once the IEP is completed. <p><u>What is sent to the ESD?</u></p> <ul style="list-style-type: none"> • The entire REED with the parent/guardian signatures if appropriate. • The REED Prior Written Notice • MET cover sheet for SLI. • Diagnostic Speech Report. • The signed "Notice" page.

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<p>Dropping Speech for a Student Eligible in a Category Other Than Speech and Language Impaired</p>	<p><u>If holding an annual you need:</u></p> <ul style="list-style-type: none"> • IEP Invitation • IEP marked Annual Review/Other <p>A "Notice of Provision of Services and Programs" (not Initial)</p> <p>OR</p> <p><u>Dropping services via an Illuminate Amendment:</u></p> <ul style="list-style-type: none"> • Complete amendment on Illuminate • BOTH PARTIES MUST BE IN AGREEMENT WITH DATE AND METHOD THAT IT WAS ACQUIRED. WRITE THIS IN THE "rationale" SECTION OF THE AMENDMENT. 	<p>FOR ANNUAL:</p> <ul style="list-style-type: none"> • The invitation to the IEP is sent by the lead at the school. • The IEP is conducted by appropriate members. • The building administrator signs the "Notice" after the IEP is completed. <p><u>What is sent to the ESD for either situation?</u></p> <ul style="list-style-type: none"> • The signed "Notice" page for the Annual IEP ONLY.

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<p>WHEN <i>(When an event occurs)</i></p>	<p>WHAT <i>(What is needed for the event in "When")</i></p>	<p>WHO <i>(Who needs to do the items in "What")</i></p>
<p>Exiting Special Education (Due to Ineligibility)</p>	<ul style="list-style-type: none"> • A REED • A REED Prior Written Notice • If the REED determined additional information was needed, the applicable MET document via Illuminate® <p>(NOTE: If the REED determined no additional information was needed, a MET still needed. An IEP Team member must notify the parent and inform them of their right to a full evaluation.)</p> <ul style="list-style-type: none"> • Any relevant reports for the MET • IEP Invitation • IEP marked "Reevaluation" • A "Notice of Provision of Services and Programs" (not Initial) 	<ul style="list-style-type: none"> • The REED, MET document, and relevant reports for the MET are completed by the ESD staff. • The invitation to the IEP is sent by person assigned by district. • The IEP is conducted by the person assigned by the district. • The building administrator signs the "Notice" once IEP is completed. <p><i>What is sent to the ISD?</i></p> <ul style="list-style-type: none"> • The REED (signed as appropriate). • The REED Prior Written Notice • MET document. • Relevant Reports for the MET. • The signed "Notice" page.

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<p>Exiting Special Education (Due to Reaching Maximum Age for Eligibility)</p>	<ul style="list-style-type: none"> Summary of Performance 	<ul style="list-style-type: none"> The Summary of Performance is completed by the appropriate staff <i>What is sent to the ISD?</i> Summary of Performance IF applicable, "Certification of Completion or Attendance"

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WHEN <i>(When an event occurs)</i>	WHAT <i>(What is needed for the event in "When")</i>	WHO <i>(Who needs to do the items in "What")</i>
Parent/Guardian No Longer Wants Special Education for Their Child	<ul style="list-style-type: none"> Revocation of Parental Consent for Special Education Programs and Services (IN ILLUMINATE) Notice of Cessation of Special Education Programs and Services in Response to Revocation of Parental Consent (IN ILLUMINATE) 	<ul style="list-style-type: none"> The "Revocation" page IN ILLUMINATE can be filled out by anyone; must be signed by the parent. The "Notice of Cessation..." IN ILLUMINATE page must be filled out and signed by the superintendent or designee and sent to the parent. <p><i>What is sent to the ISD?</i></p> <ul style="list-style-type: none"> The signed "Revocation" page. The signed "Notice of Cessation...." page.

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<p style="text-align: center;">WHEN (When an event occurs)</p>	<p style="text-align: center;">WHAT (What is needed for the event in "When")</p>	<p style="text-align: center;">WHO (Who needs to do the items in "What")</p>
<p>Parent/Guardian Wants to Reinstate Services After Revoking Them</p> <p>(NOTE: These situations are treated as initials. The IEP must be held within 30 school days of the day the principal signed receipt of consent to evaluate. Extensions of up to an additional 30 school days are allowed for initials.)</p>	<ul style="list-style-type: none"> The Request for Evaluation (NOTE: These situations are treated as an initial evaluation. Previous assessments can be used by the MET team providing they are current.) <ul style="list-style-type: none"> Procedural Safeguards REED The REED Prior Written Notice The applicable MET document via Illuminate® Any relevant reports for the MET Compliance Document for the Status of Initial IEP Form An invitation to the IEP meeting An Initial IEP An Initial "Notice of Provision of Services and Programs" 	<ul style="list-style-type: none"> The Request form can be initiated by anyone. It's typically done by the teacher or parent. The evaluation planning section requires input from all roles listed on the form. The principal or designee signs the form when it is received by the district. (ESD staff will date and initial the Request on the day s/he received it.) Procedural Safeguards must be sent by person assigned by district. ESD staff evaluates, writes report(s), and completes MET. Compliance Document for the Status of Initial IEP Form is completed by the ESD staff. The invitation to the IEP is sent by person assigned by district. The IEP meeting is conducted by the person assigned by the district. The building administrator signs the "Notice" once the IEP is completed. <p><u>What is sent to the ISD?</u></p> <ul style="list-style-type: none"> The Request/Referral Form (signed) & dated with correct receipt dates. The REED, including signed & dated Consent The REED Prior Written Notice Initial Compliance Document The MET document. Relevant reports for the MET. (Medical Parent Consent) "Initial Notice" page signed by district AND parent(s)/guardian(s).

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Summary of Performance: The Transition Specialist will complete the summary of performance for students who are graduating or receiving a certificate of completion.

****One copy of the completed SOP is placed in the student CA-60, one copy is sent home and another is sent to the AMAESD Central Registry Specialist.***

Required student information: This is to be completed by the building secretary into the school information system (Pinnacle).

***Required information:** Four-year graduation rate category and/or exit status code.

New Special Ed. Students to the District

General procedures

1. When new SE students come into the district, the Pupil Accountant will request the CA-60 from the previous district and notify the Special Education Secretary.
2. In the event that the CA-60 is delayed, the Special Education Secretary will request that the previous district fax a copy of the IEP, MET and MET Reports immediately. She will then inform the provider that SE services are required and send a copy of the IEP to the provider along with a copy of the IEP, MET and MET Report.
3. The building secretary will be the first to receive the CA-60. The secretary will then give it to the building principal for review.
4. A Permission to Place form will be completed by the provider immediately and a copy sent to the SE Office and the ESD staff along with a copy of the IEP, MET and MET Report.
5. If a student is coming from a district outside of Michigan, he/she is considered a new special education student and must have an Initial IEP including a Referral and REED. The APS provider should complete a 30-day placement based on the previous IEP and then notify the ESD team member in their building so they can complete the process.

Permission to Place:

1. Staff will use either the "Permission to Place" feature in Illuminate (if the student has been entered into Pinnacle) or the "Permission to Place" Form located on the AMAESD's website under forms. Parent(s)/Guardian(s) need to have been consulted when completing this process. This needs to be documented and date given on the form.

