

Andover Public Schools

# **Special Education Procedural Manual**

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## 1.0 INTRODUCTION & PURPOSE

The Andover Public Schools Special Education Procedures Manual has been developed to ensure consistency and accuracy of special education practices across the district. The practices and procedures included in this manual align with 603 CMR 28.00 Special Education Regulations. Required forms and documents referred to in Sections 2 – 9 can be found in the Appendix section of this manual and/or in X2 under Forms. The Policies and Procedures Manual and forms/docs can also be found on Google docs.

All special education personnel responsible for the implementation or coordination of special education evaluation and services should become familiar with the practices and procedures as well as use only the forms referenced within this manual.

This manual will be reviewed at least annually, which may result in revisions to content and/or forms. Staff will be notified of any changes and should review this manual in full at least once every school year.

The Andover Public Schools recognizes that families may consist of a variety of legal caretakers. In this document the term parent refers to the legal guardian of the student.

### 1.1 Communication With Non-English Speaking Parents

When working with families whose primary language is not English, the district is required to provide translation services. These services may include interpreters at team meetings, as well as having documents translated. All special education documentation that is sent to the home should be translated for the family. This would include, for example, N1s, Evaluation Consent Forms, Meeting Invitations, assessments, IEPs. Copies of all interpreted documents should be sent to the Student Services Office to be maintained as part of the student's file. When translation services are required, please complete the Request for Translation Services (see Appendix 1.1) and return to Student Services. If parents choose to waive translation services, they should sign the Waiver for Translation Services form (see Appendix 1.2). This signed form should be sent to Student Services to be maintained in the student's file.

When an evaluation by a district staff member is being translated, a copy of the evaluation should be emailed to Colleen Sheehan (csheehan@aps1.net) at Student Services as a word document, to facilitate the translation process.

## 2.0 REFERRAL PROCESS

### 2.1 Referral for Initial Evaluation

A student may be referred for an evaluation by a parent or any person in a caregiving or professional position concerned with the student's development. Under the regulations, school districts must ensure a responsive school environment that meets the needs of all students and should implement and document the use of attempted instructional strategies on a case-by-case basis. A parent's right to refer their child for a special education evaluation, however, is not limited and should never be delayed because the school district has not fully explored and/or attempted some or all of the available instructional support programs or any other type of interventions (i.e.: DCAP/RTI/IST). In any case where the parent or person making a referral has concerns about the student's development or a suspicion that the student may have an educational disability, the school district must promptly send notice and seek permission to conduct an initial evaluation to determine if the student is eligible for special education. The school district has 5 school days to respond in writing to a parent's request for evaluation by completing a Proposed Action Notice (N1) and Evaluation Consent Form (N1A). A copy of the Parental Notice of Procedural Safeguards should be included as well.

In the case of a request for an evaluation for the purpose of College Board testing, the district is not obligated to complete these evaluations.

### 2.2 School Referral

When the School Principal, Child Study Team (CST), or Instructional Support Team (IST) determines that all efforts have been made to meet the needs of the student within the general education program, and these efforts have not been successful, a student should be referred by school personnel for an evaluation to determine eligibility for special education. *The team will propose evaluations in the areas of suspected disability (areas of concern).* The Evaluation Team Facilitator (ETF) shall ensure that documentation of the use of instructional support services for the student is provided as part of the evaluation information reviewed by the Team when determining eligibility (ie DCAP). The ETF, Principal, or other designee, will notify the parents of the school district's proposal for an initial evaluation. The ETF shall send notice and consent within a "consent packet" (including Parental Notice of Procedural Safeguards, N1, and Evaluation Consent) and shall coordinate the evaluation process. See Section 2.5, Sending out Consent to Evaluate, below.

### 2.3 Parent Referral

If a parent or caregiver verbally requests an evaluation, the ETF should be notified immediately. The ETF should contact the parent to gather information regarding the concern(s) and suspected area of disability. District staff should inform parents about the instructional support process (i.e.: DCAP/RTI/IST) available in their child's school and provide parents with an opportunity for this support process to take place as a first step. Parents should be encouraged, *but are not obligated* to access the instructional support process for their child. Parents should be told of their right to request a special education evaluation at any point. *Unless given parent permission, the instructional support process cannot delay a parent's request for a special education evaluation.* Parents are strongly encouraged to submit a written request for an evaluation before the referral process begins; however verbal confirmation of the parent decision to pursue a special education evaluation also necessitates that the

referral process begin. The school district has 5 school days to respond in writing to a parents verbal or written request for an evaluation.

If a parent agrees to access the instructional support process as a first step, instead of pursuing an evaluation, the building Principal or Assistant Principal, shall confirm and document this via written agreement. This agreement should be maintained in the student's cumulative file and a copy sent to the parent.

#### 2.4 Private School Referral

When private school personnel submit a referral for a special education evaluation, the ETF or Principal must notify the parent immediately. The school district is obligated to conduct special education evaluations for students who attend private school at no cost to the private school or parents. An evaluation cannot be conducted without receipt of signed parent consent. The district must respond as described above in Section 2.3.

When a parent of a private school student contacts the school district to request a special education evaluation, the same process as described above in Section 2.3, Parent Referral, should be followed. The ETF of the school the student would attend if in-district is responsible for responding to this type of parent referral.

If a student is residing in a neighboring state but attends a private school in Andover, Andover Public Schools is responsible for evaluating and/or providing services as outlined in 2.4. The Program Head at the appropriate level will determine which school will conduct the evaluations based on evaluation loads.

#### 2.5 Sending out Consent to Evaluate

When a request for an evaluation has been received, the school district has 5 school days to respond in writing. Once the ETF has contacted the parent to gather information about the request for an evaluation, he or she shall mail a consent pack to the parents which includes:

- A proposal to conduct an initial team evaluation (N1)
- An evaluation consent form (N1a)
- A notice of procedural safeguards

*The district will propose evaluations in the areas of suspected disability (areas of concern).*

An evaluation process cannot begin until the school district receives signed consent to evaluate from parents.

#### 2.6 What To Do If a Parent Does Not Submit Signed Parental Consent:

- If receipt of the consent has not been received within two weeks, the ETF will follow up with the parents to inquire if there are any questions or if an additional copy is needed. If a parent does not return the initial evaluation consent form within 30 calendar days of being mailed out, a consent packet will be mailed a second time, with the date documented.

- If parental consent is not received within 30 calendar days for a re-evaluation, a second attempt, and if necessary, a third attempt will be made. If after three attempts there is no parental consent, the ETF will notify the Program Head.

Additional efforts to obtain parental consent will be made and documented. If the parent revokes consent or refuses any evaluation, and the District determines that such action will deny the student a free and appropriate education (FAPE), the district shall seek resolution through the Bureau of Special Education Appeals (BSEA).

In situations of divorce, when there is shared custody, if the district is in receipt of signed consent to evaluate from either one of the parents, the district begins the evaluation process.

## 2.7 Receipt of Consent at End of School Year

If consent is received within thirty (30) to forty-five (45) school days before the end of the school year, the district must ensure that a Team meeting is scheduled. The proposed IEP and N1 or written notice of the finding of no eligibility (N2) will be sent no later than fourteen (14) days after the end of the school year. For consents received fewer than 30 school days prior to the end of the school year, the timeline starts at receipt of consent, stops on last day of school, and re-starts at the start of the following school year (See 603CMR28.05(1)).

## **3.0 EVALUATION PROCESS**

### **3.1 Initial Evaluation**

Upon receipt of signed consent by the parent, the school district shall provide or arrange for the evaluation of the student by a multidisciplinary team within 30 school days. The ETF will complete a Special Education Evaluation Notice including referral questions and any appropriate information, and provide it to all team members (see Appendix 3.1). A Team meeting must be scheduled within 45 school days from receipt of consent.

The ETF is responsible for notifying the evaluation team members that consent has been received and assessments can be scheduled. The ETF will schedule the Initial Team meeting to occur within 45 school days from receipt of consent and send to the parent(s) the following:

- A notice of team meeting
- An attendance sheet (N3a)

### **3.2 Assessment(s)**

The Andover Public Schools utilize a variety of assessment tools when evaluating students. Assessments typically include both formal and informal approaches. Informal assessments may include, but are not limited to, observation(s) of the student in testing situations and in the classroom, portfolio assessments, student interview, and work samples. Such informal assessments are conducted by appropriate members of the evaluation Team; results are included in subsequent reports. However, the majority of the assessment tools utilized in the evaluation process are criteria-based/norm-referenced tests appropriate to determining aptitude and achievement levels. Such standardized assessments materials are acknowledged as technically sound, validated, and free from cultural and linguistic bias. Students are assessed in their native language as appropriate; arrangements are made as needed for non-English speaking students (see Request for Translation/Interpreters form in Appendix). The assessment(s) used shall be adapted to the age of the student. Assessments are conducted by appropriately credentialed staff according to state guidelines. The evaluation must include assessments in all areas related to the suspected disability, plus educational assessments (Educational Assessment Forms Part A & Part B) by a representative of the school district to include:

- A history of the student's educational progress in the general curriculum. Such assessment shall include information provided by a teacher(s) with current knowledge regarding the student's specific abilities in relation to learning standards of the Common Core incorporating the Massachusetts Curriculum Frameworks and the district curriculum (Ed. Form A)
- An assessment of the student's attention skills, participation behaviors, communication skills, memory, and social relations with groups, peers, and adults (Ed. Form B)
- The school district shall also thoroughly evaluate and provide a narrative description of the student's educational and developmental potential (i.e. psychological, academic, observation)
- A psychological assessment by a licensed school psychologist, licensed psychologist, or licensed educational psychologist, including an individual psychological examination
- An academic/achievement assessment by a qualified special education teacher, psychologist or other qualified personnel



