

Standard Procedures for Implementation of Special Education Regulations



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Table of Contents

CHILD FIND	5
Request for Assistance- Student Assistance Team (SAT)	5
Special Education Committee (SEC) Initial Meeting	5
Non-Enrolled School-Aged Request for Assistance- Student Assistance Team (SAT)	6
INITIAL EVALUATION	6
EVALUATION AND RE-EVALUATION	6
Re-evaluation	7
Review of Existing Data (RED)	8
ELIGIBILITY	8
Deferring Eligibilities	9
INDIVIDUALIZED EDUCATION PROGRAM	10
FREE APPROPRIATE PUBLIC EDUCATION	14
Adapted Physical Education	14
Accessible Instructional Materials	14
Communication Needs	14
Occupational Therapy and Physical Therapy	14
Transportation	15
Assistive Technology	15
Extended School Year Services (ESY)	15
Collaboration between Private Therapists and Special Educators	16
LEAST RESTRICTIVE ENVIRONMENT AND PLACEMENTS	17
Public Day School	18
Public Separate School (SECEP)	18
Private Day School for Behavior (facilities with approved funding through Children’s Services Act)	19
Private Residential School (Facilities with approved funding through Children’s Services Act)	19
Home	19
Hospital	20
Correctional Education Facility	20

CHILDREN WHO TRANSFER	20
In State and Out of State Transfers	20
TRANSFERS	21
PRESCHOOL TRANSFER STUDENTS	22
SURROGATE PARENT	23
PARENTAL PARTICIPATION	23
Interpreter (English Translation) Services	23
TERMINATION OF SPECIAL EDUCATION AND RELATED SERVICES	24
Revocation of Consent	24
PRIVATE SCHOOL PLACEMENTS	25
INDIVIDUAL SERVICES PLAN	25
TRANSFER OF RIGHTS TO STUDENTS WHO REACH THE AGE OF MAJORITY	26
MEDIATION	26
DUE PROCESS HEARING	27
STUDENTS WITH DISABILITIES RESIDING IN A STATE-OPERATED PROGRAMS (SOP)	27
DISCIPLINE PROCEDURES	27
Short-term Suspensions	28
Long-term Suspensions and Services	28
Special Circumstances	29
FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)	29
BEHAVIORAL INTERVENTION PLAN (BIP)	32
MANIFESTATION DETERMINATION REVIEW (MDR)	32
APPEAL	33
PROCEDURAL SAFEGUARDS	33
INDEPENDENT EDUCATIONAL EVALUATION (IEE)	33
PRIOR WRITTEN NOTICE (PWN)	34
PROCEDURAL SAFEGUARDS NOTICE	34
AUDIO AND VIDEO RECORDING	35
RESTRAINT PROCEDURES	35

SECLUSION IN NORFOLK PUBLIC SCHOOLS	35
APPENDIX	37
APPENDIX A: Student Assistance Team and Special Education Committee	38
APPENDIX B: Procedures for Referral of Non-Enrolled School-Aged	40
APPENDIX C: Guidance for IEP Development	42
APPENDIX D: Case Manager Responsibilities	69
IEP at a Glance	71
APPENDIX E: Procedures for Documenting VI and HI Services	76
APPENDIX F: Procedures for Related Services	77
APPENDIX G: Collaboration with Private Therapists	81
APPENDIX H: Guidance for More Restrictive Placements	82
APPENDIX I: Overview of Homebound	85
APPENDIX J: Interpreter Services	104
Appendix K: Private School Placements	107
APPENDIX L: FBA Procedures	111
APPENDIX M: BIP Procedures	118
APPENDIX N: MDR Procedures	122
APPENDIX O: PWN Instances Checklist	130
APPENDIX P: Restraint Procedures	131
APPENDIX Q: Restraint Documentation Form	136
APPENDIX R: Early Childhood Special Education Resource Guide	140
APPENDIX S: Assistive Technology Handbook	172

CHILD FIND

8 VAC 20-81-50

A process is required to identify, locate, and evaluate children who are from birth to the age of 21, residing in the jurisdiction of the City of Norfolk. Activities include public awareness campaigns, screenings, and referrals.

Request for Assistance- Student Assistance Team (SAT)¹

A referral to SAT is ONLY for students who are NOT currently receiving special education services. Students may be referred through a screening process, or by staff, parent(s)/guardian or the adult student, the Virginia Department of Education, any other state agency, other individuals, or a school-based team. The SAT is a team of educators who meet to review information about the student. Team members may include the referring source, student's teacher, the principal or his/her designee, a school social worker, a school psychologist, or a specialist. The request process requires:

- Completion of the NPS Request for Assistance form in its entirety including a description of the student's academic performance, behavior, and attendance;
- Submission of the completed form to the Principal or designee within 24 hours; and
- A meeting to be held within 10 business days of the receipt of the form.

After discussing the student's educational needs, this team may recommend ways in which school staff can assist the student in his/her educational program. The team may refer the student to the Special Education Committee (SEC) for an evaluation to determine if the student is a child with a disability and in need of special education or related services. The parent may request an initial evaluation for special education services at any time. If the parent does request an initial evaluation, SAT is not required and the designee must not delay the referral to the SEC. A PWN Notice of Referral must be written and provided to the parent(s)/guardian or adult student.

Special Education Committee (SEC) Initial Meeting

The Special Education Committee composition must include:

- Parent(s)/guardian or adult student;
- The referring source (except if inclusion of a referring source would breach the confidentiality of the child);
- The principal or designee;
- At least one content teacher of the student; and

¹ SAT Procedures in [Appendix A](#)

- Evaluator (School Psychologist, School Social Worker, or Speech Therapist).

One member of the team must be knowledgeable about alternative interventions and about procedures required to access programs and services that are available to assist the student's educational needs.

Non-Enrolled School-Aged Request for Assistance- Student Assistance Team (SAT)²

Requests for Assistance to SAT can be made by parents, physicians, community members, private school staff and any other concerned citizen. These referrals will be handled through the Learning Support – Special Education Services.

INITIAL EVALUATION

8VAC 20-81-60

All referrals for initial special education evaluations will be processed using the referral procedures detailed in Child Find. Referrals from the School Assistance Team (SAT) will result in the start of the process determining eligibility for special education and related services. The parent must provide consent for initial evaluation. Provisions are applicable to children who are wards of the state and not residing with the parent(s)/guardian.³

Evaluations to be administered will be identified and include relevant functional, developmental, or academic information about the child. The process will be sufficiently comprehensive to enable the school division to determine, if the child is eligible, along with identifying the child's special education and related service needs. The principal/designee will secure informed consent for the evaluation process prior to initiating the evaluations.

Professionals will be assigned to complete evaluations consistent with their expertise and will be provided with a deadline for completion to ensure eligibility decisions are made within 65 business days from the receipt of the referral for the special education evaluation.

If the SEC determines an evaluation is not needed, in accordance with 8VAC20-81-170, a PWN shall be given to the parent(s)/guardian or adult student, including the parent's right to appeal the decision through due process hearing procedures.

EVALUATION AND RE-EVALUATION

8VAC 20-81-70

The Special Education Committee (SEC) will determine which evaluation components are needed to provide data required for the eligibility team to make a decision. The SEC consists of:

² Procedures for Non-Enrolled, School-Aged Students in [Appendix B](#)

³ Contact Learning Support – Special Education Services for specific instructions

the parent(s)/guardian/adult student, NPS Representative⁴, school personnel from disciplines administering the assessments, a special education teacher, and a general education teacher. In order to make a determination, the team will review existing evaluation data, including evaluations and information provided by the parents and current classroom-based, local, and/or state assessments and classroom-based observations, and observations by teachers and related services providers. No single measure or assessment is used as the sole criterion for determining whether a child is a student with a disability and for determining an appropriate educational program for a student. Written notice of the meeting will include the purpose, date, time, and location of the meeting along with who will be in attendance. It will also inform the parent that both NPS and the parent may invite other individuals to the meeting, including related services personnel, who have knowledge or expertise about their child, if appropriate.

Based on the information available, the team including the parent(s)/guardian or adult student will identify what additional data is needed, if any, to address the following issues:

- Whether the child is (or continues to be) a child with a disability,
 - The present educational needs of the child,
 - The child’s present level of academic achievement and related developmental needs.
 - Whether the child needs (or continues to need) special education and related services
- AND
- Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals included in the child’s IEP and to participate, as appropriate, in the general education curriculum.

If it is determined that additional data is needed, school personnel will ensure that tests and other evaluations will be completed. Parent consent must be obtained for an evaluation and a PWN must be provided.

If no additional data is needed, the SEC will provide a PWN of the decision.

Re-evaluation

The re-evaluation, including the eligibility determination, must be completed by the third year anniversary of the date eligibility was last determined. Upon completion of the assessments, the SEC will follow the eligibility process.

Re-evaluations may be conducted more frequently if NPS determines that new information is needed to determine the child’s educational or related service needs, including improved academic achievement and functional performance, or if the parent(s)/guardian or adult

⁴ Qualified NPS Representatives are personnel who have participated in the district-wide training and received confirmation from the trainer.

student, Learning Support staff member, or teacher(s) request a re-evaluation. Upon the request, the SEC will convene to discuss the request and determine what, if any, evaluation components will be conducted. Evaluations will not be conducted more than once per year unless the parent and NPS agree otherwise. A PWN will be provided to the parent of the decision regarding the request.

Review of Existing Data (RED)

The parent(s)/guardian or adult student must be provided an IEP Meeting Request indicating the purpose of the meeting. At the meeting, the SEC must review existing evaluation data on the student including evaluations and information provided by the parent(s)/guardian of the student or adult student, current classroom-based, local, or state assessments, and an observation. Based on the review, the SEC must consider if additional information is needed to determine:

- Whether the student is, or continues to be, a student with a disability;
- The present educational needs of the student;
- The student's present level of academic achievement and related developmental needs;
- Whether the student needs or continues to need special education and related services; and
- Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP of the student and to participate, as appropriate, in the general education curriculum.

If the SEC determines that no further data is needed to determine whether the student continues to be a student with a disability, the parent(s)/guardian or adult student must be provided a PWN Intent Not to Test. This process will be considered the evaluation and the SEC will then proceed to the eligibility meeting.

If the SEC determines that additional data is needed to determine whether the student continues to be a student with a disability, the parent must be provided a PWN Intent to Test and parental consent for evaluation. Upon completion of the assessments, the SEC will proceed to the eligibility meeting by the reevaluation due date.

ELIGIBILITY

8VAC 20-81-80

The determination that a child is eligible for special education and related services must be made on an individual basis by the SEC within 65 business days from the date the SEC determines that additional data is required to determine eligibility. A variety of sources must be used including aptitude and achievement tests, parent input and teacher recommendations, as

well as information about the student's physical condition, social or cultural background, and adaptive behavior. These sources must be documented and carefully considered.

The student must be observed by at least one of the members of the team in his/her learning environment (including the general education classroom setting) to document the child's academic performance and behavior in the areas of difficulty.

The SEC must determine if the child has a disability by drawing upon information from a variety of sources:

- Results of all formal assessments (Academic, Developmental, and Functional)
- Results of dynamic assessments or non-standard administration of norm-referenced assessments
- All information and data obtained through prior interventions
- All outside assessments
- Information provided by the parent
- Teacher input
- Classroom observations and anecdotal notes
- Medical information
- Effect of environmental, cultural, and economic factors
- Any other relevant information
- Complete the applicable criteria worksheets – Basis for Eligibility Determination

If the student meets the eligibility criteria, a PWN must be provided to the parent/adult student prior to obtaining signed consent.

If the student does not meet the eligibility criteria, a PWN must be provided to the parent/adult student prior to obtaining signed consent. The following cannot be determinant factors:

- Lack of appropriate instruction in reading
- Lack of appropriate instruction in Math
- Limited English proficiency

Deferring Eligibilities

NPS must adhere to the 65-business day timeline when conducting evaluations and making eligibility decisions. If an evaluator is having difficulty locating a student for the assessment, the evaluator must document the efforts to conduct the assessment, including dates and description of the efforts.

The team must make every effort to secure access to the student and hold the eligibility meeting no later than the 65th business day. However, when a parent refuses to make a student available for the evaluation and, as a result, the eligibility meeting is held after the 65th business day, the SEC must document in the PWN the reason for delay and the total number of days beyond the 65-business day timeline.

Given extenuating circumstances, the parent and the SEC can agree, in writing, to extend the 65-business day timeline to obtain data that cannot be obtained within the 65 business days. Extending the 65-business day timeline is reserved for cases with extenuating circumstances and requires written approval from the Senior Director or designee of Learning Support - Special Education Services.

- The team cannot ask for additional assessments that were not identified during the Initial or Re- Evaluation SEC meeting.
- The team must determine, and document in writing, a date, not to exceed 20 business days, to complete the eligibility meeting.

If a team fails to meet the 65-business day timeline and a student is found eligible for special education services at the eligibility meeting, compensatory education services must be discussed and documented in the subsequent IEP meeting.

All delayed eligibilities require the SEC to document in the PWN the reason for delay and the total number of days beyond the 65-business day timeline.

INDIVIDUALIZED EDUCATION PROGRAM⁵

8 VAC 20-81-110

An Individualized Education Program (IEP) is a written document for a student with a disability that is developed, reviewed, and revised in a team meeting. The IEP specifies the individual educational needs of the student and what special education and related services are necessary to meet the student's educational needs.

The IEP must be:

- In effect before special education and related services are provided to an eligible student.
- Reviewed annually
- Developed within 30 calendar days from the date of the SEC initial determination that the student needs special education and related services.

⁵ Guidance document for Development of IEP in [Appendix C](#)

- Developed within 30 calendar days from the date of the SEC Reevaluation determination that the student remains eligible for special education and related services and/or determination of a change of disability.
- IEP team has updated formal evaluation(s)
- Requested by the parent(s)/guardian or the adult student
- Implemented as soon as possible following parental consent to the IEP.
- Accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation

Teachers and providers must be informed of their specific responsibilities related to implementing the student’s IEP to include specific accommodations, modifications, and supports.

IEP participants include:

- The parent(s)/guardian of the student or the adult student;
- Not less than one regular education teacher of the student (if the student is or may be participating in the regular educational environment);
- Not less than one special education teacher of the student or, if appropriate, not less than one special education provider, of the student. If the student has speech-language impairment, then the special education provider will be the speech-language pathologist.
- A NPS Representative (trained by special education department)
- The student must be included when discussing transition prior to age 14; to include overaged students in elementary; and when discussing FBA/BIPs and/or discussing behavioral goals.
- Other participants at the discretion of NPS or the parent

NPS ensures steps will be taken so that the parent(s)/guardian of a student with a disability or the adult student are present at each IEP meeting and/or afforded the opportunity to participate. Efforts must include a mutually agreed upon time and place. Sufficient time must be provided to allow for at least three distinct attempts of written notice, which must be properly documented.

If written notice is not mailed to the parent, the case manager⁶ must ensure that the parent is given the notice prior to the beginning of the meeting.

⁶ Case Manager Responsibilities in [Appendix D](#)

Content of the IEP for a student with a disability must include:

Present levels of academic achievement and functional performance in objective measurable terms and direct relation to the other components of the IEP.

- Strengths of the student must be completed for all of the following areas:
 - Academic
 - Social
 - Motor/Self Help Skills
 - Emotional/Behavioral
 - Communication (Speech and Language Skills)
 - Work Habits
 - Independent Living
 - Community Participation
- Needs as they impact learning (Based on eligibility findings.)
- Effect of disability on progress in the general curriculum and needs of student to access the general curriculum
- Parent input for enhancing education/concerns
- Measurable annual goals aligned to the present levels of academic achievement and functional performance.
- Standard based format for academic goals
- Special considerations include communication, benchmark/short term objectives, assistive technology, behavioral needs, students with limited English proficiency, blind/vision impaired, deaf/hearing impaired, and accessible instructional materials.⁷
- Special education accommodations, services, and related services
- Supplementary aids and services and program modifications
- Least Restrictive Environment – including a description of the extent of any student’s non-participation with non-disabled peers.

⁷ VI and HI services [Appendix E](#)

- Participation of students with disabilities in Virginia’s accountability system and NPS assessments⁸
- Progress towards annual goals must be measured
- Initial transition services for a student with a disability must begin at age 14 (or younger, if the IEP team determines appropriate)
- Secondary transition services
- Transfer of rights, if applicable
- Nursing Service⁹

A parent’s request for a nurse must be discussed at an IEP meeting. The parent(s)/guardian or the adult must obtain medical documentation stating a nurse is required for a student to access their curriculum during the school day and submitted to the case manager and the attending school’s nursing staff.

This request for a personal nurse must be discussed at an IEP meeting and include involvement of a Learning Support – Special Education Services staff member.

- Medical documentation must be obtained to discontinue nursing services as well as specific treatments by a nurse in the school building,
- Once the documentation is obtained, the IEP team will meet to conduct an IEP meeting to discuss adding nursing services to the Service tab of the IEP.
- If the nurse is required, as documented by a doctor, to ride the bus with the child this must be indicated on the FAPE page of the IEP.
- The information must be forwarded to the transportation office as well as Learning Support- Special Education Services.

All medical needs must be documented in the IEP for the student to ride the bus and/or attend school. (e.g. If the medical documentation requires oxygen for the student to attend school, transportation will not transport the student without the oxygen and the school building will not allow the student to remain in attendance without the oxygen if the medical needs are not documented on the IEP.)

A Medical Certification for Nursing Services form must be submitted annually and reviewed at the Annual IEP meeting to document the medical need for a personal nurse.

⁸ Participation in any assessment is based on the grade of enrollment and not age. The Students with Disabilities: Guidelines to Assessment Participation, defines the expectations for all students with disabilities and how they are accounted for the Virginia’s Accountability System.

⁹ NPSVA 9008 PRINT ONLY – Medical Certification for Nursing Services is located under Ad-Hoc Tab in Synergy SE

FREE APPROPRIATE PUBLIC EDUCATION

8VAC 20-81-100

NPS ensures a free appropriate public education (FAPE) is available to all students with disabilities who need special education and related services, aged two to 21, inclusive. In providing FAPE for students with disabilities, the IEP team must consider:

Adapted Physical Education¹⁰

If the student requires specially designed physical education that cannot be provided in the general physical education program, the local educational agency shall provide the services directly or make arrangements to provide the services as prescribed in the student's IEP (Adapted Physical Education Referral - NPSVA 9005 PRINT ONLY)

Accessible Instructional Materials¹¹

Use of the Accessible Instructional Materials Center of Virginia (AIM-VA) and/or the National Instructional Materials Accessibility Standards (NIMAS) materials is limited to students with a documented print disability in their Individualized Education Program (IEP). A 'print disability' has been defined as, a student who cannot effectively read print because of a visual, physical, perceptual, developmental, cognitive, or learning disability. Under the Individuals with Disabilities Education Act (IDEA, 2004) students who are blind, visually impaired, have a physical disability or a reading disability may be qualified to access and use specialized formats under provisions of the Chafee Amendment to the Copyright Act. As a result, school divisions must keep on file documentation of students' eligibility to use instructional materials produced by AIM-VA and/or from NIMAS files.

Communication Needs¹²

Speech and Language Pathologists (SLPs) work collaboratively with all members of the IEP team to ensure that students are able to communicate effectively and access their educational environment and curriculum. Following eligibility or IEP determination of speech and/or language services as a related service, SLPs deliver specially designed instruction to address fluency, articulation, voice, and pragmatic, expressive, and receptive language skills.

Occupational Therapy and Physical Therapy¹³

Occupational Therapists and Physical Therapists work collaboratively with all members of the IEP team to ensure access to the curriculum and school environment if the IEP team determines services are necessary for the provision of FAPE to a student. They bring a unique perspective based on their specialized knowledge of child development, motor learning, and task performance.

¹⁰ Referral process for Adapted Physical Education. [Appendix F](#)

¹¹ Referral process for Accessible Instructional Materials [Appendix F](#)

¹² Referral process for Speech/Language [Appendix F](#)

¹³ Occupational and Physical Therapy Referral process [Appendix F](#)

Transportation¹⁴

If the IEP team determines that a student with a disability has a disability based need that requires special transportation, the team must then consider the accommodations or modifications needed for the student to access the least restrictive environment (LRE). In addition, the IEP team **must** consider if an adult (18 years or older) must be present at the designated locations for pick up and drop off.

Assistive Technology¹⁵

IDEA 2004 defines assistive technology services (AT) as “Assistive technology device means 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 the functional capabilities of a child with a disability.” IDEA 2004 also defines assistive technology services as “any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device.”

AT services may include:

Evaluation of the technology needs of the individual, including a functional evaluation in the individual’s educational environment.

Acquisition by purchasing, leasing, or otherwise providing assistive technology devices for individuals with disabilities.

Application of selecting, designing, fitting, customizing, adapting, maintaining, repairing, or replacing assistive technology devices.

Coordination of other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs.

Training and Technical Assistance for students with disabilities, as well as their guardians and related staff members.

Extended School Year Services (ESY)¹⁶

Extended School Year is provided only if the IEP team determines that the services are necessary for the provision of FAPE to the student, because the benefits a student gained

¹⁴ NPSVA 9015 PRINT ONLY – Transportation Request (formerly B-70) is located under the AD-Hoc Documents tab in Synergy SE. Submission of this request MUST align with the IEP indicating the student will receive special education transportation for the duration of the IEP due to the disability and/or access to the program site. (8VAC20-81-100.G.H)

¹⁵ NPSVA 9002 PRINT ONLY – Assistive Technology Referral (SETT form) is located under the AD-Hoc Documents tab in Synergy SE. The referral process is included in the handbook [Appendix S](#)

¹⁶ http://www.doe.virginia.gov/special_ed/regulations/federal/extended_schoolyear_services.pdf

during the regular school year will be significantly jeopardized if the student does not receive ESY.

- Factors for this determination include:
- Regression/recoupment
- Degrees of progress
- Emerging skills/breakthrough opportunities
- Interfering behaviors
- The nature and/or severity of the disability
- Special circumstances or other factors

School-aged students with disabilities shall be provided a school day comparable in length to the day provided to school-aged students without disabilities unless the IEP specifies otherwise.

[Collaboration between Private Therapists and Special Educators¹⁷](#)

If a parent/guardian has chosen to pursue private therapy for the student, teachers are encouraged to collaborate with private therapist in the following ways:

- o Teachers and private therapists can communicate to discuss progress notes/goals and share effective strategies
 - It is up to each professional to determine if relevant information is applicable to their setting
 - Communication can occur only after a signed release of information has been obtained
 - Acceptable types of communication: email/phone call/fax
- o Therapist participation in meetings (by parent invitation only)
 - To gather information to align private therapy with school-based goals
 - To answer questions about outside services, if asked
 - To provide information about how the child is generalizing skills
- o NPS may arrange a visit for a therapist to come and observe in the classroom setting for ideas to support private therapy with school-based goals
 - Observation must be scheduled ahead of time with the classroom teacher
 - An NPS teacher specialist must be present during scheduled observation
 - Parent permission via release of information must be obtained
- o Therapy services CANNOT be provided during the instructional school day

¹⁷ [Appendix G](#)

- o School-based specially designed instruction is guided by federal law and service time written in an IEP; outside therapies must not take away time from school services
- o Parent can choose to pick-up preschool students early from school to access therapy (or drop-off late to school); these are excused absences

- o Scheduling outside services around the school day takes careful consideration
 - o NPS offers AM/PM classes based on age, IEP services, and availability
 - o When a parent requests to switch a student from AM to PM or vice versa in order to accommodate a therapy schedule, it can cause regression due to changes in the student’s schedule with new teacher/classmates/routines/etc.
 - o Changes of session can never be guaranteed, and we ask that you consider such requests carefully

The document, ***How Private Therapists and Special Educators Can Work Together***, must be provided to parent(s)/guardian(s).

LEAST RESTRICTIVE ENVIRONMENT AND PLACEMENTS

8 VAC 20-81-130

NPS ensures that students with disabilities participate in the general education setting to the maximum extent appropriate, aged two to 21, inclusive, including students in public or private institutions or other care facilities, and are educated with students who are not disabled. In considering the continuum of placements, the least restrictive environment (LRE) for some students may require removal from the general educational environment due to the nature or severity of the disability is such that education in the general classroom with the use of supplementary aids and services cannot be satisfactorily achieved.

PRE-K LRE Options:

Attending a regular early childhood program (0-5)
Separate Class: Special Education Classroom (0-5)
Separate School (0-5)
Residential (0-5)
Service Provider Location (0-5)
Home (0-5)

Ages 6-22 LRE Options:

Public Day School (6-22)
Public Separate School (6-22)
Private Day School (6-22)
Private Residential School (6-22)
Public Residential School (6-22)
Homebound Placement (6-22)
Homebound Placement (6-22)
Hospital Program
Correctional Education Program

A description of the continuum placements offered by NPS are as follows:

Public Day School

- General education classroom/Consultation
- General education classroom with accommodations and/or modifications to the instructional program.
- General education classroom with specially designed instruction in the classroom during portions of the day. Inclusion/Collaborative Model
- General education classroom for more than 50% of the school day and special education classroom (students with disabilities) for up to 30% of the school day. Partial Inclusion/Collaborative Model
- Special education classroom setting (students with disabilities) for more than 60% of the school day. Inclusive of opportunities for participation in non-academic and extracurricular activities with non-disabled peers. (Learning Support Teacher or Program Specialist **must** participate as a representative for the district-wide program to ensure full description of the offerings and special classrooms.) School based or District-wide Program¹⁸

Public Separate School (SECEP)¹⁹

Special education classroom with no participation with non-disabled students in nonacademic or extracurricular activities. (A Learning Support Teacher or Program Specialist **must** participate as a representative to ensure full description of the program offerings and special classrooms. This will also afford the parent an opportunity to ask questions relative to the new placement.)

¹⁸ District-Wide and Site-Based Programs – [Appendix H](#)

¹⁹ Public Separate School(SECEP) - [Appendix H](#)

Private Day School for Behavior (facilities with approved funding through the Children’s Services Act)²⁰

Special education classroom with no participation with non-disabled students in non-academic or extracurricular activities. (A Learning Support Teacher or Program Specialist **must** participate as a representative ensuring full description of the process to secure Children’s Services Act (CSA) funding). Outside agency involvement is required.

Private Residential School (Facilities with approved funding through the Children’s Services Act)²¹

Special education classroom with no participation with non-disabled students in non-academic or extracurricular activities. (A Learning Support Teacher or Program Specialist **must** participate as a representative ensuring full description of the process to secure Children’s Services Act (CSA) funding.) Outside agency involvement is required.

Public Residential School (facilities with approved funding through the Children’s Services Act)²²

Special education classroom with no participation with non-disabled students in non-academic or extracurricular activities. (A Learning Support Teacher or Program Specialist **must** participate as a representative ensuring full description of the process to secure Children’s Services Act (CSA) funding). Outside agency involvement is required.

Home²³

Norfolk Public Schools (NPS) may provide homebound instructional services to **enrolled** NPS students when a documented medical condition prohibits the student from daily attendance in school. Homebound instruction is **not** a special education placement to be confused with *home based* instruction. Homebound instruction means academic instruction provided to a student who is **confined at home or in a healthcare facility for periods that would prevent normal school attendance** based upon certification of need by a licensed physician, licensed clinical psychologist, or psychiatrist.

Medical homebound instructional services are available to eligible students whose documented medical needs (physical or psychiatric) prevent regular school attendance; or it is anticipated that s/he will be absent for a specific period of time exceeding fifteen or more consecutive days (or three weeks) of school; this proclamation includes students who are pregnant.

Homebound instruction is not intended, nor can it be construed, as a method of delivering a full curriculum and may not provide sufficient grades/credits for promotion. Homebound instruction is intended to provide continuity of educational services between the classroom and the home setting for students whose medical needs, both physical and psychiatric, do not allow for regular school attendance during the regular calendar school year. Homebound instruction is temporary in nature and has the goal of facilitating the student’s return to school within a specific period of time. Homebound instructional services are not a guarantee that the student will progress in the academic program.

²⁰ Private Day School for Behavior - [Appendix H](#)

²¹ Private Residential School – [Appendix H](#)

²² Residential Public School – [Appendix H](#)

²³ Overview of Homebound document. A separate Homebound instructional manual is also available. – [Appendix I](#)

Homebound instruction is **not** intended to replace regular school services or to be used as an intervention tool. All homebound applications have to be renewed each school year. If there is a new need for homebound services or if the need continues, a new application can be submitted no more than 30 days prior to the first day of school.

Hospital

Long-term placement in a hospital – This term refers to an admission whereby children are placed long-term in a State Operated Program (SOP) for non-educational reasons. For these children, the individual child’s LEA of residence continues to be responsible for the provision of FAPE in the least restrictive environment (LRE) according to 8 VAC 20-81-30. The SOP is required to notify the appropriate LEA of the admission and status of long-term students as well as any meetings associated with the child. (A Learning Support Specialist or Administrator **must** participate in the IEP meeting.)

Correctional Education Facility

Regulations Governing Special Education Programs for Children with Disabilities in Virginia require each school division to provide special education and related services to all students with disabilities incarcerated for more than 10 days in a local or regional jail in its jurisdiction.

CHILDREN WHO TRANSFER

8 VAC 20-81-120

The following transfer process must be used for students with disabilities who transfer between local educational agencies in Virginia or transfer from a local educational agency outside of Virginia to a local educational agency in Virginia.

In State and Out of State Transfers

The school must obtain a copy of the student’s IEP, supporting documents, and any other records relating to the provision of special education and related services. The school staff may consult with the assigned Senior Coordinator or Teacher/Program Specialist for completion of the Interim Placement (Transfer) process to ensure comparable services. Through the collaboration process, the documented comparable services can be provided if the parent(s)/guardian or adult student grants consent for services. Within 30 calendar days of obtaining parental consent, the SEC must confirm eligibility or determine that an evaluation is needed.

- Using the Virginia Eligibility Criteria worksheet, the team can confirm the student’s eligibility for special education and related services. If no further evaluations are needed, an IEP must be written within **30 calendar days**.
- If the team determines that an evaluation is needed, the EVALUATION process must be followed. An IEP meeting must be written within **30 calendar days** after confirmation of eligibility.

TRANSFERS

If a student is transferring from another school division in Virginia or an out of state school division within the same school year or over the summer:

- Obtain a copy of the current IEP
 - If a copy is not available, the Department Chair or Assistant Principal assigned to special education must take reasonable steps to contact the previous school to verify services (document the contact in writing and request a copy of all special education records).
 - In verifying the information, call the previous school and obtain the student's disability, services provided, percentage or minutes of services, and setting where services were provided.
- If no IEP can be obtained or verified, place the student in general education until IEP is obtained (no special education services are provided).
- Complete the Interim Placement (Transfer) process in Synergy.
 - Situation ONE: If the transferring IEP does NOT expire within the next 120 calendar days, the administrator/department chair will transcribe the incoming IEP into the Interim Placement Transfer process in synergy and meet with the parent to obtain signatures to implement the IEP.
 - The date of the IEP remains the date of the incoming IEP on the transferring IEP.
 - The transfer IEP date is the date the student enrolls in the school.
 - Situation TWO: If the transferring IEP expires in less than 120 days or has already expired, the full IEP team must convene (general education teacher, special education teacher, NPS representative, and parent) to complete the transfer IEP process in synergy.
 - The date of the IEP becomes the date the transfer IEP meeting is held.
 - The transfer IEP date is the date the student enrolls in the school.
- Complete the Prior Written Notice
- Obtain written parental consent on the Interim Placement (Transfer) process.

If Parental Consent is obtained on the Interim Placement (Transfer) process:

- Assign a case manager and provide the special education services indicated on the Interim Placement (Transfer) process.

If Parental Consent is not obtained or signed as NO on the Interim Placement (Transfer) process:

- Place the student in the general education classroom.
- Complete a Request for Student Assistance Team (SAT) within 30 calendar days.
- Send a Notice of the SAT Meeting to the parent(s)/guardian/adult student.
- Convene the SAT meeting within 10 business days of the date of the Request for Assistance and complete the Student Assistance Team (SAT) Minutes.
 - At the SAT meeting, the team must determine if the parent is:
 - Revoking consent for special education – See Revocation of Consent section.
 - Disagreeing with services offered – Call Senior Coordinator/Teacher Specialist assigned to your school.
 - Requesting a re-evaluation

PRESCHOOL TRANSFER STUDENTS

Since preschool is not universal, the preschool process is different from the process for school age students. For school age students, a transfer student has the option to have a seat in a general education class once enrollment is complete while the transfer IEP process is being completed.

- Parents arrives at elementary school with IEP for the preschooler.
- School personnel should give the parent an enrollment packet, make a copy of the IEP, and get parent contact info.
- School personnel scans a copy of the IEP to the teacher specialist along with the contact information.
- Teacher specialist makes contact with the parent and makes arrangements to meet the parent at the neighborhood school once enrollment is complete.
- Teacher specialist and parent(s) meet at school. School personnel verifies enrollment packet. Because the student does not have a SIS record at this time, paper copies of the transfer student placement (TSP) and PWN are completed.
- Teacher specialist takes the entire record to the receiving school where SDS will enter the SIS record and case manager will transcribe IEP as stated in the Synergy manual. In

addition to scanning the original IEP, parent consent, the paper copies of the TSP and PWN are also scanned and attached.

If a student has not received services in over 6 months, the student will be treated as an initial evaluation. For a preschooler, that means that the parent will utilize the preschool assessment team for evaluation. In this case, the student will remain in his or her natural environment while the evaluation (if recommended) is completed.

SURROGATE PARENT²⁴

8VAC 20-81-220

The suspected need for a surrogate parent must be reported to the school's Senior Coordinator or Program Administrator of Learning Support – Special Education Services. Once reported, the Learning Support Administration will be responsible for identifying those who are qualified to serve as surrogate parents.

To be qualified as a surrogate parent, an individual must have no personal or professional conflicts with the interest of the child, have knowledge and skills that will ensure adequate representation of the child, be the age of majority, and not be an employee of the Virginia Department of Education, this school division, or any other agency that is involved in the education or care of the child.

PARENTAL PARTICIPATION

8 VAC 20-81-110

Each local educational agency shall take steps to ensure that one or both of the parents of the child with a disability are present at each IEP meeting or are afforded the opportunity to participate including: (34 CFR 300.322(a))

- Notifying the parent(s)/guardian or adult student of the meeting early enough to ensure that they will have an opportunity to attend; and
- Scheduling the meeting at a mutually agreed on time and place.

Interpreter (English Translation) Services²⁵

The local educational agency shall take whatever action is necessary to ensure that the parent(s)/guardian or adult student understands the proceedings at the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English. (34 CFR 300.322(e))

²⁴ Surrogate Parent Fact Sheet:

http://www.doe.virginia.gov/special_ed/regulations/state/surrogate_parents/fact_sheet.pdf

²⁵ Request for Interpreter {English Translation} Services – [Appendix J](#)

To request an interpreter for an IEP, SEC or SAT meeting the staff member should:

- Submit the Request for Interpreter form at least one week in advance with the first two sections filled out completely to the program administrator/senior coordinator assigned to Interpreter Services.
- The program administrator/senior coordinator will have two business days to approve and schedule a by-face interpreter, if one is available, or a by-phone interpreter.
- If a by-phone interpreter is being used, the program administrator/senior coordinator will attach the appropriate documents to access the by-phone interpreter.
- Whether a by-face or by-phone interpreter is used, the bottom section of the Request for Interpreter form should be completed and returned to the program administrator/senior coordinator. This will document the number of minutes used for the meeting.

TERMINATION OF SPECIAL EDUCATION AND RELATED SERVICES

8 VAC 20-81-90

Termination of the student's eligibility for special education and related services must be determined by the SEC through a Re-evaluation. Parental consent is required prior to any termination of services and a PWN must be provided to the parent.

An evaluation is not required before the termination of eligibility due to graduation with a standard or advanced studies diploma. It is also not required when the student reaches the age of eligibility.²⁶ The LEA must provide the child with a summary of performance, which shall include recommendations on how to assist the student with meeting the student's post-secondary goals.

Parental consent is not required prior to termination of services due to maximum age of eligibility, however, a PWN must be provided to the parent.

Revocation of Consent

The parent must provide written notice revoking consent of special education services. This written request must be sent immediately to the assigned Senior Coordinator of Learning Support – Special Education Services. A PWN will be provided to the parent by LS-SES. Once the PWN is sent to the parent/guardian/adult student and received by the school, the IEP is immediately null and void. No further meetings (i.e. Annual IEP and Re-evaluation meetings) are to be held.

²⁶ Age of Eligibility: Children with disabilities who have not reached their 22nd birthday on or before September 30 (two to 21, inclusive) in accordance with the Code of Virginia. A child with a disability whose 22nd birthday is after September 30 remains eligible for the remainder of the school year.

If the student receives services in a collaborative setting or special education setting, the student's schedule must be changed to include all general education classes.

- When the services are removed:
 - The student will be treated the same as their non-disabled peers, and
 - The IEP will no longer be in effect.
 - The regular discipline rules as described in the NPS Code of Conduct will apply.

If the parent(s)/guardian or adult student requests special education services to resume at a later date, a referral must be made to initiate the special education process.

PRIVATE SCHOOL PLACEMENTS

8 VAC 20-81-150

No student with a disability attending a private school, or who is home-schooled, has an individual right to receive some or all of the special education and related services that a child with a disability would receive if enrolled in a public school. If a student is found eligible to receive special education services, the IEP team must convene a meeting to propose placement services to be provided in the transitional school setting for the student to receive a Free Appropriate Public Education (FAPE) at no expense to the parents. If the parent rejects the proposed IEP, the student may be eligible to receive services through an Individualized Service Plan (ISP) based upon allocated set-aside expenditures for the fiscal school year. In collaboration with local/private/homeschool constituents, NPS annually determines what designated services these students may receive as a private parochial or homeschooled student. An individualized Service Plan (ISP) will be developed and proposed by designated school staff in conjunction with parental participation.