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- a. Procedures for using the "Permission to Place" Form on AMA ESD. There are two options to consider when using the "Permission to Place" Form:
 - i. Option One: Adopt the IEP from the previous public agency, and an annual IEP will be convened on or before _____ (not to exceed 365 days from date of current IEP), and you will be contacted regarding a convenient date and time for this meeting. This option is to be used whenever it is decided that the IEP from a previous district within the state of Michigan is appropriate and the program/services can be implemented verbatim. It is inappropriate to complete an amendment (if any changes need to occur) if you are using this option.
 - ii. Option Two: A new IEP will be developed on or before _____ (not to exceed 30 School days), and the following programs and services will be provided during the 30 school days prior to an IEP team meeting. This is to be used when the IEP from the previous district is found to be inappropriate and/or the program(s)/service(s) cannot be implemented as written.
- b. Procedures for using the "Permission to Place" feature in Illuminate: Once you have selected "Add New Process" after selecting "Permission to Place" under the "Special Education" tab, there are three choices. These three choices guide whether the IEP will be followed "AS IS" or whether a new IEP will need to be completed no later than 30 school days. The three options are:
 - i. Out of State: A student transferring in from out of state automatically requires that we hold a new IEP no later than 30 school days. A "Request for Special Education" will need to be completed and the ESD staff notified in order to begin the REED process.
 - ii. Out of County/within County Paper IEP: This option allows you to use the IEP from the Previous District (No amendments later) OR hold an IEP no later than 30 school days.
 - iii. Within County: This option allows you to use the IEP from the Previous District (No amendments later) OR hold an IEP no later than 30 school days.
2. Regardless of which method (Illuminate Permission to Place or AMA ESD "Permission to Place", a copy of the previous IEP and the signed Notice of FAPE and all MET documentation must accompany the form used.
3. OVERDUE IEPs on INCOMING STUDENTS: A "Permission to Place" document is still required when an IEP is overdue. However, a new IEP must be held as soon as possible.

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The student will be allowed to receive special education services while a new IEP is in process. If the MET Report is overdue, the ESD will be informed and a REED must take place to determine if an assessment is needed. (For a student who has previously received special education services, the student will be allowed to continue to receive services while the REED is in process.)

4. Forms should be completed prior to the student attending or as soon as possible thereafter.

Registry Updates

A Registry Update Form will be completed by the secretary whenever a currently enrolled student moves in or out of our district. (This also includes students who are dropping out of school.) (This form is available in PDF on the AMAESD website under "Quick Links" and then "Forms".) Completed Registry Update Forms should be sent to the ESD Central Registry Specialist.

****The building secretary should keep all copies in the student CA-60.***

Start of the Year for New Students with IEPs:

As student's CA-60 files are created for new students, all special education paperwork, documentation (i.e., new IEPs, amendments, BIPs, FUBAs etc.) must be reviewed and updated before the first day of school and copies sent to the attending building secretary. For example, if a student is coming to a local from an ESD Early Childhood Special Education Program, a new IEP should be held prior to the beginning of the school year inviting the new team members.

Revocation/Cessation of Services: (PLEASE USE ILLUMINATE TO COMPLETE THIS PROCESS)

Revocation can be requested by the parent(s)/guardian(s) at any time via the "Revocation of Consent for the Provision of Special Education Programs and Related Services" Form (located in Illuminate). Once the parents/guardians sign and date the Revocation the school must reply using the "Notice of Cessation of Special Education Programs and Services". These forms will be used when a parent or guardian wishes to cease special education services for their student. Copies of **both** forms should be sent to the parent and the AMAESD Office of Special Education as well as a copy placed in the student CA-60.

WHEN A PARENT REVOKES SERVICES

1. The designated case manager (special education teacher) will provide the parents with the revocation form.

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2. Once the parent signs and returns the form, the building principal must sign the Notice of Cessation in response to the request of the cessation.

Returning after Withdrawal:

When a student returns to our district after having withdrawn and has not attended any school, the student may be reactivated if the student's IEP is from our district and if it has a current FAPE date. The IEP may simply be implemented and services may commence immediately.

The designated case manager (special education teacher) must complete a Registry Update Form and a Medicaid Consent Form and forward it to the building secretary as well as the AMAESD Central Registry Specialist. This contradicts another section where it states all move ins and exits are to be done by the secretary.

Returning after Cessation of Services:

At the high school level, if the student decides they would like to re-enroll after special education services have been revoked, the parents/student may request an initial evaluation. The initial evaluation procedure will be followed to determine if the student meets eligibility criteria for special education programs and services. This evaluation process must take place before the student is assigned to a special education class.

IEP Procedures:

General IEP Procedures: The Resource Room teacher is always considered the Designated Case Manager for all students on their provider list. If the student has no Resource Room services, the Designated Case Manager (DCM) is the primary Ancillary Service Provider.

The Designated Case Manager will need to open the IEP in Illuminate **one** week prior to the IEP date so all information can be entered and progress on the IEP is not impeded.

Individual Education Programs (IEPs) should be held at least **two weeks** prior to the FAPE date. This will enable the DCM to make changes to the draft copy of the IEP after the meeting date. (Please note that once an IEP meeting has been held the district has seven school days with which to provide Notice of Provision and Services to the parent(s)/guardian(s).) This insures the IEP will be in published form before the ending FAPE due date occurs.

A signed Notice of FAPE must be sent to the ESD Special Education Office so the IEP can be published by the IEP due date. Ideally, IEPs should be conducted in electronic format in Illuminate as the meeting is occurring. *If an electronic format is not available to the team, a*

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draft copy of the IEP may be used and updated after the meeting. The IEP needs to be published prior to the FAPE due date.

Parent/Guardian and Student Rights

1. Parents/Guardians must be invited via Invitation regardless of legal custody of the student.
2. Students who will be 16 years of age or older before their next annual IEP must be invited to the IEP and a transition plan must be in place.
3. Once a student has turned 18, they are able to represent themselves at the IEP unless parent has power of attorney over the student.
4. School staff should do due diligence to have parental/guardian attendance at all IEPs.
5. For all IEPs two documented contacts are required. If parents are not in attendance at the IEP documented attempts (i.e., invitation, phone calls, and U.S. mail) must be recorded in Illuminate in the indicated section.
6. Parent consent is needed BEFORE THE IEP meeting, if an individual from an outside agency is invited to attend the IEP (for Transition age students only). A Consent for Agency Invitation form must be completed and signed in advance of the IEP and with a copy sent to the ESD, a copy given to the parent(s)/guardian(s) and the original placed in the CA60.

Resource Room Frequency and Duration

Frequency and Duration indicates how often the program/service is to be provided. All IEPs will be documented with either *hours for frequency or periods (at the MS/HS)*. The duration will always be reflected in *weeks not days*.

Following are some Frequently Asked Questions concerning Frequency and Duration:

- 1. When do you count resource room program time in a co-taught classroom and when do you not?**

There are no specific rules for when you can or cannot count this time. However, there are general guidelines that the IEP team should keep in mind.

- a) **Is this an area** for which the student shows a need for special education services?
If **not**, then the time is not counted as special education resource room program time (FTE).

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- b) If an SAS can address this area of need the time is not counted as special education resource room time.
- c) If an SAS cannot address the area of need and **this need is written into the IEP**, then the time can be counted as resource room time.

Examples: if a student is eligible as SLD in the area of math calculation, then **ONLY a co-taught MATH** class should be counted as resource room program time.

If an OHI student has a goal or objective that can be addressed in a co-taught classroom then that time can be counted as resource room time (FTE).