### 3.3A Required Assessments for an Initial Evaluation

Required assessments include:

1. An assessment in all areas related to the suspected disability.
2. An educational assessment by a representative of the school district, including
  - Educational Assessment (28R/1) (Part A)
  - Teacher Assessment (28R/1) (Part B)
  - Specialists Assessment(s): All areas of suspected disability must be assessed. Functional behavioral assessments (FBA) must be conducted if the student's behavior interferes with learning.
  - Observation of the student by someone other than the classroom teacher
    - a. A history of the student's educational progress in the general curriculum. Such assessment shall include information provided by a teacher(s) with current knowledge regarding the student's specific abilities in relation to learning standards of the Massachusetts Curriculum Frameworks and the district curriculum; and
    - b. If necessary, an assessment of the student's attention skills, participation behaviors, communication skills, memory, and social relations with groups, peers, and adults.
    - c. The school district shall also thoroughly evaluate and provide a narrative description of the student's educational / developmental status.
    - d. When a child is being assessed to determine eligibility for services at age three, an observation of the child's interactions in the child's natural environment or early intervention program is strongly encouraged.
    - e. For children who are receiving early intervention services, school districts are encouraged to use current and appropriate assessments from Early Intervention TEAMS, whenever possible, to avoid duplicate testing.

### Optional Assessments

#### 3.3B Optional assessments.

The Administrator of Special Education may recommend or a parent may request one or more of the following:

- A comprehensive health assessment by a physician that identifies medical problems or constraints that may affect the student's education. The school nurse may add additional relevant health information from the student's school health records.
- A psychological assessment by a licensed school psychologist, licensed psychologist, or licensed educational psychologist, including an individual psychological examination.
- A home assessment that may be conducted by a nurse, psychologist, social worker, guidance or adjustment counselor, or teacher and includes information on pertinent family history and home situation and may include a home visit, with the agreement of a parent. (Developmental History Form)
- Any other evaluation necessary to address referral questions or suspected areas of disability [assessments may include Speech/Language, Occupational Therapy, Physical Therapy, Adapted Physical Education, Home Assessment, Health assessment that identifies medical problems or constraints that may affect the student's education.

- When a child is being assessed to determine eligibility for services at age three, an observation of the child's interactions in the child's natural environment or early intervention program may be considered.
- For children who are receiving early intervention services, current and appropriate early intervention assessments may be used to inform team decisions

### 3.3 Assessments Required for Specific Learning Disabilities (SLD) Determination

Before referring a student for special education evaluation with a suspected disability of SLD, the Instructional Support Team should be able to answer two questions.

1. To ensure that underachievement in the area of concern is not due to lack of appropriate instruction in reading or math has the student has been provided appropriate instruction in the general education setting and has that instruction been delivered by qualified personnel?
2. Has there been data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of the student's progress and has this documentation been provided to the student's parents?

When a specific learning disability is found to be the primary disability impacting a student's ability to access the general curriculum, a specific set of forms (see X2 documents) must be used to aid in this determination. These forms consist of a historical review and educational assessment, identification of the specific area(s) of concern and evaluation methods, an analysis of certain exclusionary factors, a mandatory observation form, and, finally, a Team determination of eligibility that all Team members must sign.

### 3.4 Assessment Reports

Each person conducting an assessment shall summarize in writing the procedures employed, the results, and the diagnostic impressions as well as specific recommendations. The evaluator shall define in detail, and in educationally relevant and common terms, the student's needs, offering explicit means of meeting them. *The evaluator should not determine eligibility in their evaluation;* however recommendations around strategies and accommodations based on the findings would be appropriate. Assessments shall be completed prior to discussion by the Team and shall be made available to the parents at least 2 school days in advance of the Team Meeting. This includes Educational Assessment Part A & B.

Each person conducting an assessment must give the ETF two (2) final, signed copies with the original signature (in blue ink). These reports must be submitted prior to the end of the third school day before the team meeting. For example, if a meeting falls on a Thursday, evaluations are due at the close of school on Monday. If a meeting falls on Tuesday, evaluations are due at the close of school on Thursday. The report must follow district formatting, using 12-point, Times New Roman Font and one inch margins. Please see Appendix 3.4 for the Evaluation Template that all evaluators should use as the first page of their report.

The evaluator may email a signed PDF copy of their report to the ETF for the purposes of meeting a deadline. The evaluator will provide the ETF with an original, signed version of the report for the cumulative file.

### 3.5 Re-evaluation Process

A re-evaluation will be conducted for each student with a current IEP every three years or more frequently if requested or recommended. Re-evaluations may not occur more frequently than once a year unless both parents and LEA agree that evaluation is needed. ETFs shall complete the Special Education Evaluation Notice, including referral questions, for all evaluators (See Appendix 3.1). When a student is referred for a re-evaluation, existing evaluation data should be reviewed first. If no additional information is needed to determine whether the student continues to be eligible, the district may request that a parent waive particular types of assessment(s). The parent may consent to waive the assessment(s) or may choose to have the assessments completed regardless of the recommendation for waiver. When there are school-based recommendations for waived assessments, the ETF should contact a parent/guardian directly to discuss the waiver process. However, in the case of high school students where there are usually specific transitional needs, a psychological and an academic evaluation should be routinely conducted when due.

Evaluation is required PRIOR to ending an IEP service, including consultation. The assessment that is used can be a combination of standardized assessment and curriculum or classroom based assessment data. No re-evaluation is required to terminate eligibility when a student has graduated with a general high school diploma or exceeded the age of eligibility. In cases where a student has graduated or exceeded the age of eligibility, the ETF will complete a Summary of Performance, including recommendations for how to assist the child in meeting post-secondary goals. See Appendix.

### 3.6 Psychological Evaluations as part of the Re-evaluation Process:

After the ETF reviews the existing evaluation data (from the last evaluation and any assessments that have been completed within the last three years), she/he may do the following:

1. Generate a list of referral questions for this student, gathering information from general and special education teachers, related service providers and parents;
2. Determine, in collaboration with the psychologist, what testing is needed in order to answer referral questions. If there has been no change in cognitive function, and no neurological or brain-based injury since the last evaluation, cognitive and psychological testing may not be needed. If projective tests are being conducted, these need to be explicitly stated on the evaluation consent form, which the parents sign. In the case of high school students, however, where transitional issues are particularly salient, a full psychological battery should be routinely conducted whenever due.

At least **45 school days prior** to the 3-year re-evaluation date indicated on a student's IEP, the ETF will send out an Evaluation Consent Packet consisting of:

- A proposal to conduct a re-evaluation (see X2: N1)
- An evaluation consent form (see X2: N1a)

Please refer to the Referral Initial Evaluation Section (2.0) for information pertaining to the process and procedure for an evaluation once consent is received.

### 3.7 “Private Evaluation” - Private Evaluation at Parent Expense

When a parent submits to the school/school district an evaluation report for a student who is **NOT** currently receiving special education services, the designated building personnel (e.g. Assistant Principal, Guidance Counselor) shall contact the parents to either discuss concerns or to schedule a meeting with the classroom teacher. The purpose of the discussion should be to gather information about the parent’s concern, discuss available supports in place or available through general education, and determine if a referral for special education evaluation or 504 Accommodation Plan is being requested or would be appropriate. The Evaluation Team Facilitator and/or Special Education Program Head should be notified of the receipt of the evaluation and be kept apprised of the results of the discussion or referral process.

For students already receiving special education services whose parent(s) submit private evaluations, the school district has **10 school days** in which to schedule a Team meeting to review and consider information and recommendations included in the report. The ETF should be notified immediately of the receipt of the private evaluation so that he/she can schedule the Team meeting.

If a parent is providing a private evaluation during the three-year evaluation process, the district is still obligated to conduct its own assessments. The ETF should consult with the parents as to the details so that the district does not duplicate the testing, thereby invalidating results of the later evaluation.

### 3.8 Independent Educational Evaluation

At the time of an initial or re-evaluation, parents are asked if they agree with the assessments that the school has conducted. If a parent disagrees with an initial evaluation or re-evaluation completed by the school district, the parent may request an independent education evaluation (IEE). Parents may obtain a private education evaluation at private expense at any time. If the student is eligible for free or reduced cost lunch or is in the custody of a state agency with an Educational Surrogate Parent, then the district will provide, at full public expense, an independent evaluation that is equivalent to the types of assessments done by the school district. The ETF should immediately notify the appropriate program head as well as the Student Services Director of any request for an IEE so that the appropriate response can be made and timelines followed. If the parent requests an IEE in an area not assessed by the school district, the student does not meet income eligibility standards, or the family chooses not to provide financial documentation to the district establishing family income level, within five school days, the district may either pay for the IEE or request a determination from the BSEA that the district’s evaluation was comprehensive and appropriate. Once an independent evaluation is conducted (whether publicly or privately funded), and reports are received by the school, a TEAM Meeting is scheduled within 10 school days to consider the results and to determine if a new or amended IEP is appropriate.

### 3.9 Extended Evaluation

In order to consider an extended evaluation, the Team must have determined the student eligible for special education services.

1. The Team found the student eligible for special education and developed a partial or full IEP but recommended further assessment (Once the parent accepts the partial or full IEP, services must be implemented immediately).

2. The Team found the student eligible for special education but recommended further assessment before developing an IEP.

The extended evaluation period shall not be used to allow additional time to complete the required assessments and **should not exceed 40 school days (8 school weeks)**.

