Lincoln County School District #2
Technical Guidance Manual

Nov 2024

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ACRONYMS

AdPE - Adapted Physical Education
AAD - Alternative Augmentative Communication
ABA - Applied Behavior Analysis
ADD/ADHD - Attention Deficit Disorder/Attention Deficit with Hyperactivity Disorder
AT - Assistive Technology
BIP - Behavior Intervention Plan
CM - Case Manager
DD - Developmental Disability
DTT - Discrete Trial Training
DVR - Division of Vocational Rehabilitation
ED - Emotional Disability
ERED - Evaluation Results & Eligibility Determination
ESY - Extended School Year
FAPE - Free Appropriate Public Education
FBA - Functional Behavior Assessment
FERPA - Family Educational Rights and Privacy Act
IAES - Independent Alternative Evaluation Setting
IDEA - Individuals with Disabilities Education Act
IEE - Independent Educational Evaluation
IEP - Individual Education Plan
IF - IEP Facilitator
LEA - Local Education Agency
LD - Learning Disability
LRE - Least Restrictive Environment
MDT - Multidisciplinary Team
MER - Multidisciplinary Educational Report (This is the same as an ERED)
MTSS - Multi-tiered system of supports
NM - Notice of Team Meeting
OHI - Other Health Impairment
OI - Orthopedic Impairment
OT- Occupational Therapy
PT - Physical Therapy
PWN - Prior Written Notice
RTI - Response to Intervention
SLD-Specific Learning Disability
SLP - Speech Language Pathologist
UED - Use Existing Data

WDE CODES

DISABILITY CODES

AT - Autism
BI - Traumatic Brain Injury
CD - Cognitive Disability Code
DB - Deaf and Blind
DD - Developmental Disability
ED - Emotional Disability
HI - Hearing Impairment
HL - Other Health Impairment
LD - Learning Disability
OI - Orthopedic Impairment
MU - Multiple Disability
SL - Speech Language
VI - Visual Impairment

EXIT CODES

DE - Deceased
DO - Drop Out
EX - Expelled
GC - Graduate with Certificate
GD - Graduate with Diploma
MA - Matured Out
PE - Parental Exit
RP - Returned to Programming
TO - Transfered Out

SERVICE CODES

IN - Instruction
PE - Physical Education
SS - Speech
TT - Travel Training
VE - Vocational Education

RELATED SERVICE CODES

AU - Auditory Training
CS - Counseling Services
EI - Educational Interpreter

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LS - Language Services
MS - Medical Services
OM - Orientation and Mobility
OT - Occupational Therapy
OY - Other Related Services not Specifically List
PC - Parent Counseling and Training
PS - Psychological Services
PT - Physical Therapy
RC - Rehabilitation Counseling
RE - Recreation
SH - School Health
SN - School Nurse
SW - Social Work
TR - Special Transportation

SPECIAL EDUCATION ASSESSMENT CODES

RO - Regular Assessment without Accommodations
RA - Regular Assessment with Accommodations
AA - Alternative Assessment

STUDENT ENVIRONMENT CODES

CF - Correctional Facility
CP - Court Placed
HH - Homebound or Hospital
MN - Medically Necessary
RE - Regular Classroom 80% or more of the day
RF - Residential Facility
RR - Inside Regular Class 40 - 79% of the day
SC - Inside Regular Class less than 40% of the day
SS - Separate School
PH -
PP - Parent Placed in a Private School

CONFIDENTIALITY

See policy and procedure manual.

TO ADD TO YOUR SIGNATURE IN YOUR EMAIL:

CONFIDENTIALITY NOTICE
This email transmission and any attachments that accompany it may contain information that is privileged, confidential, or otherwise exempt from disclosure under applicable law and is solely for the use of the individual(s) to whom it was intended to be addressed. Any disclosure, dissemination, distribution, copying, or other use or retention of this communication of its substance is prohibited.

Student Teachers

A teacher in training, outside of a LCSD2 student teaching placement, may request permission to observe an IEP meeting / planning process to meet coursework requirements, but is not guaranteed this opportunity. In addition to having this observer sign a confidentiality form, the IEP Facilitator will notify the parents of the request and obtain consent from parents for the observer to attend the IEP

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meeting. (IEP Facilitator/Case Managers) should use best judgment in identifying IEP meetings to allow an observer. Parents always have the right to say “no,” and LCSD2 staff should respect the parents’ decision without question.)

A student teacher placed through LCSD2 is considered the same as the teacher of record and should participate and attend to the IEP process, as their role requires. A Student teacher is required to sign a confidentiality form at the start of their placement (IEP Facilitator/Case Managers should be vigilant about this). Student teachers will be listed on Notice of Meeting forms as appropriate. This will give parents notice of attendance at the IEP meeting.

Volunteers

Volunteers should sign a confidentiality form before entering a Special Education classroom. Volunteers are not allowed access to student records or identifiable information.

PARENT PARTICIPATION / COMMUNICATION

Documentation of Parent Communication

Parent communication should be occurring on a regular basis. This is the **KEY** to successful IEP teams. All communication, including attempts to schedule meetings; discussions of behavior; parent or school concerns; positive calls to parents when a student is doing well; etc., should be documented. For most students, the primary method of documentation will be the automated computer system. For some students, a home to school note-book, email or other methods will be used. If a log or home notebook is used, there is no need to also put that information in the special education file. Each file will contain a form stating the primary means of parent communication for that student.

If there are conflicts with parents, start by deflecting blame and focusing on solutions. Talk about your shared goals and responsibility for the child's performance. Make sure you keep all discussions positive and offer concrete examples of your concerns.

If email is used, **staff should cc the IEP facilitator when the topic is a concern.** Each person that communicates with the parent is responsible to document the communication in some form.

Surrogate Parents:

If a child’s parent cannot be identified or located, or if a child is a ward of the state under Wyoming state law, the school shall notify the district’s director of special services. The special services director shall be responsible to appoint a surrogate parent to represent the interests of the child.

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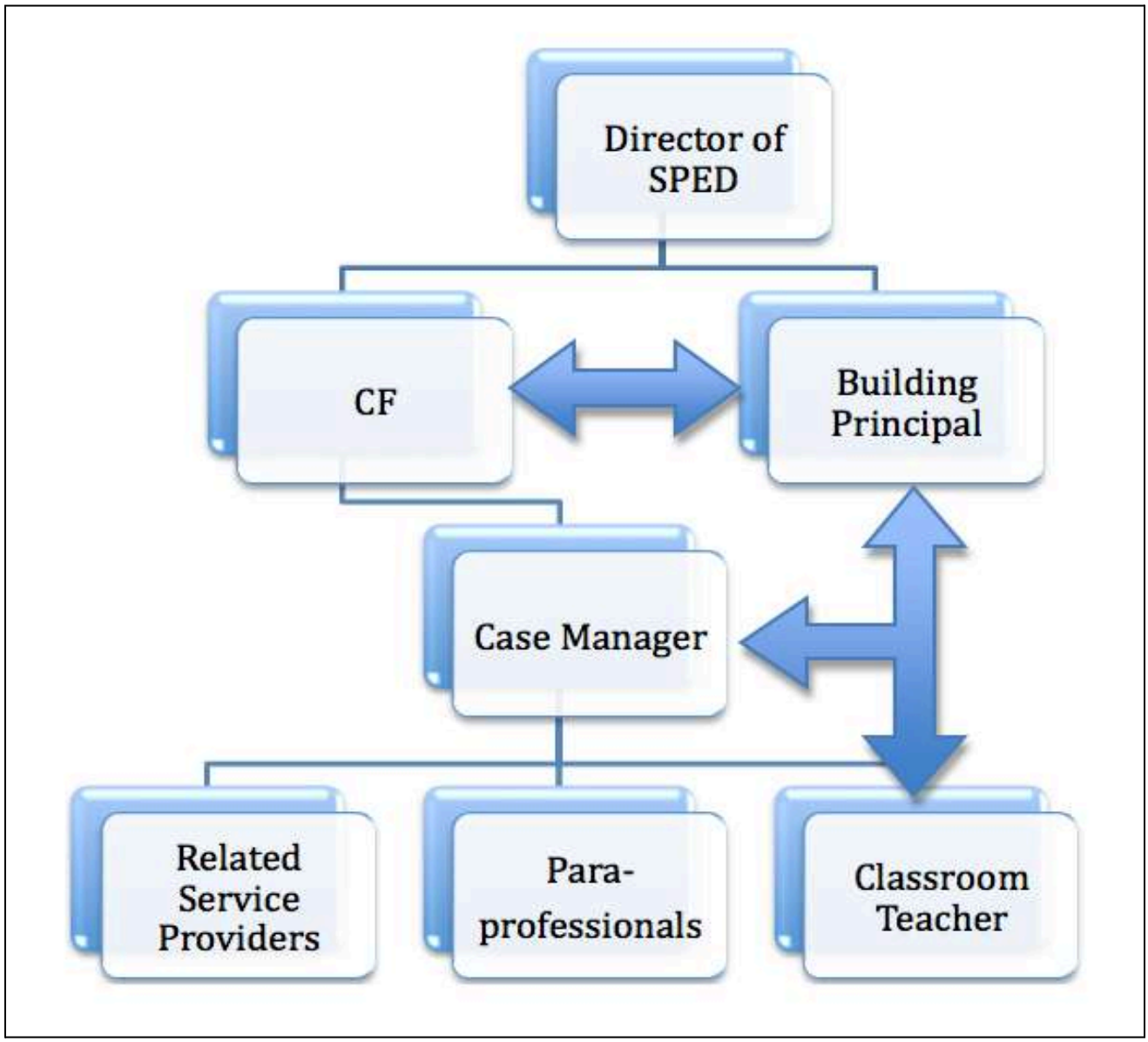
CHAIN OF COMMUNICATION



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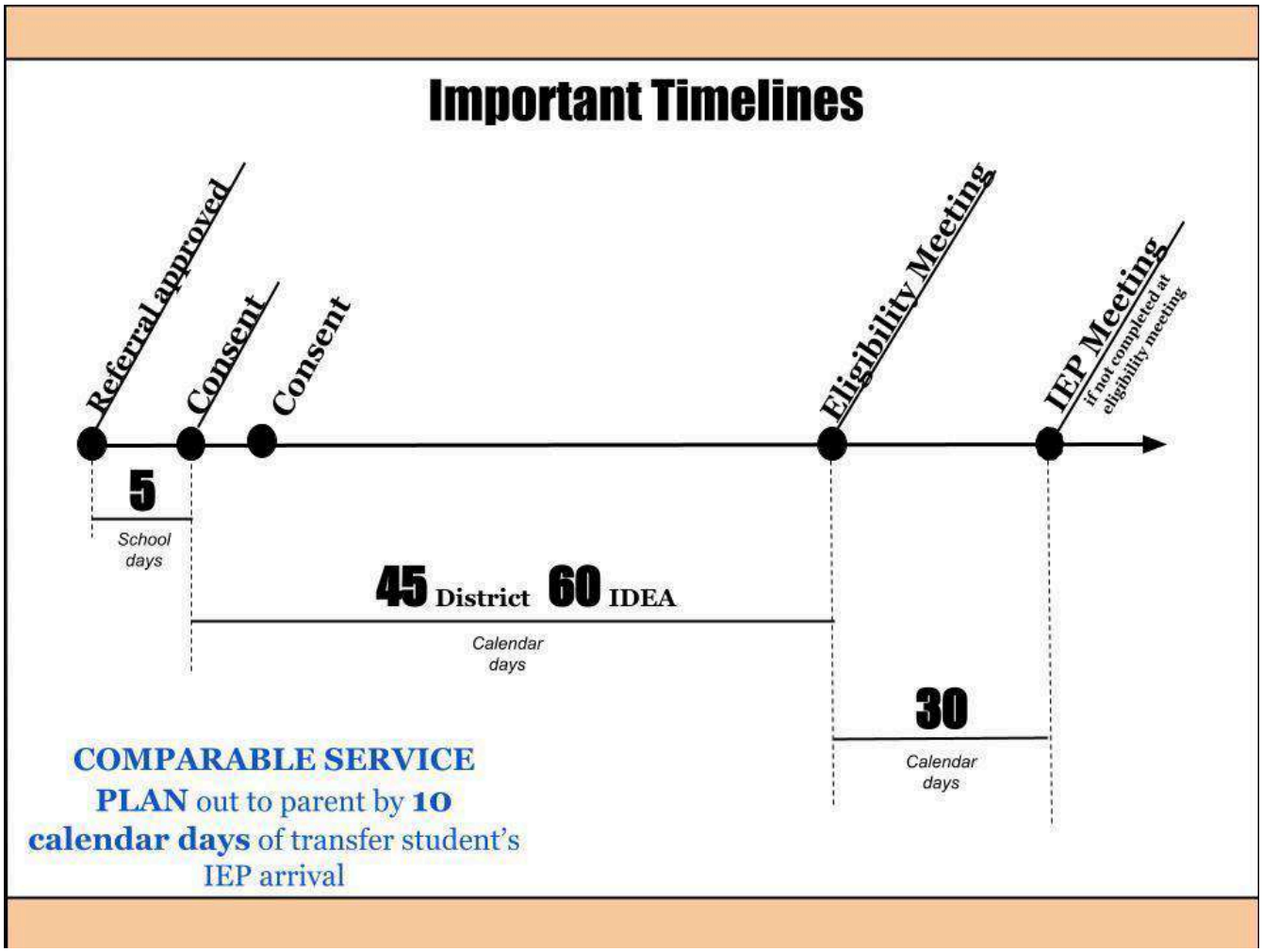
IMPORTANT TIMELINES



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IEP TEAM ROLES AND RESPONSIBILITIES

Initial Evaluation/3 Year Evaluation/See Model Evaluation Results and Eligibility Determination (ERED)
IEP/See Model IEP

Case Managers (CM), IEP Facilitators (IF), Related Service Providers (RSP) and General Education Teachers share much of the responsibilities of each child's IEP and work together/ collaborate to make the entire process work well for students.

The following table describes the responsibilities of the IF, CM, and RSP regarding the IEP. Many responsibilities are shared, in some way, between the IF, CM and/or other related service providers (RSP).
A black ✔indicates main or ultimate responsibility A gray ✔ indicates shared responsibility.
Please note that this is not an all inclusive list:

Process & Responsibility Chart

Observation				
Responsibility	IF	CM	RSP	Notes
The student is observed by a parent, teacher, or other professional of having a potential need.	✔	✔	✔	Member of the MTSS team request screening by a School Psychologist/RSP.
Screening				
Responsibility	IF	CM	RSP	Notes
The student may be screened to determine if they demonstrate problem areas that should be referred for assessment.			✔	A RSP may informally screen and refer to MTSS

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Referral				
Responsibility	IF	CM	RSP	Notes
Team refers student to District Special Needs Director for a formal entry into the Special Education Process			School Psych	Responsibility of Building Principal
Initial Evaluation/3 Year Evaluation/See Model Evaluation Results and Eligibility Determination (ERED)				
Responsibility	IF	CM	RSP	Notes
Oversees evaluations including new referrals and reevaluations.	✔	✔	✔	-Upon receipt of signed referral IF coordinates assessment planning process, sends applicable Notice and Consent forms, and initiates all evaluation activities. -CM and other service providers complete assessment activities including observations, student input, parent/teacher interviews as indicated by the assessment plan. - CM works with classroom teacher(s) to conduct CBA and collects work samples and existing data. -Vision and Hearing Screenings are required for all evaluations -Psych's will initiate the process for an Autism evaluation, if appropriate -Sign permission to obtain and release information form if requesting/receiving outside agency information. -Complete, RSP Reports, Eligibility Criteria and ERED forms to propose to parent based upon results of team staffing -Staffings are intended to share information between staff and generate options and/or ideas to be discussed with the IEP team. Decisions regarding a student's IEP are not to be made during staffings. Each school shall determine protocol for staffings.
Prior to Meeting with Parents				
Responsibility	IF	CM	RSP	Notes
Schedules IEP/Multidisciplinary Evaluation Review (MER) meetings	✔			IF will notify all IEP team members via email within 2 weeks of the IEP/MER meeting. 2 weeks notice shall apply to all initial IEPs and annual reviews. Emergency meetings may be conducted when necessary without providing 2 weeks prior notice.

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Sends Notice of Meeting and Parent Input form.	✔	✔		-IF sends The “Notice of Meeting” form to parents and other participants including outside agencies either through email, US mail, or it is sent home with a student. -Parent Input form is a “by school” decision
Prepares the IEP document.	✔	✔	✔	-IF initiates the IEP in the automated system and reviews the final IEP proposal. -CM and related service providers write all sections of the IEP.
During Meeting:				
During the MER and/or IEP Meetings	✔	✔	✔	-IF prepares the agenda and facilitates the meeting; serving as the LEA, -CM/RSP will present the proposed IEP.
After Meeting:				
Paperwork	✔	✔		-CM confirms completion of IEP if changes are needed. -IF completes all after IEP /MER paperwork and activities including Prior Written Notice.
Implements the provisions of each IEP and provides specially designed instruction.		✔	✔	-CM Co-plan and/or communicate consistently with general education teachers to ensure that specially designed lessons are developed and delivered in an effective manner.
Schedules and maintains the LRE for each student as per the IEP.		✔	✔	-CM uses support staff and engages in a high degree of collaboration with general classroom teachers and related service providers to facilitate the least restrictive environment for the child.
Progress Reports & Monitoring.		✔	✔	-CM This is an integral part of the instructional process and should be an ongoing process - CM prepares and collects data sheets on a regular basis - CM trains paraprofessional staff on how to progress monitor - Progress reports are provided to parents at parent teacher conferences and at the end of the year - CM’s and RSP provide their progress notes to IF at least 5 school days prior to the progress reporting date

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Parent Contact.	✔	✔	✔	CM is responsible for regular contact with the parents. The IF is responsible for parent contact regarding scheduling meetings, assessment plan input, and procedural issues. - Call/Text to parents should be logged into Sped Advantage -When the CM and/or RSP talk to the parent concerning critical IEP related information, the dialogue shall be summarized and entered into Sped Advantage notes. -When the CM sends or receives correspondence, a copy of the correspondence is sent to the IF and will be filed appropriately in the IEP. *This system establishes good communication between the CM and the IF while maintaining compliance.
Conducts regular staff meetings and inservice training	✔	✔	✔	Regular building sped staff meetings and building inservice meetings have an agenda and are conducted as determined by each building team. CM team lead, RSP & IF bring information from their district teams as directed by the director of SpEd.

MANDT Training:

All employees of Lincoln County School District #2, who work primarily with students with disabilities, must complete and maintain MANDT certification. MANDT certification and recertification training is offered to all SPED staff members and SPED transportation staff at no cost to the employee.

FBA and BIP Process:

- PLC Team (SpEd/GenEd Teacher, Psych)– First line of defense. Use PLC best practices to brainstorm solutions and plans.
- Principal and parents notified
- Gather data collection. Frequency, duration, intensity. Note incidents and describe functionally what it looked like what happened. Pinpoint target behavior using a checklist. Hypothesize function.
- Invite BCBA to perform an observation.
- IEP Facilitator notified and sends consent for FBA
- FBA is conducted.
- Staffing is held to review results.
- Team forms BIP, based thoroughly on the results of the FBA. Teacher (and CM if applicable) writes the BIP, BCBA consults.

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Timeout

Timeout Is to only be used when the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive/intrusive measures have been tried and proven ineffective in stopping the imminent danger of serious physical harm. Once a student deescalates they will be provided the opportunity and support to get back to baseline and exit the time out.

o **Imminent danger** - a situation where a student presents a danger to the safety and well-being of himself/herself or another person and is likely to cause immediate physical harm.
This type of timeout is not to be used as a discipline measure, punishment, convenience for staff, a substitute for appropriate behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm.

Lincoln County School District #2 constantly strives to provide a safe and positive environment for all students.
Each school has a system of positive behavioral supports and a system for discipline of students within the building. Staff is provided with training and guidance on the use of these systems. Additionally, special education staff are provided with training on the MANDT system.

CASE MANAGERS

Case Managers are mostly Special Education Teachers. In grades K through 6, the SLP will be the Case Manager for Speech only IEPS.