If a student is eligible under SLD in the area of **reading comprehension/basic reading** and goals and objectives are written into the IEP, then the time can be counted as resource room time (FTE) in a co-taught **READING** class.

- 2. If the IEP team decides that a co-taught science class should be counted as resource room program time, do goals and objectives need to be written for science class?

This would depend on the needs of the student. If goals such as an ELA goal, can be addressed in the science classroom then separate goals would not be written. An example would be CCSS.LA 9-10.RI.9-102 (Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text).

General IEP Checklist

1) IEP Demographic Area

- Are the appropriate IEP Dates in place and is it for the appropriate purpose? (Initial IEP, Annual/Review/Reevaluation)
- Allow parent to review the Demographic Area and make corrections by notifying building secretary
- Briefly discuss the Purpose of the Meeting
- Parent Contact information is correct
- ***Note-If an IEP member is not able to be in attendance a contact to the parent must be made prior to the meeting to receive parental consent. Written input is necessary.***

2) Strengths of Student

- Consider the strengths of the student: These will guide the demonstrated needs.
- Consider concerns of the parents

3) Need Area/Description of Need (Present Level of Academic Achievement and Functional Performance (Data))

- The results of the most recent evaluation

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- Discuss baseline data to include standardized testing, curriculum-based assessments, student work, and teacher observation. Be sure to write in what the assessment was, when it was given, the results, etc. **All data must not be older than one IEP year.**
- Discuss how student's ability affects their involvement in the general curriculum (This goes in the, "What is the impact of this need? (eg. This will impact the student's ability to...)
- ***Note-The general curriculum is not a place it's the curriculum. All students must participate in the general curriculum, which may require supplemental aids and services. This is done through the Needs with the***
- Discuss how the student accesses or makes progress in the general curriculum based on core standards for the grade in which the student is enrolled.
- Remember to address if ESY is needed.
- Discuss functional strengths and needs of the student.

REMEMBER: IT ALL STARTS WITH THE PLAAFP: EVERY PROGRAM, TIME IN THE PROGRAM, SERVICES NEEDED, TRANSPORTATION NEEDS, TRANSITION AND SUPPLEMENTARY AID AND SERVICES ALL SHOULD BE ABLE TO BE TRACED BACK TO THE PLAAFP. IF THE PLAAFP (DEMONSTRATED NEEDS) DO NOT SHOW **THE NEED** THEN YOU SHOULD NOT BE PROVIDING THE SERVICE, PROGRAM, ETC. **See appendix A for more detailed information on how to write a quality Present Level of Academic Achievement and Functional Performance (PLAAFP) statement.

4) Secondary Transition

- Did a discussion on transition services occur before the student turned 16?
- Age of Majority is discussed if student is 17 and guardian is established
- Was an EDP and Transition Assessment completed before the IEP?
- Were the student's preferences and vision considered and shared?
- Were needed services related to the student's strengths, postsecondary goals and present level discussed/considered in the areas of; instruction, community experiences, development and employment, other objectives, acquisition of daily living skills and functional vocational evaluations. If considered and not needed it must be documented in the appropriate area.
- Are the goals/transition activities measurable?
- Was the Course of Study addressed?

The IEPT is responsible for explaining if the student's course of study will lead to a high school diploma. If not, the course of study must be addressed. Parents need to be fully informed of the ramifications of the student receiving a certificate of attendance/completion versus a high school diploma.

5) Goals and Objectives/Benchmarks

- Based on the information documented throughout the IEP, determine the area(s) of need requiring a goal and short-term objective

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- Was each goal written MEASURABLE?
- Does each Annual Measurable Goal have two Short-Term Objectives?
***Note-**It is required that each Annual Goal have two or more Short-Term Objectives. Core Standards must be used for appropriate student grade level. Alternate standards require a discussion regarding student course of study.*
*****See Attachment C for Explicit "How to Do a Measurable Goal" in Illuminate.***

6) Supplementary Aids and Services

- Did a discussion occur regarding the need for supports in the instruction, curriculum, environment or any other needs. Time/frequency/condition and location are required for each accommodation needed. The term "as needed" cannot be used as the only "condition" as it lacks specificity and individualization. If no supplementary aids and services are needed address this by checking the appropriate box. DOES YOUR DATA IN THE NEEDS SECTION SHOW THAT THE STUDENT NEEDS EACH SUPPLEMENTARY AID AND SERVICE THAT YOU HAVE WRITTEN IN?

7) Assessment –Participation and Provisions

- Were state and district assessments addressed for the IEP year?
- Is the district or school required to administer the NAEP?
- Were accommodations specified for each assessment
Note-**assessments accommodations and supplemental aids and services (accommodations) must align to each other....**YOU CANNOT JUST HAVE SASS JUST FOR MEAP OR MME.

8) Special Education Services and Programs

- Were related services discussed with the appropriate personnel in attendance OR GIVEN PRIOR EXCUSAL BY PARENT AND WAS THIS WRITTEN INTO THE IEP SOMEWHERE?
***Note-**if services are discussed as a possible area of need a REED must be completed and testing must occur before the service can be addressed in the IEP*
- Were programs determined to meet the student's needs and ensure progress?
- Identify the program by name and rule number.
Note-**Services and programs begin on the implementation date of the IEP unless otherwise Indicated *SEE Appendix D for a detailed description of the Programs and Services Page in Illuminate.***
- Were EXTENDED SCHOOL YEAR (ESY) Services addressed in the IEP?
***Note-**ESY services are provided to a student beyond the traditional school calendar at no cost to the parent. ESY services must be considered. ESY services are provided if the IEP team determines that the services are necessary for the provision of FAP. The team must consider the following factors in relation to each of the student's goals identified in Section 4:*
 - 1) Regression and Recoupment

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2) *Nature and severity of disability*

3) *Critical stage or area of learning*

The IEP team must make a data-based decision for ESY service-See AMA ESD website for forms and information.

- Was special transportation considered?

Document if special transportation is necessary for the student to have access to FAPE. Examples of special transportation are (but not limited to); seatbelt, door to door service, harness, lift bus. The transportation system providing the service is not considered special transportation.

9) Notice for Provision of Services and Programs (Notice of FAPE)

- Was a Notice completed after the IEP Process?
- Was a signed Notice sent to ESD
- Were parents sent a copy of the IEP and Notice
- Original invitation, Original Notice, and Original IEP in the CA60

A Notice of Provision and Services of FAPE must be completed to provide written notice to the parent when the district proposes to initiate or change the educational placement of the student or the provision of a Free Appropriate Public Education (FAPE) to the student; or when they refuse to initiate or change the educational placement of the student or the provision of a FAPE to the student.

1. Providers have seven (7) school days following the IEP meeting to provide the Notice of FAPE to the parent/guardian.
2. Special Education teachers completing the Notice of Provision and Services of FAPE on Illuminate should type the name and phone number of the ESD Special Education Director as the source for understanding parental rights.
3. Notice is sent either to offer a provision of FAPE or to provide notice that the student was not found eligible for special education. There are two Notice forms- "Notice for Initial Provision of Services and Programs" and "Notice for Provision of Services and Programs". Use the "Notice for Initial Provision of Services and Program" to conclude the process for IEP team meetings resulting from an initial evaluation. Use "Notice for Provision of Services and Programs" to conclude the process for all other IEP team or related meetings (i.e. reevaluation, annual/review, or amendment). A signature of "superintendent or designee" must always sign a notice. A parent must sign for the "Notice for Initial Provision of Services and Programs" in order for service to begin.