If the parent consents to or accepts extended evaluation, the Team shall document its findings and determine what evaluation time period is necessary and the types of information needed to develop an IEP, if appropriate. (X2; EE) The Team may decide to meet at intervals during the extended evaluation, but in all cases shall reconvene promptly to develop or complete an IEP when the evaluation is complete.

*The extended evaluation shall not be considered a placement.*

See X2 for Extended Evaluation Form. Complete along with an N1.

## 4.0 THE TEAM PROCESS

### 4.1 The Team

The Team consists of the following members:

- The student's parent(s);
- At least one general education teacher familiar with the student\*;
- At least one special education teacher familiar with the student;
- A representative of the district who has the authority to commit resources;
- An individual who can interpret evaluation results;
- Other individual(s) who have knowledge or expertise regarding the student;
- If appropriate, the student may be included; however, after the student has turned 13, the student must be invited to his/her IEP Team meeting.

\*For any student placed in a substantially separate placement who does not attend general education classes or specials/enrichment/essentials, a general education teacher is not required.

\*For any student placed in a substantially separate placement who does participate in general education classes or specials/enrichment/essentials even if only for short opportunities, the general education teacher familiar with the student must attend the team meeting.

### 4.2 Scheduling the Team Meeting

The Evaluation Team Facilitator will schedule the Team Meetings, providing written notice at least ten school days prior to the team meeting. Forms required for scheduling Team meetings include:

- A Meeting Invitation (see X2 Documents) outlining the purpose, time, and location of the meeting
- Meeting Attendance Sheet (N3a, see X2 Documents)

### 4.3 Team Member Attendance Excusal

If a required Team member is unable to attend the Team meeting, the Team meeting can still be held as long as parents have provided signed permission to excuse the Team member and the absent Team member has provided written information input (i.e.: accommodations, goals/objectives). Parents should be contacted as soon as the district is aware that a Team member is unable to attend. A Team Member Attendance Excusal Form is available in X2. It must be signed by the parent prior to or at the start of the Team meeting in order for the meeting to be held. If a team member must be excused at any time during the meeting, parents must initial their consent to the excusal on the attendance sheet along with the time the team member was excused.

### 4.4 Private School

In the case of a student attending a private school, the Evaluation Team Facilitator send should encourage the parent to include a representative from the student's school to attend the Team Meeting with agreement by the parent. A Consent for Release of Information should be included with the Meeting Invitation so the Team can obtain student's current performance information.

#### 4.5 Meeting Date/Time Change at Parent Request

In the event that the parent contacts the school district in need of rescheduling the Team meeting time and or date, the ETF must send out a NEW Notice of Team Meeting Date and should use the text box for “details” to make note of the parent requested change: “Meeting date changed per parent request.” Copies of both meeting invitations should be included in the completed packet sent to Student Services.

#### 4.6 Team Responsibilities

The Team is responsible for managing three important activities:

- Eligibility Determination/Initial and Reevaluations
- Development of the IEP
- Placement decision

#### 4.7 Eligibility Determination

If the student has one or more of the disabilities defined at 603 CMR 28.02(7) (see list below) and if, as a result of the disability(ies) the student is unable to progress effectively in the general education program without the provision of specially designed instruction, or is unable to access the general curriculum without the provision of one or more related services, the Team shall determine that the student is eligible. The Team must ensure that the student’s inability to progress is a result of the disability(ies) and NOT a result of an inability to meet the school discipline code, limited English proficiency, social maladjustment, or lack of instruction in reading and math.

Disabilities Categories:

- Autism
- Communication
- Developmental Delay (ages 3-9 only)
- Emotional
- Health
- Intellectual
- Neurological
- Physical
- Sensory
  - Hearing
  - Vision
  - Deaf-Blind
- Specific Learning Disability

#### 4.10 The Special Education Eligibility Flowchart

The Eligibility Flowchart has been designed to assist Teams in making eligibility determinations. The flowchart is a worksheet and not a notice/form. The worksheet becomes part of the student record but does not need to be mailed to parents with the Proposed IEP. This form should be completed and included in the packet sent to Student Services.

If a student is found to have a disability, and does not require specially designed instruction in order to make progress, the student is not eligible for special education. Specially designed instruction includes modifications that affect content, delivery of instruction, methodology and/or performance criteria and are necessary to assist the student in participating and learning. *If the student only requires accommodations, then that student is not eligible for special education.* General educators within the general education environment typically provide accommodations. Preferential seating, pencil grip use, or cooperative learning strategies are some examples of these kinds of typical accommodations. Accommodations do not involve modifying the material content, but do allow students to receive information in a more effective manner based on their individual needs. The District Curriculum Accommodation Plan (DCAP) is an important document and reference for additional information about general education supports and interventions, including best practice accommodations. The DCAP is available at each building.

#### 4.11 Finding the Student Eligible

If a student is found eligible for special education, an IEP must be developed. In most cases, development of the IEP will occur within a single meeting after the determination of eligibility has been made (see section titled "Development of the IEP").

#### 4.12 Finding the Student Not Eligible

If the Team determines that the student is not eligible, the Evaluation Team Facilitator shall record the reason for such finding on the Team Meeting Summary Notes. This should also be documented on the Notice of Refusal To Act Form (N2). At the conclusion of the meeting, parents should be given a copy of the Summary Notes, and the N2 must be sent to the parent within 10 school days of the Team meeting. This written notice (N2) must contain statements that describe the action proposed or refused by the school district, explain why the school district proposes or refuses such action, describe any other options considered by the school district and the reasons why the options were rejected, describe each evaluation procedure, test, record or report the school district used as a basis for the proposed or refused action, describe any other factors relevant to the school district's proposal or refusal to act, explain procedural safeguards, and list sources for parents to contact to obtain assistance in understanding procedural safeguards.

When the team makes a finding of No Eligibility for a student who has been receiving special education services, the written notice to the parent should contain the specific date, as agreed to by the Team, for special education services to end. Unless the parent is present at the Team meeting and clearly agrees to an immediate cessation of services, the written notice should specify a service-termination date at least thirty (30) days after the date of the notice, consistent with the parent response period.

#### 4.13 What if a Parent Disagrees with the Eligibility Finding?

Parents have the right to appeal any eligibility determination to the Bureau of Special Education Appeals (BSEA), including a finding of no eligibility. Parents may contact the BSEA directly. Information regarding how to contact BSEA is included in the Notice of Procedural Safeguards sent to parents with the consent packet. Parents should be asked if they are satisfied with the evaluations completed by the school district. If parents disagree with the district's evaluation, they may have a right to an Independent Educational Evaluation (IEE). If the parent requests an IEE at public expense, the district must either pay for the IEE (public rate setting only) or, within five school days, request a determination from the



BSEA that the district's evaluation was comprehensive and appropriate. (See Section 3.9, Independent Educational Evaluation, for more information about the Independent Educational Evaluation process).

*A 504 Accommodation Plan may be Appropriate*

Section 504 of the Rehabilitation Act of 1973 is a civil rights law that prohibits discrimination on the basis of disability in programs and activities that receive federal financial assistance. This law protects a person who has a physical or mental impairment that substantially limits one or more major life activities. Major life activities include learning. Determination of eligibility for a 504 Accommodation Plan is a separate process from the special education eligibility process and is coordinated through the Principal, Assistant Principal or Guidance Department.

If a parent or school member wishes to pursue a 504 eligibility process, they should be directed to contact the Principal, Assistant Principal or Guidance Department.

## 5.0 DEVELOPMENT OF THE IEP

Upon determining that the student is eligible for special education, the Team shall develop an IEP. The district ensures the IEP will not be changed outside of the IEP team meeting. The first question to ask parents is, "What concerns do you have for your child that you want to see addressed in this IEP?" The IEP should be developed using the evaluation data and current school performance data to guide the development of goals and objectives for the student.

If an extended evaluation is needed due to insufficient information to develop an IEP, or if a parent is not satisfied with the evaluations and requests an Independent Evaluation, the Team may choose to write a partial IEP. If the Team writes a partial IEP, a parent may consent to the proposed partial program prior to completion of the full IEP. In such a case, the partial program shall be implemented immediately upon receipt of the signed partial IEP.

The Team should work together to develop the IEP. The Special Education Evaluation Team Facilitator will facilitate the process. The IEP shall be completed using the standard IEP format provided by the DESE (forms found on X2). Key components of the IEP include: Parent Concerns, Student Strengths and Key Evaluation Findings, a Vision Statement, Present Level of Performance for General Ed. Curriculum and other areas of education, Accommodations, Specially Designed Instruction, Goals/Objectives, Service Delivery, Schedule Modification including Extended School Year (ESY), Transportation, MCAS Accommodations, and Placement. A Summary of Team Meeting Form should be used to document the decisions made at the Team meeting (see Appendix 5.0). School districts cannot come to a Team meeting with a completed IEP. The Team, including parents, must work together to develop the IEP for the student. Parents must leave the meeting with the Summary of Team Meeting. When developing an IEP, the Team must develop appropriate services that meet the needs of the student based upon the area(s) of identified disability. All service determinations are to stem from the current performance levels of the student as originated in the disability area(s). The addition of a service that a student is not currently receiving should not be made in the absence of an evaluation that presents disability-linked data to support the implementation.

Only related service providers may determine the specific evaluations to assess a possible area of need as determined by the Team. When possible, the related service provider should be invited to attend the meeting. In the case where a specialist is absent, the Team may not propose specific services. If assessments are recommended, the Team may request an assessment addressing the area of concern but should not identify a specific test. For example, the team could agree to a behavioral assessment rather than an FBA.

Please note, for initial and re-evaluation meetings, each evaluator will be responsible for providing a summary of their evaluation and entering it into the key evaluation results section of the IEP. In addition the case manager is responsible for entering the MCAS/PARCC results (or note not applicable) as well as the disability category.

### 5.A Contents of IEP

The IEP document describes the special education and related services that the student requires and includes the following elements:

1. Parent and/or Student Concerns

2. Student Strengths and Key Evaluation Results Summary
3. Student/Parent Vision Statement
4. Two areas of Present Levels of Educational Performance (PLEP). The first is based on current evaluation data in the general curriculum. The second describes present levels of educational performance in other areas of educational need such as the student's social/emotional needs, assistive technology devices and services, behavior, and participation in non-academic activities. Areas of occupational performance such as eating, toileting and mobility are included here. The impact of the disability on the student's participation in the general curriculum is presented. Only areas affected by the disability are included in the IEP.
5. Accommodations are included in the IEP and are typically implemented by classroom staff to help the student fully access the general education curriculum. Accommodations provide the student equal access to learning, and equal opportunity to demonstrate his/her knowledge. Accommodations do not substantially change the content of what is being taught.
6. The use of assistive technology can be considered an accommodation. IDEA requires schools to consider a student's need for assistive technology devices and services whenever an IEP is written.
7. Specially designed instruction includes modifications that alter the material being taught and/or the expectations of the student's ability to master it.
  - a. Modified content, i.e., teach only key concepts, teach at a lower grade level.
  - b. Modified methodology, i.e., specially designed instruction or delivery of instruction, use of manipulatives
  - c. Modified performance criteria, i.e., oral rather than written quizzes, adaptations of performance criteria to reflect modified content.
8. Measurable goals and benchmarks or objectives based on current performance levels. Goals reflect what the student is expected to accomplish by the end of the IEP period. Benchmarks or objectives reflect the steps required for the student to reach the goal. Measurable goals are the key to identifying progress (Massachusetts Department of Education, June 2001, IEP Process Guide p.20).
9. Service delivery is recommended by the evaluator and determined by the team. Services should be directed toward helping the student work within the general education curriculum in the least restrictive environment. Services may be provided to address the following:
  - To reach IEP goals
  - To be involved and progress in the general curriculum
  - To participate in nonacademic activities
  - To allow the student to participate with non-disabled students while working towards the IEP goals
10. Non-participation Justification: the extent to which the student will be able to participate in general education, with rationale provided if the team determines that services outside the general education curriculum are necessary for the student.
11. Schedule Modification: describes the extent to which a student's school day or school year is modified, i.e., longer or shorter. The daily duration of the student's program shall be equal to that of the regular school day, unless the Team states that a different duration is necessary to provide a free appropriate public education to the student. In such case, the Team shall specify the daily duration of the program, and the Team shall state on the IEP the reason for such different duration.
  - a. An extended year program may be identified if the student has demonstrated or is likely to demonstrate substantial regression in his or her learning skills and/or substantial difficulty in relearning such skills if an extended program is not provided.

- b. If residential services are required, the IEP must clearly specify the reasons for such determination and how such services will be coordinated with the day education services provided to the student. Additionally, the goals and services on the student's IEP must reflect the comprehensive nature of the educational program required.
- c. If a longer program is required, the student's IEP must specify why a longer program is necessary.

For any student approaching graduation or the age of twenty-two, the Team shall determine whether the student is likely to require continuing services from adult human service agencies. In such circumstances, the Administrator of Special Education shall make a referral to the Bureau of Transitional Planning in the Executive Office of Health and Human Services in accordance with the requirements of M.G.L. c. 71B, § 12A through C (known as Chapter 688).

12. Transportation Services: describes transportation needs.
13. State or District-Wide Assessments: describes student's participation in state and district wide assessments.
  - a. Team determines how student should participate.
  - b. Testing accommodations are listed according to most recent list of accommodations allowed by state in the Massachusetts Department of Education document MCAS Accommodation Guide.

#### 5.1 Duration of Team Meetings

Team meetings should be run efficiently so that the Team is able to address the agenda and accomplish the goal of the meeting. To insure Teams work together effectively and efficiently, the following recommendations are provided:

- Make reports available to parents ahead of time for review (two days prior to the Team meeting);
- Distribute all reports to Team members ahead of time for review;
- Evaluators provide a summary of their evaluation rather than a detailed review;
- Draft goals & objectives ahead of time in Word Document for consideration at the Team meeting;
- Discuss ONLY the goal focus rather than a detailed review of goals *and* objectives;
- Designate a time-keeper;
- Be sure that parents and teachers understand that the IEP is not meant to be a lesson plan;
- Refrain from using the Team meeting as a consult meeting – table discussions that can be held in follow-up conferences or consult meetings in order to remain on task.

#### 5.2 Special Transportation

If the Team determines that the student's disability requires transportation or specialized transportation arrangements in order to access special education services, the Team shall note on the student's IEP that the student requires such services. In such circumstances, transportation is a related service and the determination for need should be made as a data-driven decision linked to the student's identified area of disability with respect and consideration of the least restrictive environment for the student. This must occur at each type of Team Meeting, which includes a Team Determination of special transportation or renewal of special transportation. Once the team has determined the need for

transportation, the ETF should complete the Special Transportation Request form, describing what necessary modifications, special equipment, assistance, and/or particular precautions are recommended by the team and submit it to Student Services (See Appendix 5.2). If the arrangements require a specialized vehicle, then those arrangements are made. Wheelchair accessible vehicles are provided for those students who require them. Recommendations for transportation are solely based on the individual needs of the student. Transportation considerations cannot be used to impact any part of the student's program, including length of day, for example.

If a program is not offered as part of a student's home school, the student will be provided transportation to the appropriate school but it is not considered special transportation. On IEP Schedule Page, IEP 6, check off, "no", and explain that the student is accessing services in a non-neighborhood school. Transportation to a special education placement is scheduled to ensure the ride is no longer than one hour each way, except with the approval of the team. 603 CMR 28.06(8)(a).

The ETF will schedule special transportation with the Student Services office by completing a Transportation form. New transportation requests may take up to 24 hours to process.

### 5.3 Extended School Year (ESY)

ESY refers to special education and related services beyond the normal calendar year for students with disabilities. Eligibility for ESY is determined by examining two global criteria: regression/recoupment and non-regression. These criteria should be considered for every student using the following factors:

- The student is likely to lose critical skills or fail to recover these skills within a reasonable time as compared to typical students. (regression/recoupment)
- The nature of severity of the student's disability. (non-regression)
- The student's progress in the areas of learning is crucial to attaining self-sufficiency and independence from caretakers. (non-regression)
- The student's stereotypic, ritualistic, aggressive or self-injurious interfering behaviors prevent the student from receiving some educational benefits from his/her program during the school year (non-regression)
- Other special circumstances identified by the IEP Team such as: The ability of the student to interact with non-disabled students; the areas of the student's curriculum that need continuous attention; the student's vocational needs; and/or the availability of alternative resources (non-regression).

ESY is officially discussed and determined at each child's annual IEP meeting. School staff will complete screenings and/or collect data to help make individual recommendations. Throughout the school year school staff are asked for ESY projections. Projections are used only for planning. They are not definitive and do not replace the need for individual student IEP Team decisions.

Early in the school year, a Team may not be able to make a determination for ESY services if the student is new to the staff. In that event, the Team may wish to delay this decision until later in the year. In most cases ESY determination should be made no later than March (post Thanksgiving, December, and February school breaks); however, in cases where there is a question regarding regression, the Team may use April vacation to document regression. In the circumstances of the "non-regression" criteria, ESY decisions should be made no matter how early in the school year an annual review meeting is held. **When there is no previous record of a child's substantial regression after a**

**significant break in services, the team should still consider the need for an ESY program if the following circumstances are present:**

1. There is a lack of progress in meeting short-term objectives over two marking periods, resulting in little or no progress made over the school year;
2. There are significant regression/recoupment problems over short-term vacation periods or other breaks in the school year; and/or
3. The unique nature of any specially designed instruction or related services due to the disability of the student requires such extended school year programming.

ESY services will vary in intensity, location, inclusion of related services, and length of time, depending upon the student's needs. ESY services are provided at no cost to the parents as part of a FAPE in accordance with the IEP, for students exhibiting the need for special education; related services, or both, beyond the regular school year. An ESY program may consist of, or include, a recreation program. As with all special education services, educational goal(s) and objectives for a recreation program must be included in a child's IEP. Additionally, ESY services may differ somewhat from the portion of the IEP that governs the provision of services for the regular school year. Such differences may be separately described on an additional IEP service delivery grid that specifically outlines the proposed extended school year services and their duration and frequency. As is noted by the United States Department of Education, Office of Special Education Programs, "It is . . . reasonable for an extended year service IEP to concentrate on the areas in which the child may experience regression or skills or programs that are not academic but are needed so that regression does not occur in academics."

After consideration of the factors applicable for the student with a disability, the IEP team must decide whether or not the benefits a student receives from his or her educational program during the regular school year will be significantly jeopardized if the student is not provided ESY. None of these factors in isolation, or in some combination, necessarily entitles a student to ESY services. Rather the regulations mandate the IEP team to consider if any of the factors will prevent a student from receiving some benefit from the student's educational program during the regular school year, if the student does not receive extended school year services.

Only when all factors are considered together by the child's Team can a determination be made as to how much service will be offered. ESY services are uniquely designed to meet the individual needs of students with disabilities. ESY services are not:

1. a mandated twelve (12) month service for all students with disabilities;
2. related to child care or respite
3. necessarily a continuation of the total IEP provided during the regular school year;
4. intended to teach new skills
5. required to be provided all day, or each day during the normal school break;
6. automatic from year to year
7. a service limited to specific categories of disabilities
8. Camping or recreation programs provided solely for recreational purposes and with no corresponding IEP goals or specially designed instruction shall not be considered extended year programs.

#### 5.4 State/District Wide Assessment Accommodations

All identified students with disabilities, both in-district students and students who are funded by the district in out-of-district placements participate in the MCAS. Teams continue to be responsible for deciding how all students will participate in state and district-wide assessments. However, if no assessments are planned during a particular IEP period, the Team should note that no testing would occur and leave the remainder of the page blank. All students participate in state and district wide assessments with accommodations outlined in the IEP. Testing accommodations outlined on IEP 7 must be consistent with accommodations students generally receive in their curriculum as listed in Plep A and follow the state guidelines for accommodations.. Students who require alternative assessments will continue to be evaluated through the MCAS-Alt until otherwise advised by the Massachusetts Department of Elementary and Secondary Education.

For special education students at the high school level who do not meet the MCAS standard for graduation there is a process by which such a student can appeal their ineligibility for graduation; this is through the Performance Appeal process.

**Home/Hospital Instruction and other Settings** - For the small number of students who are enrolled in a school but are unable to physically attend school, and therefore receive tutoring services from the district, every effort must be made to administer the MCAS tests to the students in school. If this is not possible, school principals must submit a request to test the student in an alternate setting off-site by using the form in the Principal's Administration Manual.

**DYS and 45-Day Placements** - For the small number of students who are enrolled in a school and are in the temporary custody for DYS or are attending a temporary 45-day placement, every effort must be made to administer the tests at the student's placement. The principal at the sending school is responsible for following the steps as outlined in the Principal's Administration Manual.

#### 5.5 Students with Disabilities and Bullying

According to the bullying legislation, Chapter 92, school districts have several responsibilities regarding students with social skills disabilities. We have an obligation to teach all of our students the skills that are needed to avoid and respond to bullying, harassment and teasing. Additionally, those students who have disabilities that result in poorly developed social skills require special attention.

For students with Autism and other disabilities affecting social skills development, this obligation requires a thoughtful, considered approach at Team Meetings because these students are more vulnerable to teasing and are not skilled in responding. This is a consideration included on the ASD checklist that is referenced by the ETF during all Team meetings for a student who is identified as ASD.

The state law requires specific steps in order to ensure that students with autism and social skills disabilities are taught the skills they need, at their level, to learn to respond to bullying effectively. How the IEP Team addresses this requirement is based on understanding the social and communication skill levels of the student and insuring that the student will:

- benefit from the general education bullying prevention curriculum as is,

- benefit from accommodations or a modified curriculum to insure he/she can access the curriculum, or
- benefit from separate goals and objectives within the IEP to address the skill deficits.

#### *5.5a What the legislation says:*

Chapter 92, Section 7 states: Whenever the IEP Team evaluation indicates that a student's disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing, the IEP must address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. (G.L. c. 71B, §3, as amended by Chapter 92 of the Acts of 2010.)

Section 8 states: For students identified with a disability on the Autism Spectrum, the IEP Team must consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. (G.L. c. 71B, §3, as amended by Chapter 92 of the Acts of 2010.)

#### *5.5b Required Documentation:*

When a student is identified with a disability that affects social skills development or Autism, the development of an initial or revised IEP should include focus on accommodations and skill instruction to develop social and/or language skills.

Bullying is addressed through the curriculum differently at every grade level. If the student requires a separately delivered curriculum in social skills associated with recognizing, avoiding and responding to bullying, that should be addressed in the social pragmatics, communication or self-advocacy goal areas.

The discussion about social skills, recognizing, avoiding and responding to teasing and bullying should be an integrated part of a Team meeting, if the student has social skills deficits. It should not be an add-on. Most meetings will not require the explicit use of the term "bullying," but rather will naturally focus on social skills, peer relationships, social pragmatics, communication or self-advocacy.

The Team should document the discussion within the IEP of how it will address a student's social skills development in order to avoid or respond to bullying if a student lacks effective strategies.

#### *Chapter 57: An Act To Address The Special Education Needs Of Children With Autism Spectrum Disorders*

Whenever an evaluation indicates that a child has a disability on the autism spectrum, the IEP Team shall consider and shall specifically address the following: the verbal and nonverbal communication needs of the child; the need to develop social interaction skills and proficiencies; the needs resulting from the child's unusual responses to sensory experiences; the needs resulting from resistance to environmental change or change in daily routines; the needs resulting from engagement in repetitive activities and stereotyped movements; the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from Autism Spectrum Disorder; and other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development. For students with a disability on the autism spectrum, the Autism Checklist MUST be completed in conjunction with the IEP development.



## 5.6 Autism Checklist

For students with an Autism Spectrum Disability verify that the needs below have been considered and specifically addressed by the IEP Team (this checklist can be found on IEP8):

- The verbal and non verbal needs of the student.
- The need to develop social interaction skills and proficiencies.
- The needs resulting from the child's unusual responses to sensory experiences.
- The needs resulting from resistance to environmental change or change in daily routines.
- The needs resulting from engagement in repetitive activities and stereotyped movements.
- The need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from Autism Spectrum Disorder.
- Other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development.

## 5.7 Assistive Technology

The Andover Public School district adheres to all regulations and requirements to consider the assistive technology needs of children with disabilities (20 U.S.C. 1414(d)(3)(B)(v)). Assistive technology devices and services will be considered in order "to maximize accessibility for children with disabilities." (20 U.S.C. 1400(c)(5)(H)). Procedures include the Federal Requirements (300.105) and the definitions within the requirements (300.5 & 300.6).

Assistive Technology is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

Assistive Technology service is any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. Such term includes –

- (A) the evaluation
- (B) purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices
- (C) selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing
- (D) coordinating and using other therapies, interventions, or services with assistive technology devices
- (D) training or technical assistance for such child, or the family of such child
- (F) training or technical assistance for professionals

IEP Team will consider the need for assistive technology devices and/or services as part of the child's IEP team meeting for all students receiving special education services, regardless of placement. IEP Teams will consider the unique needs of the child when determining assistive technology devices and services options (20 U.S.C. 1401(1)); (20 U.S.C. 1401 (2)) including the child's ability to:

- access the curriculum and gain academic skills
- learn with non-disabled peers
- address behavior challenges
- participate in all aspects of the education program

## Assistive Technology Evaluation

If the IEP team determines a possible need for assistive technology, the IEP team will refer the student for a consultation by an assistive technology specialist. An assistive technology evaluation may include a functional evaluation of the student in school or at home. Observation and/or consultation may indicate the need for a formal evaluation. The evaluation will be considered in the development of the IEP. The Assistive technology specialist will participate in the Team meeting to identify and recommend appropriate technology tools to support the student's progress.

Devices and services include, but are not limited to:

1. AAC devices
2. Text to Speech devices/software
3. Speech to Text devices/software
4. Other accessibility features
5. Applications
6. Amplification System
7. Evaluation
8. Staff, child and teacher training (20.U.S.C. 1400 (2)(E)&(F))

Recommendations for assistive technology will be documented within the Individualized Education Program on page IEP-2 (PLEP-A), page IEP-3 (PLEP-B), within a goal statement, or in the Service Delivery grid in section A, B, or C.

## **6.0 PLACEMENT DETERMINATION**

At the Team meeting, after the IEP has been fully developed, the Team shall consider the identified needs of the student, the types of services required, and whether such services may be provided in a general education classroom with supplementary aids and/or services or in a separate classroom or school. The Team shall consider all aspects of the student's proposed special education program as specified in the student's IEP and determine the appropriate placement to provide the services. The Team shall determine if the student shall be served in an in-district placement or an out-of-district placement and shall determine the specific placement according to the following requirements:

The decision regarding placement shall be based on the IEP, including the types of related services that are to be provided to the student, the type of settings in which those services are to be provided, the types of service providers, and the location at which the services are to be provided.

The placement selected by the Team shall be the least restrictive environment consistent with the needs of the student. In selecting the least restrictive environment, consideration must be given to any potential harmful effect on the student or on the quality of services that the student needs.

The decision to enact a change in placement that constitutes placing the student in a more restrictive setting must come following an evaluation so that updated data may be used as a basis for the Team determination.

### **6.1 Least Restrictive Environment (LRE)**

The school district shall ensure that, to the maximum extent appropriate, students with disabilities are educated with students who do not have disabilities, and that special classes, separate schooling, or other removal of students with special needs from the general education program occurs only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. The removal of a student from the general education setting is supported in the Non-participation Justification section of the IEP, which quotes the regulation describing the district's responsibility outlined above.

As the TEAM discusses placement, the least restrictive environment will be selected as it correlates with the student's needs. To the extent possible, students with disabilities will be educated with their non-disabled peers. TEAMS should consider in-district settings as they relate to the student's needs. These settings include the general education classroom, a learning center/resource room, separate classroom, or district placement. If a student's IEP cannot be met within the public school setting, an out-of-district placement may be explored. If the TEAM designates an out-of-district placement, the TEAM shall state the basis for its conclusion that education of the student in a less restrictive environment with the use of supplementary aids and services could not be achieved to provide the student with a free, appropriate public education in the least restrictive environment.