INDIVIDUAL SERVICES PLAN²⁷

An Individual Services Plan (ISP) must be proposed for students found eligible as a student with a disability whose proposed or last agreed upon IEP indicates a need for Speech and Language Services. This applies to students whose parents have opted for them to be enrolled in a private, parochial, or homeschool setting. The parent must receive a Notice of Individual Services Plan (ISP) Meeting that includes the purpose, date, time, location of the meeting, and who will be attending. The ISP committee includes the NPS Representative, Speech Therapist, and other representatives from the school. If a representative from the school is unable to attend, other methods must be used to ensure participation.

The Individual Services Plan must include:

²⁷ At the meeting, parent(s) should receive a copy of the Children with Disabilities Enrolled by Their Parents in Private School: Information for Parents. [Appendix K](#)

- Meeting Participants must be listed on the cover of the ISP
- The student’s present level of academic and functional performance
- Annual goal/objectives related to the disability-based needs of the student
- Therapy services to include the start and end dates therapy services will be provided²⁸
- Prior to implementing the ISP, the IEP team must obtain parent/guardian consent. **If parental consent is not granted, services CANNOT be provided to the student.**

TRANSFER OF RIGHTS TO STUDENTS WHO REACH THE AGE OF MAJORITY²⁹

8 VAC 20-81-180

At least one year before the student reaches the age of majority (18), the IEP must include a statement that the student and the parent have been informed of the educational rights that will transfer from the parent to the student at age 18. NPS shall provide any further notices to both the student and the parent(s)/guardian or adult student.

A student who has reached the age of 18 years shall be presumed to be a competent adult, and thus all rights under the [Individuals with Disabilities Education Improvements Act of 2004 (IDEA)] shall transfer to the adult student, unless one of the following actions has been taken:

- Declared legally incompetent or legally incapacitated by a court;
- Designated, in writing, by power of attorney or similar legal document, another competent adult to be the student’s agent to receive notices and to participate in meetings and all other procedures related to the student’s educational program;
- Certified as unable to provide informed consent

MEDIATION³⁰

8 VAC 20-81-190

Mediation is a voluntary special education process in which a mediator assists people in negotiating issues arising under IDEA, including those affecting a child in special education. The mediator is a neutral third-party, not an advocate for any parties involved.

²⁸ Speech/Language Therapy and Transportation (if required)

²⁹ http://www.doe.virginia.gov/special_ed/regulations/state/transfer_rights_students_disabilities.pdf

³⁰ Information is provided in the Procedural Safeguards Notice. Contact Learning Support – Special Education Services for specific instructions.

http://www.doe.virginia.gov/special_ed/regulations/state/procedural_safeguards/english_procedural_safeguards.pdf

The parent(s)/guardian or adult student of a child with a disability are to be informed of the option of mediation to resolve disputes including the identification, evaluation, or educational placement and services of the child, the provision of a free appropriate public education to the child, and matters arising prior to the filing of a state complaint or request for a due process hearing. This process must be a joint request to the VDOE from NPS and a parent.

The NPS Representative must forward the completed mediation request to their assigned school's Senior Coordinator.

DUE PROCESS HEARING

8VAC 20-81-210

A parent(s)/guardian or adult student or NPS staff may file a notice requesting a Due Process Hearing when a disagreement arises regarding the student's identification; evaluation; educational placement and services; and/or provision of a Free Appropriate Public Education (FAPE)

- A hearing officer shall be appointed within 5 business days of the request for a hearing and the hearing will be completed within 45 calendar days
- An expedited due process hearing (20 calendar days) is held if the parent or NPS disagrees with certain disciplinary actions.
- Within 15 calendar days of receiving Notice for a Due Process hearing, the NPS staff shall convene a meeting with the parent(s)/guardian or adult student and other relevant members who have specific knowledge of the facts in the notice. This meeting is a Resolution Session. If both parties agree to the Resolution Session, the 45 day timeline is suspended.
- The Notice must be filed within 2 years of the date the parent(s)/guardian, adult student, or NPS knew about the alleged action that forms the basis of the request.

STUDENTS WITH DISABILITIES RESIDING IN A STATE-OPERATED PROGRAMS (SOP)

8VAC20-81-110

Norfolk Public School shall ensure that all children with disabilities aged two to 21, inclusive, residing in that school division have a right to a free appropriate public education. This includes children with disabilities who are incarcerated for 10 or more days in a regional or local jail in its jurisdiction.

DISCIPLINE PROCEDURES

8 VAC 20-81-160

A student with a disability is entitled to the same due process rights that all students are entitled to under the Code of Virginia and the Norfolk Public School disciplinary policies and procedures. If the student's behavior impedes the student's learning or that of others, the IEP team must consider the use of positive behavioral interventions, strategies, and supports to address the behavior.

The IEP team must conduct a functional behavioral assessment³¹ and determine the need for a behavioral intervention plan³² to address the student's behavioral needs.

Short-term Suspensions

A short-term removal is for a period of time up to 10 consecutive school days or 10 cumulative school days in a school year. This does not constitute a change in placement, and consequently, the student is subject to normal discipline guidelines whether or not there is a causal connection between the student's disability and the misconduct. Placement of a student in In-School Suspension is considered a short-term suspension, **UNLESS** specially designed instruction is provided to access the general education curriculum and the student is serving the In-School Suspension with non-disabled peers. A suspension of bus privileges resulting in a student's absence from school is considered a short-term suspension. If the parent elects to provide alternative transportation during the suspension of bus privileges, it would not be considered a short-term suspension. For additional short-term removals, which do not constitute a pattern, the local educational agency shall provide services to the extent determined necessary to enable the student to continue to participate in the general education curriculum and to progress towards meeting the goals of the student's IEP. School personnel, in consultation with the student's special education teacher, make the service determinations. (34 CFR300.530 (b) (2))

Long-term Suspensions and Services

A long-term suspension is more than 10 consecutive school days. When disciplinary action involving long-term suspension of a student with a disability is being considered, a determination must be made as to whether or not a direct or substantial relationship exists between the student's disability and the misconduct. This determination must be made by a properly constituted IEP Team after review of all the relevant information and before the student may be removed from the school setting. A Manifestation Determination Review (MDR) is required. School personnel may remove a child with a disability to an appropriate interim alternative educational setting for the same amount of time that a child without a disability would be subject to discipline, **but not for more than 45 days** (see Special Considerations) without regard to whether the behavior is determined to be a manifestation of the child's disability. On the date on which the decision is made to long-term remove the student because of a violation of the code of conduct, the local education agency shall notify

³¹ Functional Behavioral Assessment Procedures – [Appendix L](#)

³² Behavioral Intervention Plan Procedures – [Appendix M](#)

the parent(s) of the decision and provide the parent(s) with the procedural safeguards. (34 CFR 300.530(h)). Discuss and document the conversation of placement when the behavior was a manifestation of the student's disability.

Services during long-term removals: A child with a disability who is long-term removed receives services during the disciplinary removal to enable the student to: (34 CFR 300.530(d))

- Continue to receive educational services so as to enable the student to continue to participate in the general educational curriculum, although in another setting;
- Continue to receive those services and modifications including those described in the child's current IEP that enable the child to progress toward meeting the IEP goals; and
- Receive, as appropriate, a functional behavior assessment (FBA) and behavioral intervention plan (BIP) or services and modifications that are designed to address the behavior violation so that it does not recur.

Special Circumstances

If, on school premises or at a school function under the jurisdiction of Norfolk Public Schools or the Virginia Department of Education, a student:

- carries or possess a weapon;
- knowingly possess or uses illegal drugs or sells or solicits the sale of controlled substance; or
- inflicts serious bodily injury upon another person, school personnel, the school personnel must contact the assigned Student Support Services and the assigned Senior Coordinator with Learning Support – Special Education Services.

A student may receive **45 days or more** under these conditions.

FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)

The purpose of the Functional Behavior Assessment (FBA) is to determine the function(s) that contribute to behavior(s) that impede the learning of the student with a disability or the learning of the student's peers. An FBA is required when **5 days** of Out of School Suspension has been accumulated. An FBA can be conducted with consent before the required 5 days of Out of School Suspension.

What is an FBA?

- A process to determine the underlying cause or function(s) of a student's behavior.
- A functional behavior assessment may include a review of existing data or new testing data or evaluation as determined by the IEP team.

- A set of assessment procedures used to identify the purpose (function) of a behavior
- The goal of an FBA is to gather information about factors that reliably predict and maintain behavior

When is an FBA Required?

- When the student has accumulated five (5) days of out-of-school suspension or any time before the required 5 days
- When it is determined in a manifestation determination review (MDR) that a student's behavior is related to his or her misconduct
- When an FBA was not conducted before the misconduct that resulted in a change in placement
- When the Special Education Committee (SEC) requests an FBA as part of the Initial Evaluation or Reevaluation process

What type of data is needed for an FBA?

- There must be at least three observations conducted in three different settings by three different team members.
- There must be at least three different data collection methods utilized in three different settings by three different team members.
 - Location/Setting
 - Special education classroom (self-contained)
 - Resource classroom
 - General education classroom
 - Cafeteria
 - Transitions
 - Data collection methods
 - Antecedent Behavior Consequence (ABC) Recording
 - Setting events
 - Latency Recording
 - Duration Recording
 - Level System

- o Event Recording
- o Student Behavior Feedback (Interview)
- Records Reviewed
 - o Cumulative record
 - o Academic
 - o Discipline
 - o Student Assistance Team (SAT) notes
 - o Special Education Committee (SEC) notes
 - o Related service reports
 - o Medical Reports
 - o Psycho-educational reports
 - o Social history
 - o Previous interventions
 - o Notes from parents
 - o Private agency reports
 - o Public agency reports

Team members must be identified by specific title and what their responsibility will be for data collection (Case manager, Collaborative Special Education teacher). If the review of existing data does not describe the function of the behavior as it relates to the misconduct, the team is required to collect 21 days of data.

There are two situations in which the IEP may complete the FBA process. The team will complete the process docs in a different order based on the decision for additional information.

- Situation 1: The FBA process will be completed in one meeting if the team is reviewing existing data and can determine the function(s) of the behavior. *Please note: collected data must clearly determine the function of the behavior(s).
- Situation 2: The FBA process will be completed in two separate IEP meetings if existing data does not include adequate information to determine the function(s) of the behavior.

BEHAVIORAL INTERVENTION PLAN (BIP)

Using the FBA results, the IEP team must determine if a BIP is needed to address the student's behavior. The BIP must be developed from the FBA results, identifying the target and desired/alternative behaviors. The plan utilizes positive behavioral interventions and supports to address behaviors that interfere with the learning of students with disabilities or with the learning of others or behaviors that require disciplinary action.

The following are guidelines for the development of the BIP.

- Match the function or purpose the behavior serves
- Designed to neutralize or eliminate the effect of setting events
- Designed to prevent the problem behavior from occurring
- Designed to teach alternative and desired behaviors
- Designed to increase alternative and desired behaviors and decrease problem behaviors

MANIFESTATION DETERMINATION REVIEW (MDR)³³

A Manifestation Determination Review (MDR) is a process to review all relevant information and the relationship between a student's disability and the behavior subject to disciplinary action. A MDR must be held no later than the 10th cumulative school day after removing a student with a disability for disciplinary reasons, and prior to every disciplinary action thereafter.

For each manifestation, the following procedures must be implemented:

- Notify the parent(s)/guardian/adult student of the action no later than the date the decision is made to take disciplinary action.
- Schedule a MDR with IEP Team participants no later than 5 school days from the date the decision to recommend disciplinary action is made.
- Discuss how services will be provided for short/long term removals.
- At the meeting, the NPS Rep must ensure that the student has been provided the same due process rights as the student's non-disabled peers.
- Specific description of the behavior relative to the misconduct must be shared with all team participants. The team must consider the student's actions and behaviors related to the misconduct, not solely the Code of Conduct violation.
- Review the student's cumulative records including the eligibility/Re-evaluation minutes, evaluation reports, reports from outside agencies, discipline records, chronic health information, behavioral intervention plans (BIP), and the student's IEP.

³³ Manifestation Determination Review Procedures – [Appendix N](#)

- The team must consider relevant information provided by the parent.

APPEAL

If the student's parent(s)/guardian or the adult student disagrees with the determination that the student's behavior was not a manifestation of the student's disability or with any decision regarding placement under these disciplinary procedures, the parent(s)/guardian or adult student may request an expedited due process. This information should be documented on the Meeting Summary page and the NPS Rep must immediately contact the assigned Senior Coordinator. The student must remain in the interim alternative educational setting pending the outcome of the appeal.

PROCEDURAL SAFEGUARDS

8 VAC 20-81-170

The law provides procedural safeguards, which are legal rights and protections under federal, state, and local laws, policies and procedures. This notice must be offered to the parent(s)/guardian/adult student and student at every meeting that discusses the students' rights under IDEA

INDEPENDENT EDUCATIONAL EVALUATION (IEE)

An IEE is an evaluation conducted by a qualified examiner(s) who are not employed by Norfolk Public School. The parent(s)/guardian of a child with a disability or adult student has the right to obtain an IEE of a student.

- A parent has the right to an IEE at public expense if the parent disagrees with an evaluation obtained by the LEA, subject to certain conditions. If a parent requests an IEE at public expense, the LEA must, without unnecessary delay, either:
 - Initiate due process procedures to show that its evaluation is appropriate; or
 - Ensure that an IEE is provided at public expense, unless the LEA demonstrates in a hearing that the evaluation obtained by the parent did not meet LEA criteria.
- The parent's written request must be submitted to the assigned Senior Coordinator within 24 hours.
- Upon request, the parent receives a letter from Learning Support indicating where the IEE can be obtained along with the applicable criteria.
- Once the IEE is received and accepted by the LEA, the Special Education Committee must reconvene to consider results of the evaluation(s), assessment(s) and/or testing.

PRIOR WRITTEN NOTICE (PWN)³⁴

A prior written notice must be given to the parent(s)/guardian of a student with a disability or adult student before NPS proposes the following:

- Proposes to initiate or change the identification, evaluation, or educational placement (including graduation with a standard or advanced studies diploma) of the student, or the provision of a free appropriate public education (FAPE) for the student.
- Refuses to initiate or change the identification, evaluation, or educational placement of the student, or the provision of a free appropriate public education (FAPE) for the child.

The notice must include the following:

- A description of the action proposed or refused by NPS;
- An explanation of why NPS proposes or refuses to take action;
- A description of any other options the IEP team considered and the reasons for the rejection of those options;
- A description of each evaluation procedure, assessment, record, or report NPS used as a basis for the proposed or refused action;
- A description of any other factors that are relevant to NPS' proposal or refusal;
- A statement that the parent(s)/guardian of a student with a disability or adult student have protection under the procedural safeguards of this chapter and, if the notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;

Sources for the parent(s)/guardian or adult student to contact in order to obtain assistance in understanding the provisions of this section. A copy of the completed PWN **must** be placed in the student's cumulative file along with a copy of the accompanying IEP.

PROCEDURAL SAFEGUARDS NOTICE

A copy of the procedural safeguards must be provided to the parent(s)/guardian of a student with a disability or adult student at least one time a year. The procedural safeguards **must** be offered to the parent(s)/guardian or adult student in the following circumstances, even if previously offered:

- Initial referral for or parent request for evaluation;
- If the parent requests an additional copy;
- Receipt of the first state complaint during a school year;

³⁴ Prior Written Notice – [Appendix O](#)

- Receipt of the first request for a due process hearing during a school year; and
- On the date on which the decision is made to make a disciplinary removal that constitutes a change in placement because of a violation of a code of student conduct.

AUDIO AND VIDEO RECORDING

The parent(s)/guardian or adult student must inform NPS in writing at least 24 hours before the meeting that they will be utilizing an audio recording device. If this request is made, NPS must also audio record the meeting. If the parent does not provide the notification of request to record within 24 hours of the meeting, the team must allow time for NPS to locate an audio recording device prior to the start of the meeting or the meeting can be tabled for another day allowing all parties to have the necessary equipment present. This recording becomes part of the student’s educational record. **NPS does not permit video recording of meetings.**

RESTRAINT PROCEDURES

8 VAC 20-750 - 5 through 110

The proposed regulatory action is necessary to fulfill the General Assembly's directive that regulations be developed in accordance with the 2014 recommendation of the Virginia Commission on Youth that certain principles contained in specific existing guidance documents have regulatory effect. The proposed regulatory action is intended to ensure that school personnel are properly trained to understand the circumstances in which seclusion or restraint may be used and appropriate methods for secluding or restraining students, in the interest of protecting both students and school personnel from harm.

The primary advantage of the regulations is a lessened risk of injury or other trauma, increased communication with parents, and more proactive consideration and implementation of positive behavioral interventions. The primary advantage to the LEA is the ability to collect additional data regarding behavioral interventions in school settings.

SECLUSION IN NORFOLK PUBLIC SCHOOLS

8 VAC 20-750 - 5 through 110

Norfolk Public Schools does not use seclusion within the public school setting.

Seclusion is defined as the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.

Interventions that do not constitute seclusion

Provided that no such room or space is locked, the term “seclusion” **does not** include:

- (i) time out, as defined in this chapter;
- (ii) in-school suspension;
- (iii) detention;

(iv) student-requested breaks in a different location in the room or in a separate room;

(v) removal of a student for a short period of time from the room or a separate area of the room to provide the student with an opportunity to regain self-control, so long as the student is in a setting from which he is not physically prevented from leaving;

(vi) the removal of a student for disruptive behavior from a classroom by the teacher, as provided in § 22.1-276.2 of the Code of Virginia; and

(vii) confinement of a student alone in a room or area from which the student is physically prevented from leaving during the investigation and questioning of the student by school employees regarding the student's knowledge of or participation in events constituting a violation of the code of student conduct, such as a physical altercation, or an incident involving drugs or weapons.

APPENDICES

APPENDIX A: Student Assistance Team and Special Education Committee

Each school has a Student Assistance Team (SAT) and a Special Education Committee (SEC); the two are not mutually exclusive. The process of supporting a student is fluid and should include research and/or evidence-based interventions to support the student.

Student Assistance Team (SAT)

A problem-solving team that supports teachers and parents with students' academic or behavioral concerns. At least one team member must be familiar with the student and the team should be composed of members who have knowledge of research-based/evidence-based strategies. SAT members may:

- Make recommendations to the teacher;
- Implement structured academic or behavioral interventions for a set period of time;
- Hold follow-up meetings to monitor student's progress;
- Perform Functional Behavior Assessments (FBA) and Behavior Support Plans for students without disabilities;
- Make recommendations and/or provide resources to parents;
- Include a flexible team composition, based on student needs;
- Integrate and monitor the intervention functions of Response to Intervention (RTI), Positive Behavior Interventions and Supports (PBIS), Instructional Consultative Teams (ICT), and Wraparound Service Teams.

The following process will be implemented by the school-based SAT:

- An identified school-based designee will process the Requests for Assistance document to SAT and invite appropriate staff.
- A Request for Assistance to SAT is not a denial of special education consideration, as an SAT may attempt several interventions and then ultimately make a referral to the SEC. However, if a request is made for evaluations, the team must move forward to the Special Education Committee (SEC).

The focus of SAT is to identify intervention strategies to be conveyed and implemented by classroom teachers, along with coordination of resources, progress monitoring, and determining if a disability is suspected. If a disability is suspected, the team must move forward to the SEC.

Special Education Committee (SEC)

The SEC is the team that formally accepts, considers, and acts upon a referral. The members of the SEC will be governed by the Special Education Regulations of Virginia to:

- Have an appropriate team composition.
- Make decisions regarding evaluation and eligibility for Special Education Services.
- Follow set timelines.

APPENDIX B: Procedures for Referral of Non-Enrolled School-Aged

The Procedures for the Referral of Non-enrolled, School-aged Students include the following steps:

- Learning Support will complete the Student Assistance Team - Request for Assistance form on paper.
- Collect general demographic information at the time of referral and explain the registration process and requirements (birth certificate, physical within one year, and proof of address). Provide the parent with the registration paperwork or A90-A Student Registration Form. Once that is completed and returned, provide it to the Administrative Assistant (Learning Support - Special Education Services) for enrollment in the Synergy SIS – PPHR.
- Notify the parent of the school that will be receiving the referral. The receiving school is at the discretion of Learning Support, but is generally the zone school of residence, unless the student is a resident of another city and is attending private school in Norfolk. In these instances, the school closest to the private school will be the receiving school for the referral.
- Once the student has met registration requirements and is enrolled in PPHR, Learning Support will notify the receiving school via email that the student has been enrolled in PPHR and a SEC meeting needs to be scheduled. A copy of the Student Assistance Team - Request for Assistance form will be attached to the email and serve as a referral to the Special Education Committee. The email will be sent to:
 - Elementary – Assistant Principal, or Principal for schools that do not have an AP
 - Secondary – Department Chair with “cc” to the AP supervising Special Education.

All schools receiving referrals for Non-Enrolled students have the following responsibilities:

- Confirm receipt of the Referral and schedule an initial SEC meeting within 10 business days.
- Ensure the Notice of Referral and Notice of SEC is completed and sent to the parent prior to the SEC Meeting date.
- Please ensure to include all SEC members relevant to the referral request.

Outcomes of the SEC Meeting:

- No further action needed - Complete Notice of Evaluation “No Intent to Test”

- Additional Data Is needed - Complete Notice of Evaluation Decision “Intent to Test” and Permission to Evaluate.

Outcome of Initial Evaluation:

- Not Disabled – Finalize all documentation and ensure the appropriate PWN is completed to “exit” the student and terminate the SE process. The SDS must withdraw the student from PPHR. For assistance, contact Learning Support-Special Education Services.
- Disabled – Contact Learning Support-Special Education Services for consultation of next steps.

APPENDIX C: Guidance for IEP Development

GUIDANCE FOR DEVELOPMENT OF IEP

About the IEP

If the student is or will be age 14 or older during the implementation of the IEP, the case manager is required to invite the student to the meeting.

The IEP team is required to meet at the scheduled time and place indicated on the Meeting Request IEP (IREQ) document. If the parents/guardians or adult student does not attend the meeting, the meeting must be rescheduled unless the parent/guardian or adult student grants permission to meet in their absence. This information must be documented in the student contact log.

An IEP meeting may be conducted without a parent in attendance under certain circumstances. Should this occur, the case manager must be able to document the attempts to arrange the IEP meeting at a mutually agreed upon time and place. To ensure due diligence, it is NPS policy to provide parents three (3) written notices (Meeting Request IEP (IREQ)) before an IEP meeting can proceed without the parent present. If the parents do not attend the third scheduled meeting, the meeting must be held on the date and at the time scheduled. Parental consent is required before implementing the IEP.

In instances of parents who do not live together, it is required that both parents are invited to participate in the development of their student's educational program. Unless parent educational rights have been terminated, invite both parents. Please contact the Senior Coordinator assigned to your school if there are any questions regarding who meets the legal definition of parent/guardian.

Preparation for the IEP Meeting

The IEP case manager should begin to schedule the IEP review meeting at least 30 days before the annual review date of the IEP (EX: IEP review date – November 1st; Meeting should be scheduled at or around October 1st.) This will allow the case manager and parent to mutually agree upon dates and time. The IEP case manager must determine the proper composition of the IEP team, to include any related service personnel, as appropriate. The Notice of the IEP Team Meeting must be sent to all meeting participants. To ensure due diligence, there should be reasonable notice between meeting attempts. It is NPS policy to provide parents three (3) written notices (Meeting Request IEP (IREQ)) before an IEP meeting can proceed without the parent present. If the parents do not attend the third scheduled meeting, the meeting must be held on the date and at the time scheduled. Parental consent is required before implementing the IEP.

Required members of IEP team include:

- Special Education Teacher
- General Education Teacher (unless the student does not participate in the general curriculum and the student does not participate with any general education peers in resources or electives)
- Parents/Guardians
- Norfolk Public Schools' (NPS) Representative, who is knowledgeable about the general curriculum, is qualified to provide or supervise special education, has the authority to commit NPS resources, and has participated in NPS Training within the last calendar year.
- Evaluation Representative (if different from any of the above staff)

Additional members invited, as appropriate, include:

- Student
- Speech Therapist
- Occupational Therapist
- Physical Therapist
- Teacher of Visually Impaired (if not the case manager)
- Teacher of Hearing Impaired Teacher (if not the case manager)
- Adapted Physical Education
- Others (e.g., Assistive Technology Team Representative, Nurse, School Psychologist, School Social Worker, Guidance Counselor)

The parents may invite anyone who they deem has knowledge or expertise regarding the student. Individuals invited by the parents/guardians are NOT included on the Meeting Request IEP.

In specific situations, a required member of the IEP team may be excused from attending the IEP team meeting, in whole or in part, when the meeting does not involve a modification to or discussion of the member's area of curriculum or related services. Prior to their excusal, the parent/guardian/adult student must provide consent to the local educational agency in writing. The consent must be documented on the IEP Attendance Form (Excusal of IEP Team Member) Ad Hoc document.

IEP in Synergy:

Meeting Request IEP (IREQ)

The Meeting Request IEP (IREQ) is used to notify the parents/guardians or adult student of the individuals that NPS will be inviting to participate in the IEP meeting and the mutually agreed upon time and place for the meeting. 8 VAC 20-81-110

The form must include the following:

- Document date
- Purpose of the meeting (check one appropriate box)
- The name of the person sending the notice and a contact telephone number
- Date sent to participants
- The date, time, and location of the meeting
- The title or position of NPS participants (DO NOT identify NPS participants by name)
- No later than age 14, but earlier if needed, students must be invited to IEP meetings.

Cover of the IEP document

- Includes important dates, eligibility, and participants
- Reevaluation Due Date is the date the student's Triennial Review is due.
- IEP Date is the date the annual review meeting is being held. Click SAVE once the IEP Date is entered. IEP Review Due Date will re-calculate from the IEP date once entered and saved.
- Process Name indicates the current process (e.g. Annual Review, Reevaluation, Initial Evaluation) in which the case manager or team member is completing
- Display 'DRAFT' check box is REQUIRED to be checked until the parent has given consent for the proposed IEP. When DRAFT is checked, DRAFT will display on the print preview copy of the document.
- Interpreter needed indicates if a language (other than English) or sign language interpreter is needed at the meetings for the family to fully participate.
- All participants at the meetings should be identified as CONSULTED or PRESENT

- o Consulted indicates the participant was *not in attendance* but has given information to assist in the development of the IEP and/or to be reported at the IEP meeting.
- o Present indicates the participant is *in attendance* at the meeting.
- o Specifically, for students age 14 – 22 years old, indicate if the student was consulted or present in the annual review meeting.

The name of Parent Participants will pre-populate from Synergy SIS. It must be indicated if they were consulted or present during the annual IEP meeting.

The name of Staff Participants is automatically added from the student’s team. Staff can be deleted and added as needed.

- To delete a participant, check the box on the left of their name and click SAVE. The name line will be removed from the screen.
- To add a participant, click the ADD button on the left of the section and a new line will be added. Click on the arrow in the staff name field and a search screen will appear. Search the staff name, select the correct line number, and click SELECT. The name will then appear in the line. Change the role of the staff member as appropriate.

Other Participants are participants at the meeting who are not Norfolk Public Schools staff members, either invited by NPS or by the parent.

- To add a participant, click the ADD button on the right of the section and a new line will be added. Type in the participant’s name, type in their title, and select other for the role.
- To delete a participant, check the box on the left of their name and click SAVE. The name line will be removed from the screen.

Transfer of Rights at the Age of Majority (age 18)

If the student turns 17 years old between the start date and the annual review date of the IEP, the Transfer of Rights section on the printed cover page must be completed. The parents and student must be notified at least one year prior to the student’s 18th birthday that all rights, which have been afforded to the parents, will transfer to the student at age 18.

At least one year before the student reaches the age of majority (18), the parent must be informed that the rights that will transfer to the student at age 18. NPS shall provide any further notices to both the student and the parent(s)/guardian or adult student.

A student who has reached the age of 18 years shall be presumed to be a competent adult, and thus all rights under the [Individuals with Disabilities Education Improvements Act of 2004 (IDEA)] shall transfer to the adult student, unless one of the following actions has been taken:

- Declared legally incompetent or legally incapacitated by a court;
- Designated, in writing, by power of attorney or similar legal document, another competent adult to be the student’s agent to receive notices and to participate in meetings and all other
- procedures related to the student’s educational program;
- Certified as unable to provide informed consent

Each year, once the student is within transition age, the parent will initial on the cover page of the IEP acknowledging the transfer of Parental Rights under the Individual with Disabilities Education Act (IDEA) at the age of 18. This can be found on the hard copy/printed version of the IEP Cover page.

Medical tab

The team will need to include pertinent medical information under this tab.

It must be indicated if each medical condition is present or not. If yes is selected a description must be entered regarding the current status as well as the student’s needs.

If a medical condition is present, provide a copy of the document to the school nurse.

The Health library drop down statements are to indicate if a student requires personal nursing services or if the medical needs of the student can be treated by the school nurse.

- Drop down 1 indicates that personal nursing services are required for the student per physician’s orders. Describe the needs of the student in the text box. The Nursing form must be completed annually for any student requiring personal nursing services by a physician and can be located in the Ad Hoc document list.
- Drop down 2 indicates that the student can be treated by the school nurse. (An example is when a student must receive treatments for asthma as needed.)

Indicate if the student has a chronic care plan on file by selecting “Yes” or “No” in the drop down next to “Additional medical information is on file in the nurse’s office and in the teacher’s file.”

**If student has a Chronic Health Care Plan, is medically fragile, 15 days or more of absence, or intermittent attendance, please see homebound procedures

Present Level of Academic and Functional Performance (PLAAFP)

Develop a proposed individualized, disability-based, and data-driven PLAAFP.

Review the eligibility statement, evaluation information, and classroom performance data to create the PLAAFP.

Review the current IEP and student's progress toward achieving the annual goal(s)

Review relevant assessment information

Obtain additional information for the PLAAFP from the parents, general education teachers, related service providers, and others who have knowledge of the student or special expertise regarding the student.

Strength of Student (Academic, Behavioral, Learning Characteristics) all eight (8) strength domains are required and must be addressed for each student.

- Academic
- Social
- Motor/Self-help Skills
- Emotional/Behavioral
- Communication (Speech and Language Skills)
- Work Habits
- Independent Living
- Community Participation

For each area affected by the disability, a description of the student's weaknesses and how the disability affects involvement and progress in the general curriculum must be included in the present level of academic achievement and functional performance section. Only the areas affected by the disability, requiring specially designed instruction, are to be addressed.

For preschool students, the IEP team needs to focus on how the disability affects the student's participation in age appropriate activities. Descriptive statements must be used in each section that the IEP team has determined is impacted by the disability and requires specially designed instruction. Test scores can be reported but must be accompanied by a description of the strengths, weaknesses, and current level of performance.

Academic: Includes the student's current functioning level and a description of the student's approach to learning and the effectiveness of the strategies he/she uses. Specific strengths and weaknesses in reading, writing, math, and the student's learning style are described in this area. Functional academic skills may also be addressed in this area.

Standards-based IEPs are required for students in the general curriculum. A standards-based IEP has the same components as a traditional IEP but is directly tied to the state's content standards. IEP teams must be able to determine and answer questions as to how the student's disability will affect progress in the general curriculum.

The following questions must be answered in this section of the PLAAFP:

- *What does the data indicate about the student's performance regarding the knowledge and skills the student has demonstrated in relation to the grade-level content standards?*
- *What assessment data (e.g. state, benchmark, diagnostic, classroom) was used to gather useful information for making decisions about the student's strengths and needs?*
- *Where are the gaps in knowledge and skills?*
- *What did the IEP team learn about the way the student responds to accommodations?*
- *What are the content standards for the grade-level that the student is enrolled?*
- *Where is the student performing in relation to the grade-level standards?*
- *What are the individual strengths of the student in accessing and mastering the general curriculum? Include sources of information.*
- *What are the individual areas of need of the student in accessing and mastering the general curriculum? Include sources of information.*

Or, the IEP team can answer the following questions to consider:

- *What skills/behaviors (academic or functional) is the student able/unable to perform?*
- *What other needs, such as functional, organizational, and social skills impact the student involvement and progress in the general curriculum?*
- *What strategies, accommodations, and/or interventions have been successful in helping the student make progress in the general curriculum?*
- *How does the identified disability affect involvement and progress in the general curriculum?*
- *What are the student's interests, preferences, and goals? Include post-secondary aspirations based on age appropriate transition assessments.*
- *Is the student on track to achieve grade-level proficiency within the year?*

Standards-based IEPs are not currently required for students working on an aligned and/or functional curriculum (e.g. students who qualify for and participate in the VAAP). The IEP team must determine where the student is functioning in the areas of reading, writing (composition), and mathematics, as well as, their ability to understand new concepts. Each content area must be represented at the appropriate level for the student.

The IEP team must answer the following questions:

- *What does the data indicate about the student's performance regarding the knowledge and skills the student has demonstrated?*
- *What assessment data (e.g. Brigance, teacher made assessments, classroom data, etc.) was used to gather useful information for making decisions about the student's strengths and needs?*
- *At what level is the student performing in reading, writing (composition), and math?*
- *What did the IEP team learn about the way the student responds to accommodations?*
- *What methods does the student have to use to accomplish a content-based task (e.g. the student must have words printed on cards to put his/her sentence together because he/she is unable to physically write.)*
- *What are the individual strengths of the student in accessing and mastering newly taught skills and concepts? Include sources of information.*
- *What are the individual areas of need of the student in accessing and mastering newly taught concepts? Include sources of information.*

Social: Includes the student's strength, weaknesses, and current observable behaviors such as social interaction with adults and peers. Any additional information pertinent to the student's social success in the educational environment should be included.

Motor/Self-help Skills: Includes the student's strengths, weaknesses, and the impact of the disability of fine motor, gross motor, and functional living skills. Input from the Occupational Therapist, Physical Therapist and/or Adaptive Physical Education staff is included in this section.

Emotional/Behavioral: Includes the student's strengths, weaknesses, and current observable behaviors. Any additional behavioral information pertinent to the student's success in the educational environment should be included.

Communication (speech and language skills): Includes the student's strengths, weaknesses and a description of the student's receptive and expressive language, articulation, fluency, and voice. The information will be completed by the related service provider in collaboration with the case manager.

Work Habits: Includes the student's strengths, weaknesses, task performance in the classroom and the impact on learning (e.g. work completion, time on task, in-seat behaviors, and organizational skills).

Independent Living: Includes information on student's strengths and needs regarding his/her capacity to function in current or future living and community environments. For a student who is educated with an aligned and/or functional curriculum, this area should include his/her ability to be independent at age appropriate levels. For example, a student who is 5 years old is not going to be working on managing a household budget and making meals. However, an older student should have this introduced through the IEP because other typically developing students are learning this skill in their natural home environment.

Community Participation: Includes student's strengths and needs related to mobility and the student's ability to use his/her community surroundings (e.g. ability to independently navigate the educational environment, ability to give back to their community).

Diploma Options

Diploma options must be discussed annually for students in grades 9 through 12. The choice should be based upon a student's academic history, course of study, and the student's post-secondary goals. Discussions about the impact of diploma option decisions must be documented in the IEP Meeting Summary. The diploma options the team will consider include:

- Advanced Studies Diploma: A program for college bound students that require 26 standard credits and 9 verified credits for graduation.
- Standard Diploma: Combines high level academic courses with elective courses and requires 22 credits and 6 certified credits for graduation.
- Modified Standard Diploma: A 20 credit diploma intended for students who have a disability who are unlikely to meet the credit requirements for a Standard Diploma. Students are required to pass the 8th grade SOL exams in both English (Reading, Literature, and Research) and Math. This diploma option is not an option for students with disabilities who enter the 9th grade for the first time beginning in 2013-2014.
- Applied Studies Diploma (Special Seal): A program for students with disabilities who achieved mastery of goals and objectives on the IEP.

More information about diploma options and requirements can be found in the school counselors' office.

Students receiving a Modified Standard diploma, Applied Studies diploma or GED may participate in graduation and continue to receive services until the age of 21.

Post-Secondary Goals and Transition Services (required if turning 14 or older)

Transition refers to activities designed to prepare students with disabilities for adult life. This can include developing post-secondary education career goals, work experience while still in school, and connections with adult service providers such as the vocational rehabilitation agency. Statements about the student’s transition needs must be included in the IEP. The transition pages should be completed before annual goals and objectives are formulated. This ensures that transition needs are a part of all areas of the IEP

Transition services/post-secondary outcomes for students age 14, or younger if appropriate, involve the student in planning a coordinated set of services to help the student move from school to adult life. Services must focus upon a student’s strengths, needs, preferences, and interests in the areas of employment, post-secondary education, training, and independent living including community participation. Post-secondary goals must be supported by current age-appropriate transition assessment and coordinated activities. Appropriate, measurable post-secondary goals must be developed in the following areas:

Employment

This area includes integrated employment (paid employment in the community with non-disabled persons) and supported employment (paid employment requiring the assistance of a job trainer). The goal should reflect the student’s career choice to occur after graduating from high school.

Examples:

Upon completion of two years of community college and training, _ will be employed as a full-time welder.

- By June 2020, will be employed as a part time health care worker.
- By September 2020, will be employed at the Business Fulfillment Center at Eggleston Services.
- _____ will work full time in the career of his choice within one year of graduating high school (for elementary and middle school use ONLY).

Note: Annual goals and objectives/benchmarks should address areas of need that will impact the student’s ability to achieve his/her post-secondary employment goal.

Coordinated Activities

This section should include skills, course work, and school /extra-curricular activities that will facilitate the student achieving his/her post-secondary employment goal in the current IEP.

Examples:

- Vocational evaluation
- Job shadowing
- Participation in the Career Development Program (students who qualify for VAAP only)
- Referral to Department of Rehabilitative Services (DRS)
- Participation in coursework at Norfolk Technical Center (NTC) Person Responsible/Agency Responsible

Use title or position to indicate who will be responsible for ensuring identified transition services (coursework, activities) occur. These may include but are not exclusive to: student, parents, IEP case manager, general education teacher, school counselor, etc. The title of an adult agency representative (e.g., DRS Counselor) should only be listed under this section if the individual is present at the IEP meeting and/or has otherwise consented to provide the services identified. The service provider will be Norfolk Public Schools, unless an outside agency has agreed to provide the needed transition services.