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After the IEP Meeting:

After the IEP there are a few more steps that need to be completed. These include:

- 1) Complete any changes to the IEP and publish it.
- 2) Get required signatures for the Notice of Provision and Services.
- 3) Provide a copy to the parent(s)/guardian(s) of the IEP and Notice of Provisions and Services.
- 4) Place a copy of the IEP in the student's CA 60.
- 5) Complete the "Notification of Staff Responsibilities" (Appendix B) and place a copy of this along with the Supplemental Aides and Services page to all of the appropriate general education teachers.
- 6) Print off the student's schedule to ensure that the program(s) and service(s) written in the IEP match the student's schedule. Keep the copy of the schedule in the special education teacher's working student file.
- 7) Send a copy of the signed Notice of Provisions and Services to the Central Registry Data Specialist at the AMA ESD. (and for Transition students as appropriate, the "Outside Agency Permission to Attend" document.

Some thoughts about meetings:

When an idea is presented that may "seem" unique.....

General Rule of Thumb:

Respond FIRST with a question:

- Where did you hear about that?
- Are you doing this currently at home, etc.?
- What goals would you see this addressing?
- How would you see that actually working?
- What personnel would be involved?

Take time to consider and do this by:

- Seeking more information
- Reschedule a later meeting to further discuss after your research
- Consider additional evaluations to help you decide on feasibility

We do not say:

- We don't...
- We can't...
- We ONLY...
- That's not a good program
- None of our kids get more than....
- I can't make that decision....
- There is not any money for this....

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Amendments

Amendments may be used for the following purposes:

- To add, delete, or modify IEP goals and/or short-term objectives.
- To change the amount of time and/or frequency for an existing program or related service. (Including cases when it involves time periods that are affected during trimesters.)
- To add or delete, or modify a supplementary aid, program modification, or support service.
- To change a transportation provision.
- To change language related to state or district-wide assessments.
- To address the need for extended school year services.
- To make short-term changes to the IEP.
- To make changes to an in-district transfer student's IEP instead of completing a new IEP.
- To add or delete a related service from an IEP.

See Appendix E for detailed steps on how to do an Amendment in Illuminate.

Agreed-Upon Extensions

Annual IEP's may not be extended.

Agreed-Upon Extensions are only allowed for Initial IEP's. Acceptable Reasons for Initial Extensions:

- School/building closed due to inclement weather or other unforeseen reason on the day the meeting has been scheduled.
- Scheduling conflict with parents after several documented attempts have been noted in the IEP.
- Child not available to evaluate as documented by attendance records.
- Parent withdrew permission.
- Illness of student.
- Student died; evaluation and/or initial IEP not completed.

Unacceptable Reasons for Initial Extensions

- Caseload too large.
- On vacation.
- Review date fell on week-end or holiday.
- Not scheduled to be in that school/building on review date.
- No information was given to them that an IEP or MET was due.

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Interim Alternative Education Settings (IAES) Plans:

1. When a student is suspended or expelled, they are eligible for IAES services. Examples of IAES include a classroom in an alternative setting, a home-based program or an off-site location. Specific requirements for IAES can be found in the AMAESD Discipline Guidance Manual.
2. The Special Education provider for the students is responsible for coordinating an IAES Plan. An IAES form must be completed and a copy sent to the ESD and the Special Education Office. The original must be filed in the student's Special Education/CA-60 file.
3. The building administrator will contact the student's provider to inquire if he/she is interested in providing the direct services.
4. The building administrator will set up the services.
5. Students with an IAES plan must NOT be serviced on non-instructional days.
6. Teachers who service students in an alternate setting are to receive their instructional plans/assignments from the teacher(s) of record. The teacher of record will also be responsible to record all grades.
7. If a student drops out of school while receiving IAES services, a letter of voluntary dismissal is sent to the parent by the building administrator instructing them how to re-enroll.

Homebound Students

1. Students are offered Homebound Services when a student is unable to leave their home for documented medical reasons.
2. All homebound services for every student including special education students are the responsibility of the building principal.
3. Students placed on homebound services are required to have their doctor complete the Application for Homebound Services documenting their need for services. The form should be forwarded to the building administrator for approval. This form must be renewed every semester and a copy sent to the ESD.
4. The Special Educator provider for the student is responsible for completing either a new IEP or an Amendment on the student to show.
5. The building administrator will contact the student's provider to inquire if they are interested in providing the direct service. If the provider declines, then the building administrator will attempt to procure a special education teacher. If none accept the position, the building administrator will follow the district procedures for hiring for a Homebound Services position.

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6. Homebound teachers are to receive their instructional supplies/plans from the provider of the special education student who requests instruction plans/assignments from the teacher(s) of record. The teacher of record will also be responsible to record all grades.
7. Homebound students are not counted as a part of each provider's direct service average per classroom limit.

Home-based Students: See the *AMA ESD Discipline Manual* for specific information.

Reduced Schedules

1. A reduced schedule is defined as at least 80% of the daily clock hours. Any student in grades K-12 may be approved for a reduced schedule for various reasons such as work conflicts, continuous medical appointments, dual enrollment, daycare needs or other reasons as defined in an IEP/Amendment.
2. For students in grades K-12, the student's provider must complete an IEP or an Amendment depending on the student's present needs.
3. If a student is placed on a reduced schedule due to emotional or behavioral issues, a School Psychologist or Social Worker must be invited to the IEP. The IEP must contain documentation regarding the deficit by the School Psychologist, Social Worker or Outside Agency Provider. In addition, the person supplying the documentation will be asked to write a letter of support in agreement with the new IEP. This letter must accompany the IEP. Also added to the IEP is the length of time the student will be on the reduced schedule and the plan for return to a regular schedule.
4. If it is a medical reason that constitutes the placement, a physician need not attend but must supply the documentation as stated above.
5. If an outside agency is invited to attend (this is for a student who will be turning sixteen before the next annual IEP) then a Consent for Outside Agency form must be signed by the parent/guardian.

Extended School Year Services (ESY)

Steps to ESY:

1. Review the ESY 101 Handout (on the AMA ESD website under "forms or Appendix F)
2. Decide if any goals in the IEP may need ESY under one or more of three areas using the following tools:
 - a. "QUESTIONS for EXTENDED SCHOOL YEAR DECISION MAKING (Use in conjunction with the Extended School Year Decision Making Flowchart which is located on the AMA ESD website under "forms or Appendix F: ESY Forms/Tools)

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- b. If Critical Skills is in question, then complete the "Worksheet for Determination of Critical Skills from IEP Goals/Objectives". THIS GREATLY ASSISTS WITH DETERMINING THE NEED FOR ESY. (on the AMA ESD website under "forms or Appendix F: ESY Forms/Tools)
3. Complete the, "CONSIDERATION OF THE NEED FOR EXTENDED SCHOOL (ESY) YEAR SERVICES" THIS MUST BE TURNED IN ALONG WITH THE IEP OR AMENDMENT. (on the AMA ESD website under "forms or Appendix F: ESY Forms/Tools)
4. Complete the, "EXTENDED SCHOOL YEAR PROGRAM PLAN (Attachment for the IEP)" THIS MUST BE TURNED IN ALONG WITH THE IEP OR AMENDMENT. (on the AMA ESD website under "forms or Appendix E: ESY Forms/Tools)
5. Complete an IEP or Amendment to add in the appropriate services and document ESY baseline data. (See "Adding ESY to an IEP or Adding ESY via an Amendment" Appendix F: ESY Forms/Tools)
6. Place original copies in the CA60 and send copies of:
 - a. Notice of Provision and Services
 - b. Extended School Year Program Plan
 - c. Consideration of the Need for Extended School (ESY) Year Services
7. Let the appropriate administration/staff know of the need for ESY so that arrangements can be made.
8. During ESY you must document the goals that are being worked on this. This should be in the form of a pre and post-assessment.