### **6.2 Placement Meeting**

In the development of the IEP, if the needs of the student and the services identified by the Team are complex, and the Team is considering an initial placement out-of-district or in a different setting for a student who has been served in an out-of-district program, the school district may schedule a separate Team meeting to determine placement. This separate placement meeting must occur within 10 school days following the meeting at which the Team developed the IEP.

## 6.3 Transition Planning

### Student transition into school system at age three.

1. Children can be evaluated by the school district at age 2.6.
2. An observation of the child's interactions in the child's natural environment or early intervention program is strongly encouraged when assessing a child to determine eligibility for services at age three.
3. For children who are receiving early intervention (EI) services, school districts are encouraged to use current and appropriate assessments from EI teams, whenever possible, to avoid duplicate testing [CMR 28.04(2)(a) (v)].
4. The IEP begins on the child's third birthday, regardless of the time of year.
5. The goal focus changes from family centered to school related. EI services are provided via an Individualized Family Service Plan (IFSP) in which the family is the primary recipient of services to support the child's development. School services are provided via an Individualized Education Plan (IEP) in which the student is the primary recipient of services. In EI, eligibility is determined by having a developmental delay. At school, the student must have an eligible disability that interferes with school participation. EI uses primarily a direct service delivery model. Services are provided in the natural environment or where non-disabled peers typically would be. School-based services use a continuum of service delivery options ranging from collaborative consultation to direct service using least restrictive environment as a guide.

### Student transition Planning for ages 14- 22.

The focus of transition planning is to prepare the student to assume an adult role. For every student who will be turning 14 years old within the new IEP period, the student's case manager should complete person centered planning meeting prior to the meeting. Through this meeting students will begin to plan their goals and vision to transition to adulthood. This information will be used during the IEP meeting to direct the completion of the Transition Planning Form (X2 Documents). This is a document that will be reviewed and revised at every annual IEP meeting for the student. It should be used as a tool to develop the student's vision statement in conjunction with the Team's vision for the student and to identify necessary skills the student may need in transitioning from high school to postsecondary outcomes. Best practice in transition planning is that the team will consider instruction, employment, and community experiences/post school adult living as outlined in the Transition Planning Form (TPF). This form will also direct the creation of goals and benchmarks to assist the student in reaching his/her vision.

1. Transition becomes a major team focus when the student reaches age 14 and becomes an active member of the team.
2. Chapter 688 addresses services for individuals between the ages of 18 to 22 who no longer receive public school services. A student is referred under Chapter 688 if the team determines that he or she is likely to require continuing services after the completion of public school. The 688 referral is made by the AHS ETF, Department Coordinator, or Out-of-District Coordinator [WHEN]
  - a. The team decides which agency is appropriate for the student, i.e., Department of Mental Health, Department of Developmental Services, Rehabilitation Commission,

Commission for the Blind and Visually Impaired, Commission for the Deaf and Hard of Hearing.

- b. Referral to the appropriate agency must occur at least 2 years prior to graduation or turning 22.
3. Graduation status is determined and parents are informed by the fall of the graduating year.
4. When a student turns 17, the student and parent are provided notification of the Age of Majority. When a student turns 18 years of age, they are considered an adult under the law unless a legal guardian has been appointed. Part of the transition plan is to discuss the possible need for guardianship. However, based on the decision a student of 18 years of age has made on the Age of Majority, the form will guide the Team as to educational decision making rights. The student has the option of identifying his/her decision to be sole, shared or delegated.

### Transitioning year to year or school to school

Transition activities include, but are not limited to (see planning form):

1. A parent may request an IEP meeting at any time.
2. The receiving department coordinator may attend the IEP meeting.
3. Receiving staff may observe students
4. The school may conduct a parent orientation
5. Sending and receiving staff may meet to discuss student needs

### 6.4 Continuum of Services

The Andover Public Schools includes students with special needs, to the maximum extent possible, The general education program has worked diligently to align their course offerings and their expectations with the strands and standards of the Massachusetts Curriculum Frameworks. Special needs students, who typically participate each day alongside their non-disabled peers in general classroom settings, have therefore excellent access to the general curriculum, the state frameworks and the essential learning opportunities to prepare them to reach the standards for graduation. Andover has a commitment to educating its students in the least restrictive environment, close to home and with their chronological peers. However, the school system also recognizes its responsibility to provide a continuum of services and arranges for more restrictive or alternate types of settings when the nature and/or intensity of the student's special needs require a more intensive instructional setting. At both ends of the age continuum, arrangements are in place to assist both a young student in transitioning into a preschool setting as well as to assist an older student as he/she transitions to post-secondary level education or to adult services.

The school district shall ensure that options are available for students ages 18 through 21 years. Such options shall include continuing education, developing skills to access community services, developing independent living skills, developing skills for self-management of medical needs, and developing skills necessary for seeking, obtaining, and maintaining jobs. Such programs may have an educational and/or vocational focus and shall be considered in-district programs if the program is operated by the public school and offers the student ongoing opportunities to interact with students or young adults without disabilities.

This range of curriculum and placement options described above, along with the availability of specialized materials and equipment (including assistive technology), allows Andover to ensure that all elements of a student's Individualized Education Program are properly implemented. At each

schoolhouse, an Evaluation Team Facilitator (ETF) is in place to oversee this process including assuring that any new services or change in services are initiated promptly, without delay, upon receipt of the parent's consent. The ETF also consults with the special education staff of the building on a regular basis to assure that every effort is being made to assist the student in achieving their individual goals. The Central Office Student Services Administrators oversee the delivery of services for students who are in placement outside the Andover Public Schools. Whether a student's program is delivered within the district or outside of the district, there is no cost to parents, nor to their private insurance carrier, for the costs of the services provided.

#### 6.5 Age of Majority:

For students who are 17 years in age, Age of Majority MUST be discussed at the annual IEP meeting. The ETF must provide the student with a copy of the Parent's Notice of Procedural Safeguards (PNPS). A discussion must take place regarding the Age of Majority and the student's rights. It may be helpful to refer to the Age of Majority letter for purposes of this discussion.

The ETF will also make each student and parent aware that at this meeting the Age of Majority Rights will occur ON the student's 18<sup>th</sup> birthday, and that the student will be asked to sign the Age of Majority letter indicating their decision (if they choose to make all educational decisions themselves, share in the decision making process with their parents, or continue to have parents make educational decisions).

The case manager or ETF will check the box under additional information that this matter was discussed at the IEP meeting. The N1 must clearly state that the PNPS has been provided to the student and that the Age of Majority and student's rights have been discussed one year prior to the student's eighteenth birthday.

The ETF will ensure that on the student's 18<sup>th</sup> birthday the student will be provided with and sign the Age of Majority letter. In instances of a non-school day this will occur upon return to school.

If the student wishes to take the document home to review with the parent, it is the responsibility of the case manager to follow-up with the student and schedule a meeting to discuss any concerns upon the student's request.

The original signed Age of Majority letter will be promptly sent by the ETF to the Student Services office for placement in the student's special education file.

All meeting notices and special education documentation must be sent to the student if the Age of Majority rights are solely with the student. If the rights are being shared with the parent/guardian then the parent and student will both receive the required documents and must co-sign all documents. If the parent, however, has sought and received formal guardianship of the student from a court with the appropriate jurisdiction, then the parent retains full decision making guardianship.

## 7.0 PROCESSING THE PROPOSED IEP FOR DISTRIBUTION TO PARENTS

When parent(s) receive a Team Meeting Summary at the conclusion of a Team meeting, the school district has **two calendar weeks** to send the Proposed IEP and Placement.

When parent(s) do not receive a Team Meeting Summary at the conclusion of the Team meeting, the school district must provide the parents with a proposed IEP and Placement as soon as possible and not more than 3 to 5 school days after the Team meeting has been held. If, in the unusual situation where a parent *requests* the completed IEP within three to five days of the Team meeting, the district must comply, regardless of whether it has provided a Team Meeting Summary.

An IEP checklist titled Required Forms and Notices has been created to guide ETFs on the compilation of the IEP packets to be submitted to the Student Services office for processing (see Appendix 7.0). The Required Forms and Notices page **MUST** be completed in full. IEP packets must include all necessary components in the listed order outlined on the checklist when they are submitted for processing.

Once IEP packets are completed, the Principal/Program Head will review and sign the IEP. It is the Team's responsibility to submit the IEP packet in a timely manner in order for the school district to meet the required IEP timelines.

## 8.0 PARENT RESPONSE TO IEP

No later than **30 calendar days after receipt** of the proposed IEP and proposed placement, the parents shall:

- Accept or reject the IEP in whole or in part;
- Request a meeting to discuss the rejected portions of the IEP or the overall adequacy of the IEP; or,
- If mutually agreed upon, accept a revised proposal; and,
- Accept or reject the proposed placement

If parents have not responded to the IEP within twenty days, a letter is sent home with a copy of the IEP as well as the signature pages (see 2nd Request Notice, Appendix 8.0). The ETF should include copy of this 2nd Request Notice in the completed packet that is sent to Student Services. If the parents have not responded to the second request letter after thirty days, the IEP packet with the Required Forms and Notices cover is sent to Student Services with a notation of the current status. At that point, a third notice will be sent out from Student Services. If parents do not respond after the third attempt, the IEP is filed as rejected with the BSEA by Student Services.