Case Managers must ensure that each child with a disability participates with nondisabled children in nonacademic activities to the maximum extent appropriate to the needs of that child.

- Attend and participate in evaluation and IEP meetings
- Implement Specially Designed Instruction (SDI) in alignment with goals and service time
- Keep IEP facilitators informed of any meetings, changes to IEP or BIP, attendance issues, behavior concerns/suspensions
- Create, maintain and complete accurate IEP documentation.

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- Ensure implementation of all portions of the IEP including related services. Request IEP conferences with your admin and/or IEP Facilitator when student needs are not being met.
- Complete CBAs, Collect data and monitor student progress toward goals and objectives on an ongoing basis and report this data as specified on the IEP. If lack of progress is evident, ensure follow up.
- Progress reports will be reported during fall, winter, and at the end of the school year. Please see the School Board approved District calendar for specific dates.
- Maintain communication/regular contact with parents/guardians.
- Advocate for students and collaborate with general educators on the following: student's IEP accommodations/modifications, implementation of IEP according to students' abilities, develop guidelines for the part
- Co-plan and/or communicate consistently with general education teachers to ensure that specially designed lessons are developed and delivered in an effective manner.
- Work with teachers, related service providers, psychologists and building administrators to help schedule students appropriately.
- Collaborate with the IEP team (Facilitator, Psych, GenEd & SpEd Teacher, Parent) to create a behavior intervention plan (BIP) when necessary.
- Ensure all aspects of the IEP are correct and provided so that the students' needs are being met.
- Monitor medical issues when appropriate, with assistance from the school nurse.
- Provide schedules, direct training, supervision and ongoing feedback, to assigned paraprofessionals, including an end of year evaluation.
- Develop a consistent communication plan between the case manager and the paraprofessional regarding-data gathering: IEP implementation; student concerns; information exchange between gen ed and CM, parent and CM, RSP and CM;
- Ensure confidentiality is maintained
- Input intoEvaluation Results & Eligibility Determination (ERED) Form: Enter Classroom Based Performance. The observation section of this form is to be completed by the case manager and/or school psychologist.
- Input into IEP: PLAAFP (see Model IEP), Special Consideration Factors, ESY, LRE and justification, New Goal(s), Special Education Service Time, Supplementary Aids and Services, Program Modifications, WyTopp/WyAlt Accommodations, Supports for School Personnel, Post-Secondary Transition Section (ages 15 & older or high school), Participation in State & District Assessments

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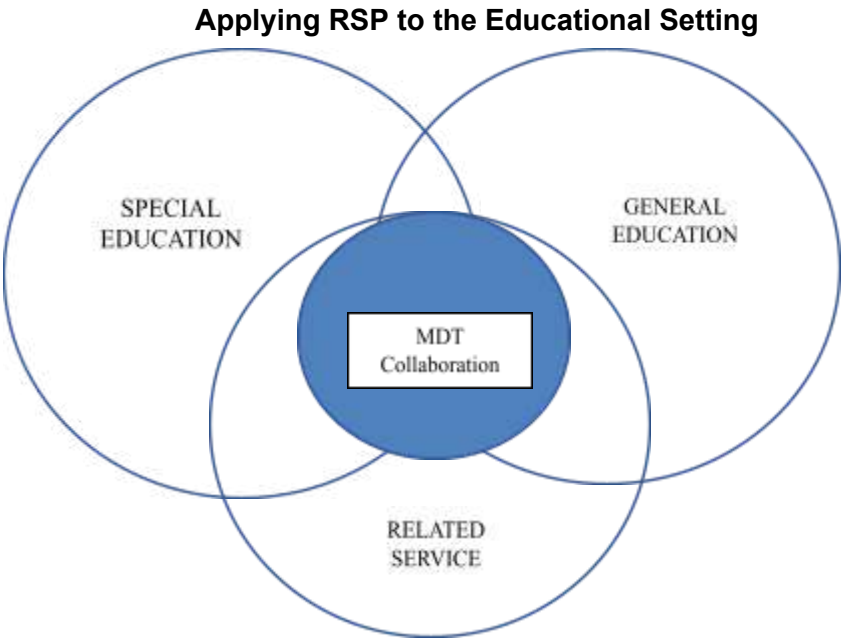
RELATED SERVICE PROVIDERS



Roles and responsibilities of Related Service Providers

In the school setting, the primary role of the Related Service Providers is to provide services that will enable the student to advance toward educational standards and participate with his/her peers (both with, and without disabilities).
All of the therapist's activities contribute to this role by:

- Delivering therapy
- Training and monitoring others who carry out your services
- Observation/Screening
- Consult and collaborate with other school staff
- Complete evaluations and assessments
- Enter evaluation summary into ERED

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- Write and upload assessment report
- Input into IEP: PLAAFP narrative, goal progress, new goal, service time, consulting time as appropriate, supplemental aids and services as appropriate, Assistive Technology (AT) as appropriate
- Attend and participate in evaluation and IEP meetings
- Implement service in alignment with goals and service times
- Collecting data and keep service logs
  - Meet with Director of Services prior to the start of each school year to review a process of keeping logs/reports for each student as outlined by the IEP as well as setting a set schedule to provide (or show the location of those logs) of services routinely to the District Special Services Office to account for the implementation of those services in support of the IEP. 71. Fed. Reg. 46,667(2006)
- Input and summarize data at specified reporting periods.

The team works together during assessment, eligibility determination and IEP development and implementation to provide Free and Appropriate Public Education (FAPE) for students.

Related Services can not be a stand-alone service on an IEP. Servicing students that need stand-alone services should be discussed with the IEP Facilitator or 504 coordinator.

Related Service Logs and Procedures

The IDEA mandates that a student's IEP contain "a statement of the specific education and related services… …to be provided to or on behalf of the child." 34 CFR 300.320(a)(4). In addition, the IEP must include "the projected date for the beginning of the services… …and the anticipated frequency, location, and duration of those services and modifications." 34 CFR 300.320(a)(7)

Discussion supporting the 2006 regulations highlight that the related services in the IEP must be "clearly stated in a manner that can be understood by all involved in the development and implementation of the IEP." 71 Fed. Reg. 46,667 (2006).

NURSES

Roles & Responsibilities for students on an IEP

- Nurse Services are not included in the IEP unless the student requires specific time with the student. If nursing services are required, it should be discussed with the Director of Special Services prior to the IEP.
- Consult with SpEd staff
- Communication between SpEd Staff and student's physicians. Consent must be obtained prior to this communication. Contact IEP Facilitator for this consent.

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Health Evaluation Responsibilities in Special Education

• IDEA: When considering a student's eligibility for special education services, federal regulations implementing the Individuals with Disabilities Education Act (IDEA) require that the student be assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, communicative status and motor abilities.

• ISBE rules and school code: Definition of this “medical review”

Rule 226.160 incorporates IDEA

• In accordance with 34 CFR 300.304(c) (4), any student who is being evaluated or re-evaluated for special education services shall be assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, communicative status and motor abilities.

• The results of the medical review shall be used by the IEP team to address any educationally relevant medical findings or other health concerns that may affect the provision of FAPE to students with disabilities.

Administering of Medication Protocol:

For students requiring medication to be administered at school. The school office staff can provide the parent with a form to take to their physician or guide them to the school nurse. The form is valid for one school year. It must be completed fully in order for LCSD2 to administer the required medication. An adult must bring the medication to school. A new medication administration form must be completed at the beginning of each school year, for each medication, and each time there is a change in dosage or time of administration of a medication.

Prescription medication must be in a container labeled by the pharmacist or prescriber. Non-prescription medication/product must be in the original container with the label intact and the student's name written on the container. The school nurse (RN) will call the prescriber, as allowed by HIPAA, if a question arises about the child and/or the child’s medication.

Signatures are required by prescriber, parent, and school RN.

Permission to administer medication is not given to all school personnel. School nurses train and consult with designated school staff.

Please see district policy JHCD and district procedure JHCD-R in Board Docs.

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PSYCHOLOGISTS

Roles & Responsibilities for IDEA

For Wyoming eligibility please refer to the Wyoming Chapter 7 Rules: Services for Children with Disabilities.

- Delivering therapy
- Observation/Screening
- Support staff with MTSS
- Support staff with Child Find
- Consult and collaborate with other school staff
- Complete evaluations and assessments
- Enter evaluation summary into ERED (see Model ERED) and Eligibility Criteria (for initial or a change of eligibility)
- Write and upload assessment report to SpEd Advantage in the ERED
- Input into IEP: PLAAFP narrative, service time, consulting time as appropriate, supplemental aids and services as appropriate, Assistive Technology (AT) as appropriate
- Attend and participate in evaluation and IEP meetings
- Implement service in alignment with goals and service times
- Support staff on behavior and social goals
- Support BCBA and case managers with FBAs and BIPs
- Keep service logs
    - Meet with Director of Services prior to the start of each school year to review a process of keeping logs/reports for each student as outlined by the IEP as well as setting a set schedule to provide those logs of services routinely to the District Special Services Office to account for the implementation of those services in support of the IEP. 71. Fed. Reg. 46,667(2006)
- Provide a summary narrative for progress reports on school or district heading to IEP Facilitator at specified reporting periods.

IEP FACILITATORS

Roles & Responsibilities

- IEP Facilitators are not responsible for the referral process. IEP Facilitators become responsible when:
    - A referral has been received from the district special services office
    - A student has transferred from another school or district with an IEP

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    - A student currently has an IEP
    - In the process of child find
- Facilitate communication between all staff and appropriate outside agencies
- Schedule & Facilitate staffings (staff meetings prior to a parent meeting), IEP meetings, Evaluation and Eligibility meetings, and meetings where parents are concerned in disagreement with the IEP, Manifestation Determination meetings
- Consult with staff on IDEA compliance
- Ensure IDEA timelines
- Review all documents for IDEA compliance
- Maintain compliant and organized student records
- Create the following paperwork based on team discussion:
    - Assessment Plan
    - Consent for Evaluation
    - Notice of Meeting
    - Evaluation Results & Eligibility Determination
    - IEP
    - Prior Written Notice
- Provide copies of the following documents to parents:
    - Procedural Safeguards
    - Consent for Evaluation
    - Notice of Meeting
    - Evaluation Results & Eligibility Determination
    - School Therapist reports (Psych, SLP, OT, PT, APE)
    - Final IEP
    - Prior Written Notice
    - Manifestation Determination
    - Summary of Performance when applicable
    - Progress Reports
- Support Director of Special Services in areas of compliance including state reporting and state file reviews

sCHOOL BASED PLC- SPECIAL EDUCATION TEAM MEETINGS

Each school is to conduct monthly meetings that are mandatory for all special education teachers and aides. This meeting is not mandatory for school psychologists and related service providers unless they are asked to present or participate in a specific staff development activity. The purposes of these meetings are as follow:

- Provide specific program-based in-service.
- Provide specific student-based in-service to facilitate implementation of IEP's.

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- Elicit feedback and discussion regarding program systems and procedures.
- Analyze student data and engage the staff in collaborative problem solving activities to improve instruction.
- Provide training on various disabilities and other special education related issues to build capacity to provide each student with FAPE.

In order to compensate classified staff (aides) for their attendance at these weekly meetings, their working hours are to be reduced by 15 minutes, four days per week. This allows for a one-hour staff meeting, once per week, where aides are fully compensated for their attendance.

The supervising teacher is responsible to determine the beginning and ending time for each aide.
Schedules between staff members can differ as needed to cover the arrival and dismissal of students. Once established, schedules should be consistent day in and day out for each employee, with the exception of the weekly in-service. Elementary aides are paid to work 33.75 hours per week. They should work 6 hour and 30 minute shifts four times per week and one 7 hour and 45 minute shift on the day of the weekly in-service. Secondary aides are paid to work 36.25 hours per week. They should work 7 hour shifts four times per week and one 8 hour and 15 minute shift on the day of the weekly in-service. Please keep in mind that every aide is to receive a 30-minute duty-free lunch every day. Please build this into your scheduling.

Weekly in-service/staff meetings are to be a top priority for all SPED staff. Canceling or rescheduling these meetings should only be considered when school-wide activities, that require the attendance of the SPED staff, conflict with the regular meeting schedule.

Each school shall file a copy of the agenda and attendance record for each meeting. The Director of Special Services will monitor each school's compliance with this mandate.

CHILD FIND

RESPONSE TO INTERVENTION

In order to be identified as a student with a Specific Learning Disability, the data collected during the Response to Intervention process must demonstrate that the child does not make sufficient progress to meet age or state approved grade-level standards when using a process based on the child's response to scientific, research-based intervention.

RTI is only one component of the process to identify children as eligible for special education and does not replace the need for a comprehensive evaluation.

A child's eligibility for special education services cannot be changed solely on the basis of data from an RTI process.

For timelines and additional guidance, please refer to LCSD2 RtI procedure on file with special services and current forms developed in accordance with WDE guidelines.

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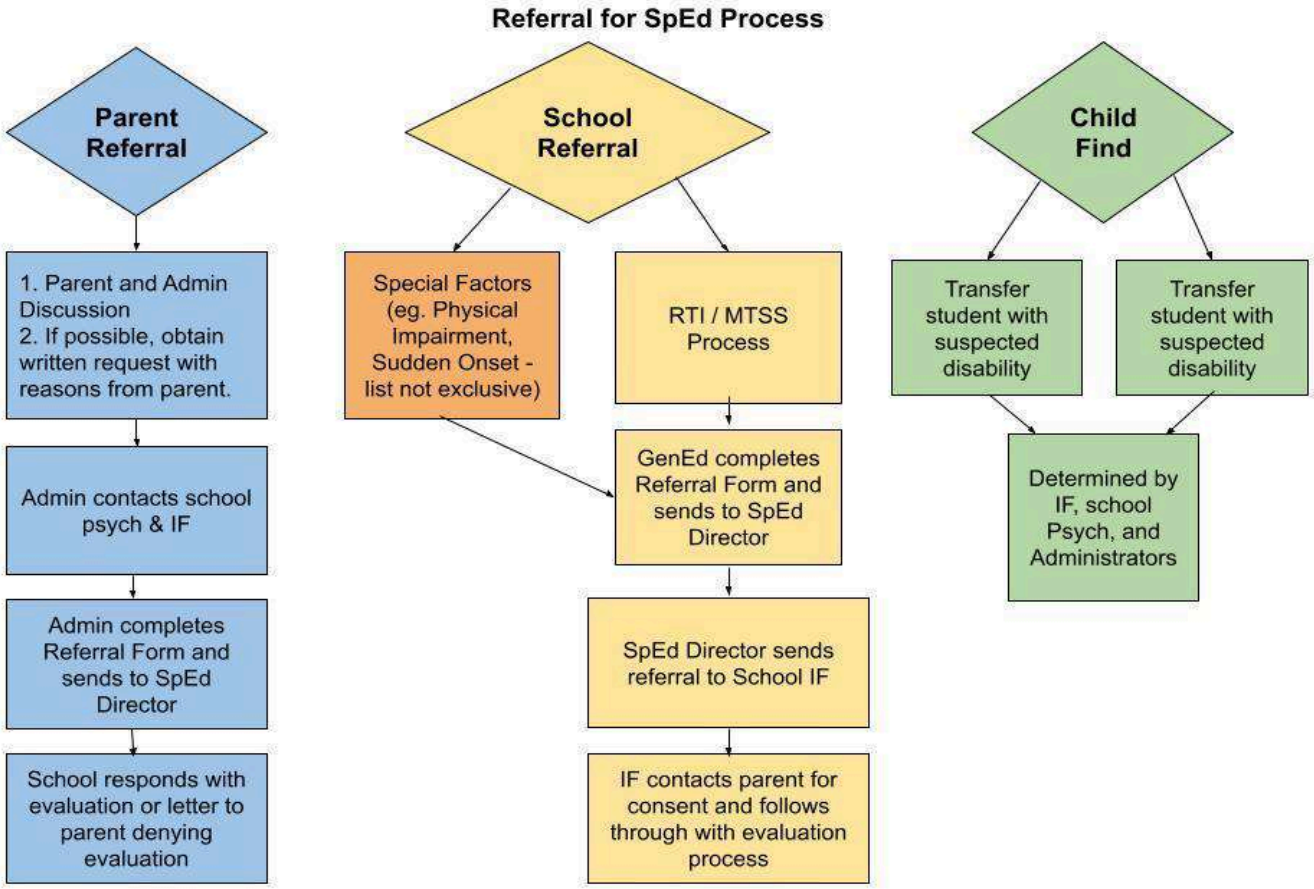
REFERRALS



Note: Transfer students with a current IEP do not go through a referral. See procedures for in-state & out of state transfer students.

ASSESSMENT PLAN MEETINGS

The **purpose** of these meetings is to decide which evaluation option and assessments (if appropriate) is recommended by the school team. Consent for Evaluation is not sent to parents until their input is collected.

Assessment Plan Meetings include the School Psych, IEP Facilitator, CM, relevant related service providers (Counselor, SLP, OT, PT, APE, Teacher of the Deaf,Transportation, Nurse etc.). When needed and appropriate, other school staff (such as admin, para, gen ed) and outside agencies may be invited.

What each team member presents during assessment planning:

- CM's will need to present current State & District Assessment Scores, data towards goals, and classroom information (**including general ed input**, performance, observational data)
- Psychs (and other related service providers - RSPs- if applicable) will need to present regarding the student in their area of expertise.

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EVALUATION PROCESS

The purpose of evaluation in special education is twofold. First, evaluation is an essential step in determining whether a child is eligible or continues to be eligible for special education and related services. Second, evaluation provides important information about a student's present levels of educational performance, which is critical information to develop an IEP.

Evaluation Task Chart

Steps of the Referral and Evaluation (See Responsibility Chart):

	Person(s) Responsible	
Task	**New Referral/ Initial Evaluation**	**3YR Reevaluation**
Complete referral including vision and hearing screenings and send to director of special education	School Psych, Gen Ed., Building Principal	NA
Approve referral	Director of special education	NA
Notify the district's special services secretary and appropriate IEP Facilitator of the signed referral	Director of special education	NA
Elicit input from team members including parent and complete the Multidisciplinary Evaluation Plan (MEP)/Assessment Plan	IEP Facilitator	IEP Facilitator
Send "Prior Written Notice and Consent for Evaluation" as well as a Copy of Procedural Safeguards to parent	IEP Facilitator	IEP Facilitator
Upon receipt of signed consent, conduct assessment activities and reports as indicated on the MEP	Professional staff as designated on MEP	Professional staff as designated on MEP
Schedule and conduct a "staffing" for the team to review evaluation data, and come to consensus about the school's recommendations based on results and further need.	IEP Facilitator/School Psychologist	IEP Facilitator/School Psychologist

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Task	New Referral/ Initial Evaluation	3YR Reevaluation
Schedule and conduct the multidisciplinary team meeting for reviewing evaluation data, and determine eligibility. (May be in conjunction with IEP)	IEP Facilitator	IEP Facilitator
Obtain Parent signature for initial consent for SPED services if student qualifies for services	IEP Facilitator	IEP Facilitator
Send test protocols to the district's Special Services Secretary	School Psychologist or SLP	School Psychologist or SLP
Complete and edit final forms	Professional staff as designated	Professional staff as designated
Complete all required forms and file/archive. Send a copy to parents	IEP Facilitator	IEP Facilitator
Complete all required student information for State reports and automated IEP system.	IEP Facilitator	IEP Facilitator.

Assessments and Reports:

Evaluation activities shall be conducted only by individuals who are qualified and who have had proper training in any given evaluation technique/activity. All evaluation activities, including classroom observations, CBA information, and parent interviews, shall be summarized in report format. Reports are only required when assessments have been completed, not when using existing data.