The school must ensure participation of any outside agency that may be responsible for providing or paying for transition services. An agency representative must be invited with prior written consent of the parents or adult student (Agency Representative Invitation Ad Hoc Documents). The agency representative must be present at the meeting or have otherwise agreed to provide services, documented as a responsible party. If the agency representative is not able to attend, other methods such as conference calls or correspondence must be used to provide authorization prior to listing the agency as the responsible party.

NPS is ultimately responsible for ensuring that the Transition Plan is implemented either by school resources or community agencies.

Education

This area must include one post-secondary goal for education. It may include college, technical school, or adult and continuing education needed to achieve post-secondary employment and independent living goals. Statements must be results-oriented. Annual goals and objectives/benchmarks, written after determining the student's plan in this area, should include academic and functional skills, accommodations and/or adaptations required for learning.

Examples:

- By spring 2020, _____ will complete all course work in a community college to earn a degree/certification in the area of culinary arts. (Education)
- By January 2020, _____ will complete an Adult Basic Education program to improve reading skills for employment purposes. (Education)
- _____ will earn a certificate from the Heart to Heart Program for his/her attendance at the career building seminar in June 2020. (Education)
- Within one year of completing high school, _____ will complete post-secondary education in the course of study of his/her choice. (For elementary and middle school use ONLY)

Coordinated Activities

This section should include skills, course work, and school/extra-curricular activities that will facilitate the student achieving his/her post-secondary education goal in the current IEP.

Examples:

- Take advanced placement courses in
- Schedule an appointment with the disability services counselor at ODU
- Seek accommodations for the SAT/ACT
- Participate in academic courses through the Career Development Program (CDP) in high school

Training

Training may include technical school, career and technical training, or training for adult living skills including leisure activities needed to achieve post-secondary employment and independent living goals. Statements must be results oriented. Annual goals and objectives/benchmarks, written after determining the student's plan in this area, should include academic and functional skills, accommodations and/or adaptations required for learning.

Examples:

- Within two years after graduation, _____ will complete drafting courses at Norfolk Technical Center while receiving hands-on training. (Training)
- _____ will also complete job readiness training at a local workforce development program by January 2020. (Training)
- Within one year of completing high school, _____ will complete a training program for the career of his/her choice. (for elementary and middle school use ONLY)

Coordinated Activities:

- Apply to Norfolk Technical Center for drafting
- Referral to Department of Rehabilitative Services (DRS)
- Drivers Education or Travel Training

Independent Living, if appropriate

Goal(s) in this area address the student’s plan for living arrangements, community mobility, leisure activities, financial supports, and civic responsibility. Annual goals and objectives/benchmarks must relate to any instruction or experience that prepares the student to function in an adult environment.

Examples:

- Within one year of obtaining full time employment, _____ will live alone in an apartment.
- By December 2020, _____ will obtain a driver’s license.
- _____ will continue to live with family support for one year after high school graduation.
- By June 2020, _____ will access his/her ParaTransit to participate in community outings.

Coordinated Activities

This section should include skills, course work, and school and extra-curricular activities that will facilitate the student achieving his/her post-secondary independent living goal.

Examples:

- Participation in Driver’s Education
- Travel Training on public transit
- Register with ParaTransit
- Coursework to develop budgeting skills
- Participation in Therapeutic Recreation
- Use of Assistive Technology
- Referral to Norfolk Community Services Board

The case manager must identify the person responsible and service provider for each post-secondary goal.

There may be an occasion when the IEP team determines that an independent living goal is not appropriate.

The disability specific needs, along with the strengths, preferences, and interests identified on the PLAAFP form should support the decision not to develop a post-secondary goal for Independent Living.

Course of Study

Course of Study is required for the current and upcoming year for all students. For students age 14 (and younger if appropriate), transition planning involves helping the student identify his/her long range educational plans and coursework; and includes consideration of co-curricular or extracurricular activities that will address needs in the areas of academic and functional skills. The decision regarding the course of study should be based on the student's strengths, preferences, interests, needs, and must be designed to enable the student to achieve his/her post-secondary goals.

Special Considerations

Includes communication, benchmarks, AT, behavior, LEP, blind/visually impaired, deaf/hearing impaired, and AIM-VA needs. Use the drop-down list to indicate consideration of the areas and explain any discussions in the text box. It is required that any area where it is indicated an explanation must be provided.

Annual Goals

Goals and objectives/benchmarks are based on the student's PLAAFP, the impact of the disability, and as appropriate, transition assessment results. Draft the recommended goals and objectives based on the PLAAFP. It is important to obtain parental input either by telephone or in writing. Providing the parents with a copy of the draft IEP goals prior to the meeting promotes their involvement. The goals are then discussed and reviewed at the IEP meeting. Proposed goals can be revised, deleted, or additional goals can be added based on the individual needs of the student.

- Pre-score date (should precede IEP date) and data source are required for all goals.
- Data should be measurable and concrete (EX: 40%, 2 out of 5 mastery, etc.)
- Pre-score source should be aligned to the goal (EX: If a student has a decoding goal, the data source should be based on decoding.)

Instructional Area

Identify the area(s) impacted by the disability for which annual goals are needed. Goals are only written for areas affected by the disability that require specially designed instruction.

The domains are:

- Academic
- Social
- Motor/Self-help Skills
- Emotional/Behavioral
- Communication (Speech and Language Skills)
- Work Habits
- Independent Living
- Community Participation

Measurable Annual Goal

Each goal must be measurable. Goals should be developed with the expectation that the student will master the goal within the implementation period of the IEP. Goals should be designed to allow access to the general curriculum, as well as, develop student independence. Annual goals should not contain curriculum objectives or SOL numbers.

All academic annual goals must be standards-based; however, if the student qualifies for and participates in an alternate curriculum (e.g. VAAP), the goals will focus on functional skills. Standards-based goals are skill-based, not a restatement of the standard. Non-academic goals (e.g. communication, social/emotional, work habits, motor/independent living) are not standards-based. There may be multiple goals for one content area(s) (e.g. reading, writing, math) or non-academic area(s) (e.g. communication, social/emotional, work habits, motor/independent living) designated as affected in the PLAAFP.

An annual goal must have the following components:

- Student
- Length of time
- Condition(s) under which the student will demonstrate the behavior
- Behavior
- Condition under which the student will demonstrate the desired behavior

- Criterion – to what level of degree
- Short-Term Objectives/Benchmarks

Develop short-term objectives/benchmarks that support the annual goal. Short-term objectives/benchmarks are required for all annual goals that are not standards-based (functional and non-academic goals).

Services and Placement

Includes testing and instructional accommodations, special education services (specially designed instruction), related services, transportation services, and requirements.

Instructional and Testing Accommodations

Each instructional or instructional/testing accommodation must have Accommodation Justification that is related to the disability-based need and documented through data collection. The Frequency for the use of the accommodation must be related to when the student will need the specific accommodation during the school day.

Instructional (I): an accommodation that is only to be used during instructional times and situations. The accommodations listed as instructional only will not be available for testing on state and/or district assessments.

Instructional & Testing (IT): an accommodation that is to be used on state and/or district testing. REMINDER-state testing accommodations must be allowable when they are attached to specific tests. Use the document “Students with Disabilities for Participation in Virginia’s Accountability System, A Guide for Educators and Parents” (revised July 2013) as a reference for allowable state testing accommodations or contact a teacher specialist/coordinator.

Testing & Instructional Accommodations will appear on the testing tab for the case manager to select for the appropriate tests.

Services and Placement

Indicate service as it relates to Primary, Secondary and Tertiary Disabilities. All disabilities must have service time and the primary disability must have more time dedicated to it than secondary and tertiary disabilities.

When a student has a secondary disability, the amount of time linked to the SDI cannot be more than the amount of service time for the primary disability. For example, if a student has a primary disability area of HI and a secondary disability area as OHI, the SDI linked to the OHI eligibility cannot be more time than the SDI linked to the HI eligibility. The same concept applies to secondary and tertiary disabilities.

The location drop-down list indicates the type of instructional building in which the student requires service.

The instructional setting drop-down list indicates the type of environment within that instructional building the student requires the accommodation.

Amount of time must be indicated.

The number of minutes is the amount of time a student requires direct services for that area of SDI.

The frequency unit indicates how often the student receives the service.

Examples of possible SDI requirements:

- 30 minutes, 5 times, weekly of Academic Reading
- 45 minutes, 1 time, weekly of Speech/Language Therapy

Enter the Begin and End Dates, excluding Summer Break, using the “Calendar” button or by entering the date in MM/DD/YYYY format. Be sure dates coincide with the cover page. The end date cannot extend beyond the Annual Review date on the Cover tab.

Complete all four date boxes for those IEPs that span over the summer.

The first end date box is the last day of the current school year.

The second begin date box is the first day of the next school year.

If an IEP is written so as not to span over the summer, the user must only complete the first two date boxes.

Indicate if Related Services are needed.

If a related service is required, complete the table by following the same steps of adding Specially Designed Instruction (see above).

Direct services are any services provided directly to the student.

Indirect services are services that are only provided to another professional or parent to support the student’s IEP (no service is provided directly to the student).

Note – If ‘is not in need’ statement is selected, a Related Services statement indicating no need for this service will appear in print.

Due to VDOE regulations, only the related services that are also primary eligibilities (SLI, VI, HI) can have an eligibility selected in the dropdown for the related service (primary for VI and HI and SLI for speech). OT and PT will NOT have an eligibility selected (leave blank).

Transportation

Specify if Transportation is needed and enter details of adaptations as required.

A “No” to this statement indicates general transportation will be provided. *Note – If Transportation Services are indicated as ‘No’, the descriptive fields will not display in the printed IEP.*

A “Yes” to this statement indicates special transportation will be provided. Designate the special transportation needs.

The fields for the transportation dates will be revealed. Enter the initial begin date of the services and the final end date of the services. Transportation will no longer be listed as a service in the related service line.

If a student is administratively assigned for programming purposes and would not typically receive special education transport to the neighborhood school, select “YES” and explain in the “Other” box that due to the administrative assignment the student will receive special transportation for programming purposes.

Determine if the student is safe to ride the general bus for field trips with supervision and check the box if it is appropriate. If the field trip box is NOT checked then it is implied that the student is required to ride special transportation for all field trips.

If a student has physical therapy (PT) as a service, then PT must be the one to determine the student’s safety on the general bus for field trips.

Supplemental Aids and Extended School Year (ESY)

Supplemental Aids and Extended School Year (ESY) tab includes a statement regarding supplemental program supports, ESY consideration and program modifications.

ESY refers to special education and/or related services provided beyond the normal school year of a school division for the purpose of providing FAPE to a student with a disability.

Instructional or support services beyond the regular, 180-day, school year to:

- maintain skill levels in critical skill areas
- prevent significant regression of skills
- facilitate the student’s ability to recoup previously acquired skills

Extended school year services must be provided only if a student’s IEP team determines on an individual basis that the services are necessary to ensure the provision of FAPE. Documentation would be data collected to report progress toward mastery on the IEP goals.

Testing State and Division-wide Assessments

Standards of Learning (SOL) are minimum expectations for what students should know and be able to do at the end of each grade or course in English, Mathematics, Science, History/Social Science and other subjects.

Virginia Substitute Evaluation Program (VSEP) is an alternative method of assessing students who by the nature of their disability are unable to participate in the Standards of Learning (SOL) assessments even with testing accommodations. The VSEP provides eligible students with the opportunity to earn the requisite verified credits for a standard or advanced studies diploma or to meet the requirements of a modified standard diploma through non-traditional means.

- The VSEP is an appropriate assessment for a student with a disability who has a current IEP or 504 Plan. The impact of the student's disability demonstrates to the IEP Team or 504 Committee that he or she will not be able to access the multiple-choice/technology-enhanced item format of the Standards of Learning (SOL) assessments even with accommodations.
- The VSEP is available for students with disabilities for any course for which there is an end-of-course SOL assessment. It is also available for students who need the grade 8 numeracy and/or literacy certification required to earn a Modified Standard Diploma. The Modified Standard Diploma is available only to students who entered the 9th grade for the first time prior to the 2013-2014 school year.
- A small number of students with disabilities in grades 3-8 may also be eligible to participate in VSEP for Grades 3-8 Mathematics and/or Reading, Grade 5 Science, Grade 8 Science, Grade 8 Writing, and/or Content Specific History (Virginia Studies and Civics & Economics). The VSEP Special Permission Request form must be submitted to the Virginia Department of Education for review and approval prior to participation.

Virginia Modified Achievement Standards Test (VMAST) assessments for End-of-Course (EOC) Algebra I and EOC Reading will be available for eligible students with disabilities pursuing a Standard Diploma with credit accommodations. VMAST assessments for grade 8 mathematics and grade 8 reading are available for students with disabilities pursuing a Modified Standard Diploma.

- The Modified Standard Diploma is available only to students who entered the 9th grade for the first time prior to the 2013-2014 school year.

Virginia Alternative Assessment Program (VAAP) is designed to evaluate the performance of students with significant cognitive disabilities who are working on academic standards that have been reduced in complexity and depth. This content is derived from the Standards of Learning (SOL) and is referred to as the Aligned Standards of Learning (ASOL). Students in grades 3-8 who are participating in the VAAP are required to submit evidence in the same

subject areas as required of their non-disabled peers in the same grade level. High School students participating in the VAAP are required to submit evidence in reading, writing, mathematics, science, and/or history/social sciences by the completion of their 11th grade or on a schedule identified by the local school division.

Virginia Grade Level Alternative (VGLA) assessments in all content areas have been eliminated for students with disabilities. The VGLA Reading assessment continues to be available only for eligible students with limited English proficiency. Refer to Superintendent's Memo 202-14, August 1, 2014, for details at:

www.doe.virginia.gov/administrators/superintendents_memos/2014/202-14.shtml

Free and Appropriate Public Education (FAPE)/Least Restrictive Environment (LRE)

Includes least restrictive environment (LRE) placement statement, progress in general curriculum impacted by disability, and non-participation with non-disabled peers. Based on the services and setting established by the IEP team, determine whether the student will receive services in the general education setting 100% of the time or will be removed from the general education setting for a portion of the day. An explanation is required if the student will be removed from the general education setting for a portion of the day. Next, list the activities in which the student will participate with non-disabled peers (e.g., resources, electives, lunch, academic classes, P.E., lunch, sports, clubs, etc.).

Team Considerations for Secondary IEPs

Summary of Performance

The Summary of Performance (SOP) documents the student's academic achievement and functional performance, including recommendation on how to assist the student in meeting the post-secondary goals. The SOP is required for students who are graduating with an Advanced Diploma, Standard Diploma, 18 years old, or will age out of special education services (turn age 22 on or before September 30).

Credit Accommodations

Credit accommodations provide alternatives for students with disabilities in earning the standard and verified credits required to graduate with a Standard Diploma. Credit accommodations for the Standard Diploma shall be determined by the student's Individualized Education Program (IEP) team or 504 plan committee, including the student where appropriate, at any point after the student's eighth-grade year. The school must secure the informed written consent of the parent/guardian and the student, as appropriate, to choose credit

accommodations after review of the student's academic history and full disclosure of the student's options.

The student must meet the following criteria to be eligible to receive credit accommodations for the Standard Diploma:

- Student must have a current IEP or 504 plan with standards-based content goals.
- Due to the intensity of the student's disability he/she is unlikely to achieve and make progress commensurate with grade level expectations but is learning on grade level content.
- Student needs significant instructional supports to access grade level SOL content and to show progress.
- Based on multiple objective measures of past performance, the student might not be expected to achieve the required standard and verified units of credit within the standard time frame.

To identify appropriate students for credit accommodations, a student's IEP team or 504 committee must address each section of eligibility form and attach supporting documentation as indicated. The eligibility form is available in Synergy SE under the Ad Hoc documents tab (PRINT ONLY - Credit Accommodations (IDEA & 504) Eligibility Form).

Credit accommodations for students with disabilities may include:

- Alternative courses to meet the standard credit requirements
- Modifications to the requirements for locally awarded verified credit
- Additional tests approved by the Board of Education for earning verified credit
- Adjusted cut scores on tests for earning verified credits
- Allowance of work-based learning experiences through career and technical education (CTE) courses

Parental Consent Billing Public Insurance

Medicaid is a public insurance program that supports medical and other health-related services to students with disabilities. This tab includes Medicaid consent statements/choices. Use the drop down list to indicate the parent's response to the Medicaid billing request. This must be reviewed during the IEP meeting. Do not make a choice for the parent.

Parent Statement

Prior to implementing the developed IEP, the team must obtain signed informed consent. In order for the parent to provide this, the team must develop a Prior Written Notice detailing the information within the IEP, sources used to develop the IEP, and what was considered and rejected. Once the parent has provided signed informed consent, the signature pages must be uploaded to the IEP and the process be finalized.

Prior Written Notice

Norfolk Public Schools must provide Prior Written Notice (PWN) to parents/guardians in writing that explains the division's proposed or refusal to act. PWN is required whenever NPS proposes or refuses to:

- Initiate or change a student's disability classification
- Initiate or change a student's evaluation
- Initiate or change a student's educational placement
- Initiate or change a student's Free and Appropriate Public Education (FAPE) NPS shall provide PWN for:
 - Notice of Referral
 - Notice of Evaluation Decision
 - Notice of IEP (Annual Review and IEP) Amendments
 - Notice of Request for Evaluation/Reevaluation (Intent to Test and Intent Not to Test)
 - Notice of Eligibility (Eligible for Placement and Not Eligible for Placement)
 - Notice of Termination
 - Notice of Refusal
 - Notice of Withdrawal of Parental/Adult Student Consent

The PWN is a document used to capture the essential deliberations of the IEP team and is required to be provided to the parent/guardian prior to consent.

If PWN is not completed at the IEP meeting, the IEP team has up to 10 business days to complete and send to the parent/guardian. The parent will not sign prior to receiving the PWN.

PWN must be written in a language understandable to the parent and provided in the native language or other mode of communication used by the parent/guardian, unless it is not feasible to do so

PWN should reflect all pertinent information and deliberations from the meeting. Do not simply rely on the dropdown menu.

Progress Report

Progress toward annual goals must be reported at the same intervals as non-disabled students and coincides with the distribution of interim progress reports and report cards.

Service providers are responsible for collecting and maintaining data to document progress toward mastery of the IEP goals. This data may also be used to determine the need for extended school year. If the student is not demonstrating adequate progress to master a goal during the IEP implementation dates, then an IEP meeting **MUST** be held to discuss and document what changes may be needed.

IEP Review Sheet

This document is used by the NPS Representative to provide guidelines to teachers and staff who are responsible for completing special education processes and adhering to compliance standards. It is recommended that the NPS Representative use the form prior to holding the meeting and review the concerns prior to the meeting.

IEP Review Sheet Synergy SE

Learning Support-Special Education Services

Student: Case Manager: NPS Representative:

IEP Review date Meeting date (note if within the required timeframe):

Date: NPS Representative reviewed IEP: Date IEP corrections were made:

IEP Review Notes	Reviewer's Initials
<p><u>Meeting Notice</u></p> <ul style="list-style-type: none"> € Document Date (Date document was created; Notice sent early enough for parent to prepare) € Purpose of meeting (Remember to check Discuss transition/post-secondary goals and Discuss Graduation for students of transition age) € Complete date Meeting Notice was sent to participant (may be different from date document was created) € Date, time and location IEP has been scheduled (IEP scheduled before annual review due date) € Student invitation (student is required if of transition age 14 or older) € Parent's and student's names checked and populated into the printed copy € Staff (listed by title only) invited to attend and participate in meeting (Sp Ed Teacher, Gen Ed Teacher, Designee are required) € Other Specialist (other specialists are agency representatives invited by NPS) € Save, Validate and Finalize 	
<p><u>Cover Tab</u></p> <ul style="list-style-type: none"> € Cover tab (Re-evaluation Due date will display the date that the next Reevaluation is due) € Enter the IEP Date and click Save to update the IEP Review Due Date (Reevaluation due date will auto populate). € IEP team members' positions appear on the draft; if names are entered in advance do not click consulted or present for purposes of the draft 	
<p><u>Medical Tab</u></p> <ul style="list-style-type: none"> € Medical tab- medical limitations and/or nursing services are indicated if applicable (if answered yes, an explanation is required) € Health Issues 	
<p><u>PLAAFP</u></p> <ul style="list-style-type: none"> € Include Transition in IEP (Diploma status, Projected graduation/exit date, Transition assessments results, Measurable Post- Secondary Goals to include education, employment, training and if applicable, independent living. Include 3 coordinated activities per each goal type and agency responsible). 	

<ul style="list-style-type: none"> € Projected Course of Study (Describe the student's course of study and current credits earned) € Standardized Test (summary of test history (SOL data), summary of current assessments (normative assessments, psychological testing, state testing information; identify student's disability using person first language), current information regarding the student). € Strengths of Student, all 8 domains must be addressed: Academic, Social, Motor/Self-help Skills, Emotional/Behavioral Communication (Speech and Language Skills), Work Habits, Independent Living, and Community Participation. € (data driven with sources cited) € Needs as they impact Learning (data driven with sources cited) ONLY ADDRESS THOSE DOMAINS WHICH APPLY (Effect of disability on Progress in the General Curriculum and Needs of Student to access the general curriculum; Parent input for enhancing child's education /Concerns) € Performance in General Education € Additional information shared by the general education teacher (if applicable) € Progress on IEP Goals (make a connection between previous goals and the goals in the current draft IEP) € Explanation for Lack of Progress 	
<p><u>Special Considerations</u> address and answer each consideration. If the consideration is a positive response, then the textbox must be completed with details.</p> <ul style="list-style-type: none"> € Communication € Benchmarks/Short Term Objectives € Assistive Technology € Behavioral Needs € Student with Limited English Proficiency € Blind/Visually Impaired € Deaf/Hearing Impaired € Accessible Instructional Materials 	
<p><u>Goals/Objectives</u></p> <ul style="list-style-type: none"> € Progress Reports Frequency (use dropdown menu) € SMART goals € Benchmarks or objectives are included for students in a functional curriculum, being assessed using VAAP € Goals are based on deficit areas and are developed using data from PLAAFP € Goals have baseline data (Pre-score date, pre-score data, and source of data) 	
<p><u>Services Tab</u></p> <ul style="list-style-type: none"> € Accommodations (general and testing accommodations are listed, location is typically Public Day School, indicate instructional setting and amount of time, supported by data in needs section of PLAAFP) 	

<ul style="list-style-type: none"> € Special Education Services (select appropriate eligibility, location is typically Public Day School, instructional setting(if the service is provided on a regular basis in both general and special education environments then service must entered twice, amount of time, frequency, frequency unit, begin dates, end dates; provide a service for all disabilities) € Related services (must answer “is or is not” in need of; if needed complete accordingly. If speech is identified as a primary, secondary or tertiary disability then it is NOT a related service and must be addressed under the Services section of the IEP with SLI selected for those services). € Transportation (checked Y or N for need of special transportation; complete medical & vehicle needs if Y) 	
<p><u>Supplementary Aids & ESY</u></p> <ul style="list-style-type: none"> € Program supports for school personnel (select from the dropdown menu) € Program modifications and/or supports for school personnel (service description, location, frequency/amount of time, date of initiation, and duration of service) € Team considered the need for ESY(select from one of the three dropdowns) € ESY Justification € <input type="checkbox"/> Transportation (checked Y or N for need of special transportation; complete medical & vehicle needs if Y) 	
<p><u>Testing</u></p> <ul style="list-style-type: none"> € Participation in the state accountability/assessment system(yes or no) € Participation in an alternate assessment (yes or no; if yes, answer the three questions) € Selected statewide assessments with appropriate accommodations checked (explanation of non-participation if applicable) € Selected division-wide assessments with appropriate accommodations checked (explanation of non-participation if applicable) 	
<p><u>Least Restrictive Environment</u></p> <ul style="list-style-type: none"> € Select the setting as appropriate € Progress in the general curriculum is impacted by the disability textbox completed € Explain to what extent the student will not participate with non-disabled peers in academic and non-academic environments textbox completed 	
<p><u>Prior Written Notice</u></p> <ul style="list-style-type: none"> € PWN is provided to ensure that parents understand and are informed about changes to the student’s education program. It is the responsibility of the NPS Representative and case manager to provide sufficient information to describe what was agreed to (proposed) or denied (refused) at the meeting. The PWN can <u>NOT</u> be completed prior to the meeting, as it serves as a summary of the decisions that were made by the team during the meeting. € Enter the case manager’s initials in the procedural safeguards box 	

€ Save, Validate, and Finalize	
<u>Parent Statement</u> € leave blank for DRAFT - not completed until meeting € Print preview the document and provide to the parent/guardian/adult student for consent	
<u>Medicaid</u> € Print preview the document and provide to the parent/guardian/adult student for consent € Use dropdown menu for parent selection	
<u>Attachments</u> € All attachments clearly labeled and attached to the process (i.e., signed cover, parent statement, Medicaid, and Ad Hoc Documents)	
<u>Annual Process</u> € Validate and Finalize	
<u>Comments</u>	

APPENDIX D: Case Manager Responsibilities

Case Manager Responsibilities

The IEP case manager has the responsibility of coordinating the student's educational program and must be familiar with all IEP requirements.

Students who qualify for special education services shall receive the services from a special education teacher. As appropriate, general education qualified personnel who are knowledgeable about students with disabilities and their special education program are required to implement special education services in collaboration with the special education personnel. All staff involved in the IEP process must be familiar with the procedural safeguards that govern IEP development and implementation.

By law, the IEP must be:

- Developed by a properly composed IEP team;
- Developed within 30 calendar days of an initial determination of eligibility for special education;
- Developed within 30 calendar days of a Reevaluation that requires a change in the student's educational program;
- Reviewed at least annually;
- In effect before special education and related services are provided;
In effect prior to the first day of school each year; and
- Amended prior to any changes in the student's level of service or placement by a properly composed IEP team.

Case managers must:

- Ensure the parent/guardian/adult student is invited to every IEP meeting and afforded the opportunity to participate;
- Schedule the meeting at a mutually agreed upon time and place allowing the parents/guardians/adult student sufficient time to make arrangements to attend the meeting;
- Provide written notice of the meeting to the parents;
- Provide written notice of the meeting to the student, if appropriate;

- Provide a copy of the Parental Rights and Procedural Safeguards for Special Education at least annually (usually at the initial or Annual Review IEP meeting) or whenever the parent(s)/guardian/adult student requests a copy.
 - A copy of the procedural safeguards available to the parent(s)/guardian of a student with a disability or adult student must be given to the parent(s)/guardian or adult student by NPS only one time a school year, except that a copy must be given to the parent(s)/guardian or adult student upon:
 - Initial referral for/or parent request for evaluation
 - If the parent requests an additional copy
 - Receipt of the first state complaint during a school year
 - Receipt of the first request for a due process hearing during a school year; and
 - On the date on which the decision is made to make a disciplinary removal that constitutes a change in placement because of a violation of a code of student conduct.
- Document efforts to ensure parents' participation;
- Conduct an annual review of the IEP;
- Schedule Reevaluation (SEC) meetings;
- Collaborate with all service providers and the general education teacher(s);
- Ensure the IEP is accessible to each general and special education teacher, as well as, related service personnel and other providers who are responsible for implementing the IEP;
- Collect data on each goal, record progress on the IEP at each interim, and provide a printed copy to parents at each interim (8 times per year);
- Communicate with and ensure general education teachers are aware of and understand the student's instructional and testing accommodations;
- Ensure all accommodations are implemented in the classroom daily;
- Provide testing information and accommodations to the school test chairperson;
- Communicate testing accommodations to examiners, test chairs, and administrators prior to testing schedules; and
- Organize the student's permanent scholastic record according to NPS guidelines.

A copy of the IEP must be filed in the student's permanent scholastic record and a copy must be given to the parent/guardian/adult student. A copy of the student's annual goals, accommodations, and/or an IEP at a Glance form must be provided to the general education teacher. This shared information must be documented. Further, special education teachers must communicate with and ensure the general education teacher(s) understands each student's annual goals. It is the responsibility of the IEP case manager to notify all related service providers that an IEP meeting was held and that all updated information is available in Synergy SE.

Additional Responsibilities

The case manager must plan in advance for the unique needs of the parents to ensure full participation in the IEP meeting (e.g. arranging for an interpreter for parents/guardians with a hearing impairment, arranging for an interpreter who speaks the native language of the parents/guardians).

IEP at a Glance

Case managers are required to complete an IEP at a glance for each student on their caseload at the beginning of the year and at each subsequent IEP meeting where changes are made. After a change in the IEP, the IEP at a glance should be updated and distributed within 24 hours of consent. It should be distributed by the case manager to relevant personnel. This can include, but is not limited to general education teachers, special education teachers, resource teachers, paraprofessionals, etc. For clarification in developing the IEP at a glance document, please reference the IEP at a Glance Guidance Document below.

Guidance Document for Student IEP at a Glance

All school personnel who provide instruction, services, and support to a student with a disability must be informed of the provisions outlined in the student's Individual Education Program (IEP). The IEP at a Glance is an abbreviated version of the IEP that shall be distributed by the special education case manager. This CONFIDENTIAL document should be distributed at least:

- Prior to the school year**
- Within 24 hours after consent is granted for an Annual Review or amended IEP**
- Whenever a new school personnel provides support to the student**

The school personnel must acknowledge receipt of the IEP at a Glance via email. The special education case managers must save the returned email for their records.

All boxes must be completed unless noted "if applicable". The following pages are available if needed for additional goals and accommodations.

Review of Student's IEP – This information is CONFIDENTIAL

Student and Case Manager Information
<ul style="list-style-type: none"> ● Please use the student's full name and identify all disability categories in order of primary, secondary, etc.
Pertinent Medical Information (if applicable)
<ul style="list-style-type: none"> ● List all conditions indicated "Yes" on the IEP and other noted information. ● Document if a student has a Chronic Health Care Plan on file with the nurse or has a medical condition requiring a PRN as needed (epipen, inhaler, etc.).
Student's strengths and needs from the Present Level of Academic Achievement and Functional Performance (PLAAPF)
<ul style="list-style-type: none"> ● Document student's academic and behavioral strengths to include learning characteristics. ● Document the student's needs as it impacts his/her learning.
Accommodations
<ul style="list-style-type: none"> ● List both the accommodation as well as the setting. ● Is the accommodation instructional, testing, or instructional and testing? ● If all accommodations cannot be listed in this area, please click "check here" and document the accommodations on the following pages.
Areas of Specially Designed Instruction (SDI) including Related Services
<ul style="list-style-type: none"> ● List all areas of specially designed instruction (Ex. Reading Decoding, Math, Work Habits, etc.). ● Include all related services the student may receive (Ex. OT, PT, Speech, HI, VI, AT, APE). ● Document the service minutes for all areas (Ex. Reading Decoding – 30 min/daily).
Motivators / Positive Reinforcement
<ul style="list-style-type: none"> ● Identify positive reinforcements that motivate the student.
IEP Goals
<ul style="list-style-type: none"> ● List ALL IEP goals. ● Include short term objectives if applicable. ● Identify the type of data and frequency of collection for each goal. ● If more space is needed to ensure all goals are listed, please record the goals in the "Additional Accommodation" section of the form. <p>IF ALL IEP GOALS (AND SHORT TERM OBJECTIVES) CANNOT BE ADDRESSED IN THE VIRTUAL PLATFORM, AN IMMEDIATE IEP MEETING IS REQUIRED TO DISCUSS WHICH GOALS (AND SHORT TERM OBJECTIVES) CAN BE ADDRESSED VIRTUALLY. GOALS THAT CANNOT BE IMPLEMENTED IN THE VIRTUAL SETTING ARE NOT TO BE REMOVED FROM THE IEP, BUT DISCUSSED AND DOCUMENTED IN THE PRIOR WRITTEN NOTICE (PWN) AND LEAST RESTRICTIVE ENVIRONMENT (LRE).</p>
Additional Relevant Information (safety protocols, behavior support plans, transportation, etc.)
<ul style="list-style-type: none"> ● Use this box to outline unique circumstances for the student. Examples include but are not limited to: safety protocols or safety devices, any existing behavior support plans (BIP), special transportation needs, etc.
Additional Accommodations
<ul style="list-style-type: none"> ● Use this space for additional accommodations that could not be listed in the previous section.
Additional IEP Goals
<ul style="list-style-type: none"> ● Use this space for additional IEP goals and objectives, if applicable that could not be listed in the previous section.
Statement of Receipt and Acknowledgement
<ul style="list-style-type: none"> ● Email the IEP at a Glance to the student's teachers.

- Save a copy of the sent email to your records for each student.

STUDENT IEP AT A GLANCE

Review of Student's IEP – This information is CONFIDENTIAL

Student's Name	Grade	Student ID	Case Manager	Disability Category

IEP Review

Student Strengths (from the PLAAF)	Student Needs (from the PLAAF)
Accommodations	
Accommodation	Setting: Instructional/Testing
<input type="checkbox"/> CHECK HERE IF ADDITIONAL ACCOMMODATIONS ON PAGE BELOW.	
Areas of Specially Designed Instruction (Include Related Services)	
Motivators / Positive Reinforcement	

IEP Goals		
Goals	Bulleted Short-term objectives	Data Collection Monitoring Plan
		<input type="checkbox"/> Type: <input type="checkbox"/> Who: Case Manager, Teacher <input type="checkbox"/> Frequency: <input type="checkbox"/> Where:
		<input type="checkbox"/> Type: <input type="checkbox"/> Who: Case Manager, Teacher <input type="checkbox"/> Frequency: <input type="checkbox"/> Where:
		<input type="checkbox"/> Type: <input type="checkbox"/> Who: Case Manager, Teacher <input type="checkbox"/> Frequency: <input type="checkbox"/> Where:
		<input type="checkbox"/> Type:

This IEP at a Glance document is a confidential document and should remain private at all times. Do not discuss or share the contents of this document as it is intended only for the use of the individual to which it was provided.

		<input type="checkbox"/> Who: Case Manager, Teacher <input type="checkbox"/> Frequency: Where:
		<input type="checkbox"/> Type: <input type="checkbox"/> Who: Case Manager, Teacher <input type="checkbox"/> Frequency: <input type="checkbox"/> Where:

IEP Goals		
Goals	Bulleted Short-term objectives	Data Collection Monitoring Plan
		<input type="checkbox"/> Type: <input type="checkbox"/> Who: Case Manager, Teacher <input type="checkbox"/> Frequency: <input type="checkbox"/> Where:
		<input type="checkbox"/> Type: <input type="checkbox"/> Who: Case Manager, Teacher <input type="checkbox"/> Frequency: <input type="checkbox"/> Where:
		<input type="checkbox"/> Type: <input type="checkbox"/> Who: Case Manager, Teacher <input type="checkbox"/> Frequency: Where:
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		<input type="checkbox"/> Type: <input type="checkbox"/> Who: Case Manager, Teacher <input type="checkbox"/> Frequency: <input type="checkbox"/> Where:
		<input type="checkbox"/> Type: <input type="checkbox"/> Who: Case Manager, Teacher

This IEP at a Glance document is a confidential document and should remain private at all times. Do not discuss or share the contents of this document as it is intended only for the use of the individual to which it was provided.

APPENDIX E: Procedures for Documenting VI and HI Services

For a student identified with a Visual Impairment and/or Hearing Impairment, the IEP team must ensure they document the specific level of support the student will require in order to receive a Free Appropriate Public Education. IEP team must follow the following technical procedures for documentation of these services:

- For a student identified with a Visual Impairment and the IEP team determines the student requires the services of a one-to-one paraprofessional, this service must be indicated under Supplemental Aids and Services and documented on the Prior Written Notice for the IEP.
- For a student identified with a Hearing Impairment and the IEP team determines the student requires the services of an educational interpreter, this service must be indicated under Supplemental Aids and Services and documented on the Prior Written Notice for the IEP.
- For a student identified with a Hearing Impairment and the IEP team determines the student requires sign language will be taught to the parent/guardian, this service must be indicated under Supplemental Aids and Services and documented on the Prior Written Notice for the IEP.

APPENDIX F: Procedures for Related Services

Some students with disabilities (aged two to 21) may require additional supports, beyond the specially designed instruction and accommodations related to their identifying disability(ies) to participation in their least restrictive learning placement and ensure FAPE. For these students, IEP teams will need to follow the following procedures to assist in determining if the student requires a related service(s).

Procedures for Adapted Physical Education (APE)

- Conduct an IEP meeting to discuss the significant difficulties in the current placement. Document the interventions, strategies, and outcomes. Obtain a **Permission to Evaluate** and select “Observation” and “Gross Motor”. From under the “Ad Hoc Documents” tab, generate the **Print Only Adapted Physical Education Referral (NPSVA 9005)** and complete the first three sections. Ensure this information is documented in the Prior Written Notice (PWN) along with pertinent discussion related to the referral.
- Scan and send electronic copies of the **Permission to Evaluate, Adapted Physical Education Referral (NPSVA 9005)**, and **Prior Written Notice** to the Adapted Physical Education Teacher Specialist. The Case Manager should contact the APE Teacher Specialist at (757) 852-4676 extension 3448 for the specific email to send the documents. The email must be sent within 24 hours of the meeting to ensure the evaluator is able to complete the observation and evaluations within the 65-business day timeline.
- After completion of the observation and evaluation, conduct a follow up IEP meeting to discuss the observation and evaluation and consider the need for APE as a related service. The IEP team **must** include the APE evaluator in the meeting.

Procedures for Accessible Instructional Materials (AIMs)

- Conduct an IEP meeting to discuss the significant difficulties in the current placement. Document the interventions, strategies, and outcomes. If the team requires additional information to make a comprehensive decision, the IEP Case Manager should contact the designated Digital Rights Manager (DRM) in the building to discuss available options. The IEP team must document on the **Special Considerations** page of the IEP **under Accessible Instructional Materials** section, the option **More information is needed: The IEP team discussed the need for accessible materials and agreed that additional information is needed to make a comprehensive decision on accessible instructional materials for Antonio. The IEP Case Manager should contact the designated Digital Rights Manager (DRM) in the building to discuss available options. An amendment will be completed following collection of additional information** is selected. Ensure this

information is documented in the Prior Written Notice (PWN) along with pertinent discussion related to the consideration of AIM-VA.