## **9.0 IMPLEMENTATION OF THE IEP**

### **9.1 Receipt of Signed IEPs**

Parents are provided a self-addressed envelope along with 2 copies of the proposed IEP to sign and return to the ETF at their neighborhood school. The ETF immediately date stamps the signature and placement pages and promptly sends the entire IEP packet with a Required Forms and Notices Cover sheet to Student Services. The Student Services Administrative Assistant will change the IEP status in X2. If an IEP is rejected, in whole, or in part, the signature and placement pages will be immediately date stamped and faxed to the Student Services Administrative Assistant, along with the administrative cover sheet. This must be submitted to the BSEA within 5 calendar days of receipt by the district.

### **9.2 Receipt of Partially Rejected and Rejected IEPs**

When an IEP has been rejected in full, it will appear on X2 as Rejected. When it is rejected in part it will read as Active. The ETF will immediately provide the Team with a copy of the parent's response. This enables Team members to know which parts of the IEP have been accepted and can be implemented. Should Team members have questions regarding implementation, they should IMMEDIATELY contact the ETF. If questions still remain, the ETF will contact the appropriate Program Head for clarification.

The IEP must be implemented immediately upon signed response from parents. Upon parental response to the proposed IEP and proposed placement, the school district shall implement all accepted elements of the IEP without delay. The school district cannot delay implementation of the IEP due to lack of classroom space or personnel. Teams must provide as many of the services on the accepted IEP as possible and shall immediately inform the parent in writing of any delayed services, reasons for delay, actions that the school district is taking to address the lack of space or personnel and offer alternative methods to meet the goals on the accepted IEP. Upon agreement from a parent, the school district shall implement alternative methods immediately until the lack of space or personnel issues are resolved.

### **9.3 Amendments**

At times it is necessary to amend an IEP. An amendment can be conducted via phone contact or email with the parent(s). An amendment cannot extend the length of the IEP, nor can an amendment change placement. An unsigned, rejected, and partially rejected IEP cannot be amended – any changes made to an unsigned IEP are considered "Revisions" to a proposed IEP and should be marked accordingly. An N1 is always included with an amendment.

### **9.4 IEP Revisions and review**

Once a Team meeting has been held and a proposed IEP has been sent to parents for response, a Team may revise or further develop the proposed IEP with parent agreement and input. The type of meeting and dates on the administrative page would not change. The N1 should clearly state that the IEP has been revised with the date of the Team meeting or parent contact as well as who precipitated the revision. Details of why and how the IEP was revised should be noted in the N1. Once the parents respond to the proposed revised IEP, the entire IEP packet, including the Required Forms and Notices coversheet, will be sent to Student Services.

The IEP is reviewed at least annually, on or before the anniversary date. During the annual review, the IEP TEAM considers the student's progress and develops a new IEP.

### 9.5 Progress Monitoring/Progress Reports

Each year the Student Services Administrator provides all special education staff information regarding the procedures and expectations for completing and distributing student progress reports. Developing well-written and meaningful progress reports starts with well-written goals that include a statement of current performance, a goal statement, and objectives or benchmarks. Teams should use the current performance section as the starting point, based on what the student is currently able to do. The goals are the end points and the objectives or benchmarks are the steps between the starting and end points. Data should be included in the current performance so progress can be clearly measured between the current performance and the benchmarks.

Progress reports should reflect, in measurable terms, the student's progress toward the annual goal and whether the progress is sufficient for the student to achieve the annual goal by the end of the IEP period.

Progress reports must be sent to the parents at least as often as parents of nondisabled children are informed of their children's progress (in conjunction with report cards). In Andover, the frequency of reporting is as follows:

#### ***Grade Level Frequency***

Preschool Two Per Year  
Elementary (K-5) Two Per Year  
Middle School Three Per Year  
High School Four Per Year

By federal regulation, progress reports must answer the following two questions for each goal:

- What is the student's progress toward the annual goal?
- Is the progress sufficient to enable the student to achieve the annual goal by the end of the IEP period?

Team members should respond to the mandated questions by following these steps when writing their progress reports:

- Specify what the student has been working on
- List what the student has achieved
- Use measurable language where appropriate (i.e., John is greeting his peers upon arrival to school in 90% of measured opportunities)
- Indicate any stumbling blocks to progress and how the Team is responding (i.e., what refinements are or will be used to support the student's progress)
- Project whether the student will reach the annual goal if progress continues at its current pace

Progress reports may prompt the Team to amend an IEP. If a lack of expected progress continues past the first progress report and subsequent in-class refinements, the Team should make IEP adjustments and may want to consider rewriting a goal to set a different and more attainable standard.

If a student is making more progress than projected, progress reports may make recommendations on next steps. Sometimes it may be appropriate to amend the IEP to add additional annual goals or adjust the expectations.

The progress of students in out-of-district placements is monitored by the central office Student Services Administrators. The procedures include but are not limited to monitoring logs, site visits, review of attendance records, incident reports, progress reports, and state testing results.

### 9.6 Declining Special Education Services

If, after accepting IEP services, a parent chooses to decline those services, the parents should be provided with a Confirmation to Decline Special Education Services form, as well as the Procedural Safeguards Manual (see Appendix 9.6). Once this form is signed and received, it should be sent to Student Services.

### 9.7 Updating Student Status

When a student is no longer eligible for special education services (for example, has obtained a high school diploma or reached the maximum age for eligibility), the student is provided with a summary of his/her overall academic achievement, functional performance, areas of interest and personal accomplishments. This report includes recommendations on how to assist the student in attaining post secondary or young adult goals. This information is provided to the student on the Summary of Student Performance form. The High School Program Head and the central office administrators for students in outside placements assure that this form is complete and distributed. (See Appendix 9.7).

### 9.8 Timelines Overview

#### Special Education Timelines

Required Timeline	Procedure
Referral Within 5 days	Notice of Proposal N1 Evaluation Consent N1A Procedural Safeguards
Parental Consent Received Within 30 days -Complete all assessments -Developmental History -Release of Information (for private evaluations)	Meeting Invitation N3
Parental Consent Received Within 43 days	Reports sent 2 days before meeting

<p>-Assessment Reports completed and sent to parent two days before meeting  Within 45 days</p> <p>-Team meeting held</p> <p>-IEP developed if applicable</p>	
<p>Team Meeting</p> <p>-Determine eligibility</p> <p>-Develop IEP if applicable</p>	<p>Attendance Sheet N3A</p> <p>Eligibility guidance checklist(s) or SLD Eligibility Documentation SLD Eligibility Flowchart</p> <p>Eligibility/Initial/Re-eval Determination ED1</p> <p>Data Page ADM1</p> <p>IEP IEP 1-8</p> <p>OR</p> <p>Summary of Services IEP Summary Form</p> <p>Notice of Proposal N1</p>
<p>No later than 3 school days after the TEAM meeting, a completed IEP is submitted to the parents/guardian for signature.</p> <p>If parent was given a summary of goals/services the district then has 10 school days to send the proposed IEP for parent signature.</p>	<p>Individual Education Plan IEP 1-8</p> <p>Team determination of Placement PL1</p> <p>Notice of Proposal N1</p>
<p>Team Meeting</p> <p>-Determination of No Eligibility</p> <p>Within 3 days</p>	<p>Notice of Refusal to Act N2</p>

## 10.0 DISCIPLINING STUDENTS WITH SPECIAL NEEDS

In *Honig v. Doe*, 559 IDELR 231 (EHLR 559:231) (U.S. 1988), the U. S. Supreme Court prohibited certain disciplinary actions that result in a change of placement for a student with a disability (one receiving special education and related services under the IDEA). Generally, a student with a disability cannot be subjected to a disciplinary change of placement if his/her misconduct was caused by, or was directly and substantially related to, his/her disability. A disciplinary change in placement occurs when a student is suspended in excess of ten (10) consecutive school days or subjected to a pattern of short term suspensions in excess of ten school days which constitute a pattern of removal. If the misconduct includes bringing a weapon or drugs to school, if the student has inflicted serious bodily injury on another person, or if he/she otherwise poses a danger to him/herself or others, then different rules governing removal from school will apply. In all events, suspension of more than 10 school days is subject to special rules and limitations when the student is disabled under either the IDEA or Section 504. Further, districts must continue to provide a free appropriate public education to IDEA-eligible students with disabilities who have been suspended for more than 10 school days or expelled.

Outlined below are the procedural protections and disciplinary proceedings that pertain to these situations. Beyond the basic due process rights afforded to all students:

- The Individuals with Disabilities Education Improvement ACT (IDEA) and Section 504 of the Rehabilitation Act impose additional procedural requirements when excluding students with disabilities for disciplinary reasons.
- Students with IEPs or 504 Plans or any student whom the District had reasons to know, prior to the incident giving rise to the disciplinary action, might be eligible for special education are entitled to the additional procedural protections.
- A Manifestation Determination must be conducted prior to any removal constituting a disciplinary change of placement.
- When appropriate, an FBA (Functional Behavioral Assessment Plan) must be developed or a review of an existing Behavioral Intervention Plan must be conducted.
- A Functional Behavioral Assessment is required only after determining that the conduct was a manifestation of the student's disability or when found to be appropriate by the Team.
- A Manifestation Determination must be held within 10 school days of any decision to impose discipline that would result in a change of placement to determine whether the conduct giving rise to discipline was a manifestation of the student's disability.
- Provision of services/FAPE (Free Appropriate Public Education) must be provided to IDEA-eligible students as of the 11<sup>th</sup> cumulative day of removal.

If the behavior is not a manifestation of the student's disability:

- The principal may impose sanctions applicable to all students.
- The principal must provide FAPE, as determined by IEP Team, for students on IEPs as of the 11<sup>th</sup> day of removal.
- There is no obligation to provide FAPE for 504 students although they have the right to an opportunity to make academic progress during the period of exclusion in accordance with M.G.L. c.76, §21.
- Stay Put Rights: A student remains in disciplinary placement pending expiration of the disciplinary sanction or until a decision from a Hearing Officer.

If the behavior is a manifestation of the student's disability:

- The student returns to school prior to the 11<sup>th</sup> day, unless the conduct meets the criteria for a unilateral removal, the school district obtains parental consent, or there is a Hearing Officer's order, or a temporary restraining order (TRO) has been issued.
- A student with a disability may be placed in an Interim Alternative Educational Setting (IAE) only upon the recommendation of the Team and the consent of the parent/guardian, or the student if he/she is 18+. Under certain specific circumstances, a student may be unilaterally placed in an IAE by his/her Team.

A student can be unilaterally removed, regardless of manifestation determination, to an IAES for up to 45 school days for:

- Possession of a dangerous weapon on school premises or at a school- sponsored or school-related event.
- Possession or use of illegal drugs on school premises or at a school-sponsored or school-related event.
- Solicitation of a controlled substance on school premises or at a school- sponsored or school-related event.
- Causing serious bodily injury.

The 45-day IAES must:

- Enable the student to participate in the general curriculum, progress toward the goals in the IEP, and receive the special education and related services contained in the IEP.
- Provide services and modifications designed to address the behavior that gave rise to the removal and to prevent the behavior from recurring.
- End at the conclusion of the 45 school day period and the student shall be returned to his/her previous placement unless the parent/guardian/student consents to an extension of the IAES or an Order is obtained authorizing the student's continued removal.

The district will comply with all state and federal statutes regarding the discipline of students with special needs. For more detailed information regarding these laws and regulations see the Parents' Notice of Procedural Safeguards, the Individuals with Disabilities Education Improvement Act of 2004. (IDEIA) (PL: 108-446), Section 615, and Section 504 of the Rehabilitation Act of 1973.

## 11.0 REQUESTS FOR SERVICES

### 11.1 Request for Services

Whenever a request for additional services is made, the liaison should contact the appropriate Special Education Program Head who, in turn, will determine the appropriate course of action.

- Request for Translation/Interpreter Services:

Whenever a family requires translation and/or interpreter services, or when the ETF/Program Head deems it appropriate, the ETF will initiate the process for obtaining one as outlined in the procedures in 1.1 (See Appendix 1.1).

- Request for Duplicate Records:

If a request for special education records is received at the school level, parents should be directed to the Student Services Office where they will complete a Request for Duplicate Records form (See Appendix 11.0). Documents will be made available within ten days of receipt of the request. One copy is provided at no charge, but additional copies are provided at a cost of \$.10 a page.

- Release of Information

In order to protect confidentiality of students, when communicating with private service providers of student, or releasing records, the district requires that parents sign a Consent for Release of Information form (See Appendix 11.1).

#### Record Keeping

The Student Services Administration maintains a register of all students who have current, accepted Individualized Education Programs. This register is used in order to file a report each fall (effective October 1<sup>st</sup>) that lists the number of students receiving special education and/or related services either within the district or out of the district through a contract. This count represents an unduplicated number of students with IEP's, but does not reveal the identity of any student or his/her parents. The count includes identified students with disabilities who attend private schools at private expense and are receiving publicly funded services. The count does not include students who are no longer receiving services as of October 1st. The count does not include students for whom Andover has no programmatic responsibility, even if it has financial responsibility. Andover makes every effort to see that proposed Individualized Education Programs for students are finalized with the signature of the student's parent or the student themselves if 18 years of age.

When an eligible student with an IEP transfers between two school districts, whether those districts are both with the Commonwealth of Massachusetts or not, every effort is made by both the sending and the receiving districts to provide the receiving district with a complete set of the student's records, including the most recent IEP, as soon as possible. When notified that a special needs student will be moving in to Andover the ETF or Program Head at the individual receiving schoolhouse contacts the family to obtain a signed release of information; the ETF/Program Head/Coordinator then contacts the sending district to learn more about the student's individual needs and to request the release of the student's records. If the schoolhouse is not readily apparent, if the parent contacts Andover during the summer, or if the student is in an out-of-district placement the Student Services Administrators handle the

transfer. When an eligible student enters or leaves Andover, Andover fully cooperates with the appropriate district to facilitate the timely transfer of records.

## 11.2 Parent Request for Observations

The Andover Public Schools collaborate with parents to provide timely response to requests received for observation of their children's current or proposed special education programs. The parent or his/her designated private evaluator or educational consultant may conduct observations. Andover will provide an opportunity for observation of sufficient duration and extent to enable evaluation of the child's performance in his/her current program or to evaluate a proposed program's ability to enable the child to make effective progress. The following guidelines apply to arranging for such observations:

Prior to the observation occurring, parents must complete an Agreement for Observation of Student/Program, providing consent for an observation to be conducted (See Appendix 11.2), as well as a Consent for Release of Information (See Appendix 11.1). The observer must then sign the confidentiality agreement prior to the observation taking place.

The ETF will provide a copy of the request to the building principal and Special Education Program Head. In order to assist in timely scheduling, Andover staff will contact the identified observer directly within a week of parental request for observation with potential dates and times for the observation.

A designated school staff member will accompany the observer during the observation period. Given the ongoing responsibility of teachers or therapists to serve students, they will not be available for conversation during or immediately before/after the observation period. All efforts should be made to limit the impact on instruction and operation of the classroom.

The district does not generally schedule observations for certain portions of the year such as during state testing or during the first few weeks of school. In addition, because it may not be possible to accommodate all requests during the last few weeks of school, parents are urged to submit any observation request as early as practicable in the school year. In addition, school staff retains their right and obligation to restrict program observation where necessary to protect the safety of a child or the integrity of program. The District also expects all observers to avoid disclosing any personally identifiable or confidential information they might obtain during the course of an observation (except about student being observed, in which case it will be used consistent with the parent's authority and direction).

## 11.3 Home-Hospital Educational Services

A student with a documented medical condition who has been or is expected to be confined to a home or hospital for a minimum of fourteen days during any school year is eligible to receive home or hospital educational services. When a student is hospitalized, the hospital usually contacts Student Services directly to arrange for tutoring. Building personnel should contact Student Services if the hospital has not done so already.

The Home Educational Services can begin as soon as the student's physician completes a Physician's Statement for Temporary Home or Hospital Education, SPED 28R/3, form. (See Appendix 11.3)



The educational services that are provided will be coordinated by the ETF in conjunction with Student Services. The tutoring services will be provided with sufficient frequency to allow the student to continue his or her educational program, as long as the services do not interfere with the medical needs of the student.

For students who attend private special education schools or collaboratives at Andover's expense, that specialized school is responsible for providing tutoring during home-hospital periods, at their expense, as long as the student remains enrolled in that school.

If, in the opinion of the physician, a special education student is expected to remain at home, in the hospital or in a pediatric nursing home for medical reasons for more than 60 days, the Student Services Director will convene a Team meeting to amend the existing IEP or develop a new IEP suited to the student's unique circumstances.

A parent/guardian of a general education student who is currently not attending school due to a medical condition may request a special education evaluation to determine if the student's medical condition meets special education eligibility requirements.

The school district needs to provide sufficient frequency of tutoring to enable the student to keep up in her/his courses of study and minimize educational loss. This is determined on an individual basis. One hour per day is often adequate in the 1:1 tutoring situation, but the amount must be determined based on individual needs and the medical condition. Educational Services should not interfere with medical needs.

The Principal or his/her designee coordinates these services with Student Services if the student is eligible for special education.

Students enrolled in private school at parent expense are also eligible for home-hospital tutoring through the public school *only* if they also qualify for special education services. (At times, this may involve conducting an initial evaluation for a student.) The same paperwork must be completed.

#### Hospital Services

When an eligible student is hospitalized for 10 days or more for medical or psychiatric reasons, the district will work with the hospital to provide tutoring.

## **12.0 Equal Access**

All students receiving special education, regardless of placement, shall have an equal opportunity to participate in and, if appropriate, receive credit for vocational, supportive, or remedial services that may be available as part of the general education program as well as non-academic and extracurricular programs of the school.

Required support is provided to students who wish to participate in electives, vocational opportunities, extra-curricular activities, such as athletic and recreational activities, dances, school sponsored groups or clubs or elective classes such as music, art, health and PE.

Students are provided the required support to ride the transportation of non-special education students if appropriate.

Students who attend Out of District (OOD) schools are able to participate in after school activities and are provided transportation from their placement to the in-district activity. If the student requires support, it is provided by the district. High school students who attend an OOD high school are able to participate on an in district sport team if that sport is not offered at the OOD school.

# APPENDIX

## Forms/Documents

- 1.1 [Request for Translation Services](#)
- 1.2 [Waiver for Translation Services](#)
- 3.1 [Special Education Evaluation Notice](#)
- 3.4 [Evaluation Template for Evaluators](#)
- 5.0 [Summary of Team Meeting](#)
- 5.2 [Special Transportation Request](#)
- 5.5 [IEP Requirements for Students with Autism Spectrum Disorders](#)
- 7.0 [Required Forms and Notices Cover Page](#)
- 8.0 [IEP 2nd Request Notice](#)
- 9.6 [Confirmation to Decline Special Education Services](#)
- 9.7 [Student Status Update](#)
- 11.0 [Request for Duplicate Records](#)
- 11.1 [Consent for Release of Information](#)
- 11.2 [Agreement for Observation of Student/Program](#)
- 11.3 [Physician's Statement for Temporary Home or Hospital Education](#)
- 11.4 [Mandated Timelines](#)