Reports must include, at a minimum, the following:

1. General student information (i.e. name, DOB, grade, school, teacher)
2. Date of the report
3. Name and position of the person conducting each evaluation activity
4. Name of, and if necessary a brief description of, each evaluation technique/activity
5. Evaluation data (scores)
6. Reason for the evaluation
7. Educational history and background information of the student
8. Testing behavior and observation (the child must be observed in his/her learning environment to document the child's academic performance and behavior in the area of difficulty. The child must be observed in an environment appropriate for the age of the child.
9. Test findings
10. Conclusions and prioritized recommendations
11. Statement that the evaluation was completed in accordance with the Multidisciplinary Evaluation Plan (MEP)
12. Signature of the person submitting the report

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Determination of Eligibility:
Initial Evaluation Determination: 34 C.F.R. 300.305 (a) (2) (i) (A)

1. Does the child have an IDEA disability?
2. Does the Child need special education and related services?

Upon completing the administration of tests and gathering evaluation materials, a team of qualified professionals and the parent(s) of the child must determine whether the child has a disability at an MDT meeting. An IEP may or may not be developed at this time, depending upon the eligibility determination.
The child may not be determined to be eligible if the determinant factor for that eligibility determination is: a). A lack of appropriate instruction in reading or math; or b). Limited English proficiency.

In interpreting evaluation data for the purpose of determining if a child has a disability and establishing the educational needs, the team uses information from a variety of sources, including aptitude and achievement tests, parental input, classroom teacher recommendations, physical condition, social or cultural background and adaptive behavior; ensure that information obtained from all of these sources is documented and carefully considered; and if a determination is made that a child has a disability and needs special education and related services, an IEP must be developed for the child within 30 days.
The school must provide a copy of the evaluation report and the documentation of determination of eligibility to the parent, including filling out the “eligibility criteria” form for initial eligibility under the specific category of disability. (initial evaluation, or changing eligibility only)
The MDT team must ensure that evaluation materials and strategies are administered so as not to be discriminatory, are administered in the child’s native language or other mode of communication and in the form most likely to yield accurate information on what the child knows (unless it is not feasible to do so).

The school psychologist (or SLP in the case of a speech only evaluation) is responsible for the following:

1. Gathering all evaluation materials
2. Ensuring that tests are administered in a manner in which they are valid and reliable and are administered in accordance with the instructions provided by the publisher.
3. Conducting a Parent Interview
4. Interpreting, summarizing, and explaining all data and evaluation results to the multidisciplinary team or, when appropriate, assigning other qualified team members to do the same. This includes the requirement of a written evaluation report that shall be

5. complete for review by the multidisciplinary team at the IEP meeting. A copy of this report shall be provided to the parents of the child with disability.

See Wyoming Severe Discrepancy Formula

Autism Spectrum Disorder Evaluation Team:

The Autism Evaluation Team at Lincoln County School District #2 was designed to provide a comprehensive and timely evaluation by an interdisciplinary team to children with suspected Autism Spectrum Disorder (ASD). The team was developed in response to a community need due to the distance and time required by families to access services outside of Star Valley.

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Assessments are conducted by practitioners and specialists skilled and experienced with Autism Spectrum Disorder. According to best practices guidelines, a comprehensive assessment is one that includes:
*A detailed developmental history and review of records
*Evaluation of a child's developmental, cognitive, adaptive, sensory/motor, language and behavioral functioning
*Direct observation of a child's play, language, and social interaction
*If appropriate, a medical examination.
Families then receive a comprehensive written report and have the opportunity to work with team members to implement recommendations at home and school.
Please contact the Autism Spectrum Disorder Evaluation Team, for more information or to request consideration for an evaluation.

*In general, the LCSD2 District Autism specialist should be contacted and consulted by the building principal, BIT team, MER/IEP team when Autism might be the suspected disability: (initial evaluation or change of eligibility).

1. For Initial Evaluations, or Reevaluations where a change in eligibility is being discussed, and the team is considering eligibility under the classification of "**Autism,**" the following procedures should be followed:
    a. Prior to determining the assessment plan: The IEP facilitator will contact the district Autism specialist to participate in assessment planning with the appropriate staff. This planning process should include the Autism specialist conducting an observation of the child and an interview of relevant team members.
    b. For assessment planning: When the suspicion is Autism, the building team must decide if it is capable of completing the assessments needed to determine eligibility, and/or
        i. If LCSD2 staff with specific expertise in other buildings are needed to participate and/or
        ii. If an outside evaluation is needed to generate data. (The Director of Special Services should be notified when outside evaluations are considered.)
    c. Prior to staffing for an MER: Autism specialist will work with the team to provide input, recommendations, and guidance regarding eligibility and potential programming/accommodations. The information provided by the Autism specialist will be considered at the staffing when determining the team's proposal.
    d. MER Meeting: The Autism specialist should be invited to attend the MER meeting, although would not always be required to attend.
        - If the team determines that providing the parent with more information and training would benefit the student, the Autism specialist should be consulted. The specialist will guide the team in determining if this should be a service (ie parent training) provided through the IEP.

Initial consent for services

After a child is determined to have a disability during an initial eligibility evaluation, the IEP Facilitator must obtain informed consent from the parent before the initial provision of special education and related services to the child may begin. If a parent refuses consent for the initial provision of services the district will not seek consent through due process procedures.

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If the team has determined that the student is eligible under Specific Learning Disability, each team member must sign the Wyoming eligibility form. This form includes a section specific to the specific learning disability. If a team member disagrees with the eligibility determination of SLD, they must submit a separate statement presenting the member's conclusion.

Reevaluations

A reevaluation must be conducted within three years of the previous eligibility determination date unless the parent and district agree that a re-evaluation is unnecessary. A re-evaluation may be completed anytime the team, including parent, agrees that such a re-evaluation is warranted. The district may determine that educational or related service needs, including improved academic achievement and functional performance of the child, warrants a reevaluation. A re-evaluation will be conducted if the parents or teacher requests a reevaluation.
A reevaluation may not be conducted more than once per year unless the parent and district agree otherwise.

Three-year reevaluations that will become due before October 15th of the following year are to be completed by the current IEP team in the spring prior to the end of the school year.

A re-evaluation of each child is conducted if conditions warrant a reevaluation or if the child's parent(s) or teacher(s) request a reevaluation, but at least once every three (3) years.
The team has three (3) options to consider upon the 3-year re-evaluation date:

1. Conduct additional assessments as part of the re-evaluation.
2. No additional assessments are needed, the team will use existing data (including but not limited to: state and district assessments, CBA, work samples, informal observations, teacher report, parent and student input) to support continued eligibility.
3. No Need to Reevaluate (this option is for students with significant disabilities who clearly continue to have the disability and no further evaluation is necessary. This could include students identified as having a cognitive disability.) If the team chooses this option, it must be documented to show that a re-evaluation was considered at least once every three years. It is the IEP Facilitator's responsibility to document this.

The flow chart on the following page illustrates our three re-evaluation procedures:

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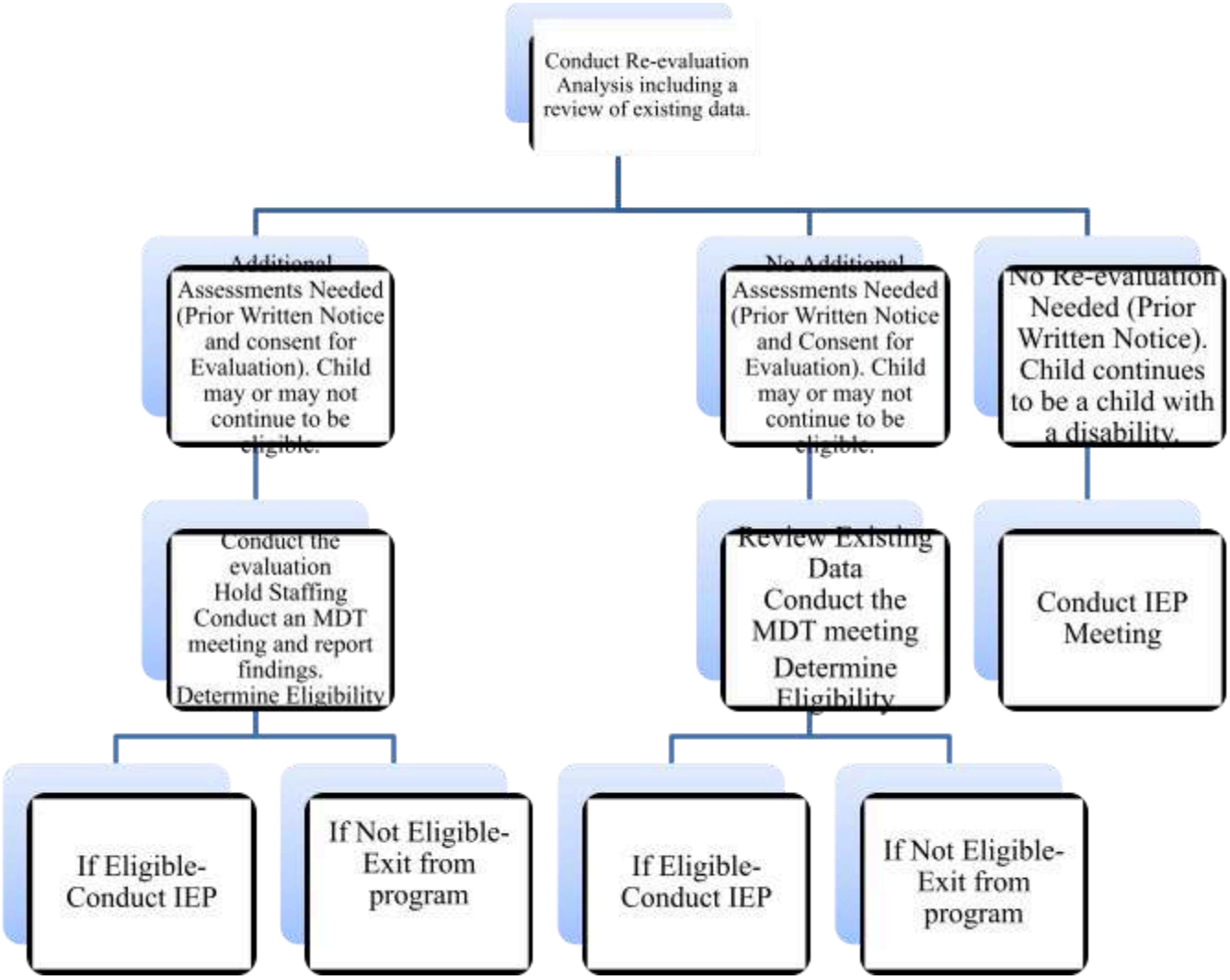

Organization of Test Protocols:

All **test protocols** are copyright protected. Protocols are strictly protected for the purpose of preserving the integrity and validity of the assessment. School districts and school staff have a professional responsibility to protect the confidentiality of all test protocols. The following procedures shall be followed:

1. All completed test protocols to the district's Special Services Secretary.
2. The district's Special Services Secretary shall immediately file these protocols in a supplemental file, under the student's name, in the district office special education file system. This file shall be locked and secured at all times.
3. Parents do not have access to testing protocols due to secured and protected testing materials without a court order provided to both LCSD2 and the copyright holder.
4. If protocols are received from another agency they are to be shredded immediately.

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Initial Evaluation- Does Not Qualify

If the student does not qualify for services (does not meet eligibility and/or does not need special education) following an evaluation:

Prior to the determination:

- The district must schedule and conduct a meeting to review evaluation results with the parent(s), provide an opportunity for parent input, and make a determination of eligibility.
- The "Evaluation Results & Eligibility Determination" form (WDE form E-3) completed
- by the IEP team me

Parental Denial of Consent for Placement in Special Education Services

If the district evaluates a student and determines that there is a disability and the school believes that the student does need specially designed instruction, but the parent refuses consent for special education services, the team continues with a proposal. IF will provide the parent with the "Consent for Initial Provisional Services" form to sign to record refusal.

Individualized Educational Program (IEP)

The IEP is a legal document that defines the special education plan, instructional supports, and services a student with a disability needs to make educational progress. This plan is developed by a team that includes the student (when appropriate), the student's parent or guardian, special education teacher, regular education teacher, related service providers, LEA representative, and outside agencies (when appropriate).

Before The Meeting

Location

IEP meetings shall be conducted in **locations** that are:

- Quiet, confidential, and secluded from non-IEP team persons
- Accessible to all persons including those with disabilities
- Electronic and other alternative meeting options should be utilized to best accommodate parents and their schedules.

Timeframe

- All IEP meetings shall be conducted within **one year, minus a day**, of the current IEP's date of development.
- The IEP meeting should be set at least **2 weeks prior** to the last annual IEP meeting. This will give the team time to prepare. It also gives the team time enough to reschedule the meeting in the event of a cancellation. This is done by the IEP facilitator, or Case Manager (depending on the school and facilitator).
- The IEP facilitator will open the IEP on Sped Advantage for team members to access.
- Team members are expected to have the draft IEP completed at least **3 school days prior** to the meeting.

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- If appropriate: The IEP facilitator will review and send the IEP draft to the parent at least **3 school days prior**, giving the parent time to review the draft and bring further ideas and concerns to the meeting.
- A meeting to develop an IEP must be conducted within thirty **(30) days** of a determination that a child needs special education and related services.
- Special education and related services are implemented, however parents have **10 days** from the date of the IEP to request changes without an amendment.
- IEPs that will become due **before October 1** of the following year are to be completed by the current team in the spring. Transition meetings may act as an IEP meeting, if parents are informed, and the necessary team members are present.

Developing Draft IEP Proposal

Staff develop a draft to propose to parents at an IEP meeting. However, final decisions are always made at IEP meetings with consideration of parents' input and suggestions.

Please reference MODEL IEP

Measures should be taken to ensure that IEPs are authentic working documents during IEP team meetings.
Preparation **prior** to the IEP meeting should include the following:

- Staffings
  Collaboration between all school IEP team members should occur to create an agreed upon proposal **prior** to a meeting with parents.
  All new information by school IEP team members should be introduced in the staffing.
- Student Interviews
  IDEA requires student input for all IEPs for students who are 16 and older. The philosophy of LCSD#2 is that student input should be sought for all IEPs where it is feasible. *Seek student input by interviewing the student **prior** to the IEP meeting.*
- Parent Input
  Parent input should be sought **prior** to IEP meetings in the form of parent input letters, interviews (by phone or in person) or emails. If there is an educational concern stated in the parent input it must be addressed in the IEP.
- General Education Teacher Interview
  Gather information and data from the general education teacher **prior** to the IEP meeting in the form of teacher input letters, interviews (by phone or in person) or emails.
- Outside Agency Proposal/Input
  Parents have the right to invite outside agency representatives that may develop recommendations prior to the IEP Team meeting.
- Draft Proposal
  Prior to the IEP meeting, the IEP Facilitator and case manager will work together to develop a draft proposal to be discussed at the IEP meeting. Parent input should be included in the draft. It is important to note, that this is to be used to guide discussions, but is not considered final until the entire IEP team (including parent) has had a chance to participate in the decision making. The draft proposal should follow guidance provided in the model IEP. A model IEP is provided at the beginning of each school year and is available on the computer based IEP program.

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Review and Revision of the Draft IEP:

Each IEP Facilitator shall ensure the following:

1. Each IEP is reviewed and compliant. The IEP Facilitator will revise or suggest revision on the IEP as appropriate.
2. Any lack of expected progress toward the annual goals and in the general curriculum are addressed in the IEP.

During the IEP Meeting

The IEP meeting can be conducted in many different ways. Some parents like a thorough, line-by-line explanation. However, after a few years, they may only want the basics.

The Essential Elements of an IEP Meeting in a Recommended Order: (IEP Facilitators can adjust the order of these components.)

1. Introductions
2. Purpose of the IEP meeting
3. Strengths, Educational Concerns and Preferences/Interests
4. Present levels of educational and functional performance including a review of existing performance data and progress on all IEP goals.
5. Special factors
6. Determine if ESY is necessary for the student to achieve FAPE
7. Determine transition needs/services (Turning 16 and older)
8. Determine new goals, benchmarks, and objectives
9. Determine LRE
10. Accommodations and modifications including state & district assessments

IEP related materials, reports and data should be prepared and ready for review at each IEP meeting.

IEP Team Meeting Participants

The IEP team for each child with a disability shall include the following members:

- If appropriate, the child.
- The parents of the child.
- At least one regular education teacher of the child.
- At least one special education teacher of the child.
- A school district (LEA) representative - the IEP Facilitator, the building principal, assistant principal, or the district's special education director may all serve as the LEA.
- An individual who can interpret the instructional implications of evaluation results.
- *Other individuals* who have knowledge or special expertise regarding the child.
  - Related Service Providers
  - Transportation
  - BCBA
  - School Nurse
  - Outside Agencies (Signed parental permission is required prior to inviting personnel that do not work for the district.)

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The assigned IEP Facilitator for each child with a disability is responsible for initiating, and conducting meetings for the purpose of developing, reviewing and revising the IEP. The facilitator is also responsible for documentation and compliance with district, state and federal guidelines.

After the Meeting

Individualized Education Program – Implementation & Accountability

The IEP itself has many components that are legally required. Following the model IEP will ensure IDEA compliance.

Each school must provide special education and related services to a child with a disability in accordance with the child's IEP; and make a good faith effort to assist the child to achieve the goals and objectives listed in the IEP.

1. It is the responsibility of the IEP Facilitator to make the IEP accessible to all IEP team members.
2. It is the responsibility of the case-manager to inform each teacher and/or service providers, of the child, of all applicable provisions of the student's IEP, including specific responsibilities associated with each provision.
3. Each teacher and/or service provider of the child is responsible to carry out provisions of the IEP.
4. The building principal is responsible to enforce this provision.

Although these rules do not require that any school, teacher or other person be held accountable if a child does not achieve the growth projected in the annual goals or objectives, ESSA does hold schools and school personnel accountable if students with disabilities, as a subgroup, fail to make adequate yearly progress.

When a parent requests an IEP meeting or the revision of an IEP, the meeting will be scheduled within ten (10) calendar days of the parent's request. If the parent feels that the school is not providing special education and related services in accordance with the child's IEP, the parent has the right to invoke due process. **Please see Lincoln County School District #2 Special Education IHBA-R Procedures.**

A parent or adult child may also elect to revoke consent for special education services. **Please see Revocation of Consent section of this handbook.**

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Monitoring Student Progress

Progress Reports must be completed and submitted to the IEP Facilitator for review as requested. LCSD2 Progress Reports will be reported during fall and winter parent teacher conferences and at the end of the school year. Please see School Board approved district calendar for specific dates

Data must be specific to the goal and current within 2 weeks of the reporting cycle.
Data must include progress as stated in the goal.

Lack of Progress

If a student is not making progress, time is of the essence to address the issue. Children should not remain month after month with less than effective results. It is important to investigate the reasons for a child's lack of adequate progress and explain the reasons to justify the adjustments that are made in the child's IEP.

- Any IEP team member can raise concern about progress.
- It is the responsibility of the case manager and service providers to investigate the cause and recommend action.
- Adjustments may occur any time there is a concern.
- Adjustments are required if the student is not making progress for two consecutive reporting periods or is not on track to meet the annual goal within one year's time.
- Document adjustments in progress reporting narrative including behavior intervention plans and assistive technology.

ESSA does hold schools and school personnel accountable if students with disabilities, as a subgroup, fail to make adequate yearly progress.

Progress Reporting for Behavior Data

If a student has a behavior plan, a goal must be written and reported on. If a student has behavior marked as a special factor, but no goal, the case manager must write a brief summary of progress each reporting period.

Progress Reporting for Assistive Technology Data

If Assistive Technology is marked as a special factor, you must report how Assistive Technology is being used for the student at progress reporting time.

Progress Reporting for Transfer Student

- Report progress on any accepted IEP.
- Do not report progress on Comparable Service Plans.