- Once the IEP Case Manager has contacted the School's DRM, an amendment meeting must be held and the School's DRM **must** be include in the IEP meeting where Accessible Instructional Materials are being considered. From under the "Ad Hoc Documents" tab, generate the **AIM-VA Eligibility Form (NPS AIM-VA)**. The IEP team must review the eligibility requirements and determine if the student meets any or all of the requirements to receive AIM-VA. Ensure this information is documented in the Prior Written Notice (PWN) along with pertinent discussion related to the referral. The IEP team must document on the **Special Considerations** page of the IEP **under Accessible Instructional Materials** section, the team must select either a No or Yes statement.

Procedures Occupational Therapy (OT)

- Conduct an IEP meeting to discuss student progress with current supports and IEP. Document the interventions, strategies, and outcomes. Obtain a **Parent/Guardian Permission to Evaluate** and select "Fine Motor". From under the "Ad Hoc Documents" tab, generate the **Print Only Occupational Therapy Referral (NPSVA 9006)** and complete the entire document – specifically those areas that are impacting the student. Ensure this information is documented in the Prior Written Notice (PWN) along with pertinent discussion related to the referral.
- Send the **Parent/Guardian Permission to Evaluate, Print Only Occupational Therapy Referral (NPSVA 9006)**, and **Prior Written Notice** to otpt_referrals@nps.k12.va.us. The email must be sent within 24 hours of the meeting to ensure the evaluator is able to complete the observation and evaluations within the 65-business day timeline.
- After completion of the evaluation, conduct a follow up IEP meeting to discuss the evaluation and consider the need for OT as a related service. The IEP team **must** include the Occupational Therapist in the meeting.

Procedures for Physical Therapy (PT)

- Conduct an IEP meeting to discuss the student progress with current supports and IEP. Document the interventions, strategies, and outcomes. Obtain a **Parent/Guardian Permission to Evaluate** and select "Gross Motor". From under the "Ad Hoc Documents" tab, generate the **Print Only Physical Therapy Referral (NPSVA 9007)** and complete the entire document – specifically those areas that are impacting the student. Ensure this information is documented in the Prior Written Notice (PWN) along with pertinent discussion related to the referral.
- Send the **Parent/Guardian Permission to Evaluate, Print Only Physical Therapy Referral (NPSVA 9007)**, and **Prior Written Notice** to otpt_referrals@nps.k12.va.us. The email

must be sent within 24 hours of the meeting to ensure the evaluator is able to complete the observation and evaluations within the 65-business day timeline.

- After completion of the evaluation, conduct a follow up IEP meeting to discuss the evaluation and consider the need for PT as a related service. The IEP team **must** include the Physical Therapist in the meeting.

Procedures for Speech/Language Therapy (SLT) as a Related Service

- Conduct an IEP meeting, which includes the speech language pathologist, to discuss speech and language concerns in the current educational setting. Document the interventions, strategies, and outcomes. If deemed necessary, obtain a **Parent/Guardian Permission to Evaluate** and select at a minimum “Observation”, “Speech/Language Assessment”, and “Other”. Under “Other” please indicate “Speech and Language Educational Checklist”. From under the “Ad Hoc Documents” tab, generate the **Print Only Speech and Language Educational Checklist (NPSVA 9011, 9012, or 9013 - according to grade level)** and collaborate with the classroom teacher to complete the entire document – emphasizing the areas that are impacting the student. Ensure this information is documented in the Prior Written Notice (PWN) along with pertinent discussion related to the referral.
- After completion of the speech and language evaluation, conduct a follow up IEP meeting to discuss the evaluation findings and consider the need for SLT as a related service. The IEP team **must** include the Speech/Language Pathologist in the meeting to interpret and discuss assessment results.

Procedures Assistive Technology (AT)

- Conduct an IEP meeting to discuss the significant difficulties in the current placement that may warrant the need for an AT evaluation. Document the interventions, strategies, and outcomes. If an AT evaluation is warranted, on the **Special Considerations** page of the IEP under the **Assistive Technology** section select the option for **An AT evaluation is requested (SETT Form is required)** in the drop down box.
- During the IEP meeting, complete the **Assistive Technology SETT Referral** form and obtain parental consent for the evaluation. Consent is not obtained if only noted in the Prior Written Notice (PWN).
- Send the **Assistive Technology SETT Referral which includes Parent/Guardian Permission to Evaluate, the current IEP, student work samples, and the Prior Written Notice** to the Assistance Technology Team at ATTeam@nps.k12.va.us or place in the pony to Special Education Annex at Rosemont. The email must be sent, or pony envelope received, within 24 hours of the meeting to ensure the evaluator is able to complete the observation and evaluations within the 65-business day timeline.

- After completion of the AT evaluation, conduct a follow up IEP meeting to discuss the observation and evaluation and consider the need for AT as a related service. The IEP team **must** include the AT Specialist in the meeting.

APPENDIX G: Collaboration with Private Therapists

How Private Therapists and Special Educators Can Work Together

If you have chosen to pursue private therapy for your child such as speech therapy, ABA therapy, occupational therapy, physical therapy, etc., we encourage your therapist to collaborate with our teachers in the following ways:

- o Teachers and private therapists can communicate to discuss progress notes/goals and share effective strategies
 - It is up to each professional to determine if relevant information is applicable to their setting
 - Communication can occur only after a signed release of information has been obtained
 - Acceptable types of communication: email/phone call/fax
- o Therapist participation in meetings (by parent invitation only)
 - To gather information to align private therapy with school-based goals
 - To answer questions about outside services, if asked
 - To provide information about how the child is generalizing skills
- o NPS may arrange a visit for a therapist to come and observe the classroom setting for ideas to support private therapy with school-based goals
 - Observation must be scheduled ahead of time with the classroom teacher
 - An NPS teacher specialist must be present during scheduled observation
 - Parent permission via release of information must be obtained
- o Therapy services CANNOT be provided during school-based instructional school day
 - o School-based specially designed instruction is guided by federal law and service time written in an IEP; outside therapies must not take away time from school services
 - o Parent can choose to pick-up preschool students early from school to access therapy (or drop-off late to school); these are excused absences
- o Scheduling outside services around school day takes careful consideration
 - o NPS offers AM/PM classes based on age, IEP services, and availability
 - o When a parent requests to switch a student from AM to PM or vice versa in order to accommodate a therapy schedule, it can cause regression due to changes in the student's schedule with new teacher/classmates/routines/etc.
 - o Changes of session can never be guaranteed, and we ask that you consider such requests carefully

APPENDIX H: Guidance for More Restrictive Placements

Guidance for More Restrictive Placements

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This guidance document is intended to support the IEP process and practice when determining the educational placement of a student with a disability. To the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are not disabled. In considering the continuum of placements, the least restrictive environment (LRE) for some students may require removal from the general educational environment due to the nature or severity of the disability is such that education in the general classroom with the use of supplementary aids and services cannot be satisfactorily achieved.

Procedures for the Public-School District-Wide Program

- Conduct an IEP meeting to discuss the significant difficulties in the current placement. Document the interventions, strategies, and outcomes. Obtain a Permission to Evaluate and select “Observation”. Ensure this information is documented in the Prior Written Notice (PWN)
- Send an email to your school’s Senior Coordinator and include the student number and overview of the request. This email must be sent within 24 hours of the meeting.
- An acknowledgement email should be received within 48 hours with the projected date of the observation. If a follow up email is not received within 48 hours, call Learning Support at 757-628-3950 with the verbal information that was forwarded in the email.
- After completion of the observation, conduct another IEP meeting to discuss the observation, LRE, and placement. Other provisions may be warranted as determined by the IEP team. IEP team. The team must include a Specialist of Learning Support.

Procedures for the Public-School Site-Based Program

- Conduct an IEP meeting to discuss the significant difficulties in the current placement. Document the interventions, strategies, and outcomes. Obtain a Permission to Evaluate and select “Observation”. Ensure this information is documented in the Prior Written Notice (PWN)
- Send an email to your school’s Senior Coordinator and include the student number and overview of the request. This email must be sent within 24 hours of the meeting.
- An acknowledgement email should be received within 48 hours with the projected date of the observation. If a follow up email is not received within 48 hours, call Learning Support at 757-628-3950 with the verbal information that was forwarded in the email.

- After completion of the observation, conduct another IEP meeting to discuss the observation, LRE, and placement. Other provisions may be warranted as determined by the IEP team. The team must include a Specialist of Learning Support.

Procedures for Public Separate School

- Conduct an IEP meeting to discuss the significant difficulties in the current placement. Document the interventions strategies, and outcomes. Complete the SECEP request form and select “Observation” on the obtained Permission to Evaluate form. Also, obtain consent for the Consent to Exchange Information. Ensure this information is documented in the Prior Written Notice (PWN).
- Forward the completed documents via email to the school’s Senior Coordinator. This email must be sent within 24 hours of the meeting.
- An acknowledgement email should be received within 48 hours. If a follow-up email is not received within 48 hours, call Learning Support at 757-628-3950 with the verbal information that was forwarded in the email.
- A representative of SECEP (or liaison) will conduct an observation and provide feedback to the IEP team. An IEP meeting, including the Learning Support Specialist or Sr. Coordinator/Administrator, should be held immediately following the feedback.
- If the IEP team determines that a more restrictive setting placement to SECEP is required to ensure a free and appropriate public education (FAPE), the SECEP packet must be completed and forwarded to the school’s Specialist within 3 business days.

Procedures for the Private Day, Private Residential, and Public Residential

- Conduct an IEP meeting to discuss the significant difficulties in the current placement. Document the interventions, strategies, and outcomes. Select “Observation” on the Permission to Evaluate form and obtain parental consent. Also complete the Consent to Exchange Information form and obtain the required signature. Ensure this information is documented in the Prior Written Notice (PWN).
- Send an email to your school’s Senior Coordinator and include the student number for the request. This email must be sent within 24 hours of the meeting.
- A response acknowledging receipt of the email should be received within 48 hours. If a follow up email is not received within 48 hours, call Learning Support at 757-628-3950 with the verbal information that was forwarded in the email.
- A representative of the Private Day School (or liaison) will conduct an observation and provide feedback to the IEP team. This feedback will include whether the student is accepted to the facility.
- An IEP team meeting, including Learning Support Specialist or Senior Coordinator/Administrator, should be held immediately following the feedback. A representative of the proposed private school or facility attends the meeting. If the

representative cannot attend, other methods must be explored to ensure participation by private school or facility, including individual or conference telephone calls.

- If the IEP team determines that a more restrictive setting placement to a Private Day School is required to ensure a free and appropriate public education (FAPE), the Family Assessment and Planning Team (FAPT) Packet must be completed and forwarded to the school's Specialist within 3 business days. (The packet checklist and other required documents will be provided by the Learning Support personnel.)

Procedures for Homebound Instruction

- The school's liaison will be contacted upon approval or denial of the Medical Application for Homebound services. (If the application is denied, no further actions will be required.)
- The case manager will conduct an IEP meeting upon approval to discuss the type and amount of services, goals, and change of placement.
- The case manager must notify the Homebound Specialist of Learning Support via email once parental consent for the proposed IEP changes has been obtained.
- The Homebound Specialist will notify the school's liaison regarding the homebound assignment.
- The case manager must consult with the assigned homebound teacher and any other professionals at least quarterly to plan for the student's educational needs and ultimate return to school.

Procedures for Homebased Instruction

- When conducting the meeting to discuss a more restrictive setting, the IEP team may consider if homebased services, not to exceed 10 school days, are required pending placement.
- If the team determines the services are needed, service amount and placement must be included in the service delivery section of the IEP and a Homebased referral form must be completed.
- The case manager must submit the completed form and a copy of the IEP within 24 hours of the meeting.

APPENDIX I: Overview of Homebound

Overview of Homebound Instruction

Norfolk Public Schools (NPS) may provide homebound instructional services to **enrolled** NPS students when a documented medical condition prohibits the student from daily attendance in school. Homebound instruction is **not** a special education placement to be confused with *homebased* instruction. Homebound instruction means academic instruction provided to a student who is **confined at home or in a healthcare facility for periods that would prevent normal school attendance** based upon certification of need by a licensed physician, licensed clinical psychologist, or psychiatrist.

Medical homebound instructional services are available to eligible students whose documented medical needs (physical or psychiatric) prevents regular school attendance; or it is anticipated that s/he will be absent for a specific period of time exceeding fifteen or more consecutive days (or three weeks) of school; this proclamation includes students who are pregnant.

Homebound instruction is not intended, nor can it be construed, as a method of delivering a full curriculum and may not provide sufficient grades/credits for promotion. Homebound instruction is intended to provide continuity of educational services between the classroom and the home setting for students whose medical needs, both physical and psychiatric, do not allow for regular school attendance during the regular calendar school year. Homebound instruction is temporary in nature and has the goal of facilitating the student's return to school within a specific period of time. Homebound instructional services are not a guarantee that the student will progress in the academic program.

Homebound instruction is **not** intended to replace regular school services or to be used as an intervention tool. All homebound applications have to be renewed each school year. If there is a new need for homebound services or if the need continues, a new application can be submitted no more than 30 days prior to the first day of school.

Homebound Program Procedures & Eligibility

To be considered for homebound services, the student **must** be actively enrolled (not withdrawn) in a Norfolk Public School. The parent/legal guardian (referred as parent for the remainder of this document) or adult student (18 or older) may request homebound services. Prior to requesting homebound services, the parent or adult student should explore options for school-based instruction with school personnel.

The school staff shall provide the parent with the homebound application *Parent Request for Homebound Instructional Services*, when requested or is seen as a need by school personnel. The parent is responsible for completing the application packet with the appropriate and

necessary signatures. The initial application is a five-page packet (Includes Part I-A, Part I-B, and Part II). Part III is for extension purposes only.

- **Part I-A Parent Consent** – to exchange information, parent signature is needed
- **Part I-B Medical Certification of Need** – signed by the treating, licensed physician or licensed psychologist/psychiatrist
- **Part II School Recommendation for Homebound Instructional Services** – signed by an administrator or the homebound liaison
- **Part III Medical Certification of Need, Physician Extension Request** – This is required if more time is needed after the nine weeks. This must be completed and submitted no more than **30 days prior** to the current expiration date and **no later than 5 school days after the current expiration date**. If the required deadline is not met, the parent must restart the homebound process and a **new** homebound application will be required.

Partial and incomplete forms will be returned to the student’s school of record for completion.

The doctor’s statement on the *Medical Certification of Need* (initial or extension) is necessary, but not a sufficient reason, to approve homebound instruction. Final determination of eligibility for homebound instruction is the responsibility of the Homebound Program Office. Alternate methods/strategies of delivering instruction may be considered as an option. The determination of eligibility is based on evidence in the **Parent Request for Homebound Instructional Services**, other medical records (when necessary and appropriate), school attendance records, and other requested documentation. The Homebound Program Specialist and Program Administrator may call upon other professionals to consult regarding issues of eligibility, if deemed necessary.

The parent or the school will then forward the completed and entire homebound application (Parts I and II, Part III is for extensions **only** after approval of initial services) to the Homebound Program Specialist via email, fax, or in person at the Central Administration Building.

Students with Disabilities and Homebound Instruction

Homebound instruction is not the same as Home-based instruction; homebound is not a special education placement. If homebound services are requested for students receiving special education services, the homebound application **must first be received and approved**. Once a student with a disability is approved for homebound instructional services, the Homebound Program Specialist will contact the student’s case manager and the administrator/homebound liaison via email with notification of service eligibility.

The case manager is responsible for convening an amendment Individual Education Program (IEP) meeting to discuss the type and amount of services with the IEP team pursuant to the

Individuals with Disabilities Education Act (IDEA) that is required. The IEP team will consider the recommendation(s) from the Homebound Program Specialist, parent, student (if appropriate) and physician(s) in respect to the medical diagnoses and its impact (as needed) in the adjustment of goals, accommodations, modifications and changes of location where the student receives his/her service(s). The student's IEP must be amended with parental consent to reflect these changes **prior** to the initiation of homebound services. The case manager will notify the Homebound Office, via email, once the IEP meeting has been held and include the attachment of the signed IEP and Prior Written Notice (PWN).

Upon initiation of services, the case manager will provide the homebound instructor with the IEP and/or IEP at a glance document. **Throughout the implementation of homebound services, the case manager and classroom teacher(s) shall consult and collaborate with the assigned homebound instructor(s) and provide assignments, assessments and other information as requested by the homebound instructor.**

To ensure instructional continuity, the classroom teacher(s), the case manager and the homebound instructor(s) are **required** to maintain on-going communication regarding curricular content, assignments, quizzes, test and final exams. All students receiving homebound instruction are required to take district assessments, classroom assessments and SOL's as their classroom peers. It is the responsibility of the student's academic advisor and/or case manager to inform the homebound instructor of the district and SOL assessment(s) testing dates for the student receiving homebound instruction.

The case manager remains responsible for any and all IEP meetings during the homebound services and communicating state assessment requirements to the assigned homebound instructor(s) and the Department of Assessment, Research and Accountability.

Homebound instruction is not to be confused with "Instruction Conducted in the Home", which is included in the definition of special education located in the federal regulations (34 CFR §300.39(a)(i)) and is recognized as a placement option on the continuum of alternative placements for students with disabilities (34 CFR §300.1)

Initiation and Extent of Services

Once the completed application has been submitted, eligibility for services has been determined and **if** approved, a homebound instructor will be assigned; typically, within five (5) school days after the homebound approval. When administrative processing (including finding/assigning instructors) delays the initiation of homebound services, the delay should be documented and explained to the parent. For students with an IEP, the IEP team must review and determine whether compensatory services are warranted. Students without an IEP will be reviewed by the Homebound Program Specialist, and the supervising homebound senior coordinator for compensatory services, if needed.

Per Virginia Department of Education (VDOE), prior to requesting homebound services, the parent should explore options for school-based instruction as much as possible. Homebound instructional services are **temporary** and should be used as a last resort (in certain situations on a case by case basis) after all other options and/or alternative schedules (e.g. half days, work packets, etc.) have been exhausted. Schools are responsible for providing accommodations for students whose medical needs can be met by the school, so the student can remain in school. This is based upon the premise that academic instruction should take place in school as much as possible. Homebound instructional services are not a guarantee that the student will progress in the academic program or earn credits needed for graduation.

Eligible students may be approved for up to nine weeks (or 45 school days) of homebound instruction based upon the medical and/or mental health recommendations of the treating, licensed doctor and other eligibility criteria. Extension of services beyond the nine weeks requires the submission of the **Medical Certification of Need, Extension Request Form (Part III)**, available from the Homebound Office or through the assigned homebound instructor. The Homebound Program Specialist will review the new information and determine if the student continues to be eligible for homebound services. Services for students who are receiving intermittent services are for the entire school year and usually do not require an extension of services. **Any potential academic extensions beyond the regular school year will be at the sole discretion of the Homebound Program Specialist and Program Administrator.**

Provision of Services

Homebound services **shall not** be rendered until the homebound application has been received, reviewed and approved by the Homebound Program Specialist or his/her designee. Should the student's medical and/or psychiatric condition preclude his/her continued attendance at school before the approval of services, the student's academic advisor is responsible for obtaining assignments from the teacher(s) and forwarding them to the parent until homebound services can begin. When eligibility is determined, the schools administrator(s) and/or homebound liaison, school counselor/academic advisor, Student Data Specialist (SDS), and teacher(s) will receive a confirmation of eligibility (via email) from the Homebound Program Specialist, to include the beginning and ending dates, courses covered and instructional services provided.

Title IX and Pregnancy

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex, including pregnancy and parental status, in educational programs and activities. Any entity and all schools receiving federal funds must comply with Title IX. Administrators shall make the teachers and staff aware of the implications and stipulations of the Title IX requirements.

Title IX requires a school to provide the same special services (including homebound services) to pregnant students that it provides to a student with a temporary medical condition; this also includes complications from pregnancy. Schools must ensure that the policies and practices of

individual teachers do not discriminate against pregnant students. Teachers must allow a student to submit work after a deadline that she missed because of absences due to pregnancy or childbirth. The student will be allowed to be reinstated to the status she had before the medical absence. A student who is absent due to pregnancy and/or related conditions, including recovery from childbirth, will be excused for as long as the doctor recommends to be medically necessary.

Mental Health Diagnoses

When a student with a documented mental health diagnosis applies for homebound services, whether an initial or extension request, the application must include, in writing, an ongoing treatment plan and a suggested transition/reintegration plan for returning the student back to school. This plan should be written in collaboration with the parent, the student (to the extent possible and if appropriate) and the doctor. The finalized transition/reintegration plan will be completed with the Homebound Program Specialist, the building administrator/homebound liaison, the parent, the student (to the extent possible and if appropriate) and other essential personnel with consideration given to the medical condition and the doctor's recommendation(s).

The homebound student is maintained on the class roster for the classes in which s/he is enrolled and receiving homebound instruction. The academic advisor and Homebound Program Specialist will determine which classes **not** receiving instruction can be dropped from the student's schedule.

The SDS will be responsible for marking the student as receiving **Homebound** to ensure the student's attendance is correct. Students receiving homebound instruction are recorded as **absent** by his/her classroom teacher(s) and the SDS will reconcile daily/period attendance to Homebound with an **H** per the instructional services email dates.

Homebound instruction provides the same curriculum, texts, materials and tests as in the regular classroom(s). Students receiving homebound instructional services should be provided content-rich and core-concept driven assignments and activities. Students receiving homebound instruction, in most cases, can complete one-third to the maximum of one-half of the number of assignments that their school-attending peers complete. Assignments provided to the homebound student should be graded while assignments **not** provided to the homebound student should be **exempted**.

Assignments not provided to the student receiving homebound instructional services should **not** be included in the gradebook as zeros. The classroom teacher and case manager in consultation with the homebound instructor, is responsible for assigning all grades, including the work completed during homebound instruction. This assures that all students in the class are graded with the same rigorous standards. **It is the responsibility of the student's teacher-of-record to notify the homebound instructor of required District Benchmark**

Assessment (DBA) testing dates, materials and student sign in information. Homebound students are required to take DBAs just as all other NPS students. Homebound students' DBA testing window will be slightly different than students attending school. Please contact the Homebound Program Specialist for specifics. Appeals of grades are made to the building principal.

Hours of Homebound Instruction

The Commonwealth of Virginia and VDOE have established recommended hours for homebound instruction; however, these hours may be increased or decreased based upon individual student needs. The student's academic programming and medical needs should be carefully considered when establishing a program of homebound instructional services. The number of courses that can be taken through homebound instruction must not exceed the number of courses or hours per course the student would take while attending school.

Students taking courses through the on-line homebound services delivery system will be required to attend each enrolled class for no less than 90 minutes per day per course (when enrolled in three or less course; four or more courses will have a requirement of 60 minutes per day per course) during each regularly scheduled school day as outlined in the official NPS school calendar. This 60 minute and 90 minute time minimum may not be sufficient time to complete all course requirements. Students should work closely with their assigned instructor to determine sufficient hours needed to complete the course during the given time allowed.

The table below shows the minimum guidelines (per VDOE) of hours for homebound instruction:

Grade Level	Hours of Instruction*	Subjects
K – 5	1 hour per day	This will be individualized for each student. Core academic subject(s) times are divided between subject matter. The hours of instruction will not exceed and/or may not be equivalent to what a student would receive in a regular classroom.
6 – 8	8 hours per week	
9 – 12 and Graduating Seniors	2 hours per core academic subject per week	

*Instructional hours may vary as appropriate for individual student needs and specific program details (on-line versus face-to-face).

Course Offerings

Core academic courses are provided by licensed teachers, per VDOE, and elective courses may not be available through Homebound Services. Upper level, Honors, and Advanced Placement (AP) courses may be offered through homebound instruction, whenever feasible.

High school science courses with a laboratory component may be taken for credit during homebound instruction. Current accreditation standards do not explicitly indicate how much laboratory work must be performed and principals have permission, under the current School of Arts (SOA) to grant waivers for extenuating circumstances. It may be better for the student to deter taking science until returning to school full-time. However, if illness or disability prevents school attendance, credit can be granted for successful completion of the non-laboratory sections with passing grades on required assessments.

Roles and Responsibilities

All parties involved in the provision of Homebound Instructional Services for those students who are unable to attend school regularly, play essential roles in making sure homebound instruction is successful by abiding by the responsibilities (not all-encompassing) listed below:

School Responsibility

- Provide the parent with the homebound application **Parent Request for Homebound Instructional Services Application**
- Review each application for completeness (all pages are filled out in their entirety) **prior** to sending the application to the homebound office. The school homebound liaison, designee or building administrator **must** sign authorization of each application
- Select the proposed courses to be taught during homebound instruction and forward the application to the Homebound Program Specialist
- Attach **all** required, and pertinent, documentation. This list is not all inclusive to the application for services to the Homebound Program Specialist:
 - 504 Plan
 - IEP At-a-Glance
 - Grades
 - Attendance Record (including any truancy information)
 - Current classes
 - Projects that can be done while on homebound
 - Any extracurricular activities attendance (e.g., if attending the Governor's School of the Arts (GSA) course or activities)
- Hold classroom teachers and case managers accountable for providing instructional materials, assignments and communication in a timely manner to the homebound instructor(s)

- Assist in the identification of licensed teachers
- Ensure that assignments returned to the teacher-of-record are graded and accurately recorded in the student's gradebook prior to the close of all grading periods. Assignments not given to the homebound instructor after approval must not be in the gradebook or be counted against the student
- Ensure all medical and academic accommodations are discussed, planned and implemented upon the student's return to the classroom. An IEP and/or a 504 Plan meeting may be needed in some cases to address and/or modify these accommodations and/or goals, if warranted and appropriate.
- Ensure case managers are collaborating with the classroom teacher(s) and homebound instructor(s) for IEP goals, services and accommodation requirements.

Parental Responsibilities

- Apply for homebound services and obtain the proper documentation and appropriate signatures needed for consideration of homebound services
- Arrange for a responsible adult (age 21 or older) to be present, in the home, during the entire period of instruction, if homebound instruction is approved
- Provide an adequate environment and place in the home for instruction
- Have the student ready for instruction
- Encourage and supervise daily assignments. Please note that all assignments may or may not be completed with the homebound instructor. Some assignments will be completed outside of the homebound instructional hours and require parental assistance
- Notify the homebound instructor, at minimum, two hours prior to a scheduled visit if the student will be absent. This may and/or can count as an absence that will not be compensated
- Understand three missed appointments may and/or can result in the student's inability to earn grades and/or credit(s) and may and/or can result in the termination of services. absences after the third missed appointment will require a written notification to the homebound instructor and the Homebound Program Specialist of the reason why the student is unable to participate with the scheduled instructional services.
- Provide school personnel and Homebound Program Specialist with written recommendations by the attending physician and/or clinical psychologist/psychiatrist

for medications and/or accommodations that will be needed for when the student returns to his/her educational program

- Make sure the physician or clinical psychologist/psychiatrist have completed the **Medical Need of Certification Need for Homebound Instruction (Part III)** with the physicians/psychologist signature(s)
- Provide the Homebound Office with updated written documentation by the attending licensed physician or licensed clinical psychologist/psychiatrist if an extension of homebound services are being requested by submitting a *Medical Need of Certification Need for Homebound Instruction (Part III)* at least 2 weeks minimum and a 30 day maximum prior to the current end date of the homebound services.
- Sign the homebound instructor's timesheet verifying the days and hours of directed instruction provided
- Sign the homebound Parent Contract and submit to the homebound instructor, teacher and/or the Homebound Program Specialist

Physician or Clinical Psychologist Providing Certification Responsibilities

- Complete the **Medical Need of Certification of Need for Homebound Instruction**
- Confirm/certify that the student is **confined at home or in a healthcare facility**
- Nature and extent of the illness, including whether the condition(s) prohibit attendance for a full day or a portion of the day
- Date of examination or diagnosis
- Whether the illness is chronic or intermittent
- Accommodations the school could make that would allow the student to attend, if possible
- Any particular aspects of the illness that may impact the way in which instruction is delivered (e.g., the student will be unable to write or type, medications that impact alertness, medication side effects, etc.)
- Estimated date of return to school (the parent and healthcare provider should be informed that if this date is beyond the nine calendar weeks, additional steps must be taken as outlined below)
- The frequency of ongoing treatment and/or therapy being provided
- Specific plans that would assist in transitioning the student back to the school setting

- Signature, date, license number, office address, phone and fax number

Classroom Teacher and Case Manager Responsibilities

- Respond to and contact the homebound teacher when requested and/or needed
- Collaborate with the homebound instructor, case manager and Homebound Program Specialist
- Provide specific curriculum content, textbooks, assignments, lesson plans, class projects, SOL objectives, handouts, quizzes and tests to the homebound instructor in a timely manner (within 48 hours of initial notification/contact)
- Grading all assignments and tests given to the homebound instructor and completed by the homebound student and entering those grades in their electronic gradebook
- Remove all assignments that were not given during the student's homebound services. Assignments and assessments completed during homebound will serve as the student's grades
- Provide the Homebound Program Specialist and homebound instructor with the district and SOL assessment testing information and dates to ensure the student will be scheduled to take the required test(s)
- Consult and collaborate with the case manager as well as the homebound instructor for continuity in delivery of instruction
- Contact the Homebound Program Specialist should any question(s) or situation(s) arise

School Nurse Responsibilities

- Assist the school, parent and student with necessary, but reasonable accommodations that will allow the student to attend school after receiving homebound services
- Monitor the student's medical needs after s/he returns to school. If concerns arise, document the concerns and contact the appropriate building personnel
- Notify the Homebound Program Specialist if there are any issues with the student returning to school that can/will affect the student's ability to perform in school and his/her continuous attendance

Homebound Program Specialist Responsibilities

- Coordinate with the school homebound liaison/designee to determine eligibility for homebound instruction
- Consult with treating medical professionals when issues of student eligibility arise
- Employ fully licensed teachers and obtain the **Homebound Teacher Application** form and a copy of their current license from eligible teachers; seeking to become homebound program instructors
- Provide the homebound instructor(s) with appropriate forms and directions concerning homebound services
- Provide yearly instructor orientation and ongoing professional development sessions and ongoing feedback for current and new homebound instructors
- Monitor homebound instructional services and assist the student, parent, school and teacher(s) as needed
- Coordinate the termination of homebound services and facilitate the implementation of a reintegration/transition plan for the student's return to the school setting

Homebound Teacher/Instructor Responsibilities

- Maintain regular contact with the case manager and classroom teacher(s) to maintain continuity with instruction and ensure alignment with classroom instruction
- Promptly contact the classroom teacher(s) and case manager (within 48 hours) to obtain materials and assignments from the classroom teacher(s)
- Once assignments are completed, **scan and email (cc: the Homebound Program Specialist)** the student's assignment(s) back to the teacher(s) of record in a timely fashion (preferably within 5 school days – maximum time; except when grading periods are closing when the student has completed work)
- Contact the parent within 24 hours of receiving the approval of instructional services notification to establish convenient days and hours for instruction
- Ensure the parent or other responsible adult (21 years or over) will be present in the home during the **entire** instructional session
- Secure appropriate adult signatures and documentation of accurate instructional time on timesheets
- Follow procedures for submitting timesheets to the homebound office*

**Timesheets shall not be accumulated for previous weeks before submission. If this happens, there may be a delay in receiving previous and current pay. Please follow policies, procedures and guidelines for Homebound Instruction*

Types of Homebound

Continuous/Partial-Day

- Three consecutive weeks, or 15 consecutive days, or more of medically valid absences, parent(s) must request the treating physician, psychiatrist or psychologist to submit a **Medical Need of Certification of Need for Homebound Instruction** application or **Medical Need of Certification Need for Homebound Instruction (Part III)** application (if an extension is being requested) at a minimum 2 weeks or maximum 30 days before the expiration date of the current services or a maximum of 5 school days after the expiration date of services to the Homebound Program Specialist. Instructional services may, and can, be denied until a medical update can be obtained and the student will be marked absent during this time.
- Medical status updates are required to ensure the student's health needs are being served by following a prescribed treatment plan, with the goal of the student reentering the school class setting as soon as possible.
- Partial-Day Homebound is for students who meet continuous service eligibility, are not medically able to maintain full time attendance, but are able to attend courses at school on a part-time basis. The partial-day homebound services (hours/days blocks, etc.) will be determined through homebound office and school staff collaboration, in conjunction with the medical information provided. Partial-Day Homebound can be permissible for a student who can tolerate less than a full day in the classroom

Intermittent

- Services are activated when the student has been **absent two consecutive days** due to the **documented** medical condition associated with the initial eligibility decision. If there are precursors to the chronic illness, parents are responsible for contacting the school and homebound instructor for services to begin outside of the two-day absence. Services begin on day three and continue until the student returns to school. This cycle repeats itself once the student is back attending school.
- The student must be coded as excused when the parent calls in absence during intermittent homebound services (for the documented eligible medical condition). If the student has excessive absences (15 continuous days or three weeks), the parent is required to turn in medical documentation (by the treating physician), in writing, to verify the student's absence is in conjunction with, or related to, the documented medical condition, to the homebound office in order to continue the eligibility of intermittent services.
- Intermittent homebound instruction is not available for undocumented health reasons (or health conditions that are different from initial eligibility health condition), missed school for doctor appointments (unless the appointment is directly related to treatment—dialysis, chemotherapy, etc.), inclement weather conditions, or vacations. Instructional hours, to be served under intermittent status, are required to be authorized first by the Homebound Program Specialist prior to services beginning.

Here is an example student for intermittent services: A student with severe asthma may have erratic school attendance. When the student has been absent from school for two, or more, consecutive days due to the asthmatic condition, homebound instruction will go into effect starting on day three and continuing until the student is able to attend school – as related to asthma. If there is a change in the student’s health status that would affect regular school attendance, **the parent is responsible for ensuring that the physician provides written documentation for the extended absences related to the diagnosis to the homebound office.** Failure to notify the Homebound Office of any change(s) in the student’s medical status outside of the initial approved homebound application will result in the student being marked as having an unexcused absence since it is not related to the approved homebound application.

Review and Termination of Homebound Services

Eligibility for homebound services is subject to review at any time at the request of the parent or Norfolk Public Schools staff. A letter, or email, explaining such a request should be forwarded to the Homebound Program Administrator, Learning Support: Special Education Services. If the medical or mental health information provided to the homebound office indicates that the student is too fragile to complete the homebound services, the Program Administrator, along with the home school personnel may make other instructional recommendations.

Students who are eligible and receiving homebound services, may not report to a place of employment, may **not** be on school property or attend school-sponsored activities (e.g., school dances, sports games, extracurricular clubs, etc.) during the duration of approved homebound services. Such actions would be the basis for immediate termination of homebound services. **The exception to this condition is an approved (by the Homebound Program Specialist, the school building administrator and/or homebound liaison and other essential personnel) reintegration/transition plan or during scheduled district assessments or SOL testing sessions.**

Appeals of ELIGIBILITY DECISIONS

If a parent(s) believes their application for homebound services was inappropriately denied or terminated, the parent(s) may appeal the eligibility decision for homebound instruction by contacting, via written letter or email, the Homebound Program Administrator in Learning Support: Special Education Services. The Program Administrator will review the parent’s assertion and associated documentation pertaining to the applicant’s appeal and render a final decision.

The Homebound Teacher/Instructor: Professional Qualifications

Persons qualified to be homebound instructors include: certified teachers and other appropriately licensed professionals employed by the local school board. Persons seeking employment as homebound instructors must complete the **NPS Application for Homebound**

Teaching and undergo the same application process as other NPS hourly employees, including a search for criminal and child abuse records, and tuberculosis skin testing.

Frequently Asked Questions

Q. Who is eligible?

A. Students must be **actively** enrolled (not withdrawn) in a Norfolk Public School to be eligible for homebound instruction. Students unable to attend school for a period greater than three consecutive weeks (15 days or more) should be considered for homebound instruction by the parent and/or school personnel. Homebound instruction is provided to enrolled students whose documented medical needs (physical or mental health) prevent regular school attendance for greater than three weeks or a minimum of 15 continuous days. Students whose attendance at school is interrupted periodically due to a chronic illness may also be eligible for intermittent homebound services.

Q. Does the VDOE reimburse a school division for homebound services for a student parentally placed in a private school?

A. No. Homebound services are provided **only** to students enrolled in public schools.

Q. How are requests made for homebound instruction?

A. The parent notifies the school staff of the student's extended health problem and/or school personnel notify the parent, if they are aware of medical conditions, and request an **Application for Homebound Instruction** to be completed by the attending licensed physician/psychologist/psychiatrist, the schools portions, and parental signatures. The completed application, along with any additional medical documentation, is returned to the home school or the Homebound Program Specialist. All homebound applications must be signed by the parent prior to being forwarded to the Homebound Program Office for processing.

Q. How is eligible for homebound instruction determined?

A. The Homebound Program Specialist will review the **Application for Homebound Instruction** to make an eligibility determination. The determination of eligibility will be made based on detailed medical information provided on the application from the treating physician, input, if needed, from district-related medical and mental health professionals, attendance records and other pertinent information. In addition to a diagnosis of a condition that prevents the student from attending school, there must be a current treatment plan, in writing, with the initiation and termination dates, and suggestions for health considerations and accommodations when reintegrating/transitioning the student back to school.

- Q. **What additional information must be provided in the case of a student experiencing a mental health disorder(s)?**
- A. A letter signed by the attending licensed psychiatrist or licensed clinical psychologist outlining the student’s diagnosis and treatment plan, including the number and duration of counseling/therapy sessions per week and a specified scheduled plan for returning the student to school must be attached to the **Application for Homebound Instruction**.
- Q. **What homebound services are available to pregnant students?**
- A. Title IX requires a school to provide the same special services (including homebound services) to a pregnant student that it provides to a student with a temporary medical condition. Any entity (and all schools) receiving federal funds must comply with Title IX. Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in educational programs and activities, including pregnancy and parental status. Administrators shall make the teachers and staff aware of the implications and stipulations of the Title IX requirements.
- Q. **Can a student’s schedule be modified while on homebound?**
- A. Yes. A student’s schedule can be modified.
- Q. **Should students in schools using block scheduling receive more homebound services than other secondary school students?**
- A. The number of hours of services a student receives is designed to meet the needs of the individual student, and determined by the school division representative or IEP team for a student with a disability.
- Q. **How long may a student receive homebound instruction?**
- A. Eligible students could be approved for a maximum of nine weeks at a time for homebound services. If an extension of services is needed beyond the nine weeks, the submission of the **Medical Certification of Need, Physician Extension Request** application from the physician or licensed clinical psychologist verifying the continuing need is required and a new determination of eligibility will be made. Updated medical information submitted must be up-to-date (within the 30 days prior to the expiration of current homebound services). The parent is responsible for submitting the required medical extension documentation no more than 30 days prior to the expiration date of the current homebound services. However, if the updated information is not received by 5 school days after the expiration date of the current homebound services, the parent will have to complete a new full application for homebound services.

Q. What courses are offered through the homebound instruction program?

A. Homebound instruction is available for core academic subjects. Some laboratory courses may still be taken for credit. AP and Honors courses may be offered through homebound instruction whenever available. Physical education and elective courses may be offered on a case by case basis and are not guaranteed.

Q. Who determines the grade for a subject taught in a homebound setting?

A. The classroom teacher and case manager, in consultation with the homebound instructor, is responsible for assigning grades for work covered during the period of homebound instruction, except for on-line courses, which are graded via the online provider. This provides for improved accountability for work performed and for better instructional continuity.

Q. May students receiving homebound instruction continue full/part-time employment?

A. No. Students **may not** report to a place of employment during the time approved for homebound services. Such action would be cause for immediate termination of homebound services.

Q. May students receiving homebound instruction attend school-sponsored activities?

A. No. Students **may not** be on school property or attend school-sponsored activities during the time approved for services without the written permission of the school principal and the Homebound Program Specialist.

Q. How is attendance recorded?

A. Although the student will be counted as absent, it will be counted as an 'excused absence' and will not affect their enrollment. The student will be counted absent for the duration of their homebound instruction. The Student Data Specialist will be responsible for marking the student as *Homebound 'H'* to ensure the student's attendance is correct.

Q. When should the homebound instruction in the home be scheduled?

A. Homebound instruction is provided on days that school is in session and/or on days that are mutually agreed upon by the parent and the teacher. For example, days (weekends, holidays, school breaks, etc.) outside of the normal school day (Monday through Friday), the time and day(s) should be mutually agreed upon and then approved by the

Homebound Program Specialist Services may also be delivered in the evening if mutually agreed upon by the parent and teacher. A responsible adult (age 21 or over) must be present in the home during all instruction at all times. Instruction may be held in a public facility, such as a library, if agreed on by all parties.

5-09 Virginia Department of Education Addendum

Provision of Homebound Services for Students with Disabilities with IEPs under IDEA

Instruction that occurs within the environs of the child’s home falls in several categories:

- “Home-based instruction” means services that are delivered in the home setting (or other agreed upon setting) in accordance with the student’s individualized education program. (8 VAC 20-80-10)
- “Homebound instruction” means academic instruction provided to students who are **confined at home or in a health care facility for periods that would prevent normal school attendance** based upon certification of need by a licensed physician or licensed clinical psychologist. For a child with a disability, the IEP must determine the delivery of services, including the number of hours of services. (8 VAC 20-80-10, 8 VAC 20- 131-180)
- “Home instruction” means instruction of a child or children by a parent or parents, guardian or other person having control or charge of such child or children as an alternative to attendance in a public or private school in accordance with the provisions of the Code of Virginia. This instruction may also be termed home schooling. (COV § 22.1-254.1, 8 VAC 20-80-10)

Students with disabilities are eligible for “homebound instruction” based upon certified need as described above. The IEP must determine the delivery of services.

Teacher Qualifications for Teaching Homebound Instruction for Students with Disabilities

In determining the appropriate teacher to provide homebound instruction for students with disabilities, the same requirements that must be met for “in school” instruction must be provided for those students receiving instruction at home. Matching teacher credentials/qualifications to student needs will need to be done on a case-by-case basis.

Guidance may be found in **the Regulations Governing Special Education Programs for Children with Disabilities in Virginia, March 2002**, 8 VAC 20-80-45- Special education staffing requirements, pp. 20-22; **the Standards of Accreditation**, 8 VAC 20-131-240; and **No Child Left Behind (NCLB)** requirements. In addition, requirements to be designated as a Highly Qualified Teacher may be obtained from the licensing division at the Virginia Department of Education.

If the person delivering the service does not meet all of the qualifications, he or she must be supervised by someone who does and is actively involved in the child's case; meaning, direct supervision concerning the child and instruction. School division personnel should be prepared to provide documentation regarding the highly qualified teacher that provides this supervision.

Regulations Establishing Standards for Accrediting Public Schools in Virginia

8 VAC 20-131-240. Administrative and support staff; staffing requirements.

A. Each school shall have at a minimum the staff as specified in the Standards of Quality with proper licenses and endorsements for the positions they hold.

8 VAC 20-131-180. Off-site instruction.

- A. Homebound instruction shall be made available to students who are confined at home or in a health care facility for periods that would prevent normal school attendance based upon certification of need by a licensed physician or licensed clinical psychologist. For students eligible for special education or related services, the Individualized Education Program committee must revise the IEP, as appropriate. Credit for the work shall be awarded when it is done under the supervision of a licensed teacher, a person eligible to hold a Virginia license, or other appropriately licensed professional employed by the local school board, and there is evidence that the instructional time requirements or alternative means of awarding credit adopted by the local school board in accordance with the provisions of 8 VAC 20-131-110 have been met.
- B. Students may enroll in and receive a standard and verified unit of credit for supervised correspondence courses with prior approval of the principal. Standard units of credit shall be awarded for the successful completion of such courses when the course is equivalent to that offered in the regular school program and the work is done under the supervision of a licensed teacher, or a person eligible to hold a Virginia license, approved by the local school board. Verified units of credit may be earned when the student has passed the SOL test associated with the correspondence course completed. The local school board shall develop policies governing this method of instruction in accordance with the provisions of 8 VAC 20-131-110 and the administration of required SOL tests prescribed by 8 VAC 20-131-30.
- C. Schools are encouraged to pursue alternative means to deliver instruction to accommodate student needs through emerging technologies and other similar means. Standard units of credit shall be awarded for successful completion of such courses when the course is equivalent to that offered in the regular school program and the work is done under the supervision of a licensed teacher, or a person eligible to hold a Virginia teaching license and approved by the local school board. Verified units of credit may be earned when the student has successfully completed the requirements and

passed the SOL test associated with the course. The local school board shall develop policies governing this method of delivery of instruction that shall include the provisions of 8 VAC 20-131- 110 and the administration of required SOL tests prescribed by 8 VAC 20-131-30.

Reimbursement of Instruction Cost for Students with Disabilities

It is appropriate to include the cost of homebound instruction for students with disabilities in the request for reimbursement for homebound services that the school division completes each year. School divisions will be reimbursed following the process outlined on p. 8 of the Virginia Department of Education Homebound Instructional Services Guidelines, 2007 revision.

APPENDIX J: Interpreter Services

Interpreter Services



Norfolk Public Schools

The cornerstone of a proudly diverse community

NORFOLK PUBLIC SCHOOLS LEARNING SUPPORT-SPECIAL EDUCATION SERVICES

HOW TO ACCESS AN INTERPRETER

- 1) Dial 1-866-998-0338
- 2) Provide your ACCOUNT # 2 8 7 5 8
- 3) Provide your 4 DIGIT PIN: _____
- 4) Say the language you need.
- 5) When the interpreter comes on the line, give the interpreter a brief explanation of the call.
- 6) Need assistance? Say "Client Services or press 0 at the language request prompt."
- 7) Hold your meeting.
- 8) Say "End of Call" to the interpreter when your call is completed.

Note: If you need assistance please contact your Teacher/Program Specialist at Learning Support

Learning Support – Special Education Services

800 East City Hall Avenue • Norfolk, Virginia 235 10

Phone: (757) 628-3950 • Fax: (757) 628-3460

Request for Interpreter Services

Requestor's Name: _____

Phone #: _____ Date of Request: _____

Case Manager/School-Based Team Chair: _____

School: _____

Student Name: _____ Synergy ID: _____

Language Requested: _____

Date of Meeting: _____

Meeting Location: _____

Purpose of the Meeting:

Date Meeting was held: _____

Interpreter Name: _____

Interpreter ID: _____

Number of Minutes Used: _____

Signature of Administrator/Designee: _____

Interpreter Services

You have the right to an interpreter at no cost to you. Please point to your language. An interpreter will be called. Please wait.



Albanian

Shqip

Keni të drejtën për përkthyes falas gjatë vizitës mjekësore. Ju lutem tregoni me gisht gjuhën që flisni. Ju lutem prisni, do t'ju gjejmë një përkthyes për viziten mjekësore.

Amharic

አማርኛ

የልማትዎ ወጪ አስተርጓሚ የማግኘት መብት አለዎት። የሚናገሩትን የሚረዱበትን ቋንቋ ዘመናዊዎ ያመልክቱ። አስተርጓሚ እስኪጠራ ድረስ እስከ ይታወቅ።

Arabic

عربي

يحق لك الحصول على خدمات ترجمة فورية دون أي مقابل. يرجى منك أن تشير بإصبعك إلى اللغة التي تستخدمها لترجمتها. يرجى منك الانتظار لحين استدعاء المترجم.

Armenian

Հայերեն

Կոչումը անվճար թարգմանի անվճար ծառայություններով: (հայերեն) Խնդրում ենք ցուցնել ձեր լեզուն և թարգմանիչը կհանձնվի: Խնդրում ենք սպասել:

Bengali

বাংলা

আপনার অধিকার রয়েছে বিনামূল্যে একজন দোভাষী পাওয়ার। অনুগ্রহ করে আপনার ভাষা সেন্সিটিভ অথবা সিনি একজন দোভাষীকে ডাকা হলে। অনুগ্রহ করে অপেক্ষা করুন।

Cape Verdean Creole

Criolu di Cabu Verdi

Nhós tem direito a um intérprete gratuito di nhós língua. Mostra qual qui nhós língua pa nó podi tchoma intérprete. Nhós aguarda um momento, por favor.

Chinese

中文

Cantonese | Mandarin | Taiwanese | Taiwanese/Fukienese | Min
广东话 | 国语 | 台山话 | 台湾话/福建话 | 閩語

你有权利要求一位免费的传译员。请指出你的语言。传译员将为你服务，请稍候。

French

Français

Vous avez droit gratuitement aux services d'un interprète. Veuillez indiquer votre langue. Nous allons contacter un interprète. Veuillez patienter si'il vous plaît!

German

Deutsch

Sie haben kostenlosen Anspruch auf eine/n Dolmetscher/in. Bitte deuten Sie auf Ihre Sprache. Ein/e Dolmetscher/in wird gerufen. Bitte warten Sie.

Greek

Ελληνικά

Είναι δικαίωμά σας να χρησιμοποιήσετε δωρεάν ένα χροιάς κομμία χρηματική επιβάρυνση. Σας παρακαλούμε, υποδείξετε τη γλώσσα που μιλάτε. Θα ειδοποιήσουμε ένα διαερμητή. Παρακαλώ περιμένετε.

Haitian Creole

Kreyòl Ayisyen

Ou gen dwa a yon entèprèt gratis. Tanpri montre nou lang pa w la. N ap reté you entèprèt pou ou. Tanpri ret tann.

Hebrew

עברית

יש לך זכות להשתמש בשירותי של מתורגמן ללא תשלום. אנא הצבע על השפה שלך. מיד ניצור קשר עם מתורגמן. אנא המתן.

Hindi

हिन्दी

आपको नि:शुल्क दुभाषिया (अनुवादक) प्राप्त करने का अधिकार है। कृपया अपनी भाषा की ओर इशारा करें। एक दुभाषिया (अनुवादक) को बुलाया जाएगा। कृपया प्रतीक्षा करें।

Hmong

Hmoob

Koj muaj cai txais kev pab txhais lus dawb tsis them yijaj. Thov law tes rau koj hom lus nov. Mam hu ts txhais lus. Thov nyob tos.

Italian

Italiano

Avete diritto ad un interprete. Il servizio è gratuito. Indicate la vostra lingua e attendete; un interprete sarà chiamato al più presto.

Japanese

日本語

通訳を無料でご利用になれます。該当する言語を指示して下さい。通訳を手配いたしますのでお待ち下さい。

Khmer

ខ្មែរ

លោក-អ្នកមានសិទ្ធិឱ្យមានអ្នកបកប្រែធុរកិច្ចឥតគិតថ្លៃ។ សូមបង្ហាញឱ្យ គេដឹងពីភាសាដែលអ្នក-អ្នក គេចង់បានបកប្រែធុរកិច្ច។ សូមបង្ហាញសំពៅ។

Korean

언어

여러분은 무료로 전문 통역자의 도움을 받을 권리가 있습니다. 왼쪽의 "한국어"를 손가락으로 가리켜 주십시오. 전문 통역자에게 연결될 것입니다. 잠시만 기다려 주십시오.

Laotian

ລາວ

ທ່ານມີສິດຂໍຊ່ວຍແປພາສາໂດຍບໍ່ເສັຽຄ່າ. ກະລຸນາຊີ້ສໍາພາສາຂອງທ່ານ. ນາຍພິມສາຈະຖືກເອີ້ນມາ. ກະລຸນາລໍຖ້າ.

Polish

Język polski

Masz prawo do korzystania z usług polskiego tłumacza. Usługa ta jest na nasz koszt. Proszę wskazać swój język. Proszę czekać. Łączymy z tłumaczem.

Portuguese

Português

Você tem o direito a um intérprete de graça. Por favor aponte para a língua que você fala. Um intérprete será chamado. Por favor espere.

Russian

Русский

Вы имеете право на услуги бесплатного переводчика. Назовите, пожалуйста, свой язык. Медицинский переводчик будет вызван. Пожалуйста, подождите.

Serbo-Croatian

Srpsko-Hrvatski jezik

Vi imate pravo na besplatnog prevodioca. Molimo vas da pokazete na vas govorni jezik. Lagalan prevodioc ce biti pozvan. Hvala i molimo vas da sacekate.

Somali

Soomaali

Waxaad xaq u leedahay in tarjumaan lacag la'aan ah laguugu yeero. Fadlan farta ku fiq luqaddaada. Tarjumaan ayaa laguugu wacayaa. Ee fadlan sug!

Spanish

Español

Usted tiene derecho a un intérprete gratis. Por favor, señale su idioma y llamaremos a un intérprete. Por favor, espere.

Swahili

Swahili

Ni haki yako kuwa na mtafsiri bila malipo yoyote. Tafadhali chagua lugha yako kati ya hizi. Mtafsiri ataitwa. Tafadhali ngoja.

Tagalog

Tagalog

Ikaw ay may karapatan na magkaroon ng tagapagsalin na walang bayad. Ituro ang iyong wika. Ang tagapagsalin ay tatawagin. Maghintay.

Thai

ไทย

ท่านมีสิทธิ์ขอผ่านแปลภาษาโดยไม่เสียค่าใช้จ่ายใดๆ กรุณาชี้ที่ภาษาของท่าน กรุณาคลิกที่ เราจะไม่โทรศัพท์เรียกถามให้ท่าน

Ukrainian

Українська

У Вас є право на безплатного перекладача. Будь ласка, вкажіть на Вашу мову. І Вам поклинуть перекладача. Почекайте, будь ласка.

Urdu

اردو

آپ مفت ترجماتی کی خدمات کے مستحق ہیں براہ کرم اپنی زبان کی طرف اشارہ کیجئے آپ کے لئے ایک ترجمان کا انتظام کیا جائیگا براہ کرم انتظار کیجئے

Vietnamese

Tiếng Việt

Quý vị có quyền được một thông dịch viên miễn phí. Xin chỉ vào ngôn ngữ của quý vị. Chúng tôi sẽ gọi một thông dịch viên. Vui lòng chờ trong giây lát.

Appendix K: Private School Placements

Workflow for Non-Enrolled, School-Aged Referrals to SAT

Referrals to SAT can be made by parents, physicians, community members, private school staff, and any other concerned citizen. Referrals for students who are enrolled in a NPS school/program/class will be received and handled by the school staff in which the student is enrolled. All other referrals will be handled through Learning Support – Special Education. Contact Candace Delpino at (757) 510-1758 or cdelpino@nps.k12.va.us.

Responsibility of Learning Support - Steps for handling referrals for non-enrolled, school-aged students:

- Complete the Student Assistance Team - Request for Assistance form on paper.
- Notify the parent of the school that will be receiving the referral. The receiving school is generally the home zone school, unless the student is a resident of another city and is attending private school in Norfolk. In these instances, the school closest to the private school will be the receiving school for the referral.
- Notify the parent of the enrollment requirements
- Notify the receiving school within two business days of the receipt of the referral via email that the student has been referred and a SAT Meeting needs to be scheduled upon completion of enrollment. A copy of the Student Assistance Team - Request for Assistance form will be attached to the email. The email will be sent to:
 - Elementary – Assistant Principal, or Principal for schools that do not have an AP
 - Secondary – Department Chair with “cc” to the AP supervising Special Education
 - “CC” should be sent to the appropriate Sr. Coordinator of the receiving school on all emails

Responsibilities of the receiving schools:

- Confirm receipt of the referral, receipt of the Student Assistance Team - Request for Assistance, and parent completion of enrollment, via email to Candace Delpino and the appropriate Sr. Coordinator.
- SDS to enroll the student in PPHR once the parent has met enrollment requirements.
- After the parent has met enrollment, schedule a SAT/SEC Meeting date/time within 10 days.
- Ensure that Notice of Student Assistance Team Meeting is completed and sent to the parent prior to the SAT Meeting date.
- Contact the SLP that services private school students to attend the SAT Meeting if Speech is being considered as part of the referral.
- Outcomes of the SAT Meeting:

- o No further action needed – SDS to attach all SAT documentation in Synergy SIS under the “Documents” tab and withdraw the student from PPHR. An email from the AP or Department Chair to Candace Delpino and the appropriate Sr. Coordinator must be sent informing that the SAT Team did not determine testing was needed.
 - o Refer to SEC for Evaluation – AP or Department Chair to “Add SIS” student to Synergy SE in the Initial Evaluation process and initiate the process.
- Outcome of Initial Evaluation:
 - o Not Disabled – finalize all documentation and ensure the appropriate PWN is completed so that the student is “exited”. SDS to withdraw the student from PPHR. For assistance, contact Candace Delpino.
 - o Disabled – develop an IEP as if the student were enrolled in a public school in order to offer FAPE. If the parent does not intend to enroll their child in public school, then they would refuse the proposed IEP and deny FAPE. Contact Candace Delpino to determine whether or not services can be offered via an ISP and if the student needs to be enrolled in PPHS or PPHT.
- SDS withdraws the student from PPHR and enrolls in either Public School, PPHS, or PPHT. For assistance, contact Candace Delpino.



Parent Information Regarding Students with Disabilities Enrolled by Parent(s) in Private Schools or Home-Schooled

Your child has been found eligible for special education services; however, you have declined the free appropriate public education offered by Norfolk Public Schools (NPS). You have enrolled your child in a private school or you are home-schooling your child. No child with a disability attending a private school, or who is home-schooled, has an individual right to receive some or all of the special education and related services that a child with a disability would receive if enrolled in a public school. NPS has determined that your child may receive designated special education services with your consent. An Individual Services Plan (ISP) will be developed by designated school staff and you, the parent.

If you have a complaint regarding the provision of services to your child, you may file that complaint with the Virginia Department of Education according to the provisions stated below. You may seek a due process hearing only when you believe that NPS has failed to meet child find or evaluation requirements. If you need assistance in understanding these provisions, you may contact the NPS Department of Special Education Services – Monitoring and Compliance at 628-3950.

Whenever you believe that your child's rights have been violated by NPS, a complaint may be filed with the Virginia Department of Education. The complaint must 1) be in writing; 2) be signed by the complainant; 3) contain a statement that NPS has violated the Individuals with Disabilities Education Act or the Regulations Governing Special Education Programs for Children with Disabilities in Virginia; and 4) contain a statement of the facts upon which the complaint is based, with all relevant documents.

Upon receipt of a complaint, the Virginia Department of Education will initiate an investigation to determine whether or not NPSD is in compliance with applicable laws and regulations in accordance with the following procedures:

- Notify the complainant, in writing, that their complaint has been received and provide NPS with a copy of the complaint, an offer of technical assistance in resolving the complaint, and a request for a written response within 10 business days of the receipt of the notification;
- Notify NPS that a complaint has been received and provide NPS with a copy of the complaint, an offer of technical assistance in resolving the complaint, and a request for a written response within 10 business days of the receipt of the notification;
- Review the complaint and the response filed by NPS;
- Determine whether any further investigation, or corrective action, is necessary;

- Make a determination of compliance or noncompliance on each issue based upon the facts and applicable law;
- Notify the parties, in writing, of the findings and the basis for such findings within 60 calendar days of the receipt of the complaint, unless exceptional circumstances warrant extension;
- Ensure that the final decision is effectively implemented, if needed, through technical assistance, negotiations or corrective action.

If any corrective action is required, NPS will be given 15 administrative days to respond and initiate corrective action.

APPENDIX L: FBA Procedures

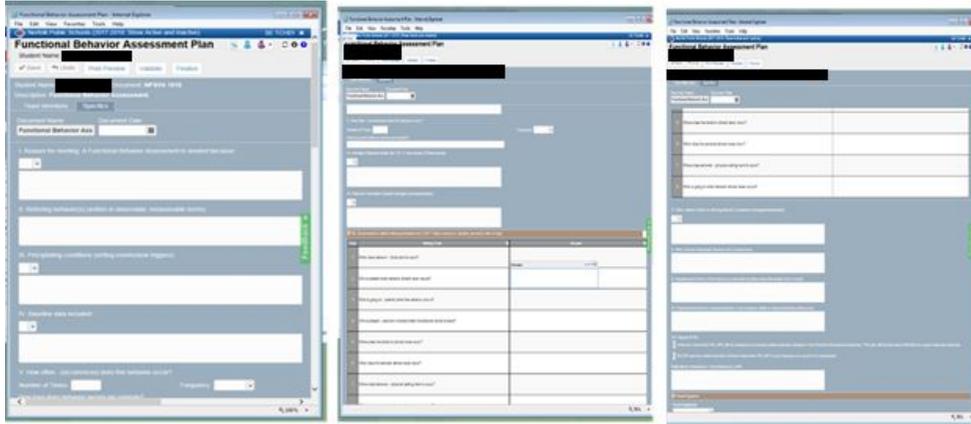
FBA Procedures

The Functional Behavior Assessment (FBA) is embedded in the Annual Review process. The purpose of the FBA is to determine the function(s) that contribute to a student’s misbehavior(s).

Available Process Docs

Profile View Abbreviation	Full Name of Document	Uses of the Document
IREQ	IEP Meeting Request	The meeting request is used to invite participants to a requested or required IEP meeting. This is a required process doc for all IEP meetings.
IPWN	IEP Prior Written Notice	The PWN is used to provide the parent/adult student written notice of what is being proposed. This is a required process doc for all IEP meetings.
MSUM	Meeting Summary	The meeting summary is used to document discussions that are not able to be reflected in the IEP process doc. This is a required process doc for FBA meetings.
NPSVA 1010	Functional Behavior Assessment	The FBA document is used to document the identified behavior(s), data collection methods, hypothesis, possible function(s) of the behavior(s) and replacement behavior(s). This is a required process doc for all FBA meetings and is located under the Ad Hoc Documents tab.
NPSVA 05	Parent/Guardian Permission to Evaluate	The Parent/Guardian Permission to Evaluate is used to identify what evaluations the team will need to obtain in order to complete the FBA. This is a required process doc for FBA meetings.
IEP	Individual Education Program	The IEP is the document where a student’s program is developed, reviewed and revised. This is a required process doc for all IEP meetings

NPSVA 1010 – Functional Behavior Assessment Plan Document



Process: Notify parent(s)/guardian(s)/adult student of the need for a FBA meeting as soon as the student has accrued 5 suspension days. The team will complete the FBA process in two separate IEP meetings. For each meeting, the same documents are required. The FBA document will not be finalized until the team concludes the second IEP meeting.

FBA Meeting 1

Meeting Request (SREQ) – For the purpose of the meeting, you will check the box indicating “Discuss a Functional Behavioral Assessment and/or Behavior Intervention Plan”.

As with all Meeting Requests, indicate the participant’s role in the meeting. Do not include Staff names on the meeting request. As with all processes, you are able to create multiple Meeting Requests within the Annual Review process; even if the shape turns to a Green Circle. Click on the Green Circle, at the top of the window will be a “Create” button. Click that and it will open a new Meeting Request.

IEP – At the top of the Cover Page, click the “Make Amendment” button. You will be reviewing the IEP and be able to make any adjustments if the team determines adjustments are needed. All other documents must be validated and finalized. The IEP will be the last document to be validated and finalized in this process.

Meeting Summary – You will indicate that the meeting is to discuss a FBA. Note the meeting participants and their title.

Functional Behavior Assessment Plan – You will have to create this document under the Ad Hoc tab.

FBA Participants

Students age 14 and older must be invited-Click the box to indicate the student was invited to the meeting.

Position: Indicate the position of the individuals present at the meeting. Remember that you need to ensure the IEP team has all required participants. This can be selected via drop down menu.

Name: Click the arrow pointing toward the left of the document. Find to search staff members. Click on the correct staff name and click the “Select” Button at the top of the window.

Signatures: Ensure that everyone present at the meeting sign as Participants. Signing the document indicates they were present at the meeting.

Specifics

Reason for the meeting: A Functional Behavior Assessment is needed because: There is a drop-down menu for the team to identify the most significant behavior, the second most significant behavior and the third most significant behavior. These are starter statements to identify/differentiate if there is more than one behavior. The team needs to identify no more than three behaviors that are negatively impacting the student’s learning and those of his/her peers.

Referring behavior(s) (written in observable, measurable terms): The team must provide a description of the behavior(s) documented under the Reason for the meeting. The behavior(s) must be written in observable and measurable terms in order for the team to have a common reference.

Precipitating conditions (setting events/slow triggers): There is a drop-down menu for the team to reference. Selecting one of the items creates a starting statement. The team must provide a narrative that supports the selected item.

Baseline data included: To conduct an FBA, the team must have at least two weeks of baseline data that correlate with the behavior(s) identified under the Reason for the meeting section. There is a drop-down menu for the team to reference. Selecting one of the items creates a starting statement. The team must provide a narrative of the data that was collected using the identified baseline data instrument.

How often – (occurrences) does this behavior occur? The team will document the baseline data results during the first meeting.

Intensity of the Behavior: There is a Likert scale drop down menu the team can utilize to determine the level of impact of the identified behavior(s). Selecting one of the items creates a starting statement. The team must provide a narrative that supports the selected item.

Relevant information (Student strengths and weaknesses): There is a drop-down menu the team can utilize that includes: Academic, Behavioral, Social, Learning characteristics. Selection of each item generates a statement that reflects the student’s strengths and requires the team to list those strengths as indicated by the word LIST. The team will need to indicate not only the strengths the student exhibits, but also the weaknesses, if any, in those areas.

Meeting Summary

As part of the FBA Meeting 1, the team will need to document how data will be collected on the identified behavior(s) from the **Reason for the meeting**. The following procedures must be followed:

- There must be at least three observations conducted in three different settings by three different team members.
- There must be at least three different data collection methods utilized in three different settings by three different team members.
- Team members must be identified by name and what their responsibility will be for data collection. The team is required to collect 22 days of data once the parent has provided signed consent.

Parent/Guardian Permission to Evaluate: The team must obtain parent/guardian signed consent to conduct the FBA. For the purpose of the FBA, you will check “Functional Behavior Analysis” and “Observation of Learning Environment”.

All team members will need to sign the following forms as participants at the meeting:

- Meeting Summary Document
- FBA Document
- IEP Document, cover page

The case manager or NPS Representative will upload and attach all signed documents to the IEP event. The following documents will need to be finalized:

- IEP Meeting Request
- Meeting Summary Document
- IEP Document
- Parent/Guardian Permission to Evaluate
- IEP Prior Written Notice

The FBA document will remain open until the team reconvenes following the data collection period.

FBA Meeting 2

Meeting Request (SREQ) – For the purpose of the meeting, you will check the box indicating “Discuss a Functional Behavioral Assessment and/or Behavior Intervention Plan”.

As with all Meeting Requests, indicate the participant’s role in the meeting. Do not include Staff names on the meeting request. As with all processes, you are able to create multiple Meeting Requests within the Annual Review process; even if the shape turns to a Green Circle. Click on the Green Circle, at the top of the window will be a “Create” button. Click that and it will open a new Meeting Request.

IEP – At the top of the Cover Page, click the “Make Amendment” button. You will be reviewing the IEP and be able to make any adjustments if the team determines adjustments are needed. All other documents must be validated and finalized. The IEP will be the last document to be validated and finalized in this process.

Meeting Summary – You will indicate that the meeting is to discuss a FBA. Note the meeting participants and their title. Discussion related to the data collected will be recorded in the meeting summary.

Functional Behavior Assessment Plan – This document will still be located under the Ad Hoc Docs. You will be adding to this document based on the data collected.

FBA Participants

Students age 14 and older must be invited-Click the box to indicate the student was invited to the meeting.

Position: Indicate the position of the individuals present at the meeting. Remember that you need to ensure the IEP team has all required participants. This can be selected via drop down menu.

Name: Click the arrow pointing toward the left of the document. Find to search staff members. Click on the correct staff name and click the “Select” Button at the top of the window.

Signatures: Ensure that **everyone** present at the meeting sign as Participants. Signing the document indicates they were present at the meeting.

Document Date: Update the date of the document to reflect the date the second meeting is being held.

Environments in which referring behaviors are LEAST likely to occur (I.e. location, person(s), and time of day): Using the data collected since the initial FBA meeting, record the data under each setting code. Be specific and ensure information is written in observable statements, referencing the data source that was reviewed and discussed by team members.

Other relevant factors to referring behavior (Academic challenges/weaknesses): There is a drop-down menu the team can utilize that includes: Academic challenges, Social/behavioral challenges, Levels of academic performance, Additional abilities/skills. Selection of each item generates a statement that reflects the student's challenges and requires the team to provide an explanation of those challenges. Be specific and ensure information is written in observable statements, referencing the data source that was reviewed and discussed by team members.

ABCs (include Antecedent, Behavior and Consequences): The team must develop a statement(s) related to the referring behaviors, using data sources to identify antecedent(s) and consequences triggering and sustaining the identified behavior(s). Data sources used to support the statement(s) must be referenced.

Hypothesized function of this behavior (under what conditions does the student Get or Avoid): Based on the data collected, document what hypothesis the team has identified that is the purpose behind the behavior. Based on the data, the team needs to determine if the student is avoiding an undesired condition or gaining a desired condition.

Replacement behavior (a desired behavior to be increased, written in observable/measurable terms): In order for the student to receive a similar condition, what is a more desirable/socially acceptable means of obtaining the same condition.

Results of FBA: Based on the data collected, the team will need to indicate whether a Behavior Intervention Plan is necessary to address the behavior(s).

Rationale for proceeding or not proceeding to a BIP: The team will need to provide a statement supporting the decision made to either proceed or not proceed with the development of a Behavior Intervention Plan.

Parent Signature: This is a drop down. You will indicate either "Parent signed." or "Parent refused to sign."

All team members will need to sign the following forms as participants at the meeting:

- Meeting Summary Document
- FBA Document
- IEP Document, cover page

The case manager or NPS Representative will upload and attach all signed documents to the IEP event. The following documents will need to be finalized:

- IEP Meeting Request
- Meeting Summary Document
- IEP Document

- Functional Behavior Assessment
- IEP Prior Written Notice

Once the IEP document has been finalized, all documents will be located under the Historical Docs tab.

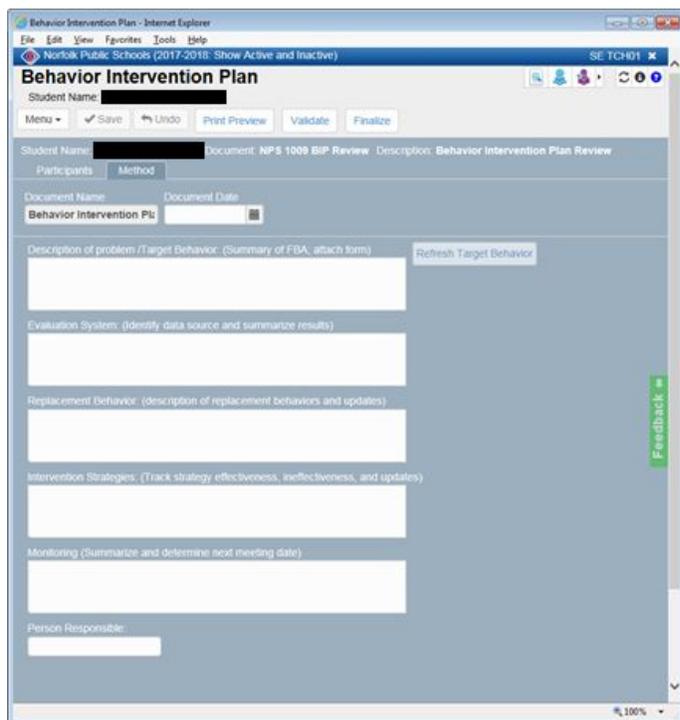
APPENDIX M: BIP Procedures

BIP Procedures

The Behavior Intervention Plan Review (BIP) is embedded in the Annual Review process. The purpose of the BIP Review is to document what interventions have been identified to address a student’s misbehavior(s) and the interventions impact on the student’s behavior(s) of concern.

Profile View Abbreviation	Full Name of Document	Uses of the Document
IREQ	IEP Meeting Request	The meeting request is used to invite participants to a requested or required IEP meeting. This is a required process doc for all IEP meetings.
IPWN	IEP Prior Written Notice	The PWN is used to provide the parent/adult student written notice of what is being proposed. This is a required process doc for all IEP meetings.
MSUM	Meeting Summary	The meeting summary is used to document discussions that are not able to be reflected in the IEP process doc. This is a required process doc for BIP meetings.
NPS 1009 BIP Review	Behavior Intervention Plan Review	The BIP Review document is used to document the target behavior(s), evaluation system, replacement behaviors, intervention strategies, and monitoring. This is a required process doc for all BIP Review meetings and is located under the Ad Hoc Documents tab.
IEP	Individual Education Program	The IEP is the document where a student’s program is developed, reviewed and revised. This is a required process doc for all IEP meetings

NPS 1009 BIP Review – Behavior Intervention Plan Review Document



The screenshot shows a web browser window titled "Behavior Intervention Plan - Internet Explorer". The address bar shows "Norfolk Public Schools (2017-2018: Show Active and Inactive)" and "SE TCH01". The main content area is titled "Behavior Intervention Plan" and contains a form for reviewing a document. The form includes fields for "Student Name" (redacted), "Document Name" (NPS 1009 BIP Review), and "Document Date". Below these are sections for "Description of problem / Target Behavior", "Evaluation System", "Replacement Behavior", "Intervention Strategies", and "Monitoring". A "Person Responsible" field is also present. A "Feedback" button is visible on the right side of the form. The browser's menu bar includes "File", "Edit", "View", "Favorites", "Tools", and "Help".

Process: Notify parent(s)/guardian(s)/adult student of the need for a BIP meeting as soon as the team has determined a BIP is necessary to address the behavior(s) of concern.

Meeting Request (SREQ): For the purpose of the meeting, you will check the box indicating “Review a Behavior Intervention Plan”.

As with all Meeting Requests, indicate the participant’s role in the meeting. Do not include Staff names on the meeting request. As with all processes, you are able to create multiple Meeting Requests within the Annual Review process; even if the shape turns to a Green Circle. Click on the Green Circle, at the top of the window will be a “Create” button. Click that and it will open a new Meeting Request.

IEP: At the top of the Cover Page, click the “Make Amendment” button. You will be reviewing the IEP and be able to make any adjustments if the team determines adjustments are needed. All other documents must be validated and finalized. The IEP will be the last document to be validated and finalized in this process.

Meeting Summary: You will indicate that the meeting is to discuss a BIP Review. Note the meeting participants and their title.

Behavior Intervention Plan Review: You will have to create this document under the Ad Hoc tab.

BIP Participants

Students age 14 and older must be invited-Click the box to indicate the student was invited to the meeting.

Position: Indicate the position of the individuals present at the meeting. Remember that you need to ensure the IEP team has all required participants. This can be selected via drop down menu.

Name: Click the arrow pointing toward the left of the document. Find to search staff members. Click on the correct staff name and click the “Select” Button at the top of the window.

Signatures: Ensure that everyone present at the meeting sign as Participants. Signing the document indicates they were present at the meeting.

BIP Method Specifics

Description of problem/Target Behavior: The team will need to review the FBA and provide a succinct summary. A copy of the FBA must be uploaded and attached to this process. To the right of this statement there is a “Refresh Target Behavior” which will allow the information to pre-populate information from a most recently completed FBA. Once the information appears in the box, select “Save”.

Evaluation System: The team will identify the data sources used to monitor the behavior(s) and provide a summary of the results.

Replacement Behavior: The team will describe the replacement behaviors taught to the student and provide a summary of the data results and updates to the strategies.

Intervention Strategies: The team will document the effectiveness and/or ineffectiveness of the strategies implemented and make any changes or updates as deemed necessary.

Reinforcement Schedule(s): The team should decide on an initial rate of reinforcement and reinforces. They will document the effectiveness and/or ineffectiveness of the schedule and reinforcers implemented and make any changes or updates based on the data.

Monitoring: The team will provide a summary of the continuation of data collection, personal responsible, and follow up meeting dates.

Persons responsible for managing BIP and collecting data: Enter the names of the individuals who will be responsible for collecting data on the BIP prior to the next meeting date.

Data will be collected and reviewed: The team will quantify how often data will be collected and reviewed.

BIP team review meeting Quarterly Dates: The team will document the future review dates.

All team members will need to sign the following forms as participants at the meeting:

- Meeting Summary Document
- Behavior Intervention Plan Review Document
- IEP Document, Cover Page

The case manager or NPS Representative will upload and attach all signed documents to the IEP event. The following documents will need to be finalized:

- IEP Meeting Request
- Meeting Summary Document
- IEP Document
- Behavior Intervention Plan Review
- Most recent FBA
- IEP Prior Written Notice

APPENDIX N: MDR Procedures

MDR Procedures

The Manifestation Determination Review (MDR) is embedded in the Annual Review process. The purpose of the MDR is to determine if a student’s behaviors of concern are a manifestation of the student’s identified disability.

Available Process Docs

Profile View Abbreviation	Full Name of Document	Uses of the Document
IREQ	IEP Meeting Request	The meeting request is used to invite participants to a requested or required IEP meeting. This is a required process doc for all IEP meetings.
IPWN	IEP Prior Written Notice	The PWN is used to provide the parent/adult student written notice of what is being proposed. This is a required process doc for all IEP meetings.
MSUM	Meeting Summary	The meeting summary is used to document discussions that are not able to be reflected in the IEP process doc. This is a required process doc for MDR meetings.
NPSVA 37	Manifestation Determination and Review Documentation	The MDR document is used to document the offense(s) alleged against the student and all information related to the allegations that are considered by the team. Student background information is also documented. This is a required process doc for all MDR meetings and is located under the Ad Hoc Documents tab.
IEP	Individual Education Program	The IEP is the document where a student’s program is developed, reviewed and revised. This is a required process doc for all IEP meetings

Meeting Summary – You will indicate that the meeting is to discuss a MDR. Note the meeting participants and their title.

Manifestation Determination and Review Documentation – You will have to create this document under the Ad Hoc tab.

Part 1. Background Information

Location – This is the area that the reported incident of misconduct occurred.

Time – This is the time the reported incident of misconduct occurred.

Special Education Placement(s) – This is where the services from the current IEP are to be documented. Include what area(s) of need is/are being addressed. If the student has a Behavior Intervention Plan, the team will need to document what behaviors are being addressed.

Date of Current IEP – The current IEP must be the last one having signed consent from the parent.

Reevaluation Due Date – Indicate when the next reevaluation date for the student. This information can be located at the top left corner under the Process Docs tab.

Total number of suspension days this school year prior to this incident – The team will need to refer to the student's discipline report generated from Synergy SIS.

Number of suspension days being considered for this incident of misconduct – You will need to consult with the administrator/dean responsible for determining the consequences for the incident of misconduct.

Suspension Criteria: The following statements need to be reviewed and the team will need to indicate either **Yes** or **No** based on the incident of misconduct.

1. Illegal drugs/controlled substances were involved in the incident.
2. A weapon/dangerous instrument was involved in this incident.
3. Serious bodily injury as defined in federal law was inflicted upon another person at school or at a school function.
4. Student transportation was involved in this incident.

Part 2. Manifestation Determination Review Team Members

Students age 14 and older must be invited-Click the box to indicate the student was invited to the meeting. For students identified as having an Emotional Disability, the team must have a school psychologist present.

Position – Indicate the position of the individuals present at the meeting. Remember that you need to ensure the IEP team has all required participants. This can be selected via drop down menu.

Name – Click the arrow pointing toward the left of the document. Find to search staff members. Click on the correct staff name and click the “Select” Button at the top of the window.

Signatures – Ensure that **everyone** present at the meeting sign as Participants. Signing the document indicates they were present at the meeting.

Nature of the offense(s) alleged against the student and information related to allegations that were considered by the team. The IEP team will need to provide a description of the offense(s) documented on the Student Incident form completed by the Administrator/Dean in Synergy.

Part 3. The Team Members Reviewed and Considered the Following Relevant Information.

Check all that apply. Ensure that you have documented in the **Meeting Summary** what the team reviewed and considered if you have checked next to that item. The IEP team **must** review the student’s cumulative records **including**: the eligibility and triennial minutes, evaluation reports, reports from outside agencies, discipline records, chronic health information, behavioral intervention plans, attendance record and the student’s IEP. The team needs to consider relevant information supplied by the parent and observations by staff that had contact with the student.

Part 4. The Team Members’ Conclusions

You **must** indicate either **Yes** or **No** for the following statements.

Conduct was caused by or had a direct and substantial relationship to the student’s disability. You are considering the student's **actions**, not solely the violation of the Code of Conduct. The information you reviewed (referred to above) will assist with the discussion which will lead to the answer to this statement.

Conduct was a direct result of the district’s failure to implement the IEP.

Again, the team’s review and discussion of the required documentation and data will lead the team to the answer to this statement.

The IEP team determined this incident of misconduct is not a manifestation of the student's disability.

You have considered the student's actions, not solely the violation of the Code of Conduct, reviewed the relevant information and determined the misconduct was not due to the student's disability.

The student will be returned to the placement from which the student was removed.

In other words, if the misconduct was a manifestation of the student's disability, the team would indicate Yes. If the misconduct was not a manifestation of the student's disability, the team would indicate No. If you answer no, the team will need to indicate on the Prior Written Notice what the district proposes.

The Parent and District agree to a change of placement as part of the behavioral intervention plan.

If you have reached the point where the IEP team is holding an MDR, a Functional Behavioral Assessment was conducted by the 5th day of suspension. If there is a Behavior Intervention Plan that was developed from that FBA, and the team agrees to a change of placement as part of the BIP, you would indicate Yes. If there is no BIP, you would indicate No.

An IEP meeting is needed.

If the IEP team determines there needs to be a follow-up IEP meeting to discuss services and placement, you would indicate Yes.

The student will be placed in an interim alternative educational setting determined by the IEP team. It is important to include your Teacher/Program Specialist in the discussion if the student's actions constitute an alternative educational setting.

It is necessary to conduct a Functional Behavioral Assessment.

If the student has accrued 5 days of suspension and a Functional Behavioral Assessment (FBA) has not been conducted, the team must indicate Yes. A follow-up IEP meeting will need to be scheduled to begin the FBA process.

A reevaluation is necessary.

As the IEP team reviews and discusses the documents identified under Part 3, the members may determine additional information is needed to identify the student's current educational/behavioral needs.

It is necessary to review the current behavior plan for this student.

This should be part of the MDR documentation that the IEP team. If the team determines the BIP is not addressing the behavioral needs of the student, they would indicate Yes. A follow-up IEP meeting will need to be scheduled to begin the FBA process.

The conduct subject to disciplinary action is a manifestation of the student's disability.

This is a reiteration of the first statement answered. If the misconduct was a manifestation of the student's disability, the IEP team would indicate **Yes**.

Comments

Additional information that was not contained in the Meeting Summary can be documented in this area.

All team members will need to sign the following forms as participants at the meeting:

- Meeting Summary Document
- MDR Document
- IEP Document, Cover Page

The case manager or NPS Representative will upload and attach all signed documents to the IEP event. The following documents will need to be finalized:

- IEP Meeting Request
- Meeting Summary Document
- MDR Document
- IEP Prior Written Notice
- IEP Document

Manifestation Determination Checklist

Manifestation Determination Checklist
<p><i>Prior to the Meeting</i></p> <p><u>Disciplinary School Personnel Responsibility</u></p> <ul style="list-style-type: none">€ Due process provided to the student by the designated school personnel€ Parent notified by the school disciplinary personnel€ Suspension notice forwarded to the parent and case manager or NPS Rep€ Case Manager or NPS Rep contacted to schedule the MDR meeting <p><u>Case Manager Responsibilities</u></p> <p>IEP meeting notice for the MDR provided to the parent along with the procedural safeguard</p>
<p><i>Beginning of the Meeting</i></p> <p><u>The Case Manager will:</u></p> <ul style="list-style-type: none">€ Ensure the team is composed of the required participants. If the student has an Emotional Disability, one of the participants must be the School Psychologist€ Confirm parent received the IEP Meeting notice and procedural safeguards€ Ensure the student cumulative record is present€ Provide an overview purpose of the MDR meeting including the description of the behavior and incident and the process that will be followed€ Obtain signatures of the IEP team participants
<p><i>During the Meeting</i></p> <p><u>The Case Manager will:</u></p> <ul style="list-style-type: none">€ Share and discuss the documents reviewed with all team participants (e.g. eligibility, IEP, etc.)€ Encourage team collaboration <p><u>The NPS Rep will:</u></p> <ul style="list-style-type: none">€ Record the team's discussion identifying each document considered/reviewed and specific relative findings in the Meeting Summary
<p><i>End of the Meeting</i></p> <p><u>The Case Manager will:</u></p> <ul style="list-style-type: none">€ Summarize the information recorded on the Meeting Summary and collaborate with the team to make the manifestation determination€ Complete the PWN with a detailed description of and justification for all proposals and refusals considered by the IEP team

What to do if there is no consensus? *The NPS Rep makes the final decision. However, the following steps are required when members do not agree.*

When a team member other than the parent disagrees? *The team member should provide written documentation outlining his/her position as it relates to the MDR findings. The written letter must be provided to the NPS Rep and forwarded to the school's Senior Coordinator within 2 business days of the MDR meeting.*

When the parent disagrees? *The NPS Rep must refer the parent to page 36 of the Your Family's Special Education Rights and immediately send an email to the Senior Coordinator and Teacher Specialist of the school.*

APPENDIX O: PWN Instances Checklist
Checklist of Instances Where Prior Written Notice Is Required

IDENTIFICATION	YES	NO
Child Find activities		X
Screening		X
School-based team activities		X
Use of intervention strategies (i.e., Response to Intervention (RTI), Tiered instructional model)		X
Referral for initial evaluations	X	
EVALUATION		
Collection of new data for initial evaluation and reevaluation	X	
Review of existing data		X
Evaluation of progress on the annual goals		X
Administration of statewide or division-wide assessments		X
Request for an Independent Educational Evaluation (IEE)	X	
Refusal of request for an IEE	X	
Determination of eligibility upon completion of an initial evaluation or reevaluation	X	
Eligibility issues	X	
Refusal to conduct an evaluation	X	
Observation for evaluation purposes	X	
Observation by related service providers, teachers, others as part of daily duties and activities		X
Evaluations used in the performance of a Functional Behavioral Assessment (FBA)	X	
EDUCATIONAL PLACEMENT		
Initial educational placement into special education	X	
Relocation of the special education program		X
Any change in educational placement/least restrictive environment	X	
Termination of special education and related services	X	
Transfer of student to another school or division		X
Graduation with a regular diploma	X	
Disciplinary removal for more than 10 consecutive school days	X	
Disciplinary removal for no more than 10 school days		X
A change in placement due to a series of disciplinary removals that constitute a pattern of removal	X	
Disciplinary removal to an interim alternative educational setting (IAES) for not more than 45 school days	X	
PROVISION OF FAPE		
Deletion or addition of a related service	X	
Change in annual goals on an existing IEP	X	
Increase or decrease in special education services or related services	X	
Change in how a student will participate in statewide and division-wide assessments	X	
Any revision of the IEP	X	
Increase or decrease in supplementary aids and services or supports to school personnel listed in the child's IEP	X	
Refusal to increase or decrease related service	X	
Consideration of ESY	X	
Implementation of a Behavioral Intervention Plan (BIP)	X	

NOTE: This checklist should be seen as a guide and not as an exhaustive list

Procedures for Seclusion and Restraint

Positive Behavioral Interventions and Supports

It is Norfolk Public School's intention that in every school, the Principal or Principal's designee will encourage the use of positive behavioral interventions and supports to reduce and prevent the need for the use of physical restraint that can include but are not limited to:

1. Building positive relationships
2. Establishing clear routines and structures within the classroom and school environment P
3. Positive reinforcement system for preferred behaviors (token, point, etc.)
4. Use of non-verbal cues & signals
5. Proximity
6. Positive verbal phrasing (Ex. "you're doing a great job!", "keep going", "I like how you handled that feeling", "remember to use your strategies", etc.)
7. Frequent reminders of expectations and reinforcers
8. Individual reward systems as needed.
9. Check in/check out system
10. Individual & visual schedules
11. Structured breaks
12. Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP)

Seclusion in Norfolk Public Schools

Norfolk Public Schools does not use seclusion within the public school setting.

Seclusion is defined as the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.

Interventions that do not constitute seclusion

Provided that no such room or space is locked, the term "seclusion" does not include:

- (i) time out, as defined in this chapter;
- (ii) in-school suspension;
- (iii) detention;
- (iv) student-requested breaks in a different location in the room or in a separate room; (v) removal of a student for a short period of time from the room or a separate area of the room to provide the student with an opportunity to regain self-control, so long as the student is in a setting from which he is not physically prevented from leaving; (vi) the removal of a student for disruptive behavior from a classroom by the teacher, as provided in § 22.1-276.2 of the Code of Virginia; and
- (vii) confinement of a student alone in a room or area from which the student is physically prevented from leaving during the investigation and questioning of the student by school employees regarding the student's knowledge of or participation in events

constituting a violation of the code of student conduct, such as a physical altercation, or an incident involving drugs or weapons.

The Circumstances In Which Physical Restraint May Be Employed

NPS personnel may implement a physical restraint only when other interventions are or would be ineffective and only to:

1. Prevent a student from inflicting serious physical harm or injury to self or others;
2. Quell a disturbance or remove a student from the scene of a disturbance in which such student's behavior or damage to property threatens serious physical harm or injury to persons.
3. Defend self or others from serious physical harm or injury;
4. Obtain possession of controlled substances or paraphernalia which are upon the person of the student or within the student's control; or
5. Obtain possession of weapons or other dangerous objects that are upon the person of the student or within the student's control.

Prohibited Actions

The following actions are prohibited in NPS:

1. Use of mechanical restraints.
2. Use of pharmacological restraints.
3. Use of aversive stimuli.
4. Use of prone restraints (i.e. lying face down) or that any other restraints that restricts a student's breathing or harms the student.
5. Use of seclusion that restricts a student's breathing or harms the student
6. Use of physical restraint or seclusion as: (i) punishment or discipline; (ii) a means of coercion or retaliation; or (iii) a convenience; (iv) or to prevent property damage.

Unless a student's damage to property creates an imminent risk of serious physical harm or injury to the student or others, the damage of property does not itself indicate an imminent risk of serious physical harm or injury and shall not be the justification for the restraint of a student.

7. Use of corporal punishment.
8. Use of seclusion rooms or freestanding units not meeting the standards set forth in these regulations.
9. Use of restraint or seclusion when medically or psychologically contraindicated as stated in documentation by the IEP team, 504 team, school professionals, or by a licensed physician, psychologist or other qualified health professional under the scope of the professional's authority.

During the Use of a Physical Restraint

Continuous visual monitoring of the use of any physical restraint is required to ensure the appropriateness of such use and the safety of the student being physically restrained, other students, school personnel, and others. The exception to this provision is allowable when emergency situations in which securing visual monitoring before implementing the physical restraint, in the reasonable judgment of the school employee implementing the physical restraint, result in serious physical harm or injury to persons.

When To End Restraint

Physical restraint shall be discontinued as soon as the imminent risk of serious physical harm or injury to self or others presented by the emergency situation has dissipated.

Notification and Reporting

When any student has been physically restrained, the school personnel involved shall report the incident and the use of any related first aid to the school principal or the principal's designee as soon as possible by the end of the school day in which the incident occurred. The school principal or the principal's designee, or other school personnel shall make a reasonable effort to ensure that direct contact is made with the parent, either in person or through telephone conversation, or other means of communication authorized by the parent (i.e. email). Notification of the incident or any related first aid must be reported to the parent on the day of the incident.

When any student has been physically restrained *after the regular school day*, the above notification requirements shall be made as soon as practicable in compliance with the NPS school crisis, emergency management, and medical emergency response plans. Practicable notification and reporting shall not exceed two school days after an incident in which the physical restraint has been implemented. The school personnel involved in the incident or other school personnel, as may be designated by the principal, shall complete and provide to the principal or the principal's designee, the ***Restraint Documentation Form***. NPS must provide the parent a copy of the incident report within seven calendar days of the incident.

Debriefing:

- a. Following an incident of physical restraint, the school division shall ensure that, within two school days, the principal or designee reviews the incident with all school personnel who implemented the use of physical restraint to discuss:
 - 1) Whether the use of restraint was implemented in compliance with this document and local policies; and
 - 2) How to prevent or reduce the future need for physical restraint.
- b. As appropriate depending on the student's age and developmental level, following each incident of physical restraint NPS must ensure that, as soon as practicable, but no later than two school days or upon the student's return to school, the principal or designee shall review the incident with the student(s) involved to discuss:
 - 1) Details of the incident in an effort to assist the student and school personnel in identifying patterns of behaviors, triggers or antecedents.
 - 2) Alternative positive behaviors or coping skills the student may utilize to prevent or reduce behaviors that may result in the application of physical restraint.

The principal or the principal's designee shall regularly review the use of physical restraint to ensure compliance with school division policy and procedures, and, when there are multiple incidents within the same classroom or by the same individual, the principal or the principal's designee shall take appropriate steps to address the frequency of use.

Accountability: Documenting Multiple Uses of Restraint

1. In the initial development and subsequent review and revision of a student's IEP or Section 504 plan, the student's IEP or Section 504 team shall consider whether the student displays behaviors that are likely to result in the use of physical restraint. If the IEP or Section 504 team determines that a future use is likely, the team shall consider, among other things, the need for: (i) an FBA; (ii) a new or revised BIP that addresses the underlying causes or purposes of the behaviors as well as de-escalation strategies, conflict prevention, and positive behavioral interventions; (iii) any new or revised behavioral goals; and (iv) any additional evaluations or reevaluations.
 - a. Within 10 school days following the second school day in a single school year on which an incident of physical restraint has occurred, the student's IEP or 504 team shall meet to discuss the incident and to consider, among other things, the need for: (i) an FBA; (ii) a new or revised BIP that addresses the underlying causes or purposes of the behaviors as well as de-escalation strategies, conflict prevention, and positive behavioral interventions; (iii) any new or revised behavioral goals; and (iv) any additional evaluations or reevaluations.
2. For students not described in number 1, within 10 school days of the second school day in a single school year on which an incident of physical restraint has occurred, a team consisting of the parent, the principal or the principal's designee, a teacher of the student, school personnel involved in the incident (if not the teacher or administrator already invited), and other appropriate school personnel, such as a school psychologist, school counselor, or school resource officer, as determined by the school division, shall meet to discuss the incident and to consider, among other things, the need for: (i) an FBA; (ii) a new or revised BIP that addresses the underlying causes or purposes of the behaviors as well as de-escalation strategies, conflict prevention, and positive behavioral interventions; and (iii) a referral for evaluation.
3. Nothing in this section shall be construed to (i) excuse the team or its individual members from the obligation to refer the student for evaluation if the team or members have reason to suspect that the student may be a student with a disability; or (ii) prohibit the completion of an FBA or BIP for any student, with or without a disability, who might benefit from these measures but whose behavior has resulted in fewer than two incidents of physical restraint in a single school year.

Annual Reporting

The principal or the principal's designee shall submit to the division superintendent a report on the use of physical restraint. The final process for submission will be provided by the Chief Schools Officer. The division superintendent shall annually report the frequency of such incidents to the Superintendent of Public Instruction on forms that shall be provided by the Department of Education. Such information will be available to the public.

Training

The level one training requires all school personnel to receive initial training regarding the regulations, policies, and procedures governing the use of physical restraint. This is a free online training that is offered in a series of five modules at [ODU VDOE](#) and fulfills the requirements detailed in the Regulations. The modules should be completed in order and are followed by a cumulative quiz that will earn the participant a certificate of completion that must be submitted to the principal (or designee) or immediate supervisor by November 30, 2020.

The advanced training in the use of physical restraint, level two, is required for at least one administrator of each school building and for school personnel assigned to work with any student whose IEP or Section 504 team determines the student is likely to be restrained. NPS will ensure nine trainers from the Departments of Learning Support and Student Support Services participate in an evidenced based intervention that focuses on safe management of aggressive behaviors. These trainers will conduct the annual level two training to all school personnel as required by the regulation no later than the first quarter of each school year.

Annual Review

NPS will review its policies and procedures regarding physical restraint at least annually, and shall update these policies and procedures as appropriate. In developing, reviewing, and revising its policies, NPS shall consider the distinctions in emotional and physical development between elementary and secondary students and between students with and without disabilities.

Posting of Policies and Procedures

Consistent with the Code of Virginia, a current copy of a school division's policies and procedures regarding restraint shall be posted on the school division's website and shall be available to employees and to the public. In accordance, NPS shall ensure that printed copies of such policies and procedures are available as needed to citizens who do not have online access.

APPENDIX Q: Restraint Documentation Form

USE OF RESTRAINT

RESTRAINT is defined as the use of physical force, without the use of any device or material, that restricts the free movement of all or a portion of a student's body.

RESTRAINT DOES NOT INCLUDE:

- Briefly holding a student to calm or comfort the student.
- Holding a student's hand or arm to escort the student safely from one area to another.
- Moving a disruptive student who is unwilling to leave the area if other methods such as counseling, cajoling, etc., have been unsuccessful.
- Intervening in a fight in accordance with school policies and state law.

RESTRAINT IS NOT TO BE USED IN THE SCHOOL, UNLESS:

- There is an emergency situation and physical restraint is necessary to protect a student or other person from imminent, serious, physical harm after other less intrusive, non-physical interventions have failed or been determined inappropriate.
- The student's behavioral intervention plan and/or IEP describe the specific behaviors and circumstances in which physical restraint may be used.
- The parents of a nondisabled student have otherwise provided written consent to the use of physical restraints while a behavior intervention plan is being developed.

PHYSICAL RESTRAINT SHALL BE APPLIED ONLY BY SCHOOL PERSONNEL WHO ARE TRAINED IN THE APPROPRIATE USE OF PHYSICAL RESTRAINT. SCHOOL PERSONNEL SHOULD ONLY USE PHYSICAL RESTRAINT AS NECESSARY TO PROTECT A STUDENT OR OTHER PERSON(S) FROM IMMINENT, SERIOUS, PHYSICAL HARM. PHYSICAL RESTRAINT SHOULD NOT BE USED AS A PUNITIVE MEASURE.

MECHANICAL RESTRAINT IS STRICTLY FORBIDDEN IN NORFOLK PUBLIC SCHOOLS.

WHEN RESTRAINT IS USED, ALONG WITH NOTIFICATION PROCEDURES, THE STAFF IS REQUIRED TO:

- Complete and sign the attached Physical Restraint Documentation Form
- File a copy of the form in the student's educational record.
- Forward a copy of the *Restraint Documentation Form* to the parent within seven calendar days of the incident.
- Forward copies to the Senior and Assistant Directors of Special Education (for students with status of IEP or Section 504) or Senior Director of Student Support Services (for students with status of general).

BEST PRACTICES ALSO SUPPORT:

- Debriefing with staff involved in the incident.

STUDENT NAME _____		GRADE _____	DOB ____/____/____
ID # _____	Disability Status __ IEP __ 504 __ NONE		Date of Incident ____/____/____
LOCATION of Incident ___ Assigned Classroom ___ Cafeteria ___ Hallway ___ School Bus ___ School Grounds ___ Gym ___ Bathroom ___ Other Classroom ___ Other _____			
Start Time of Incident ____:____ AM/PM	End Time of Incident ____:____ AM/PM	Duration of Incident ___ Hours ___ Minutes	
School Personnel involved in the restraint (check all that apply) ___ Special Education Teacher ___ General Education Teacher ___ Teacher Assistant ___ Support/Admin Staff ___ Substitute ___ Security Officer ___ Bus Driver ___ Bus Assistant ___ Other _____			
What behavior did the student exhibit prior to the restraint?	___ Kicking others ___ Biting () Self () Others ___ Hitting others ___ Using object as a weapon ___ Self injurious behavior ___ Other _____		
Identify strategies and interventions prior to the physical restraint	(Check all that apply) ___ Verbal Redirection including frequent reminders of expectations and reinforcers		

	<input type="checkbox"/> Positive verbal phrasing (Ex. "you're doing a great job!", "keep going", "I like how you handled that feeling", "remember to use your strategies", etc.) <input type="checkbox"/> Use of non-verbal cues and signals <input type="checkbox"/> Positive reinforcement system for preferred behaviors (token, point, etc.) <input type="checkbox"/> Proximity <input type="checkbox"/> Offered choices <input type="checkbox"/> Diversion or distraction <input type="checkbox"/> Reduced demand <input type="checkbox"/> Reduced verbal interaction <input type="checkbox"/> Removal of other students <input type="checkbox"/> Removal for assistance <input type="checkbox"/> Other _____
<p>What behavior prompted the physical restraint?</p>	<input type="checkbox"/> Threat of imminent, serious, physical harm to self <input type="checkbox"/> Threat of imminent, serious, physical harm to others
<p>A detailed description of the imminent danger to self or others</p>	
<p>Type of physical restraint</p>	
<p>Were there any injuries to the student, school personnel, or others? Y or N</p>	<p>If yes, evaluated by who? _____ Provide detailed description of injuries</p>

Student behavior at the end of the restraint	
<u>Notification</u>	
____ School or Program Administrator Notified	_____ <small>DATE</small> <small>INITIALS</small>
____ Parent(s)/Guardian Notified by School Administrator or Designee	_____ <small>DATE</small> <small>INITIALS</small>
____ Copy of incident in student record and sent to Learning Support or Student Support Services	_____ <small>DATE</small> <small>INITIALS</small>
Staff Member/Person Completing Reporting Form	
_____	_____
Print Name	Signature
Has the person completing the form participated in advanced training?	
____ Yes ____ No	
Date form was completed: _____	
Debriefing (To be Completed by Principal or Designee Only)	
____ With student on _____	
	<small>DATE</small>
____ With school personnel on _____	
	<small>DATE</small>
Student Follow-up	
_____ Meeting with School Counselor	
_____ IEP meeting, including FBA/BIP	
_____ Section 504 meeting, including any applicable FBA/BIP	
_____ Request to Student Assistance Team (SAT)	
_____ Other _____	

EARLY CHILDHOOD SPECIAL EDUCATION RESOURCE GUIDE

AUGUST 2020

Table of Contents:

<u>PK AT A GLANCE WITH VIRTUAL CONSIDERATIONS</u>	3
<u>VIRTUAL LEARNING AT A GLANCE</u>	5
<u>EARLY CHILDHOOD ROLES AND RESPONSIBILITIES DURING VIRTUAL</u>	7
<u>REFERRALS/UPDATES/ELIGIBILITY PROCEDURES</u>	11
<u>SERVICE PAGE NOTES (for SDI and related Services)</u>	11
<u>RISING KINDERGARTEN IEPs</u>	12
<u>GOAL WRITING</u>	12
<u>ECSE SYNERGY GUIDELINES</u>	13
<u>ROLES AND RESPONSIBILITIES OF NPAT MEMBERS</u>	31

PK at a Glance with Virtual Considerations
Our Continuum of Services (starting from LRE)
Brick and Mortar Settings

Program	Services	Setting/Placement	Class Size	Transportation
Traditional Itinerant	<p>Suggested up to 120 service minutes weekly of SDI for PK2-PK4 based on disability based needs.</p> <p>All meetings are to be held at the folder school.</p>	<p>General Education</p> <p>Use HOME as default setting unless the student is currently attending a program since placement is not guarantee with any program.</p> <p>Placement is to be changed during an amendment IEP from HOME to GEN only after the student begins attending an early childhood program.</p>	<p>12 students maximum</p>	<p>Special transportation is only offered to access related services.</p> <p>If the student does not attend a program located in a public school building or a Head Start program (speech therapist can only travel to provide speech services at a Head Start program).</p>
Co-Teaching model	<p>Recommended 300-600 service minutes weekly of SDI in the GEN setting for PK3 and PK4.</p> <p>ECSE provided in a public school building, within an inclusion classroom, with a general education teacher, special education teacher, and a paraprofessional (full-time/ part-time).</p>	<p>General Education</p> <p>Must follow application process with Early Learning. Availability based on a "first come-first serve" basis and financial requirements.</p> <p>Currently offered at Willoughby, Easton, Granby, Tanners Creek, Head Start/ Chesterfield (PK3), and St. Helena.</p>	<p>8 students with IEPs in a classroom</p> <p>18 students total</p> <p>Can have up to 2 itinerant students</p>	<p>Transportation provided to and from school from home address only to access special program site.</p>
<p>Self-contained Half Day</p> <p>Uses adapted Creative Curriculum with literacy-based monthly thematic units and AEPS</p>	<p>825 service minutes weekly of SDI minus all direct related services for PK2 (students who turn 2 between 10/1 and 2/29)/PK3 (half-day).</p> <p>ECSE provided in a public school building, within a self-contained classroom, with a special education teacher, and special education paraprofessional.</p>	<p>Special Education</p> <p>Currently offered at Willoughby and Easton.</p> <p>A.M. half-day classes with 2 peer buddies offered only at Easton.</p> <p>One AM half-day, HI support class offered at Easton.</p>	<p>8 students with IEP's in a classroom</p> <p>Can have up to 2 itinerant students</p>	<p>Transportation provided to and from school from home address only to access special program site.</p>

Early Childhood Special Education Resource Guide

(administered 3x/year).	All half-day classes are required to offer at least 1 home visit yearly.			
Self-Contained Full Day Uses adapted Creative Curriculum with literacy-based monthly thematic units and AEPS (administered 3x/year).	1650 service minutes weekly of SDI minus direct related services for PK4 (full-day). ECSE provided in a public school building, within a self-contained classroom, with a special education teacher, and special education paraprofessional.	Special Education Currently offered at Willoughby and Easton.	8 students with IEPs in a classroom	Transportation provided to and from school from home address only to access special program site.
Autism Self-Contained Uses adapted Creative Curriculum with literacy-based monthly thematic units and AEPS (administered 3x/year).	1650 service minutes weekly of SDI minus direct related services for PK4 (full-day). ECSE provided in a public school building, within a self-contained classroom, with a special education teacher, and 2 special education paraprofessionals. PWN states: "requires a highly structured environment with an increased staff-to-student ratio".	Special Education Currently offered at Willoughby and Easton. Placement based on collaboration with PK Teacher, Specialist, Autism Program Specialist, and proper submittal of program packet.	6 students with IEPs in a classroom	Transportation provided to and from school from home address only to access special program site.
Hearing Impaired	PK2, PK3, and PK4 (all full-day). Services based on HI teacher's and audiologist's recommendations. Currently offered at ODU for PK HI students without a cognitive delay.	Special Education Speech therapy services provided by ODU staff. Heavily language-based program with a Hearing Impaired teacher as classroom teacher.	Class-size of 2-6 kids (all of which have IEPs)	Transportation provided to and from school from home address only to access special program site.

Related Services: These are individual based on needs and can include speech, OT, PT, HI, and VI

Virtual Learning

Program	Services	Setting/Placement	Class Size	Transportation
Traditional Itinerant	<p>Zoom sessions may vary from 10 to 15 minutes per session, 1-5 times a week.</p> <p>Service minutes and frequency of service based on individual needs. (i.e. student receives 30 minutes a week in the school setting may receive 1 zoom session and 1 coaching session in the virtual session)</p> <p>A 30 minute coaching session with families will be offered at least 1 time weekly.</p>	General Education	Remain the same as if in a brick and mortar building.	No transportation during virtual learning.
Co-Teaching	<p>Aligned with the General Education Program plan.</p> <p>At least 1 30 minute coaching session a week with family</p>	General Education	<p>Remain the same as if in a brick and mortar building.</p> <p>Can have up to 2 itinerant students.</p>	No transportation during virtual learning.
Self-contained Half Day	<p>Two 15 minute zoom sessions daily (1 for literacy and 1 for center time).</p> <p>Two 30 minute coaching sessions weekly with families.</p> <p>Total time is 150 minutes per week of direct service and 60 minutes a week of consult coaching service.</p>	Special Education	<p>Remain the same as if in a brick and mortar building.</p> <p>Can have up to 2 itinerant students.</p>	No transportation during virtual learning.
Self-Contained Full Day	<p>Two 15 minute zoom sessions daily (1 for literacy, 1 for circle time) and one 30 minute zoom session daily for center time</p> <p>Two 30 minute coaching sessions weekly with families.</p> <p>Total time is 300 minutes per week of direct service and 60 minutes a week of consult coaching service.</p>	Special Education	Remain the same as if in a brick and mortar building.	No transportation during virtual learning.

Early Childhood Special Education Resource Guide

Autism Self-Contained	Two 15 minute zoom sessions daily (1 for literacy, 1 for circle time.) One 30 minute zoom session for centers. Two 30 minute coaching sessions weekly with families.	Special Education	Remain the same as if in a brick and mortar building.	No transportation during virtual learning.
Hearing Impaired	Two 15 minute zoom sessions daily (1 for literacy, 1 for circle time.) One 30 minute zoom session for centers. Two 30 minute coaching sessions weekly with families.	Special Education	Remain the same as if in a brick and mortar building.	No transportation during virtual learning.

Related Service: Consult refer to Senior Coordinator for updated guidance (option to consider-therapy services will continue virtually, teacher and therapist will continue to support virtually).

Early Childhood Special Education Roles and Responsibilities

<p>ECSE Self-contained Teachers</p>	<p>ECSE Teachers will...</p> <ul style="list-style-type: none"> ● Connect with individual students and families on their caseloads. Establish a sense of community and connectedness. Keep a log of parent communication for each student (upload into Synergy SE at end of quarter). ● Establish and communicate hours for individualized supports. ● Be responsive to administrators, parents and colleagues. ● Collaborate and create synchronous learning opportunities that are accessible and meaningful for students. ● Follow the instructional schedule attached. ● Offer parent coaching sessions that are individualized based on parents' needs and students' IEPs. ● Schedule, prepare and actively participate in IEP meetings, and eligibility meetings. <i>Follow the NPS Continuation of Evaluations, Eligibility, and Individualized Education Plan (IEP) Meetings under IDEA.</i> ● Actively participate in department meetings and professional development. ● Collect data on IEP goals for progress monitoring. ● Provide direction and supervision of teacher assistants.
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Schedule for Half-Day AM Teachers:

- 8:20-8:50 Prepare for Daily Lessons / Teacher – Paraprofessional Planning Time
- 8:50-9:05 Synchronous Instruction – Read-Aloud/Story-time
- 9:15-9:45 Individual Family Coaching Session
- 10:00-10:15 Synchronous Instruction – Daily Interest Area (Monday – blocks; Tuesday – dramatic play; Wednesday – gross motor activity or music; Thursday – art; Friday – sensory or science/discovery)
- 10:30-11:00 Individual Family Coaching Session
- 11:00-11:30 Individual Family Coaching Session
- 11:30-12:00 Individual Family Coaching Session
- 12:00-12:30 Teacher Lunch
- 12:30-3:00 IEP Meetings/Itinerant Work/Collaboration with Related Service Providers/Professional Development
- 3:00-3:40 School-wide meetings (Leadership, Departmental)

Early Childhood Special Education Resource Guide

Schedule for Half-Day PM Teachers:

- 8:20-10:50 IEP Meetings/Itinerant Work/Collaboration with Related Service Providers/Professional Development
- 10:50-11:20 Teacher Lunch
- 11:20-11:50 Prepare for Daily Lessons / Teacher – Paraprofessional Planning Time
- 12:00-12:15 Synchronous Instruction – Read-Aloud/Story-time
- 12:30-1:00 Individual Family Coaching Session
- 1:00-1:15 Synchronous Instruction – Daily Interest Area (Monday – blocks; Tuesday – dramatic play; Wednesday – gross motor activity or music; Thursday – art; Friday – sensory or science/discovery)
- 1:30-2:00 Individual Family Coaching Session
- 2:00-2:30 Individual Family Coaching Session
- 2:30-3:00 Individual Family Coaching Session
- 3:00-3:40 School-wide meetings (Leadership, Departmental)

Half-day students receive 150 minutes/week of specially designed instruction (direct) and 60 minutes/week of consult with parents. Half-day teachers also complete itinerant work during the other part of the day.

Schedule for Full-Day Teachers:

- 8:20-8:50 Prepare for Daily Lessons / Teacher – Paraprofessional Planning Time
- 8:50-9:10 Synchronous Instruction - Morning Circle (Literacy/Math/SEL)
- 9:15-9:45 Individual Family Coaching Session
- 9:50-10:10 Synchronous Instruction – Read-Aloud/Story-time
- 10:15-10:45 Individual Family Coaching Session
- 10:50-11:20 Individual Family Coaching Session
- 11:30-12:00 Individual Family Coaching Session
- 12:00-12:30 Teacher Lunch
- 12:45-1:15 Synchronous Instruction – Daily Interest Area (Monday – blocks; Tuesday – dramatic play; Wednesday – gross motor activity or music; Thursday – art; Friday – sensory or science/discovery)
- 1:30-2:00 Individual Family Coaching Session
- 2:00-3:00 IEP Meetings/Collaboration with Related Service Providers/Professional Development
- 3:00-3:40 School-wide meetings (Leadership, Departmental)

Full-day students receive 300 minutes/week of specially designed instruction (direct) and 60 minutes/week of consult with parents.

Early Childhood Special Education Resource Guide

<p>ECSE Speech Therapists</p>	<p>ECSE Speech Therapists will...</p> <ul style="list-style-type: none"> ● Connect with individual students and families on their caseloads. Establish a sense of community and connectedness. Keep a log of parent communication for each student (upload into Synergy SE at end of quarter). ● Establish and communicate hours for individualized supports. ● Be responsive to administrators, parents and colleagues. ● Participate in synchronous learning opportunities with classrooms on their caseloads (at least 2 (full-day) or 3 (half-day) sessions per classroom per week). ● Attend parent coaching sessions together with classroom teacher teachers as needed. ● Schedule individual parent coaching/therapy sessions as needed. ● Schedule, prepare and actively participate in IEP meetings, and eligibility meetings. <i>Follow the NPS Continuation of Evaluations, Eligibility, and Individualized Education Plan (IEP) Meetings under IDEA.</i> ● Actively participate in department meetings and professional development. ● Collect data on IEP goals for progress monitoring.
<p>ECSE Para-professionals</p>	<p>ECSE Paraprofessionals will...</p> <ul style="list-style-type: none"> ● Connect and collaborate with their assigned classroom teacher(s). ● Attend all synchronous instructional sessions with their teacher(s). ● Be responsive to administrators and their teacher(s). ● Communicate needed materials for the week's activities to parents via provided email template each Friday afternoon. ● Actively participate in school-wide meetings and professional development.
<p>ECSE Inclusion/ Collaborative Teachers</p>	<p>ECSE Inclusion/Collaborative Teachers will...</p> <ul style="list-style-type: none"> ● Connect with individual students and families on their caseloads. Establish a sense of community and connectedness. Keep a log of parent communication for each student (upload into Synergy SE at end of quarter). ● Establish and communicate hours for individualized supports. ● Be responsive to administrators, parents and colleagues. ● Collaborate with general education co-teacher to create synchronous learning opportunities that are accessible and meaningful for students. ● Lead synchronous break-out rooms for small-group instruction. ● Follow the instructional schedule for the VPI classroom. ● Offer parent coaching sessions that are individualized based on parents' needs and students' IEPs. ● Schedule, prepare and actively participate in IEP meetings, and eligibility meetings. <i>Follow the NPS Continuation of Evaluations, Eligibility, and Individualized Education Plan (IEP) Meetings under IDEA.</i>

Early Childhood Special Education Resource Guide

	<ul style="list-style-type: none"> ● Actively participate in department meetings and professional development. ● Collect data on IEP goals for progress monitoring.
<p>ECSE Inclusion/ Itinerant Teachers</p>	<p>ECSE Itinerant Teachers will...</p> <ul style="list-style-type: none"> ● Connect with individual students and families on their caseloads. Establish a sense of community and connectedness. Keep a log of parent communication for each student (upload into Synergy SE at end of quarter). ● Establish and communicate hours for individualized supports. ● Be responsive to administrators, parents and colleagues. ● Collaborate with general education co-teacher to create synchronous learning opportunities that are accessible and meaningful for students. ● Lead synchronous break-out rooms for small-group instruction. ● Follow the instructional schedule for the VPI, Private Daycare, and Head Start classrooms. Instructional schedule for services provided in the "Home" will be conducted virtually after coordinating the time with the parent/guardian. Instructional schedule for virtual learning is below. ● Offer parent coaching sessions that are individualized based on parents' needs and students' IEPs. ● Schedule, prepare and actively participate in IEP meetings, and eligibility meetings. <i>Follow the NPS Continuation of Evaluations, Eligibility, and Individualized Education Plan (IEP) Meetings under IDEA.</i> ● Actively participate in department meetings and professional development. ● Collect data on IEP goals for progress monitoring.

REFERRALS/UPDATES/ELIGIBILITY PROCEDURES

- OT/PT referrals require an IEP meeting and a referral from Ad Hoc must be completed. If parent gives permission to evaluate.
- Please refer to speech therapist for guidance about procedures regarding updates/referrals/changing between direct and indirect speech therapy services on an individual basis.
- In order to add new HI or VI services, please follow procedures for OT/PT referrals and the HI/VI provider will assist with submitting referrals. HI/VI referrals are available in Ad Hoc Docs.
- Like OT/PT, HI/VI/Speech can be related services to DD and MD disability categories. If indicated as primary/secondary/tertiary disability, there must be services provided as SDI (not as related) and must have more time than any additional related service.
- An MD disability category must include ID as one of the disabilities on a completed criteria worksheet.
- If you receive a transfer student, you must inform the SEC for scheduling and follow outlined procedures.
- If you have a student with a triennial due this school year and before November of the following school year, you must inform the SEC for scheduling.
- An IEP is always required following transfer student SEC within the reevaluation process.
- An IEP is always required following triennial SEC if assessments were completed within the reevaluation process.
- The case manager is responsible for creating the Meeting Requests for SEC/Triennials.
- Initial intake referrals for PK non-enrolled students who are turning 2 must wait until spring in order to be in compliance with special education timelines.

SERVICE PAGE NOTES (for SDI and related services)

- All IEPs are to be wrapped and written thoroughly (even if you anticipate an amendment in the future).
- “Early Childhood Special Education...” must be selected as SDI dropdown for all PK students.
- Indicate a break of service dates during the summer months for all services.
- End date is the business day before the meeting is held the next year.
- Dates (current to last day in June) and (first day in September to end date).
- Use the next business day as a start date if IEP is reviewed or amended.
- Subtract only direct related services from SC time.
- When wrapping IEP, be aware of the following year services (such as service time between half/full day) and how K goals and services are indicated (i.e. testing) throughout IEP.
- Wrapped IEPs that require a change of placement must not be determined before Spring- such spring amendments are only required if a new placement is being recommended based on data and for K transitions.
- ALL annual IEPs and amendment IEPs held to discuss placement require a Gen Ed teacher for all ages.
- OT/PT/Speech always SPEC.
- VI almost always same as SDI setting, per VI service provider input.
- Orientation and Mobility is always a related service and almost always provided in the SPEC setting.
- HI depends on service provider’s input.
- Special transportation arrangements: car seat removed at 4 years old *or* 40 lb. weight, safety vest (not “harness”) if too active, booster seat only per PT recommendation for poor trunk control.
- All PK IEPs that are wrapped from SPEC to GEN must have an amendment to change LRE dropdown once start in new setting ASAP.

RISING KINDERGARTEN IEPs

- Use SDI 1350-related for SC.
- GEN setting SDI to be broken up by type of instruction.
- All SDI is considered “academic” in K.
- Functional time/goals are only used for students taking VAAP (it doesn’t apply to us).
- PK academic goals can wrap as “Preschool” titled goals with benchmarks into K.
- Never indicate “yes” to program modifications (always “no” because there are no K program modifications and indicating yes, even for SC, may impact the student’s eligibility for receiving a standard diploma in the future and upon graduation).
- K tests include: PALS, Concept of Print, and DRA.
- Indicate non participant if student cannot complete PALS test with pointing, narrowing field, multiple test periods, or longer amounts of time/breaks as accommodations.
- Base participation for the Concept of Print test on progress on PK PALS Print Awareness section.
- The DRA assessment is a fluency reading and comprehension test that can only be given in a General Education setting (it is given only in the spring and is generally difficult for typically developing students).
- Always consider cognitive abilities when considering participation.
- Don’t forget LRE dropdown for elementary.
- For full-day PK students who are rising K, please start considering standards-based academic goals.
- PWN and LRE must indicate “district-wide program.”
- Rising K letters must be reviewed and signed at transition meetings and completed for every rising K student.

GOAL WRITING

- There must be a goal to address each area of need indicated on PLAAFP.
- Keep developmentally appropriate goals in mind for PK2 and PK3.
- Those that can be addressed without having to *pull* the student and include target skills that can be embedded into daily instruction are most appropriate for PK2 and PK3.
- Only few “big impact” goals are necessary (will be more social-emotional/work habits in nature than academic).
- Work habits goals can address cognitive delays without writing academic goals in many instances.
- Use AEPS to determine present levels and areas of need.
- Behavior goals can have embedded strategies.
- PK4 IEPs that wrap into K should be standards-based (but can still be written as preschool academics with benchmarks) by directly linking to K SOL verbiage.
- Emerging skills and age-appropriate skills are not appropriate to target as an IEP goal.
- Can use prompt levels/criteria/subskill scaffold sequence as benchmarks.
- Unless a student has a physical impairment, a benchmark with full physical assistance is inappropriate (consider tolerating partial physical assistance to start).
- Pre Score must be included to correspond with measurable goal criteria and objectives (it is NEVER a restatement from the PLAAFP).
- Collaborate with related service providers when writing goals.

ECSE Synergy Guidelines

Team:

- Add any related service providers to team in Synergy.
- Let related service providers know if you have a student that receives OT/PT/VI/HI.
 - Case Manager is responsible for keeping a related service log.
- Remove anyone who is still listed as case manager that is no longer case manager from student team in Synergy (there can only be 1 case manager as part of the team at a time and never an NPS Rep should be added to the service provider team).
- Remove team members once student is inactive (use Staff, Staff for case manager).

Meeting Request (iREQ):

- Document Date- the date notice was created.
- Case Manager's responsibility to create and send.
- Select the purpose
 - "Develop the Annual IEP" and "Discuss an IEP Amendment" most common.
 - "Other" should rarely be used as an option if at all (for example, the amendment will be described on cover page of IEP and on PWN).
 - If you have a transfer student, use the first box "Conduct the Triennial *Planning* and/or Review" for the first SEC and use "Conduct the Triennial *Review*" for the second SEC to discuss results (transfer students are never an Initial IEP or Initial Eligibility).
- Complete contact info and date sent to participants.
- Complete "This meeting has been scheduled for" section.
- Parent- **invite both if both have educational rights always!**
 - Even if they live together.
 - Even if they don't (notice can be mailed when necessary).
 - Do not choose to invite one and not the other.
 - Create contact report in Synergy (Student Contact Log from student view) if unable to obtain one of the parent's contact information through the other parent.
 - Can double check educational rights under Parents from student view.
- For Annual IEP/SEC meetings, you must invite the entire team, including related service providers.
 - Invited staff member roles must exactly match staff on cover page.
 - **Never**, not even for Case Manager, do you indicate a Staff Name next to invited staff Role.
- For IEP Amendments, you only need to invite relevant team members.
- Must always invite the Case Manager and an NPS Representative for all meetings.
 - If the Special Education Teacher is the Case Manager, **you can choose** to invite yourself as a Case Manager or the Special Education Teacher since (case manager is a made up NPS title, but includes you as the Special Education Teacher).
 - A General Education Teacher should be invited to ALL annual IEPs.
 - If student participates in a GEN setting, the General Education Teacher of the student must be the attending General Education Teacher.
 - For all SEC meetings, an NPS Representative must be invited (even if it happens to be the Principal/Designee), only invite Principal/Designee if participating as an additional person that isn't the NPS Rep.
- The parent can invite/bring anyone they want (not to be indicated on the notice, only on cover and indicated on PWN as a parent invite).

Early Childhood Special Education Resource Guide

- We can only invite “Other Specialists” (anyone who is not NPS staff that we would like to invite) with prior signed consent from Ad Hoc Docs (on PRINT ONLY Agency Representative Invitation) **before** adding to the Meeting Request. This form is only good for the current Meeting Request.
 - Consider this for foster situations, Head Start staff, ITC staff, etc. and does not apply to interpreter.
- Indicate if parent indicated will attend/alternate method (and select Telephone- we do not actually offer Video Conferencing)/“Do not wish...”/etc.
 - Be sure to indicate date received by school.
 - If parent returns signed Meeting Request, it should be added as an attachment to the current process because a signature was provided on a Synergy document (however, a signature is not required).
- If changing **anything** on the Meeting Request, the old one should be completed and finalized and a new one should be generated (this is especially important if the parent already received a copy).
 - Create a new Meeting Request by clicking the green Request circle and selecting “Create.”

IEP Cover Tab:

- IEP date is the date the meeting is actually held (this date must match the scheduled date from the Meeting Request).
 - Select “Save” to populate the Review date.
- The IEP Review Due Date will populate based on Annual IEP date or will be grayed out on an Amendment IEP (therefore Annual IEPs should always have an annually-based end-date from **the date meeting was held**, even if start date is indicated differently on Service tab).
- Select if interpreter is needed- do not leave blank!
 - If you require an interpreter at an IEP meeting for the family, please follow the provided Language Line procedures and return completed form to Julio Batista following the meeting.
- Also, do not leave student consulted/present blank!
 - Every portion of IEP should be completed and serves a purpose.
 - Try to view the cover page as an attendance sheet.
 - All PK students are at least consulted because the IEP is in reference to them.
 - A PK student can be present if physically there (on print-out, indicate the student is “too young” to sign if indeed in present).
- Parents and staff participants must match (by meeting role) between Meeting Request and participants on Cover page as either consulted or present.
 - Do not simply remove a staff member from Meeting Request or create a new one if a staff member does not actually attend meeting (they can be marked as consulted and written in as consulted on SEC print-out).
 - If a parent participates via phone, select Present from the drop down and write in “via phone conference” for the signature.
- Add anyone the parent invites as an “Other Participant” and indicate their attendance on the PWN as a parent-invited participant.

Early Childhood Special Education Resource Guide

Attachments:

- Attach all related IEP documents within the IEP event (as opposed to the process).
 - This will ensure that it will merge to the IEP upon finalization without having to open it as a separate document.
 - Any document only needs to be **attached in one place**.
 - If attaching a document after finalization of the IEP process, go to historical docs and open the corresponding process folder and add document attachment there (do not attach to all historical docs outside of a folder).
- All attachments should indicate the student's name/initials, description, and date.
- If attaching to the process, select the corresponding category when appropriate.
- When opening from the process folder, you must select "show detail" to reveal the document in order to download/open.
- Common IEP attachments: Parent Statement, Cover page (because it has signatures), signed Meeting Request, initialed Medicaid, Chronic Care Plans, OT/PT referrals and signed Permission to Evaluate, signed Agency Representative Invitation, etc.
 - When attaching to the IEP itself, you may string attachments as one uploaded file as they merge to IEP upon finalization.
- Common SEC attachments: incoming Eligibility information (if a transfer student), signed Permission to Evaluate, Consent for Eligibility, SEC Cover page (because it has signatures), assessment reports (preferred to be attached to folder and not within SEC), signed Medicaid.

Medical Tab:

- Answer questions 1-12.
- Be sure to indicate any chronic conditions or medications (lines 1 and 10).
 - Common chronic conditions include asthma and any medical diagnosis.
 - Please indicate whether medications are to be administered at school as needed or on a daily basis.
 - Include if there is a chronic care plan in place to address the condition.
- In preschool, toileting and feeding needs are often relevant despite maybe not having a documented medical condition (lines 6 and 9).
 - Feeding needs for cafeteria/nurse preparation requires written doctor orders.
- Use drop down to determine treatment by school-based nurse.
 - "as treatment as needed" is being revised to remove the first "as"; in the meantime, please delete typo when using drop down statement.
 - If student does NOT require a CCP (Chronic Care Plan), indicate "to address basic needs."
 - If a student does require a CCP, indicate additional specific detail and select "yes" under "additional medical info is on file."
- No not leave "additional medical info" blank.
 - If selected "yes", a current CCP should be attached to the IEP.
 - Please collaborate with school nurse to keep CCP information updated and in folder.
 - Teacher should also have a paper copy of CCP accessible in classroom.
- Check box for daily medication if administered at school.
- Check box for PRN if medication is administered at school on an **as needed** basis.

Early Childhood Special Education Resource Guide

PLAAFP:

- “Summary of Test History” relates to state and/or district-wide testing.
 - Indicate “no testing history due to age” for PK2 and PK3.
 - Indicate PALS scores/benchmarks for PK4.
- “Summary of Current Assessments” relates to eligibility information.
 - Can refresh from SEC but information must include when eligibility was determined, eligibility category, and related deficits.
 - i.e “John was found eligible for special services as a student with a developmental delay on 7/24/16 due to delays in cognitive, communication, social/emotional and adaptive skills.”
 - PLEASE NOTE THAT ANY EXAMPLE STATEMENT SHOULD BE WRITTEN IN YOUR OWN WORDS (and is only offered to demonstrate required content).
- “Any current information” can include classroom assessments and additional relevant information such as:
 - AEPS/Gold/etc.
 - Since AEPS does not offer developmentally-based score percentages or developmental age, can include a statement such as “AEPS assessment was used to assist in determining present level of skills and areas of need.”
 - Can add that student is being evaluated for Autism/ADHD by a developmental specialist here.
 - Can add outside services here (such as OT/PT/Speech).
- The 8 district-wide domain areas for “Strengths of Student” must ALL be completed, including “Independent Living” and “Community Participation.”
 - “Independent Living” for preschool students should include self-help skills within the home environment, per parent report.
 - “Community Participation” for preschool students should include opportunities for peer interactions outside of school and/or examples of family outings.
 - Additional domain areas should not be added, not even for related services (for example, the Motor/Self-Help box should be shared by OT/PT/Teacher).
 - Related service input added by service provider should never be edited by another team member.
- “Needs as They Impact Learning” should relate to eligibility information in some way.
 - If student no longer requires SDI in an area from most recent eligibility, this must be detectable in PWN to explain (same principle if additional areas are being addressed, especially since our students’ rates of development can change drastically since time of eligibility).
 - For PK2 and PK3, cognitive delays should primarily be addressed through work habits, as opposed to academics (in which case the area of need must explain how addressing functional abilities will promote cognitive development).
 - Consider how the 3 VDOE Outcomes domains (Social/Emotional, Cognitive/Communication, Adaptive) relate to each other (remember our TTAC/goal-writing trainings) when describing PK2 and PK3 needs.
 - PK4 wrapped IEPs (for rising K) are standards-based and can start including more academic goals with vertical articulation into K SOLs.
- Every described area of need should have a corresponding goal to support that need.
- Any direct related service must have a corresponding area of need, therefore, requires a clearly supported goal.

Early Childhood Special Education Resource Guide

- Parent Input for enhancing education must be included on the PLAAFP, if the parents give permission to hold the meeting in their absence, their input must be obtained ahead of time (this section should include student strengths, parental concerns, and student interests).
- Performance in General Education/Additional Information sections must be completed.
 - If student participates in general education classroom setting, discuss performance in setting.
 - If student participates in specialized education classroom setting, discuss the reason the student is removed from the general education setting (“...to address need in the areas of...”).
- Progress on IEP Goals/dropdown for appropriate progress/Explanation for Lack of Progress.
 - Include goal mastery at annual reviews.
 - Include goals that require updating in Amendment IEP Meetings.
 - Include goals that are to be supported in ESY.
- Preschool drop down for how disability affects participation should match areas supported within IEP.
 - “a child?s” within dropdown statements are going to be revised; in the meantime, please correct dropdown typos as needed.
 - Note that “ability to understand” is related to communication needs (not “articulate”).

Special Considerations Tab:

- Any special consideration needed must be explained.
- Communication i.e. “Goals and services are included to address student’s expressive and receptive delays.”
- Benchmarks i.e. “_____ is a preschool student.”
- AT i.e. “AT referral has been initiated” or “Student currently has access to...to address AT needs”
 - Only needed for AT not already provided as part of the ECSE program.
- Behavioral Needs
 - “Current strategies in place meet the needs of the student” indicates behaviors are not present and explanation is not required.
 - Behaviors (are present and) are part of the student’s disability i.e. “Goals have been developed in the areas of_____to address behavior needs.” (Most of our PK students that present with behaviors are related to disability).
 - “Behaviors (are present and) are NOT part of the student’s disability” does not require explanation since unrelated to IEP need.
- Limited English Proficiency
 - “Is NOT” means English is the student’s primary disability and does not require an explanation.
 - “IS an English Language Learner” indicates a primary language other than English i.e. “Spanish is the primary language spoken within the student’s home setting.”
- Blind/Visually Impaired i.e. explain impairment if needed and ensure Braille is listed as an accommodation (work with VI service provider to complete this section).
 - If not needed, explain visual impairment and how need is being addressed without use of Braille.
 - Select “not visually impaired” if not a documented disability with VI services in place (even if child wears glasses) with no explanation needed.

Early Childhood Special Education Resource Guide

- Deaf/Hearing Impaired i.e. explain impairment if needed and ensure accommodation is listed (work with HI provider to complete this section).
 - If not needed, explain hearing impairment and how need is being addressed without use of alternate communication mode.
 - Select “not deaf or hard of hearing” if not a documented disability with HI services in place with no explanation needed.
- Accessible Instructional Materials for all PK is the third option down “No. _____ does not require accessible instructional materials for FAPE” with no explanation needed.
 - Unless related service provider suggests otherwise.

Goals:

- For progress report frequency, indicate “for preschool (and Kindergarten)” at the end of the drop down statement since preschool grade reporting does not include interim progress reports like school-aged grade reporting does.
- To add a goal, select the category and fill each box with an “x” (or any letter) to generate Smart Goal and select “Add New Goal.”
 - You will be able to edit the goal, as needed.
 - The goal does not require an “achievement date.”
- Write goals within the corresponding categories.
 - Goals should match information provided on area of need from PLAAFP in category and in content.
- To add benchmarks, select “show detail” and go through each goal area.
 - Each goal objective/benchmark must have its own added box in Synergy (cannot write in or copy and paste all objectives into a single box).
 - ECSE benchmarks should not have an “achieved by” date.
 - All PK goals have benchmarks and can wrap as such into K IEPs (without creating separate K goals without benchmarks or as different non-preschool categories).
- Must include a pre score date (the date pre score data was collected is preferred - if that date is unavailable, use the IEP date).
- The pre score must include a numerical value paired with content related to the new goal.
 - The pre score in ECSE should be based on the first benchmark/objective with measurement that matches the goal criteria (this will be consistent with how progress notes will build on pre scores).
- Goal-writing content/measurement criteria should be consistent with ECSE PD trainings.
 - Consider functional (with big impact) and fewer (priority) goals, especially for our 2 and 3 year olds.
 - Also, think about Kindergarten readiness for PK4 wrapped IEPs.
- Collaboration when developing goals with related service providers is best practice.
 - However, if the related service provider enters a goal, the case manager may not change it without discussion with the related service provider first.
 - As the case manager, you must ensure which goal is being supported by any direct related service somewhere in the PLAAFP needs, especially if the related service provider did not add a goal.
 - With fewer “big impact” goals required in PK, you must collaborate with your related service providers to discuss how the IEP reflects students’ needs based on outlined services.

Early Childhood Special Education Resource Guide

Progress Reports:

- To create a new Progress Report:
 - Select the progress report (PRG) from your portfolio view for each student (next to the current IEP button) OR select Progress Report from the student view within the Process Docs tab.
 - Select “Add”, then “Save.”
 - The Progress date should *match the closing date* for the quarter.
 - Select Progress (highlighted in blue writing and underlined) to generate progress period detail.
- When selecting Progress from the drop down, consider:
 - The dropdown number selections are not Likert values.
 - 5: The student has met the criteria for this goal.
 - This means actual goal has been mastered.
 - 4: The student is making sufficient progress toward achieving this goal within the duration of this IEP.
 - This is selected when the student is on track toward goal mastery by the mastery date and an updated goal is not required (selecting 4 does not necessarily mean almost mastered).
 - 3: The student has demonstrated some progress towards achieving this goal.
 - This can be selected in 2 situations: If the student has made very minimal progress when at least an entire quarter has lapsed (consider updating goal but not required), or if ample time to determine progress was not possible based on when the goal was introduced.
 - 2: The student has not yet demonstrated progress towards achieving this goal.
 - This is to be determined between pre scores and progress scores when at least an entire quarter has lapsed, if selected, a new goal should be developed.
 - 1: This goal has not been introduced.
 - The only scenarios this selection can ever be appropriate is when the IEP has been active for less than 2 weeks or the goal was just added less than 2 weeks prior to the closing date.
- When determining the Score:
 - Reference the benchmark(s) currently being worked on with matching goal measurement criteria from IEP data to build on pre score.
 - **Data sheets must be current and match progress reports.**
- Although the student might be very new or a goal was just added, a progress report must still be completed for record keeping.
 - In this instance, copy and paste the Pre Score for the Score, select “Progress” dropdown, and comment “Student started receiving services on...” or “Goal introduced on...”
- Feel free to add comments/notes, as appropriate.
 - This is not required for compliance, but often helpful to add more information relevant to the goal to share with the parent.
- Progress reports must be completed for all PK students that receive special services without exception, including those that receive services in the general education setting (itinerant/inclusion)
- As the case manager, you are responsible for ensuring that all goals are addressed on the progress report.
 - You can add progress notes for related service goals.

Early Childhood Special Education Resource Guide

- Compare data on goals, as necessary, to increase collaborative efforts or seek feedback after you add OT/PT/VI/HI/Articulation goals in case service providers suggest any changes.
- Try to be consistent with the Progress/Score procedures outlined on ALL goals.
- To print, save all changes and close progress period detail ("x" out).
 - You can print from the Progress Report main screen by selecting "Print Progress Report."
 - ***Always keep most recent copy of progress report in cumulative folder*** when you print for the parent to ensure an up-to-date record as required by VDOE.

Service Page:

- Accommodations:
 - Collaborate with related service providers, as necessary, for all ages.
 - Outside of related services, rarely required for ECSE self-contained placements.
 - However, carefully consider accommodations for K students, especially as it relates to testing (see below under "Testing" for suggestions).
 - "Other" can only be used as instructional (not for testing).
 - Complete a detailed accommodation description with justification.
 - For "Frequency" consider if as needed, daily, or during testing, etc.
- Special Education Services:
 - Every disability category from eligibility (i.e. primary, secondary, tertiary) must be represented here and must exceed service time of any related service.
 - Start dates on initials should be written for at least 2 Mondays out to allow for transportation to be processed and within 30 days to meet compliance.
 - Start dates on annual reviews should be the day of the meeting or the next day meeting is held to begin right away.
 - Start dates on amendments should be the day of the meeting or the next day meeting is held to begin right away (even if no changes were made since a signature is still required).
 - End dates are always the business day before the meeting is held of the following year.
 - **Services must ALWAYS wrap at time of annual review/initial IEP** (Synergy will not allow an amendment to change the end date from the cover page and a new annual will need to be completed for IEPs that were not wrapped and will thus impact progress toward goal mastery due to limited time allotted).
 - Dates should never include summer dates here, including all related services.
 - Half-day time equals 825 minus direct related services weekly in a SPEC setting with 13.75 (27.5 if wrapped) instructional hours (not bell to bell) indicated on Process Docs at time of drafting IEP.
 - Full-day time equals 1650 minus direct related services weekly in a SPEC setting with 27.5 instructional hours (not bell to bell) indicated on Process Docs at time of drafting IEP.
 - Inclusion ECSE time ranges between 300-600 minutes weekly in a GEN setting and is not broken down by goal area.
 - Traditional itinerant ECSE time can go up to 120 minutes weekly (in a HOME setting until student physically begins attending another setting).
 - PK2 itinerant ECSE time is 45 minutes/2x weekly (in a HOME or COMMUNITY setting)
 - All PK SDI should select Early Childhood Special Education (classroom or itinerant) drop downs.
 - K self-contained should be on a new line with the "specially designed instruction" drop down selected and 1650 minus direct related services (may change at time of amendment).

Early Childhood Special Education Resource Guide

- K inclusion time should break up time needed toward addressing each goal area on a weekly basis and is not to surpass 600 minutes weekly.
- **ALWAYS consider the Least Restrictive Environment.**
- Related services:
 - Please note: if the drop down for “is in need of related services” is not selected, none of the related services listed will not show on the finalized IEP.
 - Time recommended by related service providers cannot be altered if they are not present at the meeting.
 - Direct Speech is typically written as 1x weekly in ECSE and always SPEC.
 - Direct OT/PT is typically written as 4x monthly and do not require a drop down for “Eligibility” and always SPEC.
 - Other related services vary based on provider suggestions, including instructional setting for students receiving SDI in a GEN setting.
 - Indirect services match the setting the student receives primary services in.
- Transportation:
 - If transportation is provided for the student, select **ONE** primary reason student can receive transportation (i.e. most of our students require for “access to district program”, except itinerants who receive transportation for speech and/or physical therapy in which case “minimal communication skills” and/or “physical needs” would be selected).
 - A situation more than one reason could be selected is if there is a significant “medical need” **that would affect daily bus transportation** (i.e. oxygen, air-conditioned bus, etc.).
 - If a student requires a vehicle adaptation (including car seat), must select “other” and explain “access to district program site” with an explanation that since student requires a vehicle adaptation, student is not safe to ride the general bus for field trips.
 - If parent prefers to transport, **still select “yes”** to transportation on IEP but do not fill out the transportation request form and note on PWN parent plans to transport.
 - Complete and hold on to transportation requests (formerly B70 in AdHoc Docs) for all wrapped IEPs to be submitted at checkout so they can be processed during the summer for the following school year.
 - Car seats are only for students under 4 years old OR under 40 pounds (no exceptions for students over 4 years old unless student receives PT and is recommended by therapist); therefore, amendments must be held to remove car seat when appropriate.
 - Consult with student’s PT regarding other transportation adaptations (i.e. wheelchair, transportable stroller, etc.).
 - **Seat belt is not a recommendation given in place of car seat and not indicated on the B70** (only to be selected with booster seat with PT recommendation).
- **At IEP meeting, specific schools should never be discussed when determining placement.**

Testing:

- For PK IEPs that wrap into Full-day and all K IEPs, this is a testing year; select “yes”
 - Select “no” for all PK2 and PK3 IEPs that do not wrap into PK4.
- There are no alternate assessments available for ECSE/K-aged students (always select “no”)
- There are no statewide tests for PK/K (leave blank, nothing to add).
 - A statement about non-participation “due to age” is unnecessary as it will not generate on finalized IEP without a test added with non-participant box checked.

Early Childhood Special Education Resource Guide

- There are PK4 and K district-wide assessments to add for each student.
 - A statement about non-participation “due to age for the remainder of the school year” is unnecessary to write as an explanation as it will not generate on finalized IEP without the non-participant box checked (please add on PWN instead).
 - If team determines non-participation for any test completely, select “non-participant” box and explain in write-in box something like “Due to student’s global delays, teacher-made assessments, student product, and IEP goal data will be used to assess the student.”
- PK4 Test: Phonological Awareness Literacy Screening (PALS).
 - Rarely ever exempt since ECSE development can progress rapidly.
 - However, strongly consider students who have severe cognitive deficits and cannot participate even with accommodations.
 - PK4 PALS administration can assist with determining participation in K PALS/Concept of Word tests and accommodations needed.
- K District-Wide Tests: PALS, Concept of Word (KG), Developmental Reading Assessment (DRA).
- All testing accommodations must be listed on the service page before adding to the testing page.
- K PALS:
 - Similar to PK PALS assessment.
 - Use PK scores to determine K participation.
 - Accommodations to consider to promote participation: “student...responds verbally, **points...**” multiple test sessions, breaks during testing, test administered in location with minimal distraction (and add in description, if necessary, to “**narrow testing field**”), and any other testing accommodation related service providers recommend.
 - When determining accommodations, remember all K tests are administered individually anyway and therefore do not require that as an accommodation.
- Concept of Word:
 - Similar to “concept of print” section from PALS (can use the PK score from that section to help determine participation).
 - Involves following directions “point to/show me.”
 - Accommodations to consider to promote participation: multiple test sessions, breaks during testing, test administered in location with minimal distraction, and any other testing accommodation related service providers recommend.
- DRA:
 - Involves student verbally reading a passage aloud while teacher counts omissions, self-corrections, errors, etc. for fluency- then the student is asked questions about the passage for comprehension.
 - Administered by general education teachers in a room of up to 24 students.
 - Non-participation for most ID, MD, and SPD self-contained students is likely.
 - Accommodations to consider to promote participation: test administered in location with minimal distraction, and any other testing accommodation related service providers recommend.
- Non-participation in K for students who will have difficulty participating due to intellectual disability (even with accommodations) allows more opportunities for meaningful instruction in the classroom for the student.
 - i.e. a self-contained teacher that must test 8-10 students for each test can take several weeks which can be counterproductive to the learning environment if the tests are not appropriate for each student.

Early Childhood Special Education Resource Guide

- Unlike PK self-contained test scores, K self-contained scores are submitted.
- Students who are projected to be placed in AUT or ED classes will likely participate in most tests.

LRE:

- LRE Preschool Option drop down:
 - "Attending a Regular Early Childhood Program" for all GEN placements.
 - "Separate Class" for self-contained students.
 - "Home" for itinerants not yet attending a program.
 - "Separate School", "Residential", "Service Provider Location" does not apply to our caseloads.
 - Always select for current placement student is physically attending.
 - **Please update LRE as placements change by holding an amendment - especially in September** (i.e. Home to Attending RECP for some itinerants, Separate Class to Attending RECP or Home for self-contained students that begin inclusion or itinerant services).
- LRE Elementary drop down selected for PK wrapped IEPs into K (usually "Public Day School", regardless if self-contained or inclusion).
- Drop down for how "Progress in the general education curriculum is impacted" must be completed for all students regardless of educational setting.
 - This means areas the disability impacts the student's performance, even if the student is not removed from the GEN setting.
 - For GEN, you can state something like "Although listed deficits impact the student's performance, student not removed from general education setting."
 - For SPED self-contained, you should always select drop down for "structured program/environment."
 - For all students, drop downs should match goal content (this box can be edited).
- Drop down for "Explain extent the student will not participate with non-disabled peers..." means activities (academic and non-academic) the student is removed from the GEN setting.
 - Select "Speech Services" if student receives speech.
 - Write in other direct related services provided in the SPEC setting since there are not drop downs for each.
 - Select "Lunch" for all self-contained students.
 - Select "Academic Instruction" for all self-contained students and write in "preschool (and/or District-wide Program Kindergarten) class" for academic classes of statement.
 - Select "Transportation" if student receives special transportation services to match service page.
 - "Resource/Transitions/Assemblies" are drop downs that NEVER are selected for our IEPs (i.e. we are not removing any PK-K students from resources or field trips in ECSE and "transitions" implies a Separate School LRE setting).
 - Since there are instances we do not remove self-contained students from activities, we never use blanket statements such as "removed from all activities" for the purpose of LRE; however, it is acceptable to write "participates in all activities with non-disabled peers."
 - For most self-contained students, these 4 options are typically selected: Speech Services, Lunch, Academic Instruction, and Special Transportation.
 - For IEPs that wrap with new settings, remember to add "for remainder of _____ school year."

Early Childhood Special Education Resource Guide

- As the district continues to work on Indicator 6 reporting logistics, information regarding LRE page is subject to change regarding “Attends an RECP for our self-contained students” when also attending day care outside of NPS.

Medicaid:

- Print blank on every annual.
- Use provided script to help explain, as needed.
- Emphasize that giving consent doesn’t impact personal insurance, its consent to share student information from IEP related services.
- Explain to only select ineligible if child was ever denied Medicaid, otherwise, try to obtain consent in case student is found eligible during the course of the IEP (unless of course parent does not want student information to be shared).
- Allow parent to make selection on blank paper copy and initial (since it is providing consent).
- After the parent initials the document, make the same selection in Synergy SE and save.
- Scan in and attach initialed Medicaid page to IEP.

PWN:

- Appropriate use of PWN is mandated federally by Office of Special Education Programs (see provided memo) and reviewed by VDOE on a regular basis.
- The document date is always the day the date the meeting was held.
- ALWAYS present and read fillable areas verbatim before (*prior* to) requesting consent.
 - Reading it out loud helps correct any errors and draw team member’s attention if anything else should be added.
 - It should fully summarize the purpose of the meeting, services that have been added or changed, and detailed topics of discussion as it relates to IEP decisions.
 - A Meeting Summary is only used in highly contentious situations beyond the need of a PWN.
 - More than 1 PWN can be created when teams need to reconvene.
- The purpose of the drop downs is to help guide and ensure that all the necessary type of information is included within the PWN and should NEVER be used without using additional information (see provided example).
 - The first box should clearly outline services/changes made within the IEP.
 - The second box should indicate data used and be edited for relevant information (i.e. remove report cards for ECSE, add related service assessments, add therapist input, etc.).
 - The dropdown for the third box can be used as is with any additional information related to proposals made by any team member that was rejected and why (i.e. parent asked about a general education setting or parent wanted to keep car seat as a special transportation adaptation).
 - The final box should include any pertinent topics of discussion in addition to the dropdown (the dropdown selection must also be edited to indicate an early annual or purpose of amendment IEP, as appropriate).
- Initial once Procedural Safeguards were offered to the parent.
- Type in case manager’s school contact number.

Early Childhood Special Education Resource Guide

Parent Statement:

- Print blank (do not prefill parent selection even if parent verbally states “I agree...” as we are only able to accept written consent for special education decisions).
- Must review PWN before asking for consent.
- If sent home, do not highlight exactly where to sign to consent (not to predetermine choice/coercion).
- Only parents/guardians with educational rights may give consent to proposed IEP except in foster care situations.
- After the parent signs the document, make the same selection in Synergy SE and save
- Scan and attach signed document to IEP.
- Only finalize IEPs after receiving and attaching parent statements.
- IEPs must be finalized by due date in Synergy (not just when the meeting is held) in order to stay in compliance (case manager’s responsibility if not done at meeting).
- All amendments require Parent Statement to be completed (even if no service changes were made).
- If parent refuses to sign or signs no, previous IEP remains stay-put and team is encouraged to meet again within 3 months (which is prompted upon finalization in these instances).

Supplementary Aids & ESY:

- ALWAYS select “No program modifications...” for our students.
- ESY data must be submitted downtown before holding an ESY meeting.
- Must complete drop downs for all ESY questions with discussion box in order to finalize.
 - If “no”, can write a simple statement such as “available data does not demonstrate.”
 - If “yes”, further explanation is required.
- If you select “yes” to any of the boxes, use the drop down “The student meets ESY criteria” and provide further ESY justification in the write-in box.
 - i.e. “Data indicates serious potential for regression of academic achievement and functional skills after a break from receiving specially designed instruction.”
- Complete ESY services based on this year’s dates and ECSE time based on goals selected.
 - Check with related service providers regarding their ESY recommendations.
 - ESY related services also requires supporting data.
 - Related services are added in same area on a new line.
- Select transportation and adaptations for ESY.
 - You do not include ESY transportation dates on service page.
- Select “Applies to ESY” box next to relevant goals determined by the data.
 - These goals may not be altered, even when bringing them over from a previous IEP on a spring annual IEP.
- Discuss goal progress on PLAAFP page.
 - i.e. “Data indicates regression of skills on goals related to work habits and preschool literacy. IEP team will consider ESY services.”
- Indicate discussion regarding ESY data on PWN (i.e. “to prevent significant regression of skills & facilitate skill recoupment”).
- *Please follow all other ESY completion and submission guidelines outlined in the district-wide informational PowerPoint.*

Early Childhood Special Education Resource Guide

IEP Amendments:

- Select “Discuss an IEP Amendment” on Meeting Request.
 - “Other” should rarely be used as an option if at all (for example, the amendment will be described on cover page of IEP and on PWN).
- For IEP Amendments, you only need to invite relevant team members.
 - As a reminder, must always invite the Case Manager and an NPS Representative for all meetings.
 - General education teachers must be present at all meetings that are discussing placement options.
- The IEP Review Due Date will populate based on Annual IEP date and will be grayed out on an Amendment IEP (therefore Annual IEPs should always have an annually-based end-date from the date meeting was held, even if start date is indicated differently on Service tab).
- On the cover page, select “Make Amendment” and type in YES to confirm on pop-up box
 - This will change the event icon within the process to a blue diamond.
 - Explain the *Reason for Amendment* (never say “to change” to avoid predetermination; instead use “to discuss”).
- Be sure to clearly describe any changes that were decided upon as a team on the PWN and avoid using the last drop down that states “12 month anniversary requires...”
 - In that box, explain why an amendment meeting was required.
- Since a signature is always requested at an amendment, regardless if any changes were made, the start dates of an amendment IEP will ALWAYS change in relation to when the meeting was held.
- Be certain to review all pages of the IEP when changes are made to ensure consistency across tabs (i.e. if there is a setting change on the services tab, this should also be reflected throughout the LRE tab to match).
- Always print entire copies of the amendment for records.
- If goals are amended, goal changes will be reflected on the next progress report automatically.

VDOE Outcomes (entry data):

- No longer required at time of initial eligibility.
- **Required within first 30 days of student receiving services for students who will receive services for at least 6 months (to be completed by case manager).**
 - 12/15 cut-off date from student’s actual start date (when physically present) for rising K students.
 - Always information collected separately as an IEP meeting is not required.
 - Must include 3 persons deciding rating (not just providing input) and must include at least the case manager and parent (third member can be a related service provider).
 - Decision tree must be used with all 3 persons determining rating number for consensus.
 - Parent input in all 3 domains is required and will often require a phone call since eligibility information or input for IEP may not be within the 30-day window.
- Required upon receiving a transfer student
 - For in-state students: transcribe incoming entry data verbatim (if not available or able to obtain, use sending district’s eligibility documents with initial IEP start date for first day of services and a 30-day window from NPS start date for date of rating to decide ratings and to pull information for evidence).
****in this instance, you are the only rater if there isn’t a team already listed from incoming entry data and family information was “collected separately.”*

Early Childhood Special Education Resource Guide

- For out-of-state students: base ratings and information from student present levels once they start services in Virginia with NPS 30-day start-date window for document date/date of rating.
****in this instance, follow procedure for initials*
- Be sure to always select “Entry” as type of data (as opposed to review) and do not include a progress statement, regardless if receiving from another district.
- If you are transcribing from a paper document, you can never write “see attached” in Synergy and must retype required information.
- Must require at least a parent input and additional report for all 3 areas.
- Ratings range 1-7 (again, please use attached decision tree).
 - It is unlikely that ratings of 1 are ever used.

VDOE Outcomes (exit data):

- Required for any student receiving services in the state of Virginia for **at least 6 months**.
 - 12/15 cut-off date from student’s actual start date (when physically present).
 - If the student doesn’t have entry data, it must be created before adding exit data from information obtained within the student’s cumulative file.
 - *You must include at least 3 raters just like entry data.*
 - Be sure to always select “Exit” as type of data.
 - Document date and date of rating should be based on students’ last day of services: 6/15/17 for those that age out.
- Also required for students that **move out-of-state/discontinued services/student deceased**.
- Must require parent input and additional report for all 3 areas.
 - Use dates from PALS testing/recent IEPs/etc. for each source of information as appropriate if obtained within 30 days; otherwise, a phone call would be required.
- Must select YES/NO for sub-portion “b” in all 3 areas with description when appropriate.
 - VDOE is looking for progress of all students receiving ECSE in Virginia.
 - A “NO” answer is only used for students who have not obtained any new skills within the duration of specially designed instruction.
 - Compare the ratings to explain progress and if the same number between ratings, emphasize new skillset specifically as the ratings are based on age-appropriateness to show progress was still made.
 - Be honest- there may be some instances that progress really was not made and is not a reflection of you as a teacher.
- Ratings range 1-7 (please use attached decision tree).

Referral:

- Required for initial eligibilities.
- Intake by calling PAT Administrative Assistant who asks questions from SAT form.
 - Pull student into SE using blank date.
- Transcribe SAT form verbatim into Synergy on **Referral** and finalize.
- **Complete PWN of Referral.**
- Schedule SEC-R within 10 days and send **Meeting Request**.
- Required staff members: Psychologist/School Social Worker/NPS Rep/Speech Therapist/any other relevant related service providers should be invited.

Early Childhood Special Education Resource Guide

- Transfers: SEC-R must be scheduled (and confirmed) to meet within 30 days upon obtaining consent for interim transfer placement IEP (and completion of PTE is required within same 30-day window, if needed).
- Continue to follow **Timelines** from the student view.
- Remember, an NPS Representative is never a member added to the **Team** in student view.
 - Use Case Manager or Special Education Teacher.
 - There can only be 1 Case Manager.
- Utilize **Contact Log** in student view to enter 'no shows' or difficulty scheduling with parent(s).
 - This helps document 3 attempts.

SEC (initial or triennial planning review):

- Review completed Referral and PWN of Referral prior to beginning of initial SEC-R meeting.
 - **SEC-R** is only used for initial evaluation/**SEC** for reevaluation.
- Complete SEC-R event **AT THE MEETING** to acquire information required on Existing Data tab for initial SECs.
 - The other SEC tabs needed for eligibility will generate based on team decision.
- Complete first 3 tabs of SEC event **PRIOR TO THE MEETING** as much as possible for Reevaluations and stop at "Consideration of Need for Additional Data" as that is a team decision upon reviewing existing data.
- Cover tab - for SEC-R (initial) or SEC (in re-evaluation):
 - RED date is date of SEC-R or review of existing data (planning meeting).
 - SEC date hasn't happened yet (to be completed using eligibility meeting date).
 - Always leave "Student is not eligible, Reevaluation is Not Applicable:" box unchecked (only checked upon completion of eligibility when student is found ineligible for services, otherwise a reevaluation date for the student will not generate for a student who is found eligible which can cause future issues).
 - Check type of evaluation.
 - Complete every box.
 - Add team members present (there is no consult option, which poses problems with matching to Meeting Request during reevaluations and a team member that is invited does not attend since the entire team assigned to student must be invited).
- Referral tab:
 - Based on concerns from referral or indicate triennial due/early triennial/transfer student.
- Existing Data tab:
 - If a current student, present level from team members can be entered here.
 - Be sure to complete every box.
 - If team decides "Additional data were needed", each area the team is recommending to test needs to be added to the "Addl. Data Description" box.
 - During an initial SEC-R only, check "No further action needed..." selection if team decides not to evaluate (which will remove student from SEC process).
 - If a student is not being evaluated at an initial SEC-R, you must let the administrative assistant know to have the student withdrawn.
 - If team decides not to test during a reevaluation, a Criteria Worksheet must be completed still (to match current eligibility category).

Early Childhood Special Education Resource Guide

- Either way the team decides about testing, a **PWN of Request for Evaluation** needs to be completed (indicate current decision of whether or not “Intent to Test” by clicking box) and complete each box related to decision.
- If team decides to test, **Parent/Guardian Permission to Evaluate** must be completed prior to testing.
- 65-day testing timelines are based on the RED meeting date for SEC eligibility meeting.
- If team decides to evaluate during an initial, an observation must be included as part of the testing regardless of suspected disability.
- If team decides to reevaluate, an observation must be included as part of the testing regardless of suspected disability or continuation of suspected disability (including secondary).
- Preschool Assessment Team can use the observation classroom at Rosemont; there may be scenarios that PAT will conduct observations in the natural environment.
- The **Parent Input** should be completed separately by School Social Worker and is a preferred event to be completed if team decides testing is necessary.
 - There is an abbreviated version available on first tab.
 - This is not the same as a social history report from evaluation.
 - If not completed by the social worker within the process, the team can still move forward with other events/processes.

SEC (eligibility):

- Required upon the completion of testing.
- Requires a new Meeting Notice.
- Required members: Psychologist/School Social Worker/NPS Rep/Speech Therapist/any other relevant related service providers should be invited.
 - SEC-R will generate a new Participants Cover Tab.
 - Regular SEC in reevaluation will require editing the original Cover tab participants
- Someone from the initial eligibility must be present at the initial IEP, if student is found eligible (which may require additional Special Education Teacher participation).
- SEC meeting date must be entered on first cover page.
- Additional Data tab:
 - Most boxes will be completed by evaluating team.
 - “Classroom Observation” box is to be completed by ECSE staff (either the observation from the initial observation or an updated description of the student’s present level by the case manager if in reevaluation).
- Eligibility tab:
 - “Essential Findings” to be completed after reviewing reports.
 - “Determination of Eligibility” only to be completed following the team’s completion of Criteria Worksheets within the **Basis for Eligibility Determination** event.
 - Every box must be completed.
 - Parent Agreement Statement can only be filled in once a written response is received and after **PWN Notice of Eligibility** has been presented.
- When completing Criteria Worksheet(s):
 - Team can decide to do one at a time.

Early Childhood Special Education Resource Guide

- If team decides to complete a Developmentally Delayed (DD) worksheet and another category, they can either do 1 at a time and finalize before moving to the next one or work on more than 1 simultaneously.
- DD/MD do not require secondary disability categories, even if eligible to receive related services.
- In ECSE and when Developmental Delay is a possible primary disability category, complete that criteria worksheet first. If not eligible under DD, only then move on to another criteria worksheet.
- The PWN Notice of Eligibility must still be completed for students found “not eligible for placement.”
- **Additional Information tab:**
 - Optional as there is already a “summary of additional data” within the Additional Data tab.
- **Medicaid tab:**
 - To be completed only after a signature is obtained within the **Parental Consent to Claim Medicaid Reimbursement** event.
- **Attachments tab:**
 - To be used primarily for uploading signature pages.
- It is preferred that all Evaluation Reports are attached to the Process as opposed to within the SEC event as they merge upon finalization and are difficult to find and add several extra pages to SEC.
 - Also, each report should be clearly labeled with appropriate Category drop-down selected for corresponding attachment.
- The **Meeting Summary** event should only be used as needed for further discussion if a meeting becomes contentious.

IEPs within Initial/Reevaluation process:

- IEPs within the Initial/Reevaluation process (last 3 events for **REQ/PWN/IEP**) are only completed after an evaluation was completed or when the purpose of SEC is because the student is a transfer on an Interim Placement IEP.
 - An annual IEP is not required if team decided not to test during Reevaluation Process (unless it is a transfer student); in this instance, please notify the ECSE Teacher Specialist to have the student moved back to the annual process before holding an annual IEP or Amendment.
- An initial IEP or annual IEP is required within 30 calendar days from eligibility SEC after an evaluation.
- At an Initial IEP meeting, there must be at least one team member who was present at the eligibility SEC.

Roles and Responsibilities of NPAT Meeting Participant

Role	Responsibilities
NPS Representative	<ul style="list-style-type: none"> • Initiate and facilitate the meeting • State the purpose of the meeting • Assure positive meeting tone and maintain a continuous follow • Plan in advance for the unique needs of the parent(s) to ensure full participation (e.g. interpreter for language translation or hearing)
Coordinator for Infant and Toddler Connection	<ul style="list-style-type: none"> • Initial referral Part C • Attend meetings as appropriate
Social Worker	<ul style="list-style-type: none"> • Make reports available to the parents two days prior to the meeting • Print off assessment reports • Send copies of the evaluation findings to parent(s)
School Psychologist	<ul style="list-style-type: none"> • Make reports available to the parents two days prior to the meeting • Print off assessment reports • Send copies of the evaluation findings to parent(s)
Teacher (General Education or Special Education)	<ul style="list-style-type: none"> • Establish team participants • Ensure the parent/guardian is invited and afforded the opportunity to participate • Send out meeting request based on a mutually agreed upon time with sufficient time for the parent(s) to attend (obtain permission from the parent(s) to send and receive sensitive documentation electronically for all virtual correspondences) • Create and send Zoom link to all participants • Consult and collaborate with team on instructional delivery • Provide the Prior Written Notice to the parent(s) • Provide a copy of the Parental Rights and Procedural Safeguards for Special Education (electronic copy available) • Collaborate with all service providers • Prior to the meeting, verify if the student has participated in ITC, if so secure the ITC Service Coordinator’s attendance for the meeting • Collect all data: IFSP, progress monitoring reports, applicable medical information, and parent input • Complete the first 3 tabs of the SEC Report in Synergy

Early Childhood Special Education Resource Guide

<p>Speech and Language Pathologist</p>	<ul style="list-style-type: none"> • Make reports available to the parents two days prior to the meeting • Print off assessment reports • Send copies of the evaluation findings to parent(s) • Input evaluation data under additional data tab indicating essential findings
<p>Audiologist</p>	<ul style="list-style-type: none"> • Conduct Hearing assessments as needed or requested by the team
<p>Parent</p>	<ul style="list-style-type: none"> • Provide input on current strengths and weaknesses based on their observations • Virtual consideration: provide an adequate environment and place in the home for instruction
<p>Administrative Assistant</p>	<ul style="list-style-type: none"> • Answer and/or return phone calls from parents in regards to Child Find • Intake referral information • Collect enrollment packets from parents and ensure the packets are complete • Create a folder for each student • Enroll student in PPHR and input referral information in the Process Docs Tab of Synergy SE prior to initial meetings • Have the folders together for the meetings each day (for brick and mortar only) <p>If student is found SLI, enroll in PKNE once enrollment is met and notify the teacher specialist for NPAT, so they can send to the speech department for placement and SLP assignment</p> <ul style="list-style-type: none"> • Send folders to assigned schools when notified of assignments.

Itinerant teachers will rotate the roles of the teacher in the NPAT meetings

APPENDIX S: Assistive Technology Handbook



Norfolk Public Schools Assistive Technology Handbook



“Assistive Technology (AT) provides an opportunity for children to learn during daily classroom instruction and to participate in the school community.”

Bausch, M.E., Ault, M.J., and Hasselbring, T.S. (2006). *Assistive Technology Planner: From IEP Consideration to Classroom Implementation*. Lexington, KY: National Assistive Technology Research Institute.

Table of Contents

What is Assistive Technology (AT)?

AT Definitions of Devices and Services.....	1
NPS Guiding Principles.....	2

NPS AT Referral Process

Consideration of AT Services.....	3
-----------------------------------	---

NPS AT Consideration Hierarchy

Criteria for AT Selections: No-Tech, Low-Tech, Mid-Tech, High-Tech.....	4
The Continuum of Communication Systems.....	5

Evaluation Process

Obtaining Consent for AT Evaluations during NPS SEC/SAT Meetings.....	6
Obtaining Consent for AT Evaluations during NPS IEP Meetings.....	7
Obtaining Consent for AT Evaluations during NPS 504 Meetings.....	8
Obtaining Consent for AT Evaluations during SECEP IEP Meetings.....	9

AT Equipment

Equipment Delivery and Collection.....	10 & 11
AT Equipment Training.....	12
Troubleshooting and Damage Equipment.....	13
AT Equipment Procedures during School Closures/Virtual Learning	14

AT Resources

Helpful Websites.....	15
Local Resources.....	16
References.....	17

Appendix

NPS Equipment Agreement Form.....	APPENDIX A
AT SETT Referral Form.....	APPENDIX B

AT Definitions of Devices and Services

What is Assistive Technology?

- IDEA 2004 defines assistive technology services (AT) as “Assistive technology device means 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 the functional capabilities of a child with a disability.”
- IDEA 2004 also defines assistive technology services as “any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device.”
- Norfolk Public Schools (NPS) provides assistive technology services as part of a Free and Appropriate Public Education (FAPE) to any student who currently has an IEP or 504 plan and may require assistive technology to access the general education curriculum.

What services does it include?

- Evaluation of the technology needs of the individual, including a functional evaluation in the individual’s educational environment.
- Acquisition by purchasing, leasing, or otherwise providing assistive technology devices for individuals with disabilities.
- Application of selecting, designing, fitting, customizing, adapting, maintaining, repairing, or replacing assistive technology devices.
- Coordination of other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs.
- Training and Technical Assistance for students with disabilities, as well as their guardians and related staff members.

NPS Guiding Principles

- An AT Specialist can attend meetings prior to an **Assistive Technology SETT Referral** form being completed to assist in the considerations process.
- AT Considerations should be:
 - Based on the educational needs of the student in all school-related settings and activities
 - An ongoing process conducted throughout the school year
 - Documented throughout each student's annual IEP/504 Plan
 - Promoted in a fair and equitable use of district resources for students who can benefit from AT
- AT Tools should:
 - Include devices and services
 - Be task-oriented, rather than device-oriented
 - Be based on trial periods with data collection demonstrating effective usage (and data driven)
 - Be the lowest-tech solution that allows students to perform as much as possible as their non-disabled peers
 - Accepted by the student and staff using it
- AT Evaluations should be:
 - Requested by any individual involved with the student and submitted to the IEP/504 Team
 - Conducted by an interdisciplinary team which may include, but not limited to, a Special Education Teacher, Speech Pathologist, Occupational Therapist, Physical Therapist, VI Teacher and others as identified
 - Provided as a comprehensive, holistic plan that includes evaluation, implementation, and follow-up recommendations
 - Be efficient and identify solutions in a timely manner

Consideration of AT services

Best practice recommends that an AT Specialist be invited to team meetings when AT is being considered. As the team participates in the consideration process of determining if an AT evaluation is needed, the team may discuss the following:

- Does the student have IEP goals or 504 accommodations that require assistive technology solutions in an instructional area? If so, which areas?
- What task is the student having difficulty with?
- What strategies, accommodations, or school provided materials are currently being used to assist the student in the educational environment?

If the team determines that an AT referral is needed, then the **Assistive Technology SETT Referral** form is required to be completed by the team. The following documents will need to be sent to the AT Team to complete the referral process:

- Completed AT SETT Referral form (SETT form includes permission to evaluate)
- Student's current IEP
- Work samples (if applicable)

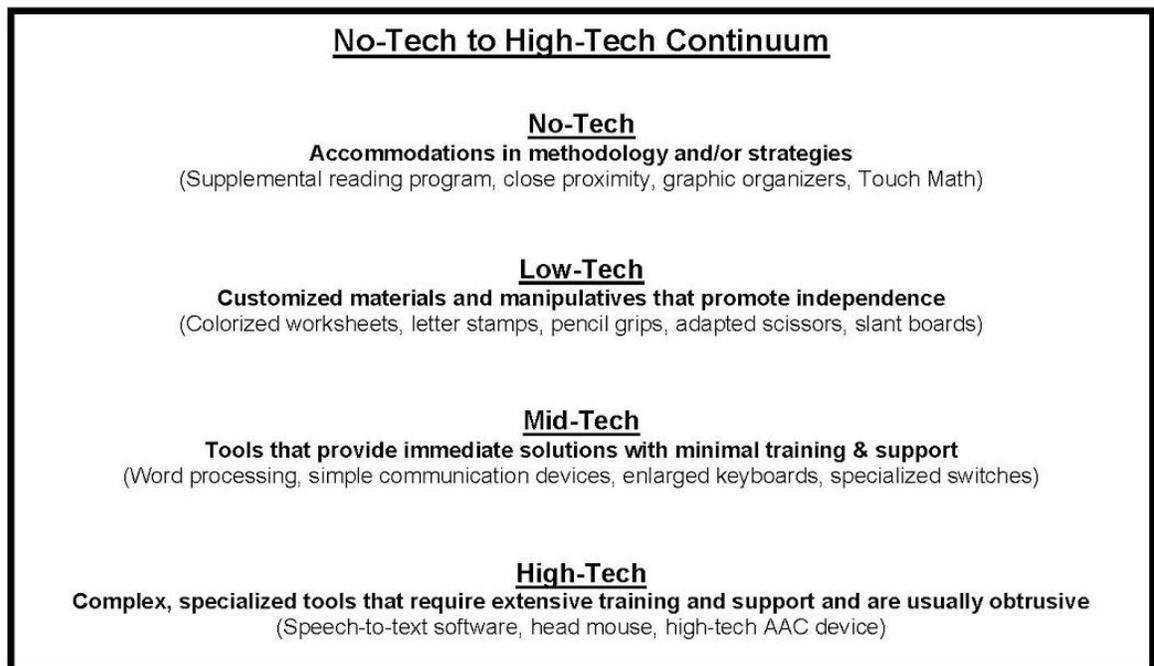
The AT Specialist assigned to the school will contact the student's case manager to schedule the AT evaluation once the above documents have been received.

Criteria for AT Selection **No-Tech to High-Tech**

While many possible AT solutions are available, low-tech tools allow a student to function in his/her environment as “naturally” as possible. Lower-tech tools:

- Offer more immediate solutions to meet students’ needs
- Can be customized to fit the specific tasks
- Require less specialized training and human assistance to implement

Therefore, when considering AT solutions, the general rule that “less is best” should be followed. The continuum below defines no-tech, low-tech, mid-tech, high-tech criteria.



Obtaining Consent for AT Evaluations NPS SEC/SAT Meetings

Complete the steps below to obtain consent for an Assistive Technology Evaluation during an NPS SEC/SAT meeting.

*Best practice recommends that an AT specialist be invited to SEC/SAT meetings when an AT referral is being considered.

- **Assistive Technology Assessment** is checked on the **Consent for Individual Evaluation** form
- Complete the **Assistive Technology SETT Referral** form (SETT form includes permission to evaluate)
- Send all documentation to the attention of the **AT Team** via the pony to the Special Education Annex at Rosemont or via email ATTeam@nps.k12.va.us
 - Include the **signed** documentation (as applicable) from the meeting with the completed **Assistive Technology SETT Referral** form
 - Current IEP
 - **Consent for Individual Evaluation** form
 - Work samples (if applicable)

Please reference the VDOE Assistive Technology Resource Guide (atnetwork.ttaconline.org) for assistance when completing the Assistive Technology SETT Referral form.

Obtaining Consent for AT Evaluations NPS IEP Meetings

Complete the steps below to obtain consent for an Assistive Technology Evaluation during an NPS IEP meeting.

* Best practice recommends that an AT specialist be invited to IEP meetings when an AT referral is being considered.

- On the **Special Considerations** page of the IEP under the **Assistive Technology** section, the option for **An AT evaluation is requested (SETT Form is required)** is selected.
- Complete the **Assistive Technology SETT Referral** form (SETT form includes permission to evaluate)
 - Consent is not obtained if only noted in the Prior Written Notice (PWN).
- Send all documentation to the attention of the **AT Team** via the pony to the Special Education Annex at Rosemont or via email ATTeam@nps.k12.va.us
 - Include the **signed** documentation (as applicable) from the meeting with the completed **Assistive Technology SETT Referral** form:
 - IEP (annual or amendment)
 - Work samples (if applicable)
 - PWN of IEP

Please reference the VDOE Assistive Technology Resource Guide (atnetwork.ttaconline.org) for assistance when completing the Assistive Technology SETT Referral form.

Obtaining Consent for AT Evaluations NPS 504 Meetings

Complete the steps below to obtain consent for an Assistive Technology Evaluation during an NPS 504 meeting.

* Best practice recommends that an AT specialist be invited to 504 meetings when an AT referral is being considered.

- **Assistive Technology** is checked on the **504 Parent Consent to Evaluate** form.
 - The student should be eligible for a 504 Plan prior to requesting an AT evaluation.
- Complete the **Assistive Technology SETT Referral** form (SETT form includes permission to evaluate)
- Send all documentation to the attention of the **AT Team** via the pony to the Special Education Annex at Rosemont or via email ATTeam@nps.k12.va.us
 - Include the **signed** documentation (as applicable) from the meeting with the completed **Assistive Technology SETT Referral** form:
 - 504 Plan
 - **504 Parent Consent to Evaluate**
 - Work samples (if applicable)

Please reference the VDOE Assistive Technology Resource Guide (atnetwork.ttaonline.org) for assistance when completing the Assistive Technology SETT Referral form.

Obtaining Consent for AT Evaluations SECEP IEP Meetings

Complete the steps below to obtain consent for an Assistive Technology Evaluation during a SECEP IEP meeting.

* Best practice recommends that an AT specialist be invited to IEP meetings when an AT referral is being considered.

- Complete the **Assistive Technology SETT Referral** form (SETT form includes permission to evaluate)
- Send all documentation to the attention of the **AT Team** via the pony to the Special Education Annex at Rosemont or via email ATTeam@nps.k12.va.us
 - Include the **signed** documentation (as applicable) from the meeting with the completed **Assistive Technology SETT Referral** form:
 - IEP (annual or amendment)
 - Work samples (if applicable)

Please reference the VDOE Assistive Technology Resource Guide (atnetwork.ttaonline.org) for assistance when completing the Assistive Technology SETT Referral form.

Equipment Delivery and Collection

Check-out Process

- Beginning of the School Year
 - AT Specialists will send the school contact (Administrator, Department Chair, 504 Coordinator, Case Manager, or Special Education Teacher) a list of students in their school that are to receive AT equipment, as well as students who are monitored by the AT department.
 - The school contact is asked to compile their own list by looking through student IEPs/504 Plans and determining which students require AT equipment. This list should be compared to the list sent by the AT Specialist for accuracy due to student transitions.
 - Equipment Delivery:
 - The AT Specialist will arrange with the school contact (Administrator, Department Chair, 504 Coordinator, Case Manager, or Special Education Teacher) a plan to deliver AT equipment.
 - Check-out receipts can be signed by Case managers, Special Education Teachers, Department Chairs, Administrators, or 504 Coordinators to receive equipment that will be utilized at the school location.
 - Trainings will be provided for students and staff upon request.
 - For virtual learning: AT devices will be delivered to the school. The AT Specialist will coordinate with the school contact (Administrator, Department Chair, 504 Coordinator, Case Manager, or Special Education Teacher) to inform the parent/guardian that the student's device is ready for pick up. If the device has not been picked up, then the AT Specialist will follow-up with the parent/guardian. All contact efforts should be documented in the student contact log in Synergy.
 - A parent will need to sign the Equipment Agreement form prior to taking the student's device home.
 - Once the Equipment Agreement form is signed it should be scanned and emailed to the AT specialist assigned to the school.
 - The AT Specialist will be responsible for documenting the checked-out device in the student's Synergy record under "Checked-out Devices".
 - Trainings will be provided for students, family, and staff upon request and by appointment.

- Throughout the School Year
 - Staff can contact the AT Specialist assigned to the school to check-out **mid-tech devices**.
 - AT Specialists can deliver AT equipment to the school or staff members can pick-up equipment from the AT Center located in the Special Education Annex @ Rosemont.
 - Check-out receipt is signed prior to receiving equipment.
 - Students and staff are provided training upon delivery of AT equipment.

Check-In Process

- End of the School Year
 - The school contact (Administrator, Department Chair, 504 Coordinator, Case Manager, or Special Education Teacher) is asked to collect all AT devices within each school building.
 - AT Specialist will arrange with the school contact (Administrator, Department Chair, 504 Coordinator, Case Manager, or Special Education Teacher) a plan to pick-up AT equipment.
 - Upon pick-up:
 - Devices should be returned with accessories (charger, CDs, bag, etc.).
 - Devices should be labeled with student's first and last name (not initials) and the school name for the next school year.

AT Equipment Training

Student Training

- Student training is completed when new AT devices are implemented. The training will be facilitated by the AT Specialist unless the Case Manager, 504 Coordinator, or Special Education Teacher is experienced with the AT device and feels comfortable training the student.
- Follow-up training can be done for students who need a refresher using their AT equipment.
- It is required that the Case Manager, 504 Coordinator, or Special Education Teacher is present when training is provided by the AT Specialist.
- Parents may also attend trainings when requested.

Staff Training

- Staff training is conducted when new AT devices are implemented.
- Requests for additional individual, group, or school training can be made by contacting your school's assigned AT specialist.
- The AT department can also facilitate district professional development upon request.

Troubleshooting and Damaged Equipment

Troubleshooting

- Contact AT Specialist
 - A Help Desk ticket will need to be completed by the Case Manager, Special Education Teacher, General Education Teacher or 504 Coordinator.
 - If the device cannot be repaired by the site IT Engineer, contact the AT Specialist to pick up the device.

Damaged Equipment

- Contact AT Specialist with the following information:
 - Describe damage to device
 - Date and time damage occurred
 - Description of how damaged occurred
- A damage report will have to be completed and then signed by a school Administrator if damage is beyond repair.
 - Return the completed and signed form to the AT Specialist.
 - Department Chairs do not have the authority to sign the form in place of an Administrator.

Lost/Stolen Equipment

- Contact AT Specialist with the following information:
 - Date and time loss or theft occurred
 - Description of how and where it was lost/stolen
- A theft report will have to be completed and then signed by a school Administrator.
 - Return the completed and signed form to the AT Specialist.
 - Department Chairs do not have the authority to sign the form in place of an Administrator.

Assistive Technology Equipment Procedures during School Closures/Virtual Instruction

Learning in Place

- Students are permitted to take their assigned AT devices home in the event of a school closure during the calendar school year.
 - Parent/Guardian will need to sign an Equipment Agreement Form.
 - It is the responsibility of the Case Manager/504 Coordinator to contact the AT Specialist regarding parental/guardian requests for training and troubleshooting an AT device.
 - If Return to Learn does not occur and the school year ends, it is the responsibility of the Case Manager/504 Coordinator to collect the device from the parent/guardian and return it to the AT Specialist.
 - Please document all attempts to contact the parent in the Student Contact Log in Synergy and notify the AT Specialist if you are having difficulty contacting the parent/guardian to collect the device.

Return to Learn

- Students are to bring their assigned AT devices back to school.
- Training, troubleshooting, and collection of AT equipment will follow the same procedures detailed in the handbook.

Helpful Websites

Georgia Project for Assistive Technology (GPAT)

<http://www.gpat.org/>

Wisconsin Assistive Technology Initiative (WATI)

<http://www.wati.org>

National Assistive Technology Research Institute (NATRI)

<http://natri.uky.edu/index.html>

Virginia Department of Education

http://www.doe.virginia.gov/special_ed/iep_instruct_svcs/assistive_technology/index.shtml

Center for Implementing Technology in Education

<http://www.cited.org/index.aspx>

Local AT Resources

Norfolk Public Schools Assistive Technology Center

Special Education Center @ Rosemont Center
7000 W. Tanners Creek Road
Norfolk, VA 23513
(757) 852-4674

Old Dominion University

T-TAC ODU
860 W. 44th St
Norfolk, VA 23529
Phone: (757) 683-4333
TDD: (757) 683-5963
www.ttac.odu.edu

**T-TAC ODU
Library**
Child Study Center, Room 224
Norfolk, VA 23529-0164
FAX: (757) 683-3115
<https://ttac.odu.edu/services/library/>

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- Chambers, A. (1998). *Has Technology Been Considered?: A Guide for Teams*. University of Wisconsin, Milwaukee, WI.
- Golden, D. (1998). *Assistive Technology in Special Education: Policy and Practice*. Missouri Assistive Technology Project, Independence, MO.
- Lewis, R. (1993). *Special Education Technology: Classroom Applications*. Belmont, CA.
- Reed, P., et al. (1998). *Assessing Students' Needs for Assistive Technology*. Wisconsin Assistive Technology Initiative: Milwaukee, WI.
- Wiggins, G. and McTighe, J. (1998). *Understanding by Design*. Association for Supervision and Curriculum Development: Alexandria, VA.
- Zabala, J. (1994). *The SETT Framework: Critical Questions to Ask When Making Informed Assistive Technology Decisions*. Presentation at Closing the Gap: St. Paul

APPENDIX A: NPS Equipment Agreement Form



Norfolk Public Schools
The cornerstone of a proudly diverse community

Student/School:

Case Manager:

Authorization Agreement for Utilizing Norfolk Public Schools Equipment

In order to maintain accountability for all Norfolk Public Schools equipment, staff and parents that borrow equipment are required to not only have a signed authorization from the appropriate supervisor, principal or director but must also sign this agreement, which must be attached to any such authorization, in order to verify that they have read, acknowledged and accepted the terms and conditions for such use.

The individual borrowing the equipment, identified by signature below, agrees by signing this authorization form, to accept full responsibility and liability for the equipment identified below. The equipment must be returned to the same location from which it was received and in the same condition. By signing this authorization, the borrower acknowledges that the borrower will be solely responsible for any damage to, theft or loss of the equipment. The borrower agrees that if there is theft or loss, or the failure to return the equipment at the location from which it was obtained, the Norfolk Public Schools may replace the equipment with the same or similar model at the sole expense of the borrower. Borrower further agrees that borrower will be solely responsible for any repairs to the returned equipment. The Norfolk Public Schools will be the sole determinant as to whether the equipment needs repairs or the extent of the repairs.

The borrower is responsible for inspecting the equipment prior to removal from the premises to ensure that it is in proper working order and that all components are present. Borrower agrees that equipment removed from the Norfolk Public Schools premises is presumed to have all components and that the equipment and components are in working order.

The borrower agrees that disputes resulting from this agreement shall be resolved in the courts of the City of Norfolk and that the borrower waives a jury trial of any issue that may arise.

_____	_____
Equipment	NPS Inventory Number
The equipment will be borrowed on _____ and returned by _____	
(Date)	(Date)
_____	_____
(Authorization signature – AT Specialist)	(Date)
_____	_____
(Borrower’s printed name)	(Date)

(Borrower’s Signature)	

APPENDIX B: AT SETT Referral Form



Norfolk Public Schools
Assistive Technology Services

ASSISTIVE TECHNOLOGY SETT REFERRAL

Send ALL required forms listed on the AT SETT Referral Guide to the attention of the AT Team at the Special Education Annex at Rosemont or ATTeam@nps.k12.va.us

Student Name: _____ Date: _____

DOB: _____ Case Manager/504 Coordinator: _____

NPS Student ID Number: _____ School: _____

Referring Source: _____ Primary Disability: _____

The student currently has an active: 504 Plan IEP Enrolled in SECEP Enrolled in Other Agency

1. List the specific problems or limitations the **STUDENT** has that interfere with completion of the desired tasks (ex: limited use of hands; unintelligible speech; dyslexia):

2. List the specific **ENVIRONMENTS** where the student is having difficulty performing the designated tasks (ex: classroom, cafeteria; work site; media center):

3. Identify the specific **TASK** the student is unable to perform now, but that you think the student would be able to do with the appropriate assistive technology (ex: take tests independently; make food choices in cafeteria; read/ study textbooks independently):

4. List accommodations, modifications, strategies, or assistive technology **TOOLS** (devices/ services) that are currently or have been used being used to help the student with the desired tasks (ex: dictating to a scribe; typing; gestures; pencil grip):

5. Have there been any AT evaluations by outside medical agencies? _____ If so, please provide/attach a summary of results and/or evaluation documentation.

APPENDIX B: AT SETT Referral Form



Norfolk Public Schools
Assistive Technology Services

Please indicate the following areas of concern:

HANDWRITING/ PENMANSHIP:

- writes illegibly (please include writing sample)
- fatigues before work is completed
- takes too long to complete work
- has pain when writing
- has difficulty holding writing utensil
- has difficulty aligning math problems
- other: _____

COMPOSITION:

- has difficulty generating ideas
- has difficulty organizing thoughts
- has an aversion to writing
- demonstrates verbal skills that are significantly superior to written work
- has significant spelling difficulties
- has significant reading difficulties
- other: _____

HEARING/VISION:

- student receives VI services
- student wears glasses
- student receives HI services
- student wears hearing aids/uses FM system
- other: _____

ACADEMIC ORGANIZATIONAL ISSUES:

- does not record assignments
- loses completed assignments
- cannot plan assignments
- cannot organize class materials
- other: _____

COMPUTER USE CONCERNS:

- unable to access the computer
- unable to use standard keyboard
- unable to use standard mouse
- unable to see monitor
- accidentally hits unwanted keys
- typing skills are inefficient
- other: _____

VERBAL COMMUNICATION:

- student communication skills are appropriate
- student is non-verbal
- student's speech is unintelligible
- other: _____

Briefly describe how you expect assistive technology to help this student:

Please remember that the [VDOE Assistive Technology Resource Guide](#) can be referenced for assistance when completing the Assistive Technology SETT Referral form.



Norfolk Public Schools
Assistive Technology Services

CONSENT FOR ASSISTIVE TECHNOLOGY EVALUATION

_____ Student Name has been referred for an Assistive Technology (AT) Evaluation due to concerns regarding his/her ability to access the general education curriculum. AT devices and/or services are provided for qualifying students with an Individualized Education Program (IEP) or a 504 Plan for the following areas:

Penmanship	Written Expression	Reading
Math	Organization	Computer Access
Hearing	Vision	Communication

An Assistive Technology Evaluation with Norfolk Public Schools may include the following:

- Classroom observation(s)
- Record review of the student's cumulative file
- Consultation with the General Education Teacher(s), Special Education Teacher(s) and Related Service Provider(s) (OT, PT, SI P, VI, HI) as appropriate
- Evaluation of the student utilizing non-standardized assessment tools
- Use of AT devices, software and strategies on a trial basis
- Follow-up meeting to discuss the results of the AT Evaluation with the appropriate Team or Committee

I hereby give consent for Norfolk Public Schools personnel to conduct an AT Evaluation and I participated in the team decision that an AT Evaluation of the student is necessary.

Consent for an Assistive Technology Evaluation is hereby denied.

Signature of Parent/Guardian/Adult Student

Date

APPENDIX B: AT SETT Referral Form



Norfolk Public Schools
Assistive Technology Services

ASSISTIVE TECHNOLOGY SETT REFERRAL GUIDE

Please reference the VDOE Assistive Technology Resource Guide (atnetwork.ttaonline.org) for assistance when completing the Assistive Technology SETT Referral form.

Please complete the following steps to request an Assistive Technology Evaluation during an IEP, 504 or SEC/SAT meeting:

1. Complete the Assistive Technology SETT Referral form
2. Include the signed documentation (as applicable) from the meeting with the completed forms from above:
 - IEP
 - 504 Plan and 504 Parent Consent to Evaluate form
 - Consent for Individual Evaluation form (SEC/SAT meeting only)
 - Work samples (if applicable)
3. Send all documentation to the attention of the AT Team via the pony to the Special Education Annex at Rosemont or via email ATTeam@nps.k12.va.us

Please remember to make changes to the meeting documents:

- IEP meeting
 - On the Special Considerations page of the IEP under the Assistive Technology section, the option for An AT evaluation is requested (SETT Form is required) is selected
- 504 meeting
 - Assistive Technology is checked on the 504 Parent Consent to Evaluate form
- SEC/SAT meeting
 - Assistive Technology Assessment is checked on the Consent for Individual Evaluation form