

**Introduction
To
McCSEC Procedures
And
Forms Required for Special Education Actions**

During the school year, questions frequently arise concerning the appropriate procedures and forms needed for various common special education actions. Questions also arise concerning staff responsibilities and roles. It is desirable that the answers to these questions be as consistent as possible. This handbook is an effort to answer some of the more frequently asked questions and to bring consistency to procedures throughout McCSEC. Undoubtedly, new questions will arise, new regulations or interpretations of regulations will be made, and opinion about best practice will change. These will initiate additions and revisions to this document. The handbook is designed to be modified and expanded. New clarifications of procedures, changes in procedures and forms, and additions may occur throughout this year and coming years. These will be forwarded to staff for handbook updates.

When questions arise, staff should first review this handbook and the Kansas Special Education Process Handbook (the "blue book"). If the answers are not included, or not clear, the appropriate case coordinator or the Director of Special Education should be contacted. Questions of common concern are likely to initiate additions or changes to this handbook. Staff are also encouraged to contact the director if they feel some process needs to be clarified and/or standardized.

**McCSEC Procedures
And
Forms Required for Special Education Actions**

- I. General Education Intervention**
 - A. General Procedure**
 - B. Evaluation Following First Meeting of Assistance Team**
 - C. Special Educator's Direct Contact With Student During GEI**

- II. Initial Evaluation**
 - A. General Procedure**
 - B. Parental Request for Evaluation**
 - C. Parental Refusal for Evaluation**

- III. Initial IEP and Placement**
 - A. General Procedure**
 - B. Initial IEP Without Parents**
 - C. No Placement Without Parent Consent**

- IV. Transfer Students**

- V. Amending/Changing a Current IEP**
 - A. Changing an Existing Service and/or Adding Goals and**
 - B. Adding a Service**
 - C. Deleting a Service**

- VI. Yearly IEP Review/Rewrite**

- VII. Triennial Reevaluation**
 - A. Reevaluation With Meeting to Review Existing Data**
 - B. Reevaluation Without a Meeting to Review Existing Data**

- VIII. Exiting a Student From All special Education Services**
 - A. Exiting all Services Through IEP Team Recommendation**
 - B. Exiting Services by Graduation**
 - C. Exiting Services at Age 21**
 - D. Parent Request for Discontinuation of Services**

- IX. Reevaluation of Kindergarten Students with Developmental Delay or Early Childhood Disability Categorization**
 - A. Developmental Delay**
 - B. Early Childhood**

- X. Work/Study Services Added to IEP**

- XI. Adaptive Physical Education Added to IEP**

- XII. Who is Case Coordinator?**

- XIII. Who is Primary Exceptionality Teacher?**

- XIV. When is Providing Parental Rights Form Required?**

- XV. Swimming and Bowling**

XVI. Community Based Services

XVII. Compliance Checklist for IEP

XVIII. Referral Procedure for Behavioral Specialist

XIX. Transportation Services

I. General Education Intervention

A. General Procedure

Documentation of General Education Intervention (GEI) is required for students prior to any evaluation for special education eligibility. GEI is a general education action and does not require parental notice or consent. Parent involvement, however, should be encouraged. Special educators are expected to be part of building level student assistance teams that develop GEI's.

Prior to evaluation for special education services, the building level student assistance team must document two meetings. One meeting must result in GEI's developed to address the concerns related to the student. A second meeting must assess the outcomes of the GEI's. It is the **case coordinator's responsibility** to document that the required two meetings have occurred prior to obtaining parental permission for evaluation.

Forms required:

1. **General Education Intervention Initial Plan (C2001-36)**
2. **General Education Intervention Follow-Up Meeting (C2001-36)**

B. Evaluation Following First Meeting of Assistance Team

Under some special circumstances the student assistance team may initiate an evaluation during the initial team meeting. These might include parental request for evaluation (see Section II B), a traumatic brain injury, or student behavior/learning deficits that are extraordinarily severe. In such cases, the team must develop GEI's to be implemented during the evaluation process and review the outcomes of the interventions during the evaluation staffing. The GEI Intervention Follow-Up Meeting Form must be completed during the evaluation staffing. It is the **case coordinator's responsibility** to document that the special circumstances are stated on the GEI Initial Plan and that a statement is included documenting the team decision to initiate an evaluation prior to completion of GEI's.

Forms required:

Same as above

C. Special Educator's Direct Contact With Student During GEI.

If a special educator participates in implementing GEI's that include observing, assessing, or any direct contact with the student, parental involvement and permission must be documented. This should be done by having the parent participate in the GEI meeting during which the GEI was recommended and having the parent signature on the GEI form. If the parent did not participate in the GEI meeting, the building principal may obtain the parent signature on the GEI form to document the parent's awareness and consent. It is the **responsibility of the special education staff member implementing the GEI** to make sure this documentation is complete.

Forms required:

1. **General Education Intervention Initial Plan (C2001-36) or General Education Intervention Follow-Up Meeting (C2001-36) with Parental Signature**

II. Initial Evaluation

A. General Procedure

The initial evaluation to determine eligibility for special education services is initiated by the student assistance team's referral documented on the GEI Follow-Up Meeting form. At the time the referral is made the team completes the Multidisciplinary Evaluation Planning Schedule (or this may be completed by the case coordinator after parent permission for evaluation is obtained). Parent permission for evaluation is obtained and the evaluation data collected by those assigned. Each staff member assigned to collect data writes a report detailing the data collected. An evaluation meeting is held to review the data and determine eligibility and need for special education services and the Evaluation/Eligibility Report is completed. Parents are provided a copy of the report and are provided Prior Written Notice for Identification (Form C2001-3) with a copy of parental rights. The school is also provided a copy of the Evaluation/Eligibility Report. It is the **case coordinator's responsibility** to complete the Multidisciplinary Evaluation Planning Schedule, obtain parent permission for evaluation, notify staff when permission has been obtained, send parents Notice of Meeting, complete the Evaluation/Eligibility Report, and provide parents Prior Written Notice for Identification (or Non Identification). It is **the responsibility of all staff assigned to collect data** to provide three copies of their written report to the case coordinator for the evaluation staffing.

Forms Required:

1. **Multidisciplinary Evaluation Planning Schedule (C2001-60A)**
2. **Prior Written Notice for Evaluation or Reevaluation and**
3. **Parents Rights (C2002-70)**
4. **Notice of Meeting (C2001-30)**
5. **Evaluation/Eligibility Report**
6. **Prior Written Notice for Identification... (C2001-3)**

Note: Parents Rights need not be given with Notice of Meeting if no IEP will be written. Parents Rights need not be given with Prior

B. Parental Request for Evaluation

Parents have the right to request evaluation. In most cases, the school will choose to comply with that request. The building principal, however, should meet with the parents and explain that a building level, general education intervention process that precedes an initial evaluation is available to assist the team in determining the specific concerns and needs of their child. If parents do not want to wait for the GEI process to conclude, they should be asked to provide their request for evaluation in writing with date of request and signature. The school must still proceed with GEI and document two meetings (initial and follow-up). Outcomes of GEI's implemented during the evaluation process must be documented on the GEI Follow-Up form and the Evaluation/Eligibility Report.

C. Parental Refusal for Evaluation

Should parents refuse permission for evaluation, they must be asked to sign the Prior Written Notice for Evaluation ... indicating they do not give consent. If they choose not to sign indicating their refusal, this must be noted on the form, dated, and signed by the case coordinator. It is the **case coordinator's responsibility** to attempt to obtain the parents' signature indicating refusal and to notify the building principal.

III. Initial IEP and Placement

A. General Procedure

Should the evaluation team decide the student is eligible for, and needs, special education services; an initial IEP is scheduled. Parent must be given a Notice of Meeting with a parental rights form at least 10 days prior to the IEP meeting. Attempts should be made to contact the parents to schedule a mutually convenient time to meet. It is the **responsibility of the case coordinator** to contact parents to schedule the initial IEP, to send the IEP Notice and Parental Rights, and to notify staff.

It is the **responsibility of the primary exceptionality teacher** to write the IEP using data and information collected during the evaluation. A draft IEP may be developed for review at the IEP meeting.

It is the **responsibility of each service provider** to develop goals and objectives based on data collected during the evaluation.

Parents should be provided with a copy of the draft IEP with any changes at the conclusion of the IEP meeting. This should include a copy of the signature page. A corrected/final copy of the IEP must be mailed or delivered to the parents within 5 school days of the conclusion of the IEP meeting. The original, corrected, IEP with the original signature page must be sent to the case coordinator within 5 school days of the conclusion of the IEP meeting. It is the **responsibility of each service provider** to have a final copy of their goals and objectives delivered to the primary exceptionality teacher within 5 school days of the conclusion of the IEP. It is the **responsibility of the primary exceptionality teacher** to send the parent their copy of the IEP and the original to the case coordinator. It is the **responsibility of the case coordinator** to notify the Director of Special Education if the completed IEP or goals and objectives have not been received within 5 school days.

At the conclusion of the IEP, it is the **case coordinator's responsibility** to provide the parents with Prior Written Notice for Identification, Special Education and Related Services, Educational Placement... and Request for Consent.

To complete the evaluation, IEP, and placement process; it is the **case coordinator's responsibility** to complete the Checklist for Proper Documentation of Initial Placement and submit all required forms and reports to the Director of Special Education. The checklist, with any missing material noted, must be submitted within 6 school days of the conclusion of the IEP meeting.

Forms Required:

1. **Notice of Meeting (C2001-30)**
2. **Parents' Rights (C2002-70)**
3. **IEP**
4. **Prior Written Notice for ... Placement... (C2001-3)**
5. **Checklist for Proper Documentation of Initial Placement (D2000-1)**

B. Initial IEP Without Parents

An Initial IEP may be written without parents in attendance if all steps outlined in KAR 91-40-17 (Page 4-10 in the Special Education Process Handbook) have been followed. It is the **responsibility of the case coordinator** to document that these steps and conditions have been followed.

C. No Placement Without Parent Consent

Although an IEP may be written without the parent in attendance, no placement can be made without parent consent. It is the **case coordinator's responsibility** to attempt

to obtain parent consent for placement if the parent did not attend the IEP meeting. No services can be provided to the student until the parent signs the placement form. It is the **case coordinator's responsibility** to inform staff of the results of attempts to obtain placement consent.

IV. Transfer Students

When a student who has been receiving special education services transfers into a school served by the McCSEC, the case coordinator should be notified. The case coordinator calls the student's previous school or special education department to request records and determine what services the student was previously receiving. Once the case coordinator has received reliable verbal confirmation that the student was receiving services and has determined what those services included, he/she will notify the school and staff. The student shall then be placed in the special education program, which appears to be most suited to the student's needs. The placement decision must be mutually agreed on by the parent(s) and the school's principal. The case coordinator must document that the placement decision was mutually agreed upon.

Once the student's IEP and comprehensive evaluation has been received, an IEP review must be held to determine if changes in the student's program are needed. An IEP meeting record is used to document team discussion and decisions. A permission for placement form must then be signed by the parent. The case coordinator completes the Checklist for Proper Documentation of Initial Placement and forwards all required paperwork to the Director of Special Education. For students transferring from another state, the IEP team must review the evaluation data to determine if the student would meet Kansas and McCSEC eligibility criteria and guidelines. If there is a question about eligibility, a reevaluation must be initiated. It is the **case coordinator's responsibility** to contact the student's previous school, document that the initial placement was mutually agreed upon by parents and the principal, schedule an IEP review, send the IEP notice, complete the IEP Meeting Record, provide parents with notification of placement, and complete the checklist for placement. The IEP Meeting Record is attached to the student's IEP.

Forms required:

- 1. Notice of Meeting (C2001-30)**
- 2. Parents' Rights (C2002-70)**
- 3. IEP from previous school**
- 4. Most recent evaluation report from previous school**
- 5. IEP Meeting Record (C1999-33)**
- 6. Prior Written Notice for... Placement... (C2001-3)**
- 7. Checklist for Proper Documentation of Initial Placement (D2000-1)**

V. Amending/Changing a Current IEP

At times it will become necessary to modify a current IEP prior to the yearly review and rewrite. Such modifications include increasing or decreasing an existing service, adding goals and benchmarks/objectives, and adding or deleting a service. Procedures for such modifications are detailed below.

A. Changing an Existing Service and/or Adding Goals and Benchmarks/Objectives

Changes in an existing service and the addition of goals and benchmarks/objectives require an IEP review conducted at an IEP meeting. An IEP Meeting Record must be completed which describes the changes in the student's present level of educational performance (PLEP) that makes the changes/additions necessary. The updated or new PLEPs must be measurable and conform to the description of PLEPs in the Kansas Process Handbook (page 4-15). Specific changes in service times and/or location must be noted. Additional goals and/or benchmarks/objectives are added using the WebKIDSS program. Parents are provided a copy of the IEP Meeting Record, and new goals and benchmarks/objectives, and given a Prior Written Notice for ... Change in Services, Change in Placement, and Request for Consent. The Prior Written Notice form is not needed when only adding goals and benchmarks/objectives. The originals of all papers and forms are then sent to the case coordinator. The IEP meeting record is attached to the student's IEP.

It is the **responsibility of the team member who feels there is a need to change the existing service** to communicate this need to the primary exceptionality teacher, to provide updated PLEPs, to provide new goals and benchmarks/objectives (if needed), and to attend the IEP meeting. It is the **responsibility of the primary exceptionality teacher** to set up the IEP meeting, send the IEP notice, complete the IEP Meeting Record, complete the Prior Written Notice form, and forward the paperwork to the case coordinator.

Forms Required:

- 1. Notice of Meeting (C2001-30)**
- 2. Parents' Rights (C2002-70)**
- 3. IEP Meeting Record**
- 4. WebKIDSS Goals and Benchmarks/Objectives if applicable**
- 5. Prior Written Notice for ... Change ... Consent (C2001-3)**

B. Adding a Service

Adding a service means adding a service provider to the student's IEP. This would include having the Emotional Disturbance teacher provide services to a Learning Disabled identified student, having the Learning Disability teacher provide services to a Speech/Language identified student, having the Occupational Therapist provide services to a Mentally Retarded identified student, etc. While special education regulations allow a student to receive services as needed once the student has been identified as eligible under one category of special education, the following process must be followed to initiate additional services.

The consideration of adding a service begins with an IEP review. The school psychologist for the building must be invited to the IEP review. The team must update the student's PLEP in the area of concern using an IEP Meeting Record. The team then must recommend an evaluation to determine eligibility and need for the service being considered. An evaluation planning summary is completed either before or after evaluation permission is granted. Evaluation permission is obtained from the parents. Parents receive

copies of the IEP Meeting Record, Parental Rights, and the evaluation permission form. It is the **responsibility of the primary exceptionality teacher** to schedule the IEP review, send the IEP notice, and complete the IEP meeting record. It is the **responsibility of the case coordinator** to complete the evaluation planning summary and obtain parent permission for evaluation.

Forms Required:

1. **Notice of Meeting (C2001-30)**
2. **Parents Rights (C2002-70)**
3. **IEP Meeting Record (C1999-33)**
4. **Multidisciplinary Evaluation Planning Schedule (C2001-60A)**
5. **Prior Written Notice for Evaluation ... Consent (C2001-2)**

Following the completion of the evaluation procedures, an evaluation staffing is held to determine if the student is eligible for the service and if the student needs the service. The evaluation team completes an Evaluation/Eligibility Report. If the team determines the student is eligible for and/or needs the service, the IEP is rewritten. If the team determines that the student is not eligible for, and does not need the service, appropriate changes in the current IEP may be made to address the area of concern with changes in current services. Changes in the current IEP can be made using an IEP Meeting Record rather than rewriting the IEP. Parents are provided a copy of the evaluation report, a copy of the IEP Meeting Record or new IEP, and given Prior Written Notice for Identification, ... and Request for Consent. It is the **case coordinator's responsibility** to schedule the Evaluation/IEP meeting, to send the meeting notice, to complete the evaluation report, and to provide the prior written notice form to the parents. It is the **primary exceptionality teacher's responsibility** to complete an IEP Team Report or to write a new IEP. It is the **responsibility of each staff member assigned a role in the evaluation** to provide three copies of a report of the data they collected.

Forms Required:

1. **Notice of Meeting (C2001-30)**
2. **Parents Rights (C2002-70)**
3. **Evaluation/Eligibility Report**
4. **IEP Meeting Record (C1999-33) or new IEP**
5. **Prior Written Notice for Identification, ... Change... and Consent (C20001-3)**

C. Deleting a Service

Deleting a service means deleting a service provider from the student's IEP. The process of deleting a service or exiting a student from a service begins with the service provider communicating to the parent that there is a question of whether the service continues to be needed. Parent permission for reevaluation must be obtained and the service provider gathers evaluation data needed for the IEP team to make a decision. An IEP review or rewrite must be scheduled and an Evaluation/Eligibility Report completed. An IEP Meeting Record or new IEP must be completed which includes a review of appropriate goals and benchmarks/objectives, the student's PLEP in the area of change being considered, and any specific recommended changes in the IEP. If changes are recommended to services, a Prior Written Notice for ... Change ... Consent must be completed. Parents are provided a copy of the reevaluation report, the IEP Meeting Record or new IEP, and a copy of the Prior Written Notice form.

It is the **responsibility of the service provider** to contact the parents and staff regarding the question of need for continued service, to obtain parent permission for reevaluation, provide three copies of a report, and send the original permission for

reevaluation to the case coordinator. It is the **responsibility of the primary exceptionality teacher** to schedule an IEP review, send the IEP notice, complete the IEP Meeting Record, complete the Reevaluation/Eligibility Report (or invite the case coordinator to attend and complete the report), have parents sign the Prior Written Notice form, and send these forms to the case coordinator.

Forms Required:

1. **Prior Written Notice for Evaluation ... Consent (C2001-2)**
2. Parents' Rights (C2002-70)
3. Notice of Meeting (C2001-30)
4. Parents Rights (C2002-70)
5. Evaluation/Eligibility Report
6. IEP Meeting Record (C1999-33) or new IEP
7. Prior Written Notice for Identification, ... Change... and ...Consent (C20001-3)

VI. Yearly IEP Review/Rewrite

Each student receiving special education services must have their IEP reviewed and revised at least every 12 months. The yearly review must occur on or before the anniversary date of the current IEP. It is better to write the IEP without the parent than to go past the due date. It is the responsibility of the primary exceptionality teacher to develop a draft IEP (if one is to be used) or to rewrite the IEP during the IEP meeting. If a draft IEP is used, at the conclusion of the IEP meeting the parents must be given a copy of the draft with agreed upon corrections/additions "penciled" in. If changes in services are recommended the parents must be given Prior Written Notice for ... Change ...and Request for Consent. A corrected/final copy of the IEP must be provided to parents and originals of all paperwork sent to the case coordinator within 5 school days of the meeting.

It is the responsibility of the primary exceptionality teacher to schedule the annual review meeting with parents and staff, send the IEP notice (including the student and outside agencies as appropriate), write the IEP, and obtain any needed change in services form signed by parents.

It is the responsibility of all service providers to either attend the IEP review meeting or provide the primary exceptionality teacher a review of the current goal and benchmarks/objectives, an updated PLEP in their area of service, proposed goals and benchmarks/objectives for the new IEP, and recommendations for services for the coming year.

Forms required:

1. Notice of Meeting (C2001-30)
2. Parents' Rights (C2002-70)
3. IEP
4. Prior Written Notice for ... Change ... Consent (C2001-3)

VII. Triennial Reevaluation

The purpose of the triennial reevaluation is to determine if the student continues to be a child with an exceptionality, the student's present levels of educational performance and educational needs, if the student continues to need special education services, and if any modifications to the services are needed. Triennial reevaluation does not require new testing be completed if the team members feel they can make the required determinations with existing data.

The first step in the triennial reevaluation is for team members, including the parents, to review existing data to determine what, if any, additional data is needed. This review can be done during a meeting of the team or by individual members of the team without a meeting being held.

Effort should be made to align triennial reevaluations with annual IEP reviews.

A. Reevaluation With Meeting to Review Existing Data

If the review of existing data is done during a meeting, the IEP team reviews the data and determines if additional data is needed. Parents must be invited. Each service provider must present a written report of the student's PLEP for team consideration.

If additional data is not needed, an IEP Team Meeting record is completed indicating the decisions of the team and parents sign the Prior Written Notice for ... Reevaluation and ... Consent indicating that they agree. The reevaluation may be concluded at that meeting by completing the Evaluation/Eligibility Report. Parents are provided a copy of team members reports, the IEP Meeting Record, the Evaluation/Eligibility Report, and the Prior Written Notice for... Evaluation and ... Consent form.

If the team determines that additional information is needed, an IEP Meeting Record is completed indicating the decisions of the team, a Multidisciplinary Evaluation Planning Schedule is completed, and Prior Written Notice for ... Reevaluation and ... Consent form is signed by the parents. Parents are provided a copy of the IEP Meeting Record and the Prior Written Notice for... Evaluation and ... Consent form. A second team meeting is scheduled to review all data and complete the reevaluation. At the second meeting all service providers must present a written report of evaluation results and/or PLEP. The Evaluation/Eligibility Report is then completed. Parents are provided a copy of team members reports and the Evaluation/Eligibility Report. It is the case coordinator's responsibility to notify team members and parents that a reevaluation is due, schedule the required meetings, send meeting notices, complete the evaluation planning schedule, obtain consent for reevaluation, complete the IEP Meeting Record, and complete the Evaluation/Eligibility Report. It is each service provider's responsibility to write a report describing the student's PLEP in their area of service.

Forms required:

1. Notice of Meeting (C2001-30)
2. Parents' Rights (C2002-70)
3. IEP Meeting Record (C1999-33)
4. Multidisciplinary Evaluation Planning Schedule (C2001-60A)
5. Prior Written Notice for ... Reevaluation and ... Consent (C2001-2)
6. Team members reports
7. Evaluation/Eligibility Report

B. Reevaluation Without a Meeting to Review Existing Data

A review of existing data can be done without a team meeting. This process is initiated by the case coordinator notifying appropriate staff members that a reevaluation is due and providing each appropriate staff member a Review of Existing Data for Reevaluation form. If no staff member feels that additional data is needed, parents are given Prior Written Notice for ... Reevaluation ... and Consent indicating that the staff feels no additional information is needed. If parents indicate agreement through their signature, the case coordinator notifies the staff and schedules an IEP team meeting to conclude the reevaluation. If parents do not agree; the case coordinator determines what additional information the parents feel is needed, obtains permission for gathering the information, notifies staff using the Multidisciplinary Evaluation Planning Schedule, and schedules an IEP team meeting to conclude the reevaluation. During the meeting each service provider presents a report of the student's relevant PLEP and the Evaluation/Eligibility Report is completed. Parents are provided a copy of team members reports, the IEP Meeting Record, the Evaluation/Eligibility Report, and the Prior Written Notice for... Evaluation and ... Consent form. It is the case coordinator's responsibility to notify staff and parents that a reevaluation is due, to send appropriate staff members a Review of Existing Data for Reevaluation form, to have parents sign the consent for reevaluation form, to send staff members the evaluation planning schedule, to schedule the reevaluation meeting, to send the meeting notice, and to complete the Evaluation/Eligibility Report. It is each service provider's responsibility to write a report describing the student's PLEP in their area of service.

Forms required:

1. Review of Existing Data for Reevaluation
2. Prior Written Notice for ... Reevaluation and ... Consent (C2001-2)
3. Multidisciplinary Evaluation Planning Schedule (C2001-60A)
4. Notice of Meeting (C2001-30)
5. Parent's Rights (C2002-70)
6. Team members' reports
7. Evaluation/Eligibility Report

VIII. Exiting a Student From All Special Education Services

Most students are exited from all special education services under three circumstances. First is when the IEP team determines that the student is no longer a child with a disability or no longer needs services in order to make progress in the general education curriculum. Second is when the student graduates or reaches age 21. Third is when the parent requests that the student be exited while the school staff feels services should be continued.

A. Exiting All Services Through IEP Team Recommendation

If a team member suspects that a student no longer has a disability or no longer needs special education services, that team member should make a request to the case coordinator that an IEP team meeting be initiated to discuss discontinuing special education services. A reevaluation is then conducted to determine if the student continues to be a student with an exceptionality and/or needs special education services. The reevaluation procedures are followed and appropriate forms completed. If the results of the reevaluation indicate the student is no longer a child with an exceptionality, or no longer needs special education services, this is noted on the Evaluation/Eligibility Report and on the IEP Meeting Record. Parents are provided Prior Written Notice for ... Change in Services, Changes in Placement, and Request for Consent. Parents are provided copies of team members reports, the Evaluation/Eligibility Report, the IEP Meeting Record, and the Change in Placement form. An Exit Information form is completed and originals of all paperwork are forwarded to the Director of Special Education. It is the case coordinator's responsibility to follow all steps and complete all forms for a reevaluation, to complete the IEP Meeting Record, to provide the change of placement form to parents, to complete the Exit Information form, and forward all paperwork to the Director of Special Education.

Forms required:

1. All forms required for a reevaluation (Section VII)
2. IEP Meeting Record (C1999-37)
3. Prior Written Notice for ... Change in Service, Change in Placement...and Request for Consent (C2001-3)
4. Exit Information (C2000-69)

B. Exiting Services by Graduation

Exiting a student through graduation does not require a reevaluation nor an IEP review. Before the end of the last semester prior to graduation, the student's parents and the student, if age 18, must be given Prior Written Notice for ... Change in Service, Change in Placement, and Request for Consent. Consent for discontinuing services must be obtained. Consent need only be obtained from the student if 18 years of age, unless a court has appointed a legal guardian. The signed form is then sent to the case coordinator who completes an Exit Information form and forwards the paperwork to the Director of Special Education. It is the responsibility of the primary exceptionality teacher to provide the parents and student the change in placement form. It is the responsibility of the case coordinator to complete the Exit Information form and forward paperwork to the director.

Forms required:

1. Prior Written Notice for ... Change in Service, Change in Placement... and Request for Consent (C2001-3)

2. Exit Information (C2000-69)

C. Exiting Services at Age 21

Students that turn age 21 during the school year (by June 30) are exited by providing the student and the parents Prior Written Notice that services will be discontinued at the end of the school year. No consent is required. Signature indicating acknowledgment of notification is required. No reevaluation or IEP meeting is required. It is the responsibility of the primary exceptionality teacher to provide the student and parents with the notice that services will be discontinued and to send the signed form to the case coordinator. It is the case coordinator's responsibility to complete the Exit Information form and forward the completed paperwork to the Director of Special Education.

Forms required:

1. Prior Written Notice for ... Change in Service, Change in Placement, ... (C2001-3)
2. Exit Information (C2000-69)

D. Parent Request for Discontinuation of Services

Should the parent request that the student be exited from special education service, this request should be forwarded to the case coordinator. An IEP meeting is then held to discuss the parental request. The case coordinator must attend the IEP meeting. An IEP Meeting Record form is completed during the meeting to summarize discussion and the team's recommendation.

If the team recommends that services continue and parents are in agreement, no further action is required.

If the team, including parents, recommends changes in services or placement but not exit; a Prior Written Notice for ... Change in Services, Change in Placement, and Request for Consent is completed.

If the IEP team agrees with exiting the student, a reevaluation must be completed (or parents must refuse reevaluation) and the parents are asked to sign a Prior Written Notice for ... Change in Service, Change in Placement, and Request for Consent. An Exit Information form is completed and paperwork is forwarded to the Director of Special Education.

If the team recommends that services continue and parents are not in agreement, this is noted on the IEP Meeting Record. Unless the administrative representative on the team decides otherwise, the parents then are asked to sign a Prior Written Notice for ... Change in Service, Change in Placement, and Request for Consent that indicates the student is being exited from services at parent request but against the recommendation of the school staff. An Exit Information form is completed and paperwork is forwarded to the Director of Special Education.

If the team recommends that services continue, parents are not in agreement, and the administrative representative feels that further consideration needs to be given before exiting the student; this is noted on the IEP Meeting Record. Parents are provided Prior Written Notice that the district refuses to change services or placement. The case coordinator then shares the results of the meeting with the Director of Special Education.

It is the case coordinator's responsibility to schedule the IEP meeting, send the Notice of Meeting, complete the IEP Meeting Record, complete the Prior Written Notice form, complete the Exit Information form, and forward all paperwork to the Director of Special Education.

Forms Required:

1. Notice of Meeting (C2001-30)

2. Parents Rights (C2002-70)
4. IEP Meeting Record (C1999-33)
5. Prior Written Notice for ... Change ... (C2001-3)
6. Exit Information (C2000-69)

IX. Reevaluation of Kindergarten Students with Development Delay or Early Childhood Disability Categorization

A. Developmental Delay

Local practice requires that a student receiving preschool special education services under the category Developmental Delay must be reevaluated during the Kindergarten year. The purpose of the reevaluation is to determine if the student meets eligibility criteria for one of the categories of disability described in the definition of the term “child with a disability” or if the student continues to meet the eligibility criteria for Developmental Delay. Eligibility criteria established by McCSEC indicates a student must fall two standard deviations below the mean on a nationally standardized instrument in one of the developmental areas listed under the definition for “Developmental Delay” or fall one and one-half standard deviations below the mean in at least two areas. The process, responsibilities, and forms required are the same as for a triennial reevaluation.

It is the case coordinator’s responsibility to initiate the Developmental Delay reevaluation.

B. Early Childhood

Preschool students that are receiving preschool special education services under the Early Childhood Disability category must have the Early Childhood Disability dropped prior to entering Kindergarten. These students have been served as Early Childhood Disability and one or more of the categories of disabilities described in the definition of the term “child with a disability. Prior to entering Kindergarten the Early Childhood Disability part must be dropped and the child then is served under the categories that were associated with the Early Childhood Disability. This must be done through an IEP review/transition meeting held during the spring prior to the child entering Kindergarten. The IEP team needs to meet to consider if a reevaluation is needed to determine if the child continues to have the associated handicapping conditions. If a reevaluation is needed, then the reevaluation process is implemented. If the team decides that a reevaluation is not needed, then Early Childhood Disability is dropped from the student’s categorization and the student is served under the categories formerly associated with the student’s Early Childhood Disability. In either case, an IEP Meeting Record must be completed documenting the team’s decision. A copy of the meeting record must be forwarded to the person responsible for record/data changes at the special education office.

X. Work/Study Services Added to IEP

In order to add work/study services to a student's IEP, the work/study coordinator must be invited to the IEP meeting. If the question of work/study services arises during an IEP meeting when the work/study coordinator is not present, the meeting should be continued to a future date when the coordinator can attend. It is the responsibility of the primary exceptionality teacher to invite the work/study coordinator to the IEP.

XI. Adaptive Physical Education Added to IEP

The process of adding Adaptive Physical Education services to a student's IEP is the same as adding a Service under Amending/Changing a Current IEP (Section V-B).

XII. Who is Case Coordinator?

For students identified as only eligible for Speech/Language, the S/L Therapist is case coordinator.

For students identified as only eligible for Gifted services, the teacher for the Gifted is the case coordinator following the initial evaluation.

For students identified as eligible for all other exceptionalities and for students identified as eligible under more than one category, the school psychologist or school social worker for the student's neighborhood school is case coordinator.

For students attending a special purpose day school for emotional/behavioral concerns, the school social worker is case coordinator.

XIII. Who is Primary Exceptionality Teacher?

The primary exceptionality is usually determined by the evaluation/IEP team during an evaluation, reevaluation, or IEP meeting. The primary exceptionality should be the exceptionality that most interferes with the student's ability to participate and make progress in the general education curriculum. The teacher providing services for that category of exceptionality in the student's attendance school is the primary exceptionality teacher.

For students eligible for services under the Gifted category and any other area of exceptionality, the teacher providing services in the other area is the primary exceptionality teacher.

XIV. When is Providing Parental Rights Form Required?

The parental rights form need only be provided to parents on four occasions:

1. Referral for initial evaluation (with test permission form)
2. Notification of an IEP meeting
3. Prior Written Notice of Reevaluation
4. Due process is filed
5. Disciplinary change of placement is being contemplated

XV. Swimming and Bowling

Students participate in swimming and bowling only if they are eligible for, and/or need, Adaptive Physical Education. Eligibility and/or need are determined through the evaluation or reevaluation process. Need must also be documented in the IEP as part of the student's PLEP. Corresponding goals and benchmarks/objectives must be written. The Adaptive Physical Education (AP) service must be included on the service page of the IEP with the setting delineated as Community Based (E). Transportation must be included on the IEP if the school transports the student. The Adaptive Physical Education teacher is responsible for provision of services to students identified as eligible for AP services and is responsible for writing and monitoring goals and benchmarks/objectives.

Students who were participating in swimming and bowling prior to September 17, 2002, do not have to meet the Adaptive Physical Education requirements described in the previous paragraph. Those students participating prior to that date and not meeting the requirement of establishing AP eligibility and/or need must still have the need for swimming and bowling documented in some way in the PLEP and appropriate goals and benchmarks/objectives must be developed. The service is not AP but the setting will be E. For these students, the service provider or primary exceptionality teacher is responsible for writing goals and benchmarks/objectives and for instruction/supervision of the students in the community environment.

Reasons for removing the student from the general education environment must be documented in every student's IEP.

XVI. Community Based Services

The regular classroom, special classroom, or home school environment should be the first choice for developing skills or meeting needs identified in the PLEP. Special education should only be provided in the community in order to make direct application or generalize a skill that has been learned or because the school environment does not physically accommodate the needed instruction (e.g. mobility and travel training or work/study). Reasons for removing the student from the general education environment must be documented in the IEP.

A special education need must be identified in the Present Level of Educational Performance of the student's IEP. This may be a need related to the child's present level of performance in the general education curriculum or a unique need arising from the child's handicapping condition (e.g. mobility and travel needs, communication needs, social skill needs, work/ study). PLEPs must describe current performance in terms that are specific, measurable, and objective. Goals and objectives must be developed to address the need and must use the PLEP as baseline. Community services must be included on the service page of the IEP. Transportation must be included on the IEP if the school transports the student to the site of the community service.

XVII. Compliance Checklists for IEP

In order to meet Continuous Progress Improvement goals developed during our last compliance evaluation, every IEP and IEP change must be reviewed utilizing the Compliance Checklist. All IEPs/changes (except S/L only) must be sent to the case coordinator for the building in which the student is enrolled. A Compliance Checklist that has been checked and signed by the primary exceptionality teacher must accompany the IEP/changes. Speech Therapists will complete the Compliance Checklist for S/L only students. The case coordinator or speech therapist will complete the Compliance Checklist and then turn in the required forms to the Director of Special Education. Should corrections or additions need to be made, the IEP will be returned to the primary exceptionality teacher for correction. Corrected copies of IEPs will need to be sent to the parents by the teacher with an explanation of corrections/additions made. A Parent Notification of IEP Correction form will need to accompany the amended IEP to the parent. A copy of the notification of correction form will need to be sent with the amended IEP to the case coordinator.

XVIII. Referral Procedure for Behavioral Specialist

The behavioral specialist's role is to provide consultation to staff and parents regarding students being served under the categories of Autism and Emotional Disturbance. In order for the behavioral specialist to be involved with a student the student must have one of these exceptionalities. Involvement begins with the primary exceptionality teacher completing the Behavior Specialist Referral Form. This is sent to the behavior specialist. The primary exceptionality teacher then schedules an IEP review. An IEP review cannot be scheduled until the referral form is completed and sent to the behavior specialist. The behavior specialist and the case coordinator for the student must be invited to the IEP review.

During the IEP review the behavior specialist will consult with the team concerning strategies, changes in the student's behavior plan, and changes in the student's services. The team may decide that this level of involvement is sufficient. The team may also decide to have the behavior specialist observe the student and/or complete informal evaluation procedures. Parental permission for evaluation is required for observations or evaluation procedures. Following observation and/or evaluation, the team will meet again to consider IEP changes.

At the second IEP review, the team may decide there is a need to have regular consultation from the behavior specialist as part of the student's services. In order to add the behavior specialist to the student's IEP, the team must complete a new Functional Behavior Analysis, develop a new Behavior Intervention Plan, and develop Goals and Objectives/Benchmarks regarding the behavior(s) of concern. The behavior specialist will only provide consultation services. These may include regular observations of the student to monitor progress and determine if changes in strategies or the behavior plan are needed. The primary exceptionality teacher will be responsible for progress reports to parents regarding the behavioral goals.

XIX. Determining Eligibility for Transportation Services To and From School

Students are typically only eligible for transportation services to and from school if they meet one of two circumstances.

A. If the IEP team recommends a placement outside of the student's home school, transportation services are provided. A student that is attending a school other than his/her home school at parent request is not eligible for transportation services.

B. If a student cannot safely travel to and from school, independently, due to the student's handicapping condition, the student is eligible for transportation services. If a nonhandicapped student would normally be transported to the school from the parents' residence due to age, the handicapped student would not be eligible for transportation. If nonhandicapped students of similar age would be expected to travel independently to and from school from the residence, the handicapped student would be eligible for transportation if the IEP team determines the student could not travel to and from school safely and independently.