Additional resources are available from MDE:

1. Approved Standards for Extended School Year Services in Michigan
(http://www.michigan.gov/documents/mde/StandardsForESY_245917_7.pdf)
2. Guidance for Extended School Year Services in Michigan
(http://www.michigan.gov/documents/mde/GuidanceDocforESY_245915_7.pdf)

***Please note all ESY forms are available on the AMAESD website under FORMS.**

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ASSESSMENTS

State Assessments:

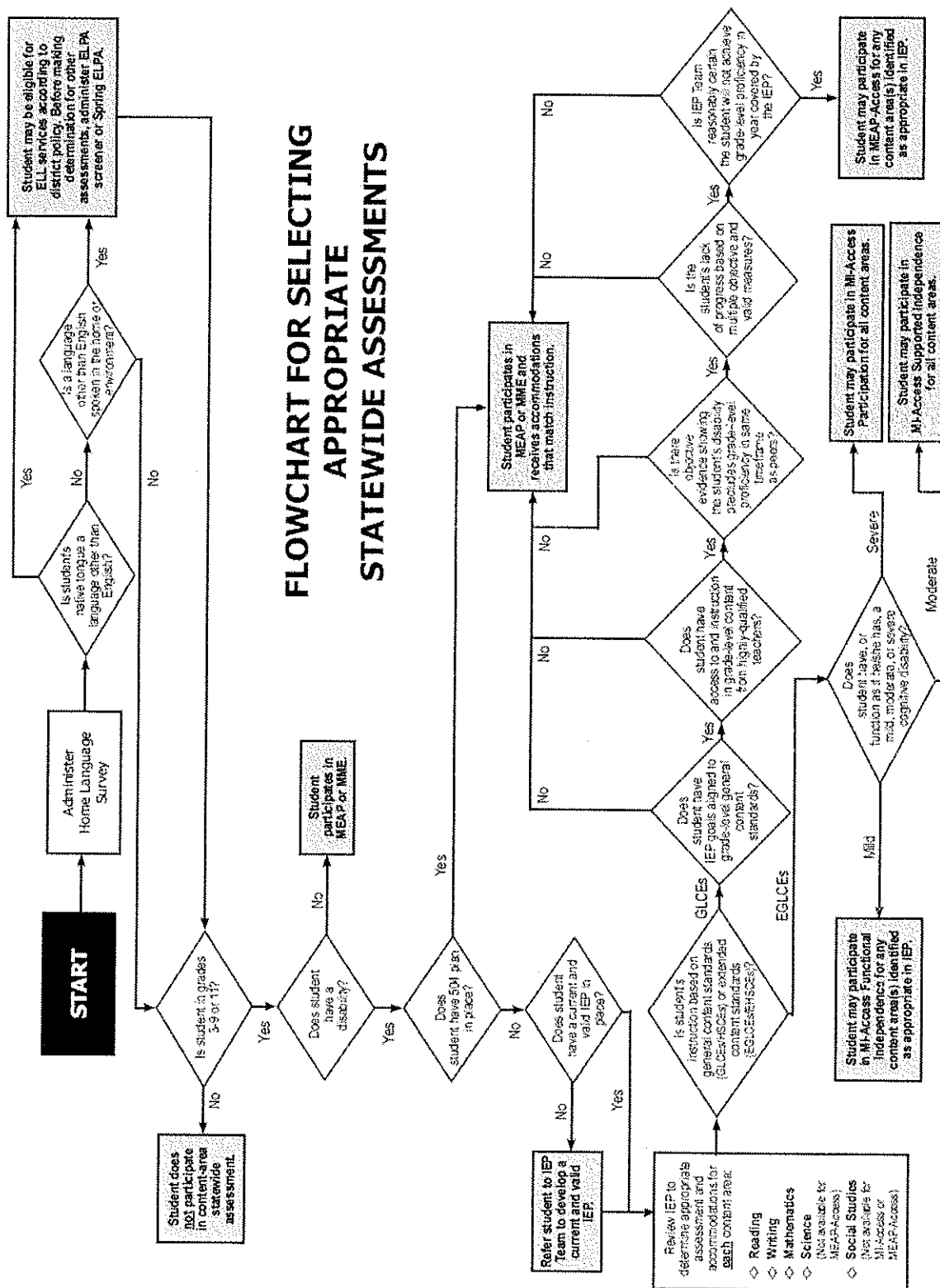
Material Orders

PLEASE NOTE THE IMPORTANCE OF CORRELATING APPROPRIATE TEST GIVEN WITH THE STUDENT IEP ASSESSMENT PAGE.

1. Special Education teachers notify the Special Education Coordinator concerning the type and number of Special Education tests needed per IEP as well as any accommodated materials.
2. The case managers are responsible for every student on their provider list to ensure proper ordering of testing material and to verify all tests were given as per the student IEP.

Assessment Decisions

Assessment decisions are based on state guidelines. Following is a brief outline of the consideration process. **However, case managers must refer to the attached "Michigan Statewide Assessment selection Guidelines" document for the final IEP decision process.**



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1. **MEAP/MME/ACT:** The first consideration for a student with a disability should be participation in the MEAP/MME assessment with their peers with no accommodations needed.
 - Grades 3-8 Reading
 - Grades 3-8 Mathematics
 - Grades 4 and 7 Writing
 - Grades 5 and 8 Science
 - Grades 6 and 9 Social Studies
 - Grade 11 MME/ACT All subjects
2. **MEAP with standard accommodations:** If standard accommodations are required, the standard accommodations must be written in the accommodation section of the IEP. (The Illuminate system allows only the accommodations written into the Supplementary Aids and Services section to be used as a testing accommodation.)
3. **MEAP-Access:** This test is administered during the MEAP Assessment. It follows strict guidelines per the MSA selection Guidelines document.
 - Grades 3-8 Reading
 - Grades 4 and 7 Writing
 - Grades 3–8 Mathematics
4. **MI-Access:** This test has three levels from which to choose. Students must meet the guidelines as specified in the MSA selection Guidelines document.
 - **Functional Independence (FI)**
 1. Grades 3-8 Accessing Print (Reading) and Mathematics
 2. Grades 4 and 7 Expressing Ideas (Writing) and Mathematics
 3. Grades 5 and 8 Science
 4. Grade 11 ELA, Mathematics and Science
 - **Supported Independence (SI)**

This test should be considered if a student will require ongoing support in major life roles and have cognitive and/or physical impairments that limit their ability to generalize or transfer learning. Same testing schedule as FI.
 - **Participation (P)**

This test is for those students who are expected to require extensive ongoing support in adulthood and may have significant cognitive and/or physical impairments that limit their ability to generalize or transfer learning. Same testing schedule as FI and SI.
5. **Social Studies Teacher-made Alternative Assessment**

This is for students eligible for the MI-Access test and not taking the standard MEAP Social Studies test per grade level 6 or 9. (The provider is responsible for creating and administering an appropriate assessment for their student's ability level and acquired

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knowledge of content. It is recommended to use the Unique Curriculum assessments for social studies as a basis for proper content objectives.)

Additional MEAP Notification/Documentation Required for Student with IEPs:

General education teachers **will be notified of MEAP Accommodations** (Supplementary Aids/Services) that are to be provided per the IEP using the Notification of MEAP Accommodations (Supplementary Aids/Services) form (Appendix C) by the special education teacher no later than two weeks before the MEAP window begins. MEAP Assessment Accommodations provided **should be documented** by the staff person proctoring the assessment. This should be done using the "Documentation of MEAP Accommodations Provided Form (Appendix D). The documentation should be given to the special education teacher to place in the student's file.

Reevaluation of Eligibility: All initial and Reevaluation deadlines (REEDs, IEPs, etc.) are the responsibility of the ESD team members. The ESD team member will facilitate the reevaluation. Each service provider will be responsible for entering information regarding their student's strengths in relation to their services.

Miscellaneous: Copies and Filing

1. All original paperwork will go in the student's Special Education File/CA-60 including requests, parent request letter, Prior Written Notice, REED, REED Prior Written Notice, IEP, Notice of FAPE, BIPs, FUBAs (FBAs), Compliance Documents, Agreed Upon Extension, MET Report, Amendments, Medicaid Consent forms, and Behavioral Intervention Plans.
2. The provider or ESD team member (who will be holding or facilitating a Request/REED/MET or IEP) is responsible for making the copies for:
 - A. Parent,
 - B. ESD, except the IEP
 - C. Providers (who will keep a copy of the IEP to maintain goal pages for quarterly reports, BIPs and FUBAs for planning purposes).
3. The facilitator will leave the original paperwork with the building secretary.
4. The building secretary will handle the paperwork according to student record procedures.

NOTIFICATION OF ACCOMMODATIONS AS LISTED IN THE SUPPLEMENTARY AIDS AND SERVICES SECTION OF THE IEP

It is the responsibility of the case managers to provide the general education teachers with a document of all accommodations listed in the Supplementary Aids and Service section of the

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IEP that are expected to be applied in the general education classrooms. This notification will be signed by the general education teacher and kept on file in the school office. It is the responsibility of the general education teacher to document the date of all and any accommodations used on an appropriate documentation sheet provided by the case manager. (See Appendix B for the form to use.)

LRE (Least Restrictive Environment) Instructional Paraprofessionals

1. Special Education providers/general education teachers (depending on student placement) are the immediate supervisors of Paraprofessionals.
2. It is the responsibility of the Special Education Teacher to help provide a schedule (with administrative knowledge) for the Paraprofessional that meets the needs of the student. It is also the responsibility of the Special Education Teacher to help provide an alternative schedule (with administrative knowledge) in the case of student absence.
3. Providers/Teachers are responsible to provide input for evaluations for LRE paraprofessionals working under them.
4. Providers will contact the building administrator of any changes that occur in the LRE paraprofessional assignment.
5. The LRE paraprofessionals will adhere to the following three standards:

A. Support Instructional Opportunities

- Follow the given lesson plans as directed by the Special Education Teacher/General Education Teacher
- Keep any documentation as directed by the Special Education Teacher/General Education Teacher concerning the assigned student.

B. Support Professionalism and Ethical Practices

- Carry out responsibilities in a manner consistent with all pertinent laws, regulations, policies and procedures.
- **Respect confidentiality**

The short definition is "Keep private stuff private." In practice, it can be much more confusing and complicated. LRE paraprofessionals must take appropriate steps to ensure the protection of the confidentiality of any student with whom they work. This means that personally identifiable data, information, and education records collected or maintained by the schools must not be shared with others who do not have a right to the information. It also means that you are not the first direct line to the parent/guardian. Please consult the case manager or classroom teacher on what information is to be shared as the LRE paraprofessional.

C. Support a Positive Learning Environment: There are many ways a para pro/IA can support your teacher in creating a positive classroom.

- Modeling appropriate academic and social behavior.

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- Caring about the needs of ALL children.
- Offering encouragement.
- Answering questions.
- Praising on-task behavior.
- Redirecting off-task behaviors.
- Thanking a student for following directions quickly.
- Encouraging children.
- Assisting students in problem.

MEDICAID BILLING

Please refer to the following for instructions, directions and guidelines concerning Medicaid billing of eligible students.

Medicaid: What is my role as a targeted case manager?

Personal Care set up:

- a) Write a strength for personal care.
- b) In the demonstrated needs section show the data and the need, etc. for personal care.
- c) In the Supplemental Aides and Services area select either, "personal care services" or "Adult Support". You will write the conditions and what services will be given as well.
- d) Send a completed Personal Care Authorization Form, a signed Parent Permission Form and a "Signature for Authorization for Medicaid" form signed by the para pros (teacher assistants). (A Personal Care Checklist Form is available on the website under "forms".)
- e) Once all required documents are received, Niki will email the para-pro/TA with instructions on how to enter the Personal Care Services in Illuminate along with his/her username and password.
- f) Assist your para/IA with documentation using the Monthly Documentation forms which are on amaesd.org under "Forms" and then "Medicaid". (There is one for each month.)
- g) The para/IA will enter into Illuminate the Personal Care Services Provided.
- h) Place the monthly documentation in the student's CA60 or special education file.

Documenting the need for Special Transportation in the IEP

Who Qualifies? Any student that has one of the following needs: Medical emergency condition exists, lift & wheelchair station required, lift w/out wheelchair station, support

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seat/car seat, restraint harness, seat belt, parent contact required, bus assistant, sign language, no verbal skills, and/or home stop: Required Receiver.

What do I do?

- 1) Write the transportation need in the demonstrated needs section
- 2) On the Transportation Page: Describe the transportation need at the top of the page (this will print out on the IEP) **AND** select ANY AND ALL AREAS that apply from the drop down menu titled, "Transportation Service" (this does not show up on the IEP but is for behind the scenes needs.)
- 3) Email Niki Sandy so that she can add this student to the bus management list in Illuminate.
- 4) Send a copy of the Parent Permission for Medicaid form if not already on file to the ESD.

Once the student is added, Niki will send a monthly documentation form for either the special education teacher or para professional, etc. to document when the student uses school based transportation.

At the end of the month, this form needs to be sent back to Niki so that she can enter this into Illuminate. (Be sure to have the person completing mark every day and not just the days they receive an ancillary service and/or personal care services. Illuminate will do the work of deciding what transportation counts and what does not.)

Billing for Targeted Case Management:

As a special education teacher, you are the Targeted Case Manager for the student. This means you are the coordinator for services and as such you can bill as the Targeted Case Manager for MEDICAL SERVICES (direct OT, PT, speech and social work.) If your student does not get DIRECT medical services then you CANNOT bill for them. The goal for a billing is to recreate the service in your documentation. PLEASE NOTE: If you have not gotten the "CONSENT FOR MEDICAID SERVICES" (One Time Consent) YOU CANNOT bill until you do. You will need to NOTIFY the ANCILLARY staff that provides direct services to let them know that you DO NOT HAVE PERMISSION SO THAT **THEY DO NOT BILL**. Once you do acquire the Parent Permission, you will need to notify ancillary staff of the change so that s/he can begin billing.

Billing FYIs and Requirements:

- i) You can add as many billings as appropriate (there is not a limit of just one or two.)
- ii) You should **only write** about the DIRECT service--not about a consultative or collaborative service.

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- iii) Each month, you must have a monthly summary where you write about the progress of the MEDICAL service goals/objectives.
- iv) See Illuminate Help for examples of billings that are acceptable.
- v) Work with your administrator to collect the One Time Consent Parent Permission to bill for Medicaid (this is for April 2013 forward). Place one copy in the CA 60 and send one copy to the ESD to put into CEO.

3. **Service/Provider Billings:** Examples of Acceptable and Unacceptable Encounters:

- i. Progress Note—Unallowable Example: the student received group occupation therapy on 1/19/2010. It is great the “student is making steady progress toward goals”; however, nothing in the notes describe the activities performed that led to this “steady Progress”. In addition, upon further examination it can be assumed that the service provider copied/pasted this note for the entire month of January. Better question to answer is, “What were you doing that allowed for the steady progress?”

SERVICE DATE: 01/05/2010
SERVICE PROVIDED: 02 Group Therapy
STATUS: APPROVED

AREA COVERED:
04 Fine Motor Skills

RESPONSE: 02 Some progress toward objective

NOTE: Student is making steady progress toward goals.

SERVICE DATE: 01/12/2010
SERVICE PROVIDED: 02 Group Therapy
STATUS: APPROVED

AREA COVERED:
04 Fine Motor Skills

RESPONSE: 02 Some progress toward objective

NOTE: Student is making steady progress toward goals.

SERVICE DATE: 01/19/2010
SERVICE PROVIDED: 02 Group Therapy
STATUS: APPROVED

AREA COVERED:
04 Fine Motor Skills

RESPONSE: 02 Some progress toward objective

NOTE: Student is making steady progress toward goals.

SERVICE DATE: 01/26/2010
SERVICE PROVIDED: 80 Student Absent
STATUS: UNBILLABLE

MONTHLY OVERVIEW:
Student is making steady progress toward goals.

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- i. Progress Note—Unallowable Example: The student received group speech therapy on 2/1/2010. The one-word notes ("concepts", "associations", etc.) are extremely vague as to what was accomplished during the service.

SERVICE PROVIDED: 02 Group Treatment
STATUS: APPROVED

AREA COVERED:
04 Language

RESPONSE: 02 Some progress toward objective

NOTE: concepts

SERVICE DATE: 02/08/2010
SERVICE PROVIDED: 02 Group Treatment
STATUS: APPROVED

AREA COVERED:
04 Language

RESPONSE: 02 Some progress toward objective

NOTE: associations

SERVICE DATE: 02/15/2010
SERVICE PROVIDED: 02 Group Treatment
STATUS: APPROVED

AREA COVERED:
04 Language

RESPONSE: 02 Some progress toward objective

NOTE: concept development

SERVICE DATE: 02/22/2010
SERVICE PROVIDED: 02 Group Treatment
STATUS: APPROVED

AREA COVERED:
04 Language

RESPONSE: 02 Some progress toward objective

NOTE: conferencing

MONTHLY OVERVIEW:

continues to be able to understand and use target concepts in therapy.

- ii. Progress Note—Good Example: The student received individual speech therapy on 2/25/2010. The notes provided give a clear picture as to the service performed on 2/25/2010. I can see that the provider and student utilized a word guessing game to work on the letter "L" at the sentence level and during conversational speech. The monthly overview tells me that the student is progressing nicely and new goals like the letter "r" will be considered for the next IEP.

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SERVICE DATE: 02/18/2010
SERVICE PROVIDED: 02 Group Treatment
STATUS: APPROVED

AREA COVERED:
01 Articulation

RESPONSE: 02 Some progress toward objective

NOTE: Used articulation cards during a game to work on /l/ in the initial, medial and final position of words in sentences. Also looked at stimulability for /r/ for upcoming goal changes in new IEP.

SERVICE DATE: 02/23/2010
SERVICE PROVIDED: 02 Provider Absent
STATUS: UNBILLABLE

SERVICE DATE: 02/25/2010
SERVICE PROVIDED: 01 Treatment
STATUS: APPROVED

AREA COVERED:
01 Articulation

RESPONSE: 02 Some progress toward objective

NOTE: Worked on /l/ at the sentence level and during conversational speech during a word guessing game.

MONTHLY OVERVIEW:

_____ has done great work on his goals for /l/. He is able to use /l/ in the initial and final position at the word level consistently. We will consider new goals for his upcoming IEP.

Transportation Documentation Instructions:

If you have been given a Transportation Log to complete a student(s) in your classroom please note the following:

This form can be completed by yourself or a para-professional in your classroom. At the end of each month, the form needs to be signed by the provider in the space provided called, "Driver Name" and the date written. Please note that you need to cross out "Driver Name" and put para-professional or special education teacher in place of this.

A BUS DRIVER IS NOT REQUIRED TO FILL OUT THIS FORM. Instead, the classroom teacher is responsible for completing the form. (The first ISD to create the bus logs in Illuminate put "Driver Name" on the form but we do not follow this practice.) Once you have completed the forms, please return them to the ESD Monitor, by the 10th of the next month.

You will receive the next month's Transportation Logs the week before the new month. If you do not receive the next month's Transportation Log by the 10th of the new month, please email the ESD Monitor.

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To complete the form simply place a check in the box beside "Pickup" and "Drop-off" each time the student rides the bus. For example, Melanie rode the bus to school today but was picked up by her mom at the end of the day. For Melanie, a check would only go beside "Pickup" as she did not use school transportation to go home on this day. (The box next to "Drop-off" would stay unmarked.)

If you see a student that should be on your list but is not, this is because you did not select a Transportation Service for this student in Illuminate OR they do not have an IEP in Illuminate yet. These students will need either an Amendment to add Transportation Services OR an IEP completed in Illuminate showing Transportation Services.

Random Moment Time Study (RMTS): The AMA ESD is participating in the Random Moment Time Study (RMTS) process for the School-Based Services Program. Eligible participants include but are not limited to Administrators, Audiologists, Counselors, Early Identification/Intervention Personnel, Occupational Therapists, Orientation and Mobility Specialists, Physical Therapists, Psychologists, Social Workers, Registered Nurses, Speech-Language Pathologists, Teacher Consultants, Case Managers and Personal Care Aids.

The RMTS is being performed to gather information about the amount of time that certain school staff spends performing direct service activities in support of special education students. This information is needed to determine federal reimbursement for which the AMA ESD and local districts are eligible. **It is important that you clearly describe the activity you are performing especially as it relates to the school-based Medicaid service.**

What is a Random Moment in Time Study? Random Moment Time Study is the methodology that Michigan has been using for several years in order to determine the cost of providing services to student in schools. Throughout the State of Michigan, there will be about 12,000 Random Moment Time Studies for School-Based Services providers in each school year.

When is the RMTS? The RMTS will occur on a quarterly basis throughout the school year. You could be chosen at any point to participate in one or more of these random moment time study surveys.

What will I have to do for the RMTS? In the Random Moment Time Study, a "moment" is one minute of time. Completion of the time study moment will require you to answer four questions regarding the activity you were performing during that one moment of work time.

Please provide descriptive answers to the questions. The individuals that review them are not school or ESD employees and may not be able to interpret acronyms or educational jargon properly. If unclear answers are provided, PCG (Public Consulting Group) may call you to ask for clarification.

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Completing the moment should take no more than 10 minutes of your time. It is important that if you are selected to complete a RMTS survey that you do so in a timely manner.

What should I do if I am chosen to complete a Random Moment Time Study (RMTS)?

A few days before your assigned random moment, you will be notified by email and given a link with a User ID and Password. The message will identify the assigned date and time of your random moment. On the date and time of the assigned random moment, make note of:

- What you are doing
- Who you are with
- Why you are doing what you are doing
- Whether the student has an IEP in place for any services you may be performing

After your random moment, follow the instructions received in the notification email to log in to the RMTS system website and provide the answers to the questions presented.

It is possible that your assigned random moment may fall during a time that you are not at work. The RMTS report questionnaire includes questions about whether you were on or off duty at the assigned moment. Follow the online directions and answer the questions presented. You may be requested to follow up with phone contact. This is uncommon, but important to complete if requested. If so, follow the directions provided by PCG. Once you have filed your report, you will receive confirmation that your time study report is complete.

If you have questions, call PCG at 1-877-395-5017. Mention that you need help with reporting an assigned Moment for the Michigan RMTS program. This is also the same number you will call if you lose your USERNAME or PASSWORD or the LINK to the website.

Appendix A

**Present Levels of Academic Achievement and Functional Performance
(PLAAFP) in Illuminate:**

Step One: All of your demonstrated needs or PLAAFP statements need to have an anchor which is the STRENGTH statement.

STRENGTH statements are general statements about what the student CAN or IS ABLE to do. Some examples are: "Billy is able to express his wants and needs." "Marcia knows where she wants to live and go to school when she leaves high school." "Reading grade level text is a skill that Anna is able to do."

You will even need a STRENGTH statement if you are not going to write a goal but want a supplemental aide and service for it. Example: "Dawn is able to navigate her environment at school."

Step Two: The DEMONSTRATED NEEDS SECTION or (the PLAAFP section):

Good PLAAFPs are the KEY to a good IEP. The REST of the IEP **must be able to be TRACED** back to information in the PLAAFP or "Demonstrated Needs section". As you write your Demonstrated Needs, please remember the following:

- 1) The PLAAFP must contain current baseline data. To be considered a "present level" statement, the data must be CURRENT, that is, from within the past year.

You can use current:

Test scores
Observations

Daily Work

Checklists

Some suggested prefaces to your data include:

"Based on the _____ test given in January 2012"
"Based upon teacher observation in seventh grade math class during the first trimester"
"Based upon student behavior during the fall marking period of 2012 during all core subjects"
"Based upon assignment completion last month"

- 2) The PLAAFP must be **DESCRIPTIVE** enough to provide a clear direction for educational needs and planning. You need to **EXPLAIN THE DATA** and describe what **teaching/therapy/SAS** you will therefore be providing. Scores and other data alone are not sufficient. Remember to include the functional information as well. You do not need to explain each of your goals/objectives, but you do need to provide

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sufficient information about the data and where you are headed educationally. **If you have goals and/or objectives that were not met, you also need to include this in your PLAAFP statements.**

- 3) The PLAAFP must contain a description of the anticipated needs that results from the student's disability.
- 4) The PLAAFP must contain a statement of how the disability impacts the student's involvement in the general curriculum.

Here is where Illuminate does a great job as you CANNOT leave the "Demonstrated Needs Section" until you select an impact statement.

ILLUMINATE ASKS: What is the impact of this need? (eg. This will impact the student's ability to...)

Fine Motor Skills –

These motor difficulties impact the student's ability to perform daily fine motor tasks.

If you address the numbered items and steps above, your PLAAFP statement should be defensible.

Some basic examples for demonstrated need are:

DATA Based upon (text/assessment/observation, etc.) completed on (date), (student name), (verb such as: reads, completes, writes, etc.) at (grade level, frequency, percent of accuracy, etc.)

DESCRIPTION This data/performance (describe the data in terms that will allow the read to plan for the student. The data alone is not sufficient.) For example, "S/he is able to (describe baseline date). Student (cannot/has difficulty, etc.) (specifically describe the skill area(s): e.g. letter recognition fluency, communication, self-help, behavior, etc.) Students in (grade/age) are expected to (describe curriculum expectations in relation to deficit areas).

NEED Due to this, (student name) needs (describe what the student needs to achieve, work on, develop, etc.)

IMPACT Select the correct IMPACT statement from Illuminate.

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Documentation of MEAP Accommodations Provided

Student: _____

Spec. Ed. Teacher: _____

Person completing documentation: _____

Accommodations in IEP that need to be provided during the MEAP:

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____

Date	Was Accommodation #1 Given?	Was Accommodation #2 Given?	Was Accommodation #3 Given?	Was Accommodation #4 Given?	Was Accommodation #5 Given?

Appendix D

Appendix B:

2013-2014

NOTIFICATION OF STAFF RESPONSIBILITIES

Notice: 300.342 of IDEA 2004 requires that each public agency ensure that each teacher and provider responsible for implementation of any part of a student's IEP be informed of:

- a) His or her specific responsibilities related to implementing the student's IEP
- b) The specific accommodations, modifications and supports that must be provided to the student in accordance with the IEP

DATE: _____

TO: _____

FROM: _____

RE: Students (s) : _____

This student's IEP is on file and available for your review in the _____ School Office.

Pursuant to this IEP, you have certain responsibilities relating to implementing this plan. Please review this plan and become familiar with it, including your specific responsibilities under the plan. You are also responsible to implement any accommodations, modifications and supports that must be provided to this student in accordance with this plan. Should you have questions regarding this IEP or your specific responsibilities relating to implementing this plan, please contact the special education service provider listed below.

Please complete the acknowledgement below and return this form within seven (7) calendar days to _____ (service provider).

I _____ (GE provider) have reviewed a copy of the IEP goals and objectives and have received a copy of the supplemental aids and services/supports for the above named student(s).

Signed _____ Dated _____

SAS PAGE IS ATTACHED

Notification of MEAP Accommodations (Supplementary Aids/Services)

Notice: 300.342 of IDEA 2004 requires that each public agency ensure that each teacher and provider responsible for implementation of any part of a student's IEP be informed of:

- a) His or her specific responsibilities related to implementing the IEP
- b) The specific accommodations, modifications and supports that must be provided to the student in accordance with the IEP.

Date: _____

To: _____

From: _____

Student requiring MEAP Accommodations (Supplementary Aids/Service): _____

Accommodations required for MEAP: See attached SAS page with MEAP accommodations highlighted and/or starred.

I acknowledge receipt of the Accommodations required for MEAP.

Signature

Date: _____

Appendix C

Teacher: _____

Student: _____

Supplemental Aid/Service	Date Provided:											

Supplemental Aid/Service	Date Provided:											

Supplemental Aid/Service	Date Provided:											

Notification of ^{ACT/MME} Accommodations (Supplementary Aids/Services)

Notice: 300.342 of IDEA 2004 requires that each public agency ensure that each teacher and provider responsible for implementation of any part of a student's IEP be informed of:

- a) His or her specific responsibilities related to implementing the IEP
- b) The specific accommodations, modifications and supports that must be provided to the student in accordance with the IEP.

Date: _____

To: _____

From: _____

Student requiring ^{ACT/MME} Accommodations (Supplementary Aids/Service): _____

Accommodations required for ^{ACT/MME} See attached SAS page with ^{ACT/MME} accommodations highlighted and/or starred.

I acknowledge receipt of the Accommodations required for ^{ACT/MME}

Signature

Date: _____

Appendix C



Documentation of MEAP Accommodations Provided

Student: _____

Spec. Ed. Teacher:_____

Person completing documentation: _____

Accommodations in IEP that need to be provided during the ^{ACT/MME} :

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____

[illegible]