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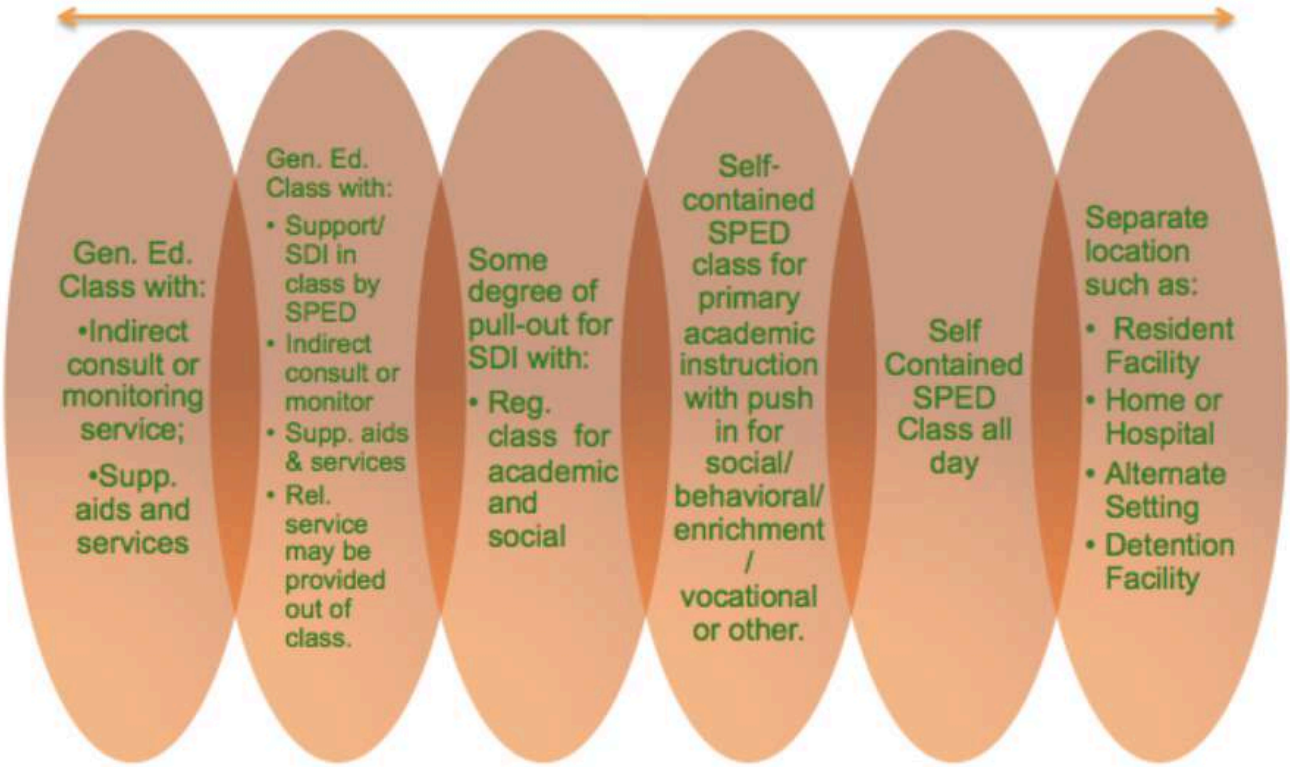
Least Restrictive Environment (LRE)

When determining the appropriate learning placement of the student, teams must consider the least restrictive environment continuum based on the unique needs of the student.

From Least to Most Restrictive



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WDE Indicator 13 (Transition)

Transition IEP (Indicator 13)	
When do I do this?	If the student will **turn 16** during the period the IEP will be in effect, the team must address transition services. If the student is **in high school**, but has not yet turned 16, transition services must still be addressed. *If a student is not turning 16 or not in high school then check the N/A box.
What is it?	Transition services are a coordinated set of activities for a student with a disability to support and **prepare the student for life after graduation or 18-21 services**. 1. Postsecondary career/employment goal 2. Independent living/community participation goal, if appropriate 3. Transition activities 4. Course of Study in high school to support career & independent living
Who to invite?	● **Student** is **required** to be invited and attend if possible ● **Outside Agencies** ○ Examples: Division of Vocational Rehabilitation (DVR), Workforce Services (WFS), Military Rep, Medicaid Waiver Case Manager, College or Tech Rep ○ LCSD2, through high school IFs, include (DVR) by an annual presentation in December along with personal meetings with seniors ● All other required IEP Team Members
How do I do it?	**Model IEP** has **assessments** [34 C.F.R. §300.320(b)(1)] to use & **verbiage** to use to keep compliance with WDE file review.
Where do I find support/ resources?	● Transition Toolkit on the Transition Google Drive (ask SVHS SpEd Dept. or IF for access) ● See WDE-Transition Tutorial

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Student Interview / Transition Activities to Consider		
Postsecondary Education/Training	**Career/Employment**	**Independent Living / Community Participation**
‣What **classes** does the child need to take **in high school** in order to apply for the higher education/training he/she will need to accomplish goals? ‣What will he/she need to have in order to **apply for higher education/training**? ‣What **supports** are available in the higher education setting? ‣**Which schools** offer more for students with disabilities? ‣What kinds of vocational services and supports are available? ‣Are **scholarships** or **financial aid** available?	‣How can the child's interests be used in planning for life after high school? ‣What choices does he/she have for classes that will enable the use of strengths and acquisition of new skills? ‣What job skills/training will the child need to do the kind of work he/she wants ‣What kinds of experiences are available now to prepare the child for what he/she wants to do after high school? ‣What kinds of jobs can be done at school or in another arena that will allow the child practice at real life work?	‣Where will the child live as an adult? ‣Where will he/she spend time in the community? (work, recreation, volunteer, medical/health services, church, shopping, etc.) ‣How will he/she get where they need to be? ‣What supports and services will he/she need? ‣What does he/she need to learn, and how will this happen? ‣Does the child need a guardian? Are there alternatives to this?

For further guidance see Transition Reference Guide.

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GRADUATION AND PROGRAM COMPLETION

Diploma	Certificate of Completion
The student completes all board-approved graduation requirements that are specific to the school of attendance.	Student does not meet Lincoln County School District #2 graduation requirements
IEP teams are not authorized to alter graduation requirements, standards, or levels of proficiency.	The student's attendance and participation was satisfactory based on the unique individual circumstances of the child.
The student participates in graduation ceremonies.	Issued when or any time after a student's class graduates.
The student is eligible for services until the end of the school year in which they turn 21, unless they have earned a regular diploma before their 21st birthday.	The student participates in graduation ceremonies only once.
Once a student meets all graduation requirements and receives a regular high school diploma, he/she is no longer eligible for special education and related services, and shall be exited from the program.	The student is eligible for services until the end of the school year in which they turn 21.
Summary of Performance is provided.	Summary of Performance is provided.

Graduation Ceremonies:

All students with disabilities will participate in graduation ceremonies, if they are receiving a diploma or an IEP certificate of completion. Students with disabilities shall participate in graduation ceremonies only once. This avoids students, who have not earned a diploma, from participating in graduation ceremonies for several consecutive years.

Eligible until 21:

All special education students are eligible for services until the end of the school year in which they turn 21, unless they have earned a regular diploma before their 21st birthday. An eligible special education student may continue to receive services after receiving a certificate of completion and participating in a graduation ceremony. If a special education student completes the requirements for a diploma before age 21, the student will receive the diploma, even if the student has already received a certificate. Once a student meets all graduation requirements and receives a regular high school diploma, he/she is no longer eligible for special education and related services, and shall be exited from the program.

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Prior Written Notice(PWN) & Summary of Performance(SOP):

When a special education student graduates or ages-out (reaches the end of the school year in which he/she turned 21), prior written notice for a change in placement shall be provided to parents and adult students with disabilities within a reasonable time before special education and related services cease. This notice of change in placement may occur within the Prior Written Notice that is provided with the Summary of Performance as long as it is provided within a reasonable time before the cessation of services.

Who Does WHAT?:
IEP Facilitator will provide the parent and/or adult student with:

- "Summary of Performance" SOP form completed by the **case manager** and student.
- "Prior Written Notice" PWN - termination of eligibility" form that has been completed by the **IEP Facilitator**.

Married Students

Married students are legal adults even if they are under 18 years of age. Upon receipt of the marriage certificate, which will be kept in file, parents no longer have educational rights.

IEP Amendments

Steps and Procedures for Making an Amendment
If there needs to be an amendment made, here are the steps that need to be followed:

1. The team member requesting a change contacts school team members to determine if all are in agreement.
2. If all school team members are in agreement, the team member requesting a change contacts the parent to determine if the parent is in agreement with the school team.
3. If everyone in #1-2 is in agreement, the team member requesting a change puts a note in special education software platform with the following four elements:
    - When they contacted the parent
    - What the proposed change is to the IEP
    - Why the team member is proposing the change (Justification Statement)
    - Statement of all team members in agreement (email with team members can be copied and pasted here)
4. The team member requesting the change then emails the IEP Facilitator that they have put the note in the special education software platform.
5. The IEP Facilitator completes the amendment paperwork once the email is received.
6. The IEP Facilitator places a copy of the paperwork in the file and sends a copy home to the parent and follow procedures for staff to acknowledge their responsibilities for the IEP.
7. The CM will explain resulting changes in responsibilities to all school staff involved (general education, related services, potentially transportation department or behavior specialist)

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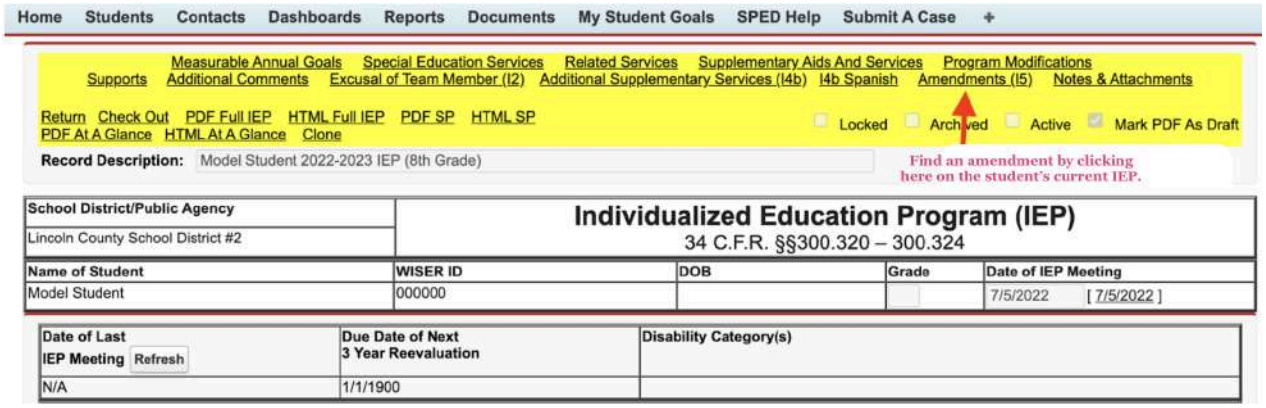

EXIT FROM SPECIAL SERVICES:

Possible reasons for student exit from SpEd:

- Deceased
- Drop Out
- Expelled
- Graduate with Certificate
- Graduate with Diploma
- Matured Out
- Parental Exit
- Returned to Programming
- Transferred Out

Exit from Related Service

When a student is ready to be exited from a related service, a review of current or prior data is required by the IEP team. Consent for Evaluation is obtained and evaluation protocol is followed.

Exit from Related Service—while continuing on an IEP

A. Always starts with a review of data. This review of information requires a team approach through communication and sharing of information between the IEP team including the IEP Facilitator as soon as a team member proposes that the student is ready to be exited from the related service.
B. IEP Facilitator will send consent for evaluation form and obtain consent if additional assessment is needed.
C. Once the school team is in consensus on considering this proposal- parent input should be sought and considered prior to the IEP meeting or drafting of an IEP amendment.
D. For an IEP Amendment, if all are in agreement, the IEP Amendment should include a discharge report, and PWN stating the decision to exit from services.
E. For IEP meetings, after the final decision of the IEP team, the IEP needs to include a discharge report and PWN stating the decision to exit from services.
    i. What to include in “Dismissal Report” (when existing data is used)
        1. A statement explaining that the team determined a formal assessment was not necessary
        2. Explanation of the data being reviewed (therapy notes, previous testing, other observations of performance, etc.) and any progress on prior goals

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3. Statement of how the student no longer demonstrates a need for services at this time and is recommended for a release
4. A statement that all team members have been contacted and are in agreement to dismiss from services

ii. Dismissal reports may be found in one of four places
1. ERED
2. IEP- present levels
3. IEP Amendment
4. Separate report (particularly if testing was conducted)

Termination of Eligibility

LCSD#2 will evaluate a child before determining that the child is no longer a child with a disability except when the termination is due to graduation with a regular high school diploma or completion of the school year in which the student turns 21 years of age. "Eligibility Criteria" form is not used when a student is exited from special education. The criteria may be referenced if the team feels this is helpful, but they are not used as criteria for exit.

Revocation of Consent for Services

Parents or adult students have the right to unilaterally revoke consent for special education and related services.

- Revocation must be in writing (but does not have to be on the specific state form).
- Parents/adult students DO NOT have to give a reason.
- Tell the IEP Facilitator immediately if you get such a request verbally or in writing.
- IEP Facilitator will alert the special education director and develop a prior written notice to notify parents of a cessation of services within 10 days of receiving a request for revocation of consent.

After revocation, the child may be placed in any classroom where other general education students are placed.

Any future request for an evaluation shall be treated as a new referral and initial evaluation for special education eligibility.

Once consent is revoked, the student is considered a general education student and the IEP Facilitator shall refer the student to the school Building Intervention Team (BIT) to consider tiered interventions if warranted. BIT referrals and interventions are available to any general education student demonstrating need. In addition, the BIT may consider a need for a 504 plan. However, the parents/adult student need to know that once revocation for special education occurs the student is not automatically entitled to services under Section 504.

Discipline procedures after revocation 109 LRP 41915
If parents revoke their consent to special education, their child becomes subject to regular disciplinary procedures and is no longer entitled to protections under the Procedural Safeguards

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Homebound Students

When an IEP student becomes homebound temporarily, what happens depends on the length of time the student will be homebound.

1. If a student will be out for less than 10 school days, the CM shall determine needs and coordinate with the school team any services that may be required.
2. If services are required, a plan should be created and parents notified in advance if possible.
3. This should be documented in our web-based note system and progress should be monitored closely to assure that the student continues to receive FAPE.
4. If it is anticipated that the student will be out for 10 days or more, The IEP team (including parent) will determine a plan for comparable service(s) that provides FAPE in the homebound environment.

Note: The 10 days need not be "consecutive" and the school should be proactive in anticipating prolonged or chronic absences and have a plan in place.

Student Behavior

LCSD#2 employs the use of Positive Behavior Support Strategies to both prevent and respond to behavior. Staff receive ongoing training and support in regards to implementation of these interventions.

Behavior Impedes Learning:

Watch for *patterns* of behavior:

Truancy, Tardiness, Bus issues, Inattention, Withdrawn, Sleeping in School, Poor impulse control, Behavior consuming a disproportionate amount of teacher time, Verbal or physical aggression to self or others, etc.

Team considers conducting a Functional Behavior Assessment (FBA) with support from BCBA and building level team members. See Intensive Behavior Framework

- In the case of a child whose behavior impedes the child's learning OR that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.
- IEP Team address the behavior:
    - **In the IEP PLAAFP** AND **One or more of the following**:
        - Specially Designed Instruction and IEP goal
        - Supplementary Aids
        - Modifications
        - Support for School Personnel
        - Related Services
        - FBA and BIP

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Access Resources

- Review Psych report including:
  - Assessment results
  - Life history
  - Recommendations
- Psychologist, BCBA, Counselor, Parent, Admin, GenEd, Student
- District/Staff Training (Section II-C, II-D)

Discipline:

- Out of School Suspension:
  - Notify IEP Facilitator any time an IEP student is suspended
  - 10 total out of school suspension per school year
    - The days are not necessarily consecutive
  - If multiple suspensions (even if only one day at a time) show a pattern of behavior, the team should review and consider revising or adding:
    - IEP goals and accommodations
    - FBA and/or BIP
    - Placement

- In-School Suspension
  - May or may not count toward the 10 days
  - Two-parts - LRE and access to SpEd services
  - Example: School uses an area that is for GenEd & SpEd allowing for LRE as well as providing SpEd services during the day.
    - This may be a case where the ISS does not count toward the 10 days.
    - However, if this is a regular occurrence or common practice, the team should meet to consider FAPE implications (IEP goals and accommodations, FBA and/or BIP, Placement)
  - Questions regarding your school's ISS should be directed to your IF, Principal, and Special Education Director

Manifestation Determinations:

- Need to be held prior to an 11th day suspension
- Need to be held if IEP student is referred for expulsion
- If the disciplinary removal is for less than 10 school days in a school year the student
- In the case of a MD the role of the CM will be to :
  - Gather information and data regarding the student's behavior and implementation of the IEP.
  - Complete section C- Summary of information reviewed on Manifestation Determination Forms.
  - Participate in staffing and meeting as appropriate
  - The CM or IF may seek parent input as agreed upon by both parties.

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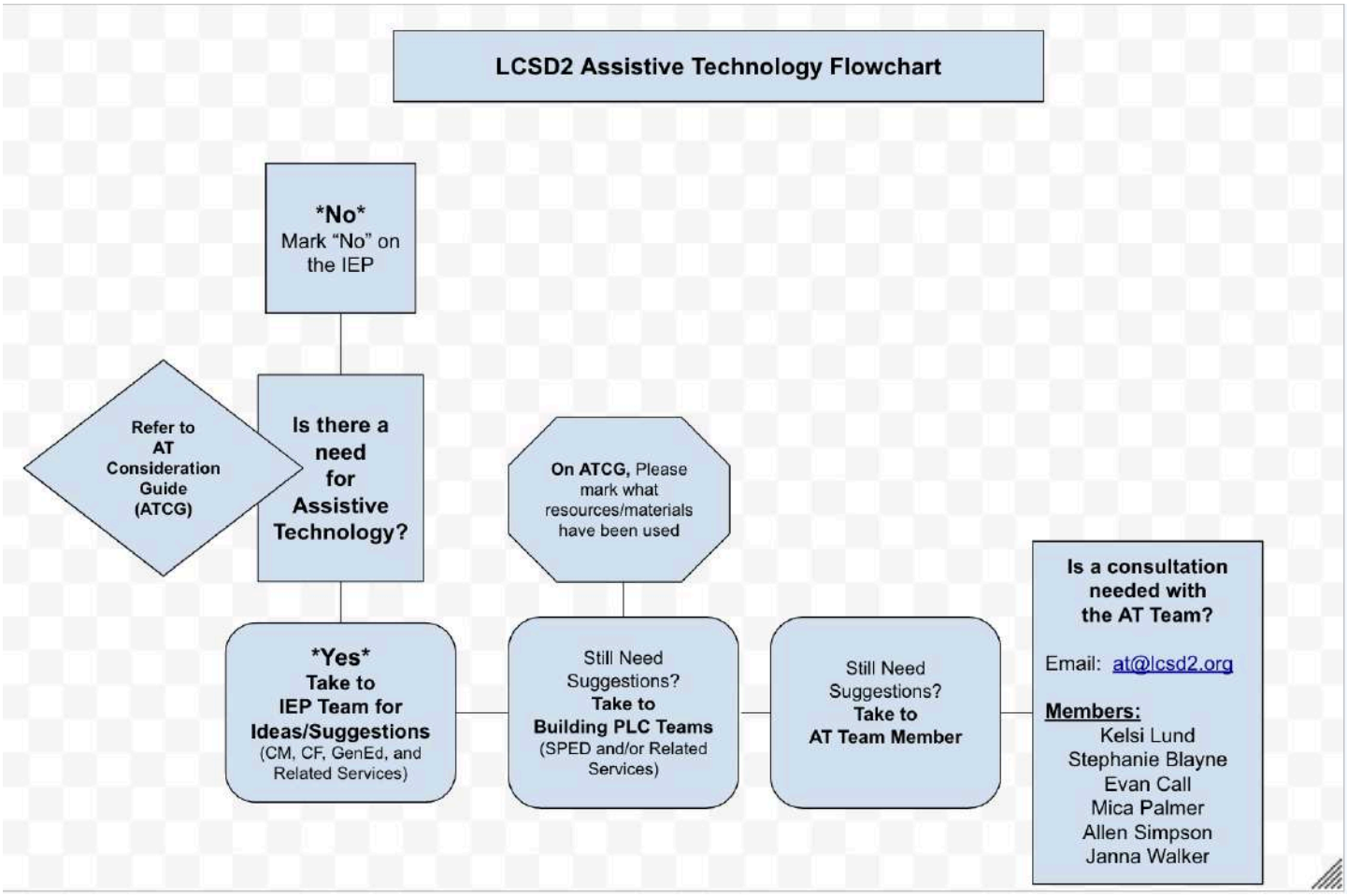
Assistive Technology



Lincoln County School District #2 shall provide assistive technology (AT) to students with disabilities when necessitated by the IEP, in order for the student to receive a Free and Appropriate Public Education (FAPE). AT evaluations shall be provided based on IEP team member referrals and parental consent. AT services shall then be provided pending recommendations of the AT and IEP teams.

Assistive Technology Team:

The district shall maintain a functioning AT Team consisting of at least one speech-language pathologist, an occupational therapist, IEP Facilitator, and at least one special education teacher. Other qualified staff may be invited to participate in various team functions as needed. Members of the AT Team shall receive training on specific strategies, skills, programs, and procedures relating to AT evaluation and implementation. The purpose of the AT Team is to act as a resource to IEP teams for the evaluation and implementation of AT with students with disabilities.

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Assistive Technology Assessment Process:

Pre-Assessment Process

- IEP teams will consider AT needs for all students when proposing a draft of an initial/annual IEP.
- The team will use the AT Consideration Guide to determine what, if any, needs are evident and whether those needs can be met through IEP accommodations, trialing AT devices, or if an AT Evaluation is necessary. A statement regarding how
- identified needs will be addressed should be included in the PLAAFP of the IEP draft.
- IEP teams may prescribe the use of low tech AT (i.e. communication boards, tangibles, tactile objects, PECS) and low-cost or pre-existing technologies (i.e. spell checkers, computer software, switches, etc.) prior to or without an assistive technology evaluation. Such AT may be written into the IEP as an accommodation or as a condition of a goal, objective, or benchmark.
- Before an IEP team may determine the need for an assistive technology device or service (other than those mentioned above) and related parent and staff training, an assistive technology evaluation must be completed by the district's AT team.
- If low-tech devices and/or available resources and equipment are not successful, the case manager may contact the AT team chairperson for consultation. At that time, if an AT assessment is determined necessary; the case manager will request an AT assessment.
- AT evaluations are a dynamic process and involve trials to determine what AT is/is not effective. Although the *need* for AT may be determined, the specific AT to be used may not be determined when results are shared with the IEP team.

Assessment Process

- Case manager sends a copy of the AT Consideration Guide, specific needs to be evaluated, the student's schedule, and plans with the AT team for the initial assessment day.
- Case manager needs to call the parent(s)/guardian(s) to confirm that the student will be in school on the assessment day.
- Evaluation will be conducted. (AT Team Evaluation Guidance)
- Following the evaluation, the evaluators (i.e., AT team) will debrief in a staffing to go over initial evaluation results. The evaluators may request the IEP Facilitator to set up a staffing/meeting.
- The eligibility process will be followed to share results with the IEP team and begin implementation of AT, based on evaluation results.

IEP Process:

- A statement regarding how identified needs will be addressed should be included in the PLAAFP of the IEP draft as referenced in the evaluation.
- If AT is stated in a goal or if it is tied to an IEP goal then you must report on it. Explain Justification. It's just like Read-Aloud. The accommodation is not given because the student does better if they have it, it is given because they can not decode and there is a reason why it is necessary.

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Discontinuation of AT:

- Prior to discontinuing AT that was recommended in an AT evaluation, the case manager will consult with the AT team to justify the removal of AT in the PLAAFP or when amending the IEP.

PURCHASING PROCEDURES

Petty Cash

Each school has a petty cash fund that can be used for purchasing smaller items (valued $25 or less) that are needed for the daily operation of school. Such items include but are not limited to school supplies, batteries, food and kitchen items for life skills, and reinforcers. Any purchased item must be used exclusively for school purposes. The SPED petty cash fund in each building is not to exceed $100.00 of cash on hand.

One SPED teacher in each building will manage the petty cash fund. When a SPED staff member uses petty cash, he/she will request the necessary amount or an amount slightly larger than the projected cost of the needed item(s) and communicate the need including the items that will be purchased to the petty cash manager. If the request meets the provisions of this procedure, the petty cash manager will provide the staff member with the requested amount from the petty cash fund. After the purchase has been made, the staff member will:

- Complete a petty cash voucher for the purchase.
- Attach the original receipt to the petty cash voucher.
- Provide the petty cash voucher, receipt and any cash change resulting from the purchase to the petty cash manager. Petty cash vouchers need to be signed by an administrator. This can be a building level administrator or it can be the director of SPED.

The petty cash manager signs the petty cash voucher and records the amount and the account balance on the petty cash voucher log following each transaction. When the petty cash fund dips below $20 of cash on hand, the manager reconciles the amount of cash on hand with the petty cash voucher log and submits the petty cash voucher log with all vouchers and receipts to the special services secretary. The special services secretary reviews the petty cash voucher log including the attached vouchers and receipts. When everything is reconciled, the special services secretary attaches the petty cash voucher log with the attached vouchers and receipts to a district voucher for payment and submits these items to the director of special services. The director reviews all information to ensure that petty cash expenditures meet the provision of this procedure and signs a voucher for an amount equal to the total of the petty cash vouchers.

Individual items that are valued above $25 cannot be purchased through petty cash and must be purchased through a purchase requisition.

Purchase Requisitions

SPED teachers and specialists can submit an electronic purchase requisition for supplies, materials, or equipment that are required for the provision of special education and related services. Supplies and materials can be purchased through the department of SPED only when they are items that are

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not usually purchased through the school building budget for all teachers. When completing an electronic requisition, the following guidelines are to be followed:

- Complete all sections of the electronic requisition form. The formatting of the electronic form must not be altered.
- Attach the electronic form to an email message. In the body of the message the sender must include:
    - A clear summary of need
    - Vendor information including address, phone, and fax numbers
- Send the message with the attached file to the special services secretary.

Upon receipt of the electronic requisition, the special services secretary will upload the information into the district's electronic management system where the requisition will go through a formal administrative approval process before it is converted to a purchase order. Once the purchase order is finalized, the requested item can be purchased.

All purchases, except those administered through petty cash, require preauthorization through the aforementioned process. LCSD2 is not able to reimburse staff when the purchase is made with personal money (cash or credit card). It is not an allowable practice with our state auditors.

LCSD#2 adopted software is Sped Advantage.

Sped Advantage Link
https://wystateinstance.my.salesforce.com/

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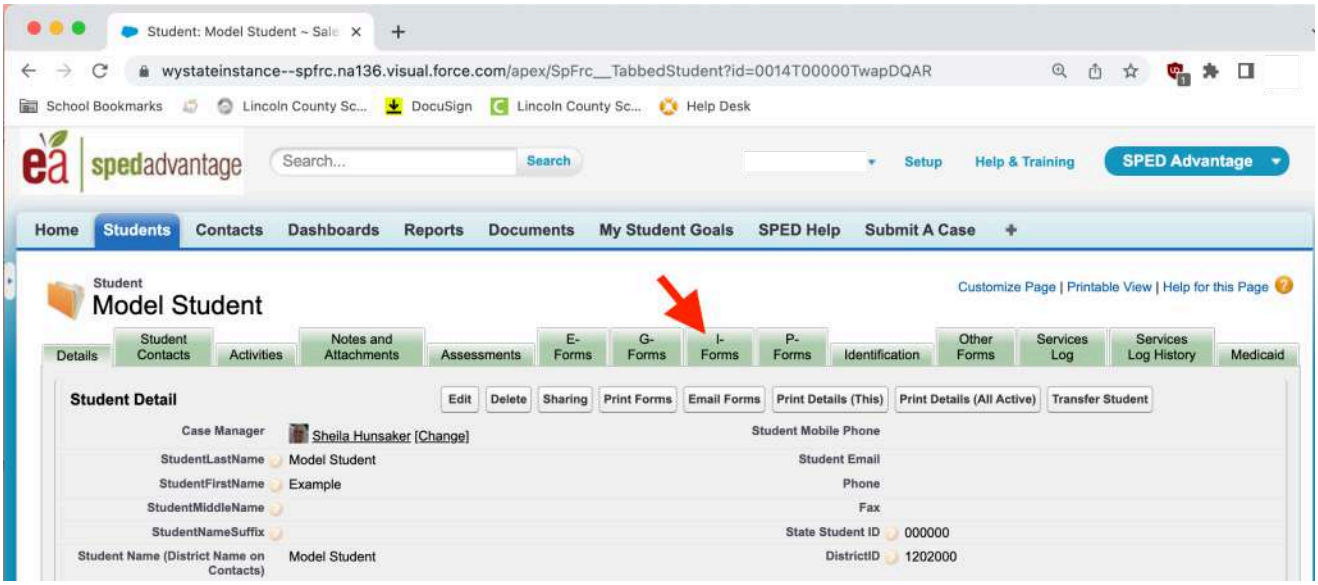
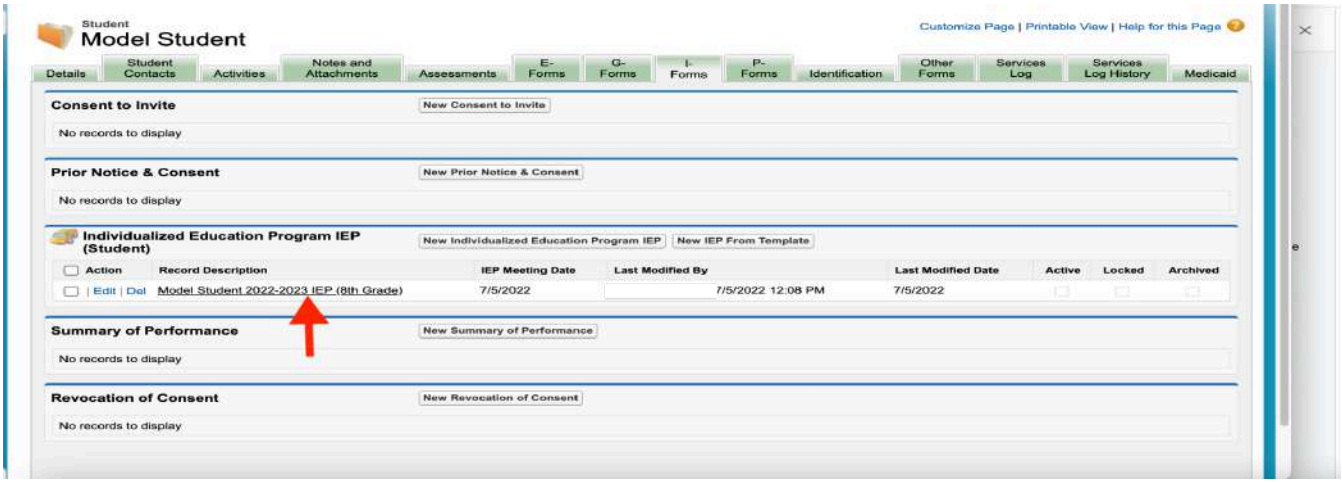
Appendix

Model IEP:

1. 

Start by opening the student file in Sped Advantage, then find the tab named I-forms:

2. 

Click on the new IEP Link:

3. Click on “Check Out” *Note, only 1 person can check out at a time. You may need to contact the person who has it checked out or IF if they forget to check it in. (So remember to check it in)

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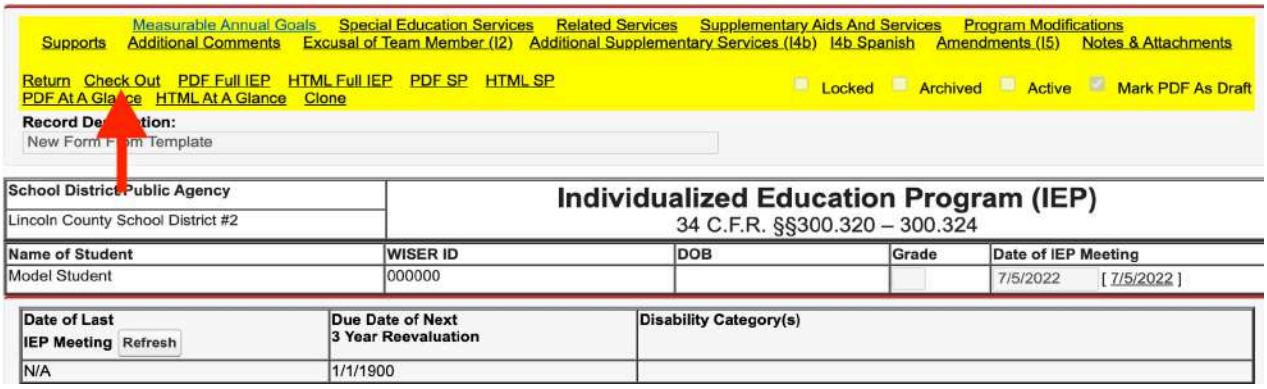
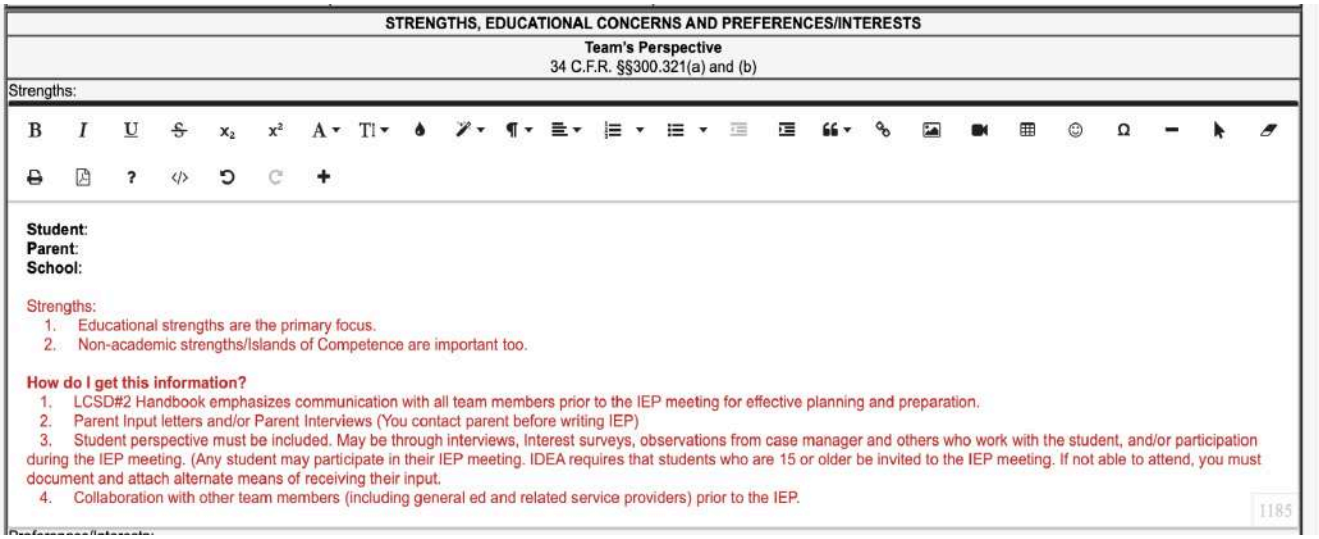
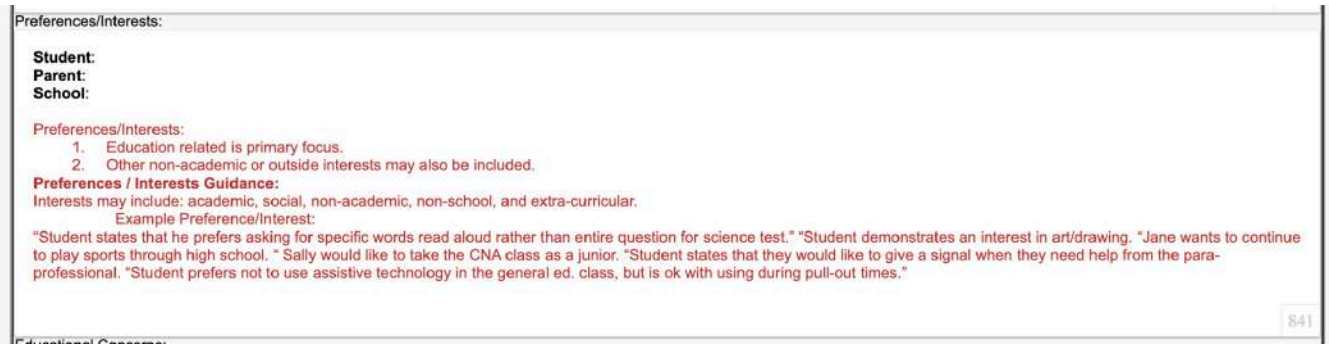


4. Now you can start to write the IEP using the template:
   Each area has a header in which you can change font, add pictures, etc. For tables and data input, you have to manually input. It will not copy and paste.

Strengths:



Interests/Preferences



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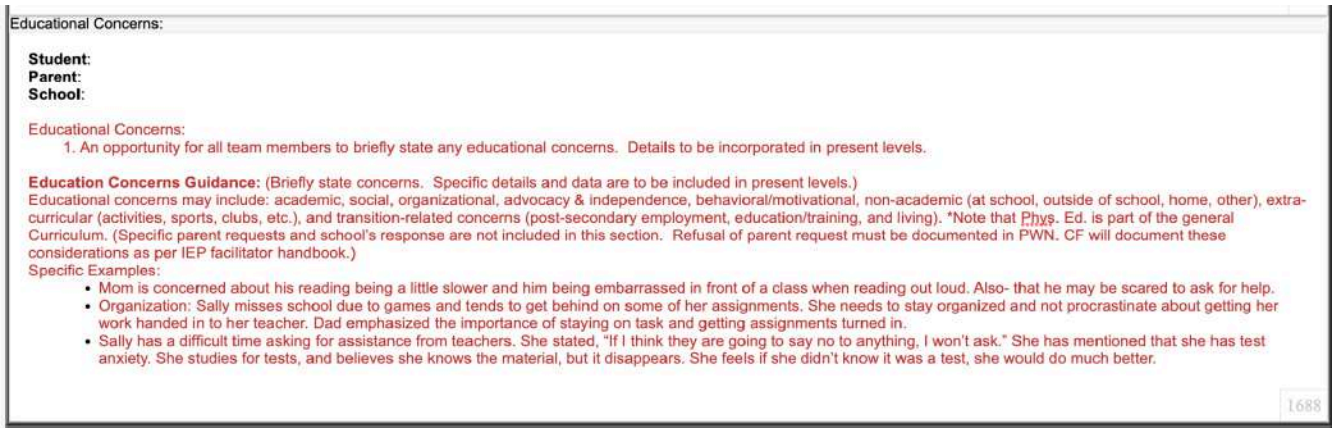
Educational Concerns:



Educational Concerns:

Student:
Parent:
School:

Educational Concerns:
1. An opportunity for all team members to briefly state any educational concerns. Details to be incorporated in present levels.

Education Concerns Guidance: (Briefly state concerns. Specific details and data are to be included in present levels.)
Educational concerns may include: academic, social, organizational, advocacy & independence, behavioral/motivational, non-academic (at school, outside of school, home, other), extra-curricular (activities, sports, clubs, etc.), and transition-related concerns (post-secondary employment, education/training, and living). *Note that Phys. Ed. is part of the general Curriculum. (Specific parent requests and school's response are not included in this section. Refusal of parent request must be documented in PWN. CF will document these considerations as per IEP facilitator handbook.)
Specific Examples:
- Mom is concerned about his reading being a little slower and him being embarrassed in front of a class when reading out loud. Also- that he may be scared to ask for help.
- Organization: Sally misses school due to games and tends to get behind on some of her assignments. She needs to stay organized and not procrastinate about getting her work handed in to her teacher. Dad emphasized the importance of staying on task and getting assignments turned in.
- Sally has a difficult time asking for assistance from teachers. She stated, "If I think they are going to say no to anything, I won't ask." She has mentioned that she has test anxiety. She studies for tests, and believes she knows the material, but it disappears. She feels if she didn't know it was a test, she would do much better.

1688

PLAAFP:

Describe the child's present levels of academic achievement and functional performance across services and settings, including special education, regular education, and interventions.

1) Impact Statement:

Statement regarding how disability impacts involvement/participation in Regular Classroom / General Curriculum. This bullet is a specific description and a link between disability and challenges in the classroom. It is simply summing up *why* a student requires specially designed instruction.

Use the following template (anything stated in the impact statement must be addressed in the IEP):
(student's name) (state disability deficits) directly impacts his/her ability to succeed in the regular classroom by limiting his/her ability to (state the standard expectations and obstacles preventing the student from engaging in the general curriculum or general classroom independently). For this reason, specially designed instruction and monitoring are necessary for him/her to be successful in the general classroom.

Example:

- Joe's disability of SLD directly impacts his involvement/participation in the general education classroom by limiting his ability to decode grade level text . For this reason, specially designed instruction and monitoring are necessary for him to be successful in the general environment.

- Susie's learning disability in math fluency directly impacts her ability to succeed in the regular math classroom by limiting her ability to keep pace

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with daily instruction. For this reason, specially designed instruction and monitoring are necessary for her to be successful in the general classroom.

- Bo's articulation deficits directly impact his ability to succeed in the regular classroom by limiting his ability to participate in classroom activities, and be understood by peers and staff. For this reason, specially designed instruction and monitoring are necessary for him/her to be successful in the general classroom.

2) Summary of Evaluations:

Summary of Key results from all most recent Evaluation Reports. This should be copied and pasted from the Evaluation summary in the ERED.

3) Related Services:

- State any related services the student receives ("Student receives Speech and OT services")
- OR an area to summarize any proposals for changes in service
- OR when a service provider supports the goal of another provider. (OT is supporting "student's writing goal")

4) Current State and District Assessments:

Results (Most Current District / State Assessment/ School).**:** Present data in parent friendly wording, or in contexts that parents understand. Use assessment data to demonstrate any growth or lack thereof.

5) Classroom Performance:

Write a quick summary of:

- CBAs
- Grades (indicate reasoning for grades when appropriate)
- Attendance
- Assignments
- Homework (quality and completion rate)
- Effectiveness of accommodations
- Input from Gen

6) Functional Performance:

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Write a quick summary of the student's:

- Social
- Emotional
- Physical
- Health
- Advocacy and independence
- Organizational
- Behavior

7) IEP Goal Progress:

Progress towards goals of "current / ending" IEP being replaced/revised. Must include these elements:

- Original baseline and goal.
- Current data that is measured as indicated in the method of measurement.
- Narrative explaining or highlighting progress.
- If a student is not making progress, add a statement to address the possible cause and what changes the team proposes to improve progress.

8) Areas of Need:

Services are based on need. List the areas of need for the team including parents educational concerns.
Example: (Student's areas of need are: Reading, Social, Writing, Math, OT…)

9) Justification of Accommodations, Modifications, Assistive Technology, Supplementary Aids and Services: (See WY-TOPP Accommodation Guide & LCSD2 Tiered System of Accommodations)

- Tiered System of Accommodations is the official guidance for accommodations in LCSD2
- List: Accommodations / Modifications / AT (including trial-based AT) / Supplementary Aids & Services
- Justify need for each one with information based on current use and evaluation reports

10) Post-Secondary Transition (for students 15 yrs & older or in high school):

Summary of Post Secondary Transition Activities for students. Leave any summary from previous years. Summarize transition activities and performance on the activities from last IEP.

Examples:

- Steve completed his Interest Inventory Assessment. He passed his core classes and his first semester of Welding I.

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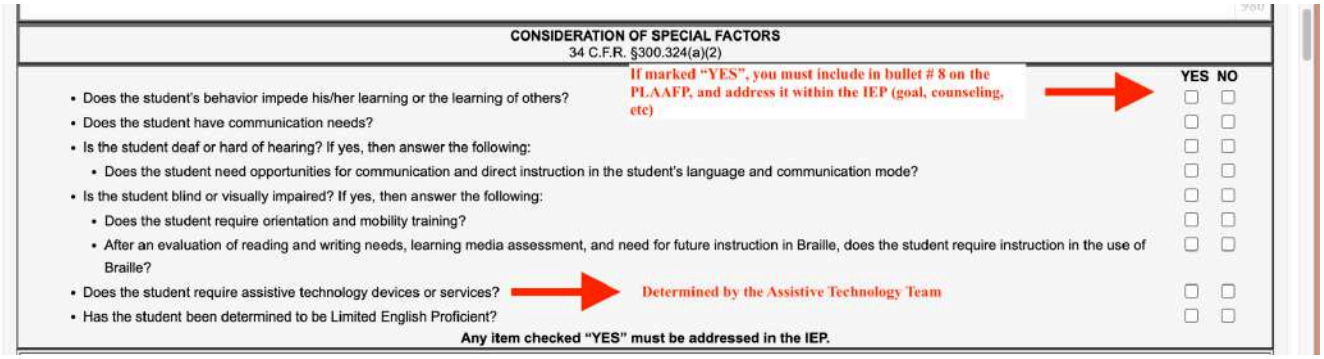
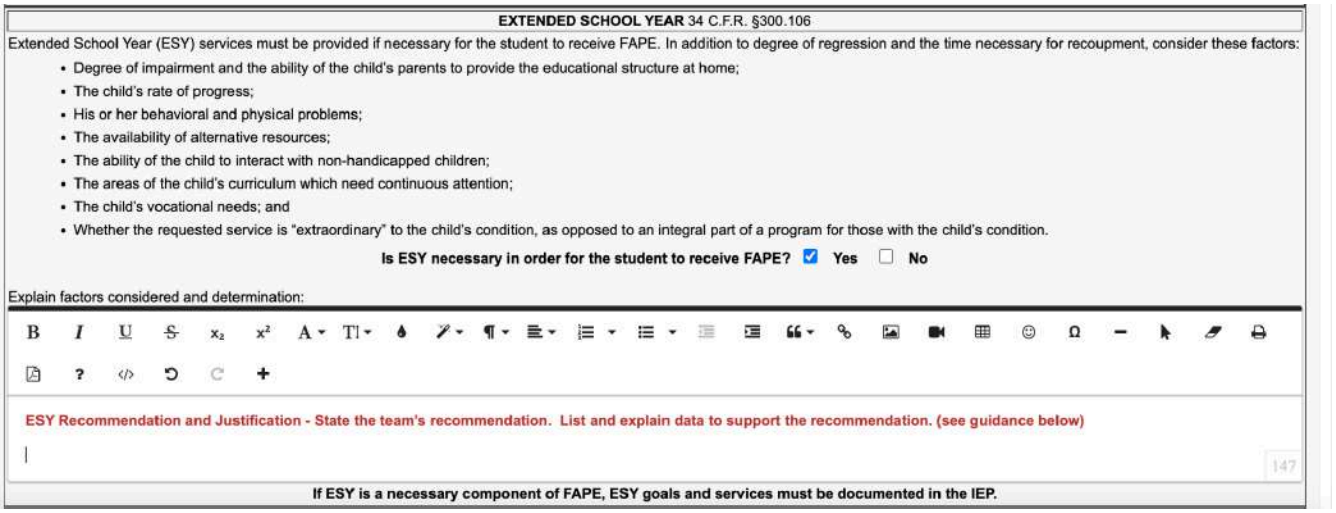
- Joe met with the CRT Instructor to brainstorm his work experience job. Sarah completed her portfolio of colleges of interests.
- Phil met with Workforce Service in December and has completed the application form.
- Student's experience in physics class influenced their change in PS goal from "going to a 2 year college to attending IF Tech College in Graphic Design"..

Special Considerations:



ESY:



ESY Recommendation and Justification - State the team's recommendation. List and explain data to support the recommendation.

Sample Language:

Initial IEP (data not sufficient)

This is an initial IEP, therefore there is no data on the IEP goals to support ESY services. At this time, the team does not recommend ESY services for XXXX.

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No ESY needed

A review of data and information gathered in the evaluation process indicates that (Student Name) is receiving appropriate educational benefit during the regular school day/regular school calendar. The team proposes that ESY is not needed at this time.

OR

The team does not recommend ESY services for _____. He is able to receive FAPE during the calendar school year and within the scheduled school day. Areas considered did include rate of progress, potential regression following breaks in instruction, and behavioral concerns.

ESY for Critical Skills

Based on (state type of) data, XXXX is at a critical point of instruction. To prevent loss of progress toward (state skill[s]) which is/are critical skills, the team recommends extended school year services.

ESY for Regression/Recoupment

Based on (state type of) data, XXXX shows a pattern of regression with difficulty with recoupment. Extended time is needed to recover skills that impact progress towards goals. The team recommends extended school year services.

ESY for Rate of Progress

Based on (state type of) data, the nature/severity of this student's disability is such that the team concluded this student requires an extended school year to receive meaningful benefit from the instructional program delivered during the regular school year.

ESY for Interfering Behaviors

XXXX exhibits behaviors that impact and limit progress towards goals. For this reason, the team recommends that extended school year services be provided to allow this student to progress towards goals.

Transition Services:

Transition Toolkit on the Transition Google Drive (ask SVHS SpEd Dept. or IF for access)

TRANSITION SERVICES CM

For all students beginning with the IEP to be in effect when the child is 16 and/or in high school and updated annually thereafter.

N/A ⬜ Student will not become 16 during implementation of this IEP

Student's Desired Post-School Activities

Postsecondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living, and/or community participation.

WDE Indicator 13 File Review: For each postsecondary goal, there is evidence that at least one age appropriate transition assessment was used to provide information for the postsecondary goals.

Gather the following:

- Input from the student & student attendance in IEP meeting is required.

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- Results of at least one Age-Appropriate Transition Assessments. Assessments must be conducted in the areas of Education/Training, Employment and, if appropriate, independent living skills. Examples: MECA, Parent/Student Surveys, Interest Surveys, AFLS (Assessment of Functional Living Skills), KUDER, Career Cluster, ONET Online

Use this statement:

Based on (state types of assessments such as MECA, student interview, parent interview), XXXXX will (state desired education/training) to (state career choice or choices) and participate in (state independent living skills if applicable).

Results of Age-Appropriate Transition Assessments: ⬜ Results Attached

Education/Training:

1. *Note type of Assessment(s) used and date.*
2. *Give summary of findings as it relates to Education/Training.*
3. *Leave any assessments, dates, and data noted here from previous years.*

Use this statement:
Results from transition assessment xxxxx dated xxxxx showed…

Employment:

1. *Note type of Assessment(s) used and date.*
2. *Give a summary of findings as it relates to Employment.*
3. *Leave any assessments, dates, and data noted here from previous years.*

Use this statement:
Results from transition assessment xxxxx dated xxxxx showed…

Independent Living Skills (if appropriate):

*****If this assessment is not needed, please mark NA*****

1. *Note type of Assessment(s) used and date.*
2. *Give summary of findings as it relates to Independent Living Skills.*
3. *Leave any assessments, dates, and data noted here from previous years.*

Use this statement:
Results from transition assessment xxxxx dated xxxxx showed…

MEASURABLE POSTSECONDARY GOALS IF checks for accurate wording

Based on age-appropriate transition assessments related to training and education, employment, and if appropriate, independent living skills. Clearly specify the activities, desired level of achievement and the timeline for achievement.

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Postsecondary Education/Training Goal

Measurable Postsecondary Goal: See Measurable Annual Goal(s)**State name of annual goal**__

Based on age-appropriate transition assessments related to training and education. Stating that the student does not know would not meet compliance.

Use these two statements as it meets WDE file review requirements:

- **After graduating / aging out of LCSD2 services, XXXXX will (state education or training - WDE clarified that this should be specific and not general.).**
- **Annual goal XXXX relates to this post-secondary goal by (state how the annual goal supports this post-secondary goal - then put the name of the goal in the box above).**

Transition Service Activities:	Party(s) Responsible:	Time Frame:
Use this statement: **Transition services to reasonably enable student to meet this education/training post-secondary goal include: XXXXXX** Such as: instruction, related service,community experience, activities preparing the student to meet the education/training postsecondary goal.	Student would never be sole party, but could be in collaboration with CM) Examples: Student and Case Manager Case Manager and name of outside agency (outside agency representative would need to be at the meeting)	Suggested wording (IEP year, 1 year)

Career/Employment Goal

Measurable Postsecondary Goal: See Measurable Annual Goal(s)**State name of annual goal**_

Based on age-appropriate transition assessments related to training and education. Stating that the student does not know would not meet compliance.

Use these two statements as it meets WDE file review requirements:

- **After graduating / aging out of LCSD2 services, XXXXX will (state Career/Employment - WDE clarified that this should be specific and not general.).**
- **Annual goal XXXX relates to this post-secondary goal by (state how the annual goal supports this post-secondary goal - then put the name of the goal in the box above).**

Transition Service Activities:	Party(s) Responsible:	Time Frame:
Use this statement: **Transition services to reasonably enable student to**	Student would never be sole party, but could be in collaboration with CM)	Suggested wording (IEP year, 1 year)

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meet this education/training post-secondary goal include: XXXXXX Such as: instruction, related service,community experience, activities preparing the student to meet the employment postsecondary goal.	Examples: Student and Case Manager Case Manager and name of outside agency (outside agency representative would need to be at the meeting)	

- Caution as well about creating responsibility beyond the scope of an IEP. We will arrange for student to meet with DVR, but can't force student to apply

Independent Living Goal

☐ N/A CM - If this is not needed, please mark NA

Measurable Postsecondary Goal: See Measurable Annual Goal(s)

Based on age-appropriate transition assessments related to training and education. Stating that the student does not know would not meet compliance.

Use these two statements as it meets WDE file review requirements:

- **After graduating / aging out of LCSD2 services, XXXXX will (state education or training - WDE clarified that this should be specific and not general.).**
- **Annual goal XXXX relates to this post-secondary goal by (state how the annual goal supports this post-secondary goal - then put the name of the goal in the box above).**

Transition Service Activities:	Party(s) Responsible:	Time Frame:
Use this statement: **Transition services to reasonably enable student to meet this education/training post-secondary goal include: XXXXXX** Such as: instruction, related service,community experience, activities preparing the student to meet the employment postsecondary goal.	Student would never be sole party, but could be in collaboration with CM) Examples: Student and Case Manager Case Manager and name of outside agency (outside agency representative would need to be at the meeting)	Suggested wording (IEP year, 1 year)

Courses of Study

- List all anticipated (options - not set in stone) classes that may help him/her at each grade level toward graduation and post-secondary goals and exploration.
- Students seeking a diploma should have an outline of required classes until graduation.

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- Each IEP, make adjustments as the students post-secondary goals / interests may change.
- **Do not write "elective"** - write the name of the elective class that aligns with the postsecondary goals

Courses of Study **CM/CF**

Proposed courses of study to assist the student in reaching the measurable postsecondary goals.

School Year:	School Year:	School Year:	School Year:

TRANSFER OF RIGHTS AT AGE OF MAJORITY IF

At least one year prior, the student must be informed that rights under the IDEA will transfer to the student at the age of 18.

⬜ The student will turn 17 during this IEP period. ⬜ N/A

⬜ The student and parent were informed of the transfer of rights. By:_____Date: _____

⬜ The student is under guardianship pursuant to Wyoming law. (Attach copy of the Guardianship Order.)

GRADUATION OR PROGRAM COMPLETION

IF & CM

IF Projected date of: Graduation: Student that will get a diploma Program Completion: See Note 1: _____ **IF** Diploma or certificate: Regular Diploma or Cert of Completion ⬜ N/A

IF Describe the body of evidence needed to support graduation:

IF Graduation requirements include:

CM *Courses of study that align and reasonably enable the student to meet the post-secondary goals include: XXXXX.

IF Example wording:

SVHS

***In order to graduate with a diploma from SVHS, the student will need to follow the State of Wyoming and LCSD #2 Performance Standards to meet graduation eligibility. This is based

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upon 27 required credits. Required 4 Credits of English, 3 Cr of Math (Including one semester as a Junior or Senior). 3 Cr of Science (1 Cr Physical Science, 1 Cr Biology, 1 Cr Elective); 3 Cr of Social Studies (1 Cr World Hist., 1 Cr American Hist., 0.5 Cr U.S. Gov., 0.5 Cr Economics); 0.5 Cr PE; .5 Health; 13 Cr of Electives.

ALT Standards

XXXX will receive a Certificate of Completion for four years of attendance at high school. He is eligible for post-high services at the LCSD#2 Bridges to Independence Academy until the end of the school year in which he turns 21.

CM Example wording:

Mild/Moderate

- *Courses of study that align and reasonably enable the student to meet the post-secondary goals include: Mechanics, Personal Finance, Welding, CNA, Child Development.

High Needs

- *Courses of study that align and reasonably enable the student to meet the post-secondary goals include: Foods, Personal Finance, Functional Academics, Community Integration.

NOTE:
*The above graduation requirements is an example only. Each year you need to reconfirm with school counselors.

**Program Completion is when the student/family decides to exit school/services (not following diploma requirements). This could be at the age of 21 when Eligibility for Services end under IDEA or sooner at student/parent's decision.

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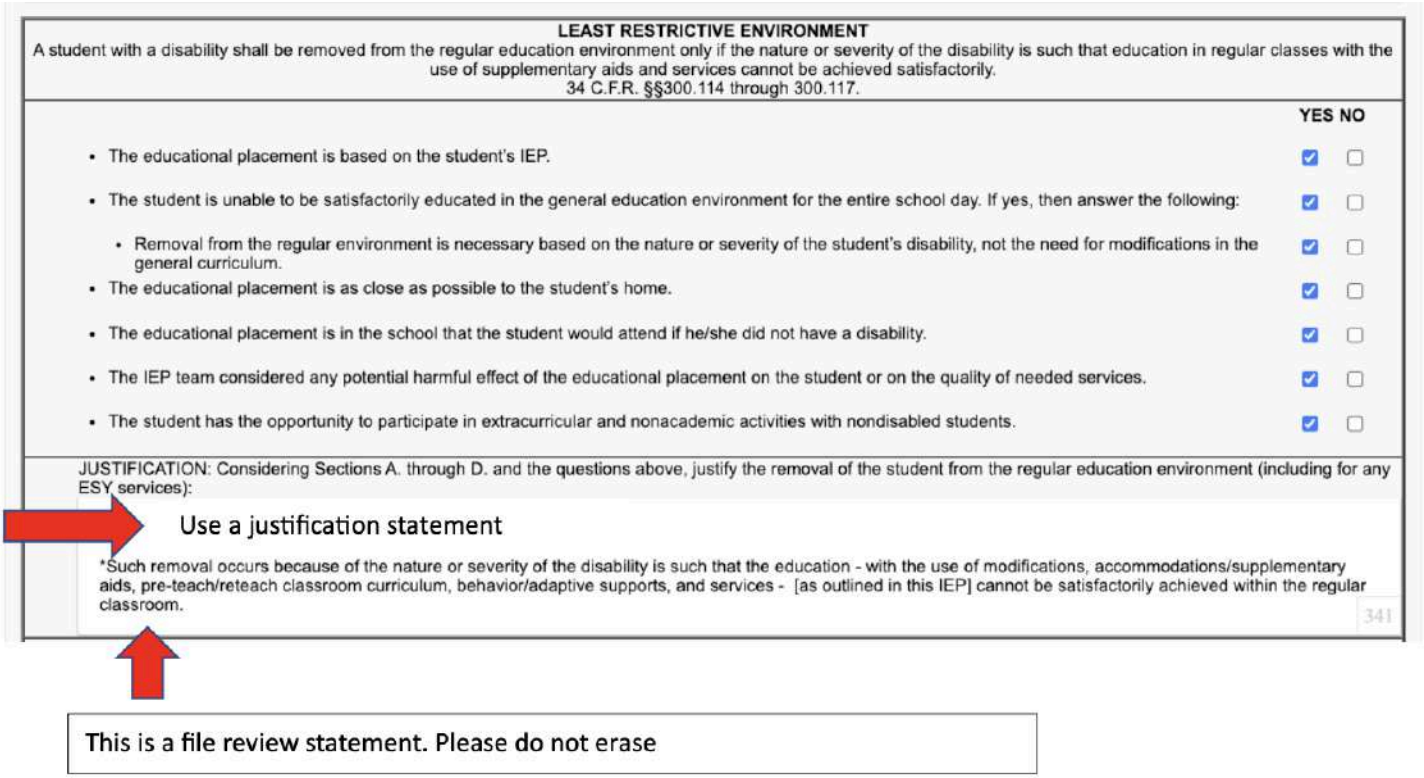
LRE - Least Restrictive Environment:



LEAST RESTRICTIVE ENVIRONMENT

A student with a disability shall be removed from the regular education environment only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
34 C.F.R. §§300.114 through 300.117.

	YES	NO
• The educational placement is based on the student's IEP.	☑	☐
• The student is unable to be satisfactorily educated in the general education environment for the entire school day. If yes, then answer the following:	☑	☐
• Removal from the regular environment is necessary based on the nature or severity of the student's disability, not the need for modifications in the general curriculum.	☑	☐
• The educational placement is as close as possible to the student's home.	☑	☐
• The educational placement is in the school that the student would attend if he/she did not have a disability.	☑	☐
• The IEP team considered any potential harmful effect of the educational placement on the student or on the quality of needed services.	☑	☐
• The student has the opportunity to participate in extracurricular and nonacademic activities with nondisabled students.	☑	☐

JUSTIFICATION: Considering Sections A. through D. and the questions above, justify the removal of the student from the regular education environment (including for any ESY services):

Use a justification statement

*Such removal occurs because of the nature or severity of the disability is such that the education - with the use of modifications, accommodations/supplementary aids, pre-teach/reteach classroom curriculum, behavior/adaptive supports, and services - [as outlined in this IEP] cannot be satisfactorily achieved within the regular classroom.

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This is a file review statement. Please do not erase

You MUST include a statement of justification regardless of which option above.
Guidance: Please note that the second bullet has two parameters. Remember in order to mark the sub-bullet yes, the decision to remove must be based on the nature and severity of the student's disability and cannot be made based on the need for modifications in the general curriculum.

Justification Examples:

- The student requires a quiet environment, free from distractions where the student won't receive negative attention from peers for speech/language services.
- The student requires a separate location allowing additional practice in instruction in identified areas: see PLAAFP.
- Joe is removed from the regular classroom for pre/re-teaching, related services, accommodations where distractions are minimized and he has more opportunities to practice targeted skills. Joe remains in the regular classroom for all other instruction.
- Removal from the School Setting
  When a student is being provided with services outside of the school building, Homebound, Residential, etc… A clear justification statement is needed to pass the "stranger" test as to why the LRE occurs outside of the school building. These types of removals are selected by WDE annually for further review. Well documentation throughout the IEP is needed to meet the WDE file review.

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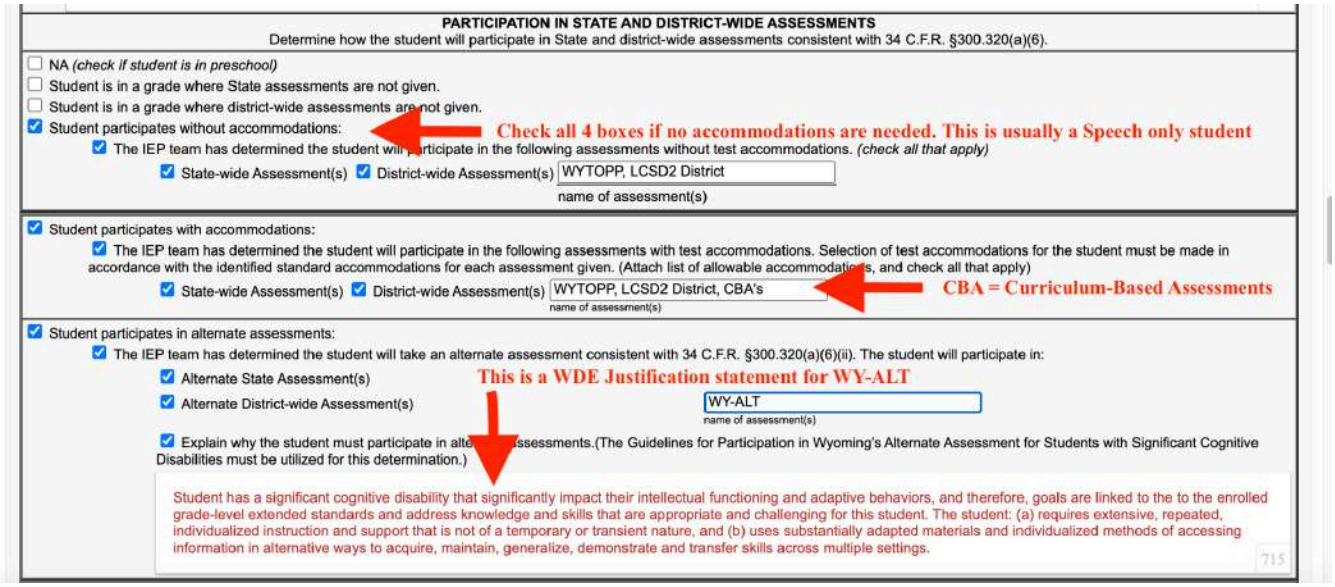
Participation in State and District-Wide Assessments:

100% Participation

- Any student enrolled during the testing windows is eligible for the State Testing and should be provided the opportunity to test.
- Any student that is a resident of our district but placed outside of the district through an IEP or Court Order should be provided the opportunity to test.

IDEA Compliance Indicator (Indicator 3-B) is that all students with IEP participate in State Assessments.



Justification Statement for WY-ALT Students:

Student has a significant cognitive disability that significantly impacts his/her intellectual functioning and adaptive behaviors, and therefore, goals are linked to the enrolled grade-level extended standards and address knowledge and skills that are appropriate and challenging for this student. The student: (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature, and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills.

11/25/24: Team discussed Wy-alt district assessments. If student is eligible for WYALT testing, uncheck the “Alternate District-wide Assessment” Box. They will not be required to take a District assessment.

Team Member Participation:

- IF will complete this section.

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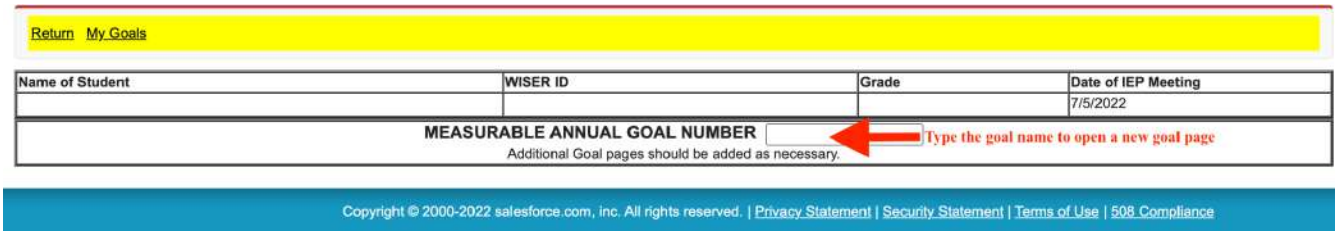
- Consent to invite received and invitation(s) sent to transition agencies outside the district. Example of outside agency: Military Rep, DVR (Divsion of Vocational Rehabilitation), WFS (Work Force Services), College or Tech School Rep, Medicaid Waiver Case Manager

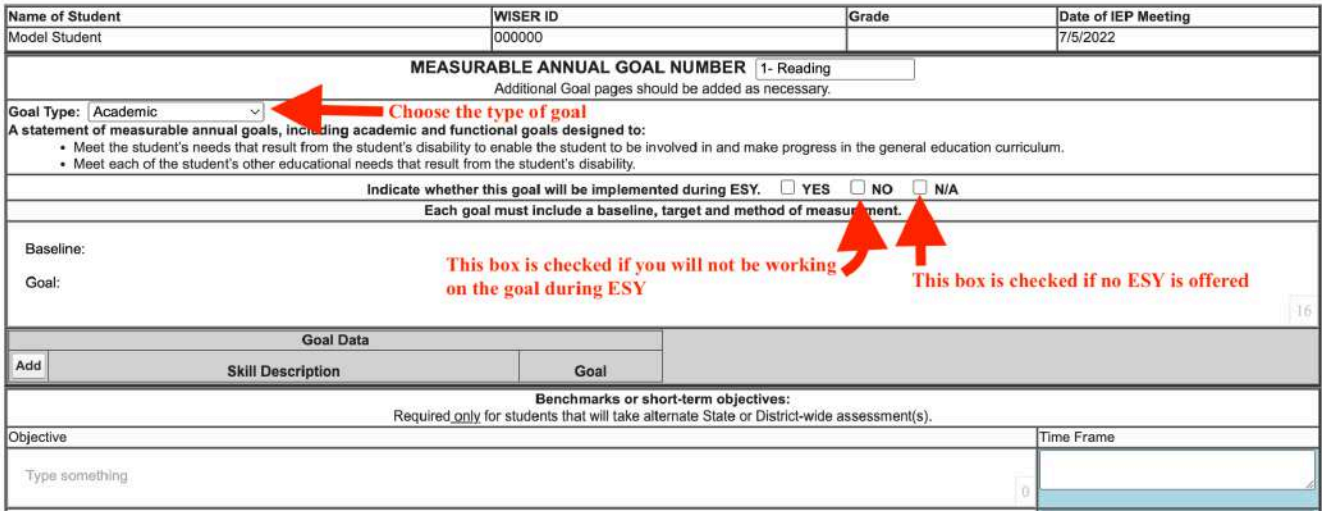
IEP GOALS:

To Create a new goal: Click New Measurable Annual Goal Button:

Type a goal name to open the goal page:



Check your goal type and ESY options:



BE SURE TO MATCH YOUR BASELINE INFORMATION WITH YOUR GOAL!

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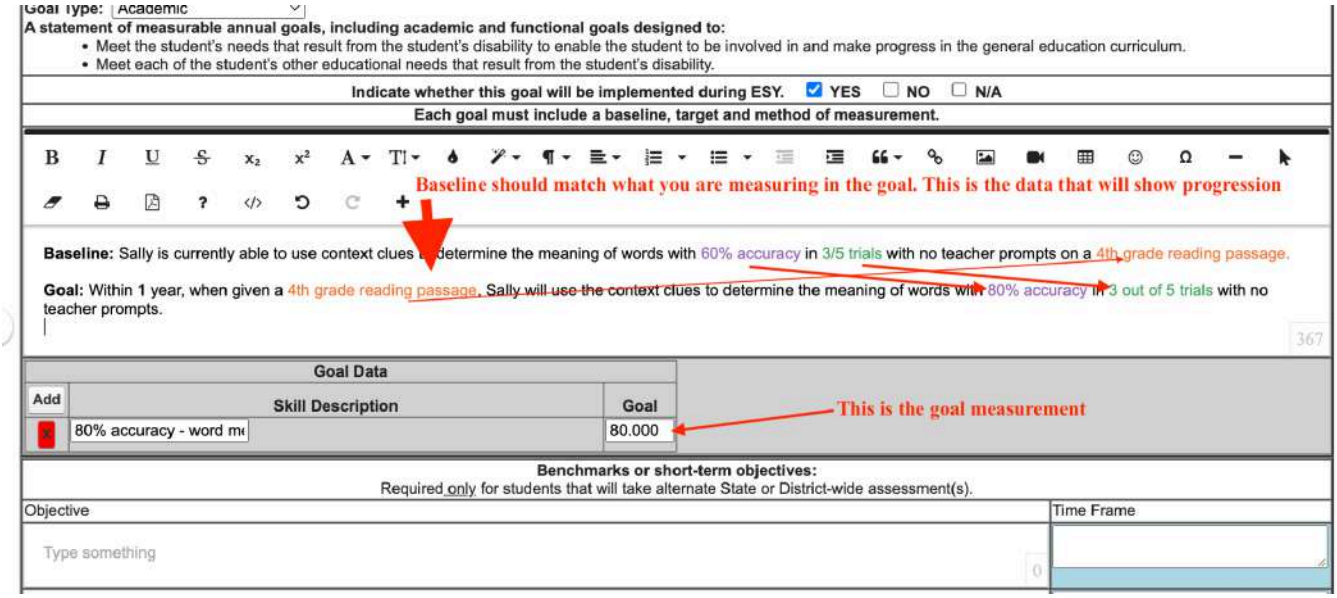

Goal Writing Formula

At minimum an IEP Annual goal must contain:

Baseline (this is the current skill level of the NEW goal. Use the same criteria as in the goal):

- *Example:*
- New goal = math fluency
- Baseline: "Tommy's current skill level in math fluency is…"
- Quantitative Data: Variables that can tell you how many, how much, or how often; shows progression over time. (numbers)

Time Frame (by Jan. 2023, within 1 year, post high school, etc)

Method of Measurement

- Examples: Classroom based assessment, reading response probe, etc.
- Do not use specific names of programs or curricula products (i.e.: DIBELS, AIMSweb, MAP, STAR, etc.)
- Be specific to the deficient skills (do not use "70% of all end of unit math assessments"- We need a more specific breakdown of skills that you are specifically targeting for the student.

Child's name

Clearly Defined Behavior / Skill: (academic, developmental, functional)

- Addresses a deficit that can be objectively observed / measured
- Use observable terms such as writes, says, prints, types, reads orally, etc.
- Don't use words like understands, enjoys, knows, recognizes, discovers, etc.

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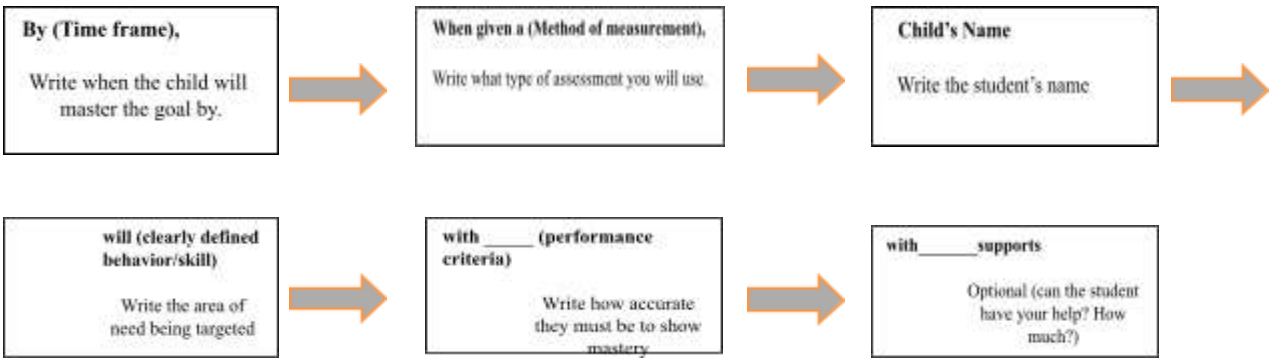
Performance Criteria (what mastery of the goal looks like)

- To what degree do they perform the task (Percentage, rate, rubric, etc.)
- Use an indicator to show consistency, maintenance, or achievement of the criterion level for the desired skill / behavior (# of times the student meets criterion level)
- The description of the expectation of the skill/behavior is rigorous but reasonable



Examples

Example 1: Within 1 year, when given a 4th grade reading passage, Sally will use the context clues to determine the meaning of words with 80% accuracy in 3 out of 5 trials with no teacher prompts.

Example 2: By May 2022, when given a 2-minute timing for single-digit multiplication facts, Joey will independently answer 25 or more facts with 100% accuracy in 4 of 5 probes.

Notes:

Stranger Test

- Any special educator or parent can read the goal and understand the current baseline, the skill deficit, the performance criteria, and how it will be measured for the student.

Short Term Objectives (STO) & Benchmark(s):

- Required:
  - STO's or benchmarks are REQUIRED for students that will take alternate State or District Assessments, and those individuals/classes who follow WY-ALT standards.
- Optional:
  - STO's or benchmarks are optional for students who will participate in regular State and District assessments.
- Structure for benchmark(s):
  - Sequencing - Task analysis/ building upon skills
    - Ex. Goal - measure to ¼ inch;
      - Objective(s) - First the student needs to know how a ruler is broken into parts.
      - Second, the student needs to know how to measure an inch.
- Breaking ideas into parts
  - Ex. Goal - Conventions proficiency;
  - Objective(s) - end marks, commas, capitalization, spelling, and grammar

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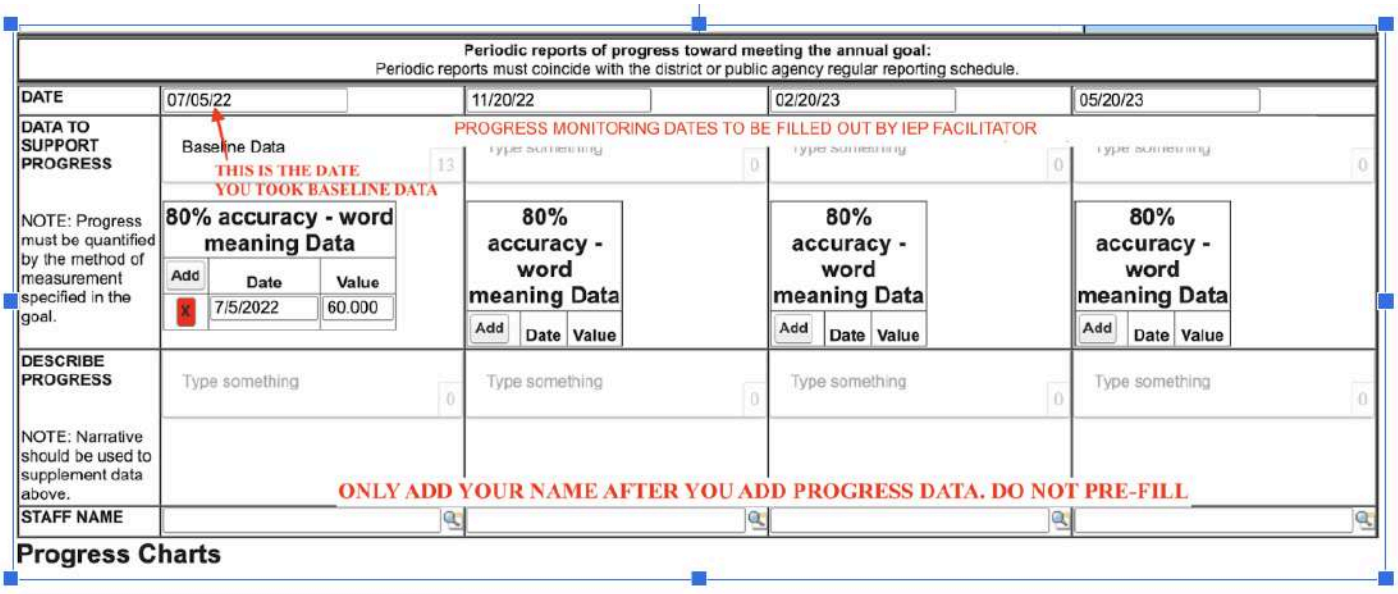
- Pacing of a goal - Increase the criteria
    - Ex. Goal - 70% by May; Objective(s)- 50% by November, 60% by March

GOAL BANK
RSP GOAL BANK

Progress Monitoring:



Periodic reports of progress toward meeting the annual goal:
Periodic reports must coincide with the district or public agency regular reporting schedule.

DATE	07/05/22	11/20/22	02/20/23	05/20/23
DATA TO SUPPORT PROGRESS NOTE: Progress must be quantified by the method of measurement specified in the goal.	PROGRESS MONITORING DATES TO BE FILLED OUT BY IEP FACILITATOR Baseline Data THIS IS THE DATE YOU TOOK BASELINE DATA 80% accuracy - word meaning Data Add / Date / Value 7/5/2022 / 60.000	80% accuracy - word meaning Data Add / Date / Value	80% accuracy - word meaning Data Add / Date / Value	80% accuracy - word meaning Data Add / Date / Value
DESCRIBE PROGRESS NOTE: Narrative should be used to supplement data above.	Type something	Type something	Type something	Type something
STAFF NAME	ONLY ADD YOUR NAME AFTER YOU ADD PROGRESS DATA. DO NOT PRE-FILL			

Progress Charts

Guidance on Progress Monitoring:

If it is not documented, it didn't happen!

Progress reported on the goal page must contain:

- Date
- Numerical Data to match baseline and goal criteria
- Write a narrative to describe the progress to supplement data above. A comment stating if the student is or is not on target to meet a goal.
- Staff Name of provider at the time of reporting.

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Behavior:

- For students that have behavior indicated in Consideration of Special Factors, address behavior in the progress notes.

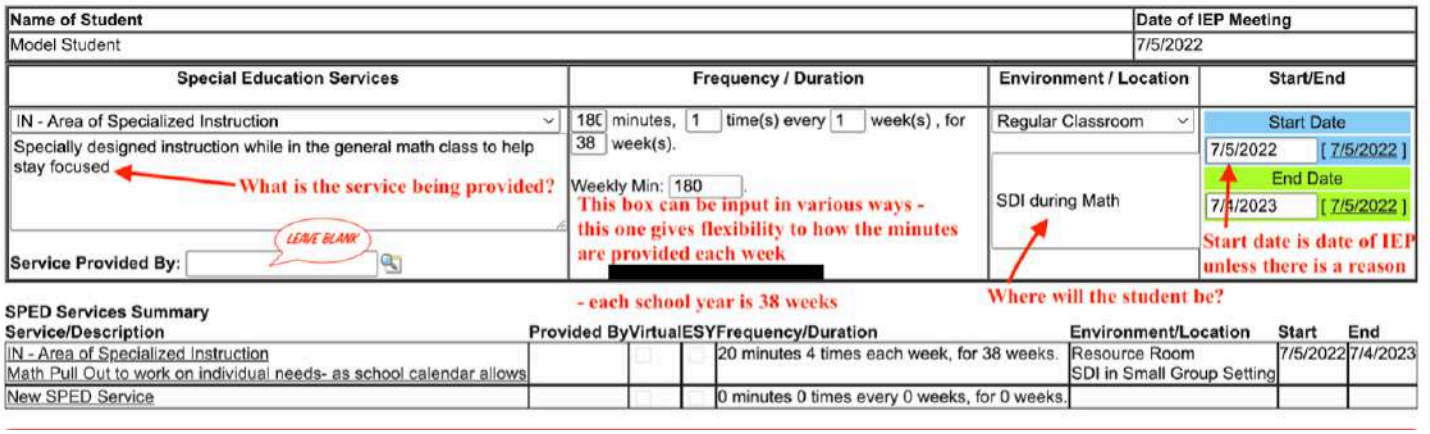
Lack of Adequate Progress:

If a student is not making adequate or appropriate progress, address what actions you will take to support progress improvement.

Types of Actions: Adjusting Specially Designed Instruction (Type, Frequency, Duration, Location) Adjusting Service, Supports (including Behavior), Accommodations, or adjusting Goals.

Special Services:

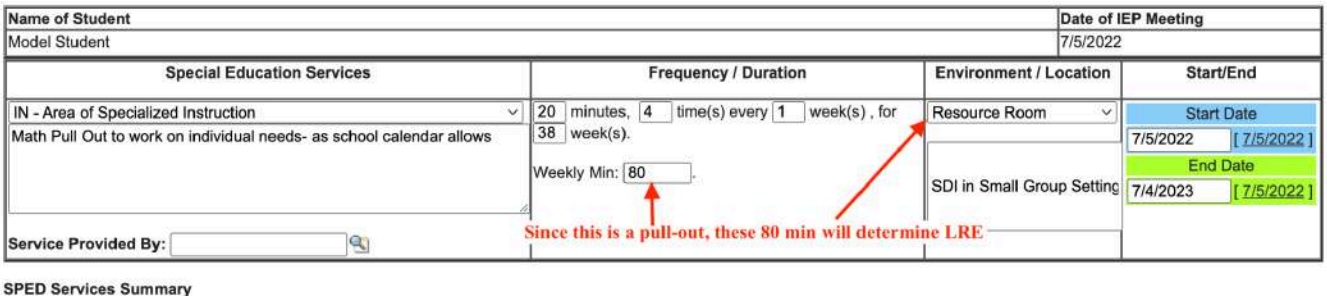
To start a new service Click the appropriate button:



Then choose a type of service, and input service information:

Resource room is a PULL-OUT, and determines your LRE minutes.

- If the whole class is involved in levelized groups, and they are doing what the rest of the class is doing, this is in the regular classroom, and inclusion. (not a pull out)
- Pull-outs are only listed when the student will be pulled away from what the rest of the class is involved in.



Remember to SAVE!

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- Repeat for ESY Services, if necessary. Start/End Dates for ESY are 06/01 - 07/01 unless otherwise determined.
- ESY are all in the General Classroom so they do not work against LRE minutes.

Related Services:

- This area of the IEP works the same as Special Services. The professional providing services will input.
- IEP team, along with the transportation department, will need to determine special transportation needs (see transportation rubric) if you consider it may be needed.
    - Transportation Flow Chart

Supplementary Aids and Services:

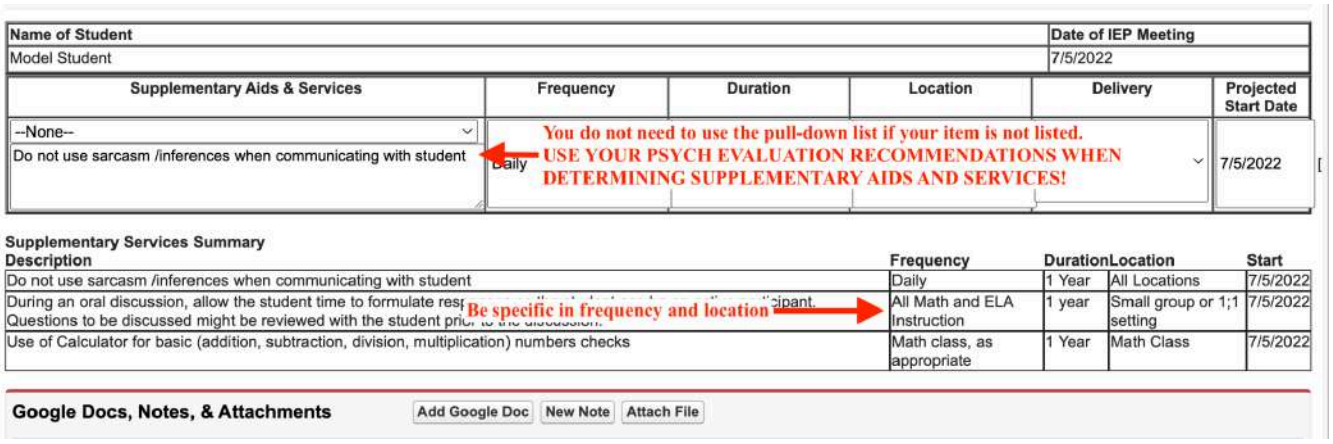
Guidance for Supplementary Aids and Services:
*Supplementary aids and services are often critical elements in supporting the education of children with disabilities in regular classes and their participation in a range of other school activities.

SEE: Tiered System of Accommodations Guidance & Toolkit

WYTOPP / WyALT ACCOMMODATIONS

(See WY-TOPP Accommodation Guide & LCSD2 Tiered System of Accommodations)

- Tiered System of Accommodations is the official guidance for accommodations in LCSD2
- List: Accommodations / Modifications / AT (including trial-based AT) / Supplementary Aids & Services
- Justify need for each one with information based on current use and evaluation reports



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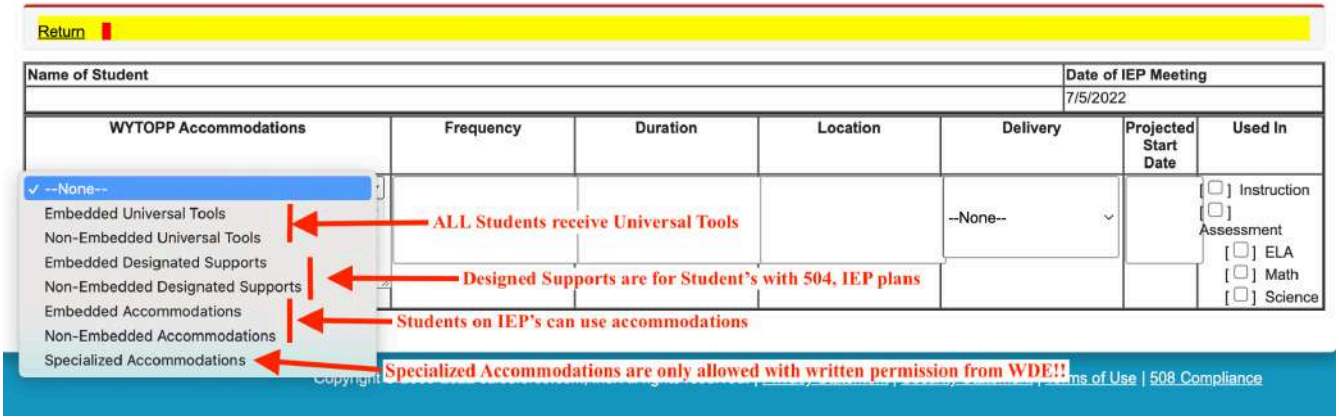

WYTOPP Testing

1. Each building should have a designated building test administrator
- This person must be up-to-date with WDE required training and have the access needed for the WDE Online Platform on State Testing
- This training includes test security, administration, and accommodations to name a few responsibilities outlined by WDE.
- A building test administrator would be the building principal or their designee
This person should not be a special education teacher (resource or life skills) as they have different responsibilities to meet.

WYTOPP Accommodation

1. Follow the WDE Accommodations manual and any LCSD2 supplemental guidance
- There are three tiers of accommodations. Not all accommodations require a 504/IEP
2. Students with IEPs and Accommodation
- The building sped team will decide if the Sped Team lead or each Sped Teacher (Case Manager) sits with the Building Test Administrator to enter accommodations
- The Building Test Administrator enters the accommodation in collaboration with the Sped Team Lead (or each Sped Case Manager)
- The IEP Facilitator is able to provide support through reports from SpedAdvantage. It is the Sped Teacher (Case Manager) that must ensure appropriate accommodations are entered in collaboration with the Building Test Administrator
3. Any staff member providing Accommodations on Test Days, must meet any required "training" from WDE and or Building Test Administrator.

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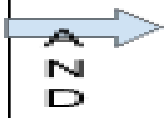
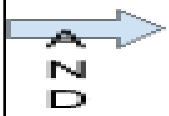
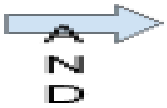
Accomodation Decision Making Flowchart

Psychoeducational Reports ***(School Psychologist)***	**School Data** ***(School Psychologist/Reading Specialist)*** 	**MTSS Process** ***(PLC/MTSS Teams)***	**Instructional Approach** ***(General Ed Teacher/Special Ed Teacher)*** 	**Year-to-Year Discussion** ***(IEP Team)*** 
Evaluation Report*	School Screening/Benchmark data (i.e. AIMSweb, STAR)*	Tier 3-like reading instruction	Trial and error	Annual review (IEP meeting) ● Is it still needed? ● If yes, what changes to show growth?
Tests	Diagnostic tests	Research-based interventions	Implementing in practice/day-to-day	Decoding goal
Sub-Tests	Criteria	Fidelity	CBAs	
Recommendations (citing school data)		Monitoring	WY-TOPP Modules	
		Adjust		
		Minimum of 4-6 weeks fidelity		
Parent informed Date:_____	Parent informed Date:_____	Parent informed Date:_____	Parent informed Date:_____	Parent informed Date:_____

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(Date of ERED)	(Date of ERED)	(Date of consent and after each adjustment to intervention of progress.)	(After assessments given and parent teacher conferences)	(Date of IEP)

WY-ALT Testing:

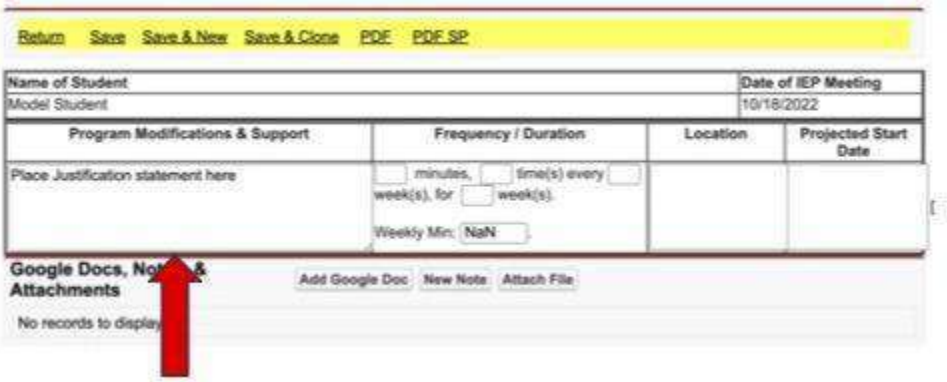
- Any student determined to need extended standards and the WY-ALT assessment will no longer qualify to receive a diploma. They will be placed on a certification track.
- SEE: LCSD2 Wy-Alt Assessment Participation Guide

WYALT Administration:

- Life Skills - High Needs Sped Teachers will need to complete the required annual WDE Training to administer WY-ALT. This is usually a virtual training in January.

- The Life-Skills and High Needs Sped Teachers collaborate with the Building Test Administrator to make sure each student eligible for WYALT is entered into the system correctly.

Modification Justification



Note that modifications in secondary schools may result in a student not receiving a diploma.

Modification Justification:

- Curriculum is modified to meet student's instructional level and need for Specially Designed Instruction, in order to build the skills necessary to access his educational environment and maximize his learning opportunities.

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EXTENDED SCHOOL YEAR (ESY)

ESY Programming Guidance

Extended School Year Services are special education and related services that are provided to a child with a disability beyond the normal school year of the public agency in accordance with the child's IEP and at no cost to the parents of the child and meet the requirements of §226.750 which states that a school district shall not limit its provision of services during an extended school year to particular categories of disability, nor shall a district unilaterally limit the type, amount, or duration of such services. Extended school year services are not synonymous with summer school services. Extended school year services are not mandated for all students with disabilities.

After determining the need for ESY as dictated in LCSD2 Special Education Policy and the Model IEP, the **case manager is responsible for providing the ESY services**. If the case manager is unable to provide these services OR the student is transitioning to a new LCSD2 building the following year, the **case manager is responsible for working with the building administrator to determine the staffing for ESY**.

The High Needs (HN) Teacher is responsible for *general* coordination of Summer ESY programming and completing an ESY planning sheet for programming being offered as part of the building's responsibility.

- Current Students.
- Departing students (making sure they are not lost in the transition)
- Incoming students
- Even if another Case Manager is covering the HN ESY programming, the HN teacher of record is responsible for the completion of the ESY planning sheet.

The SPED Building Team Leader is responsible to support the High Needs Teacher so that communication has occurred with the appropriate staff to ensure all students with ESY programming are accounted for and not lost due to transitions between buildings or miscommunication.

All team members, including related service providers, are responsible to assist the High Needs Teacher and Building Sped Team Leader in ESY decisions and programming.

ESY Planning Sheet
This planning sheet sent by the SpEd Director will be filled in the spring of each school year.

-Student Name -Grade High Needs Programming	- Dates of ESY	-Related Services -# of Sessions -Duration of Each Session	ESY Daily Start Time	ESY Daily End Time	Unique Needs / Medical Needs / Other	Special Transportation as a Related Service - Marked as a related service in IEP = Yes - Mark ESY Only, if Bus is needed for ESY Only - If a student doesn't need any transportation because they walk or their parents will bring, then mark "NO"		
						Yes / ESY / No	Address/phone #	Parent's Name

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ESY Dialogue Guide (WDE Guidance)

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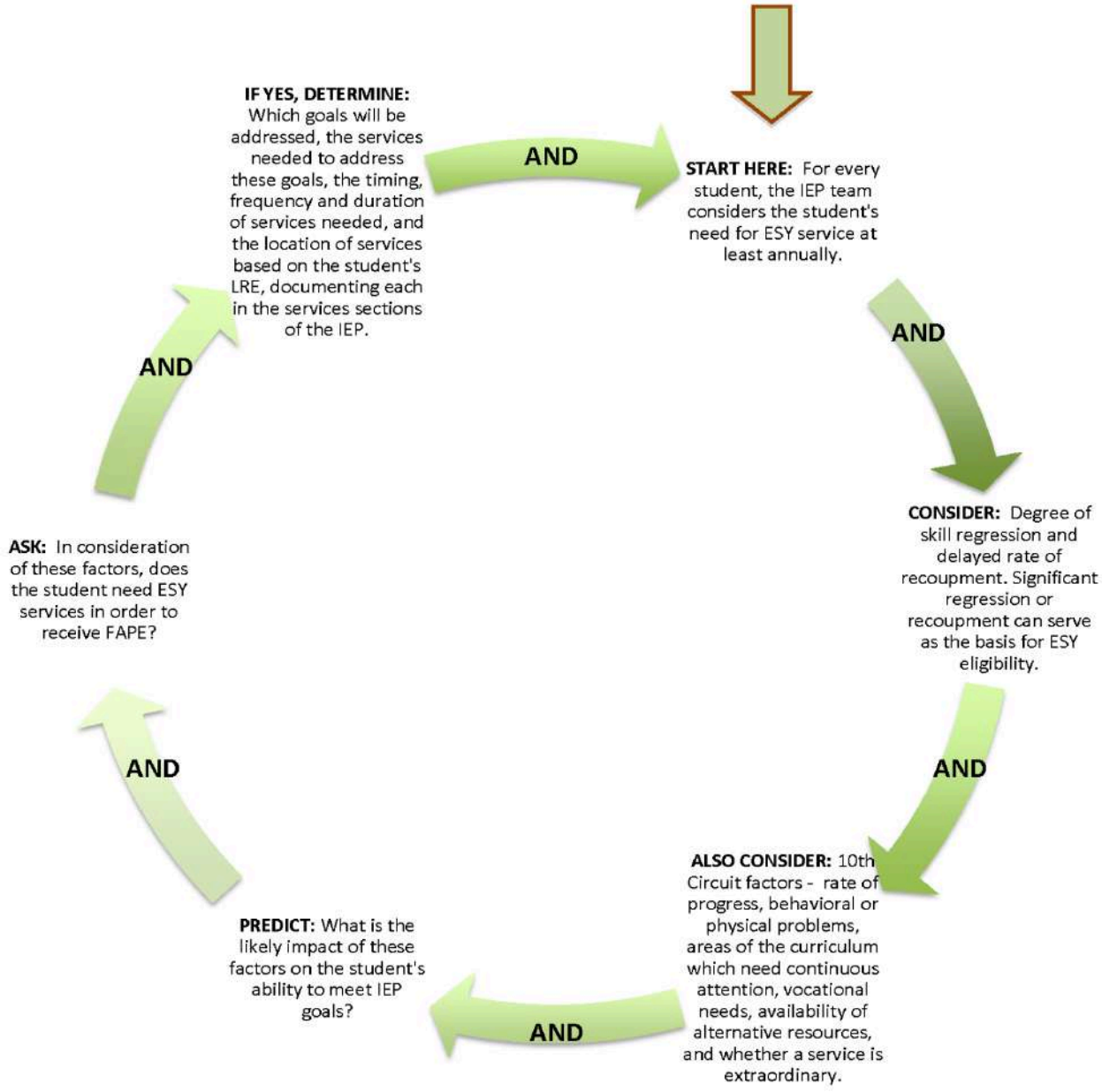
ESY Dialogue Guide

This Dialogue Guide is designed to help IEP teams make compliant ESY decisions.



ESY Reference Guide
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Adopted March 2013

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MODEL EVALUATION REPORT & ELIGIBILITY DETERMINATION (ERED)

School District/Public Agency	Evaluation Report Eligibility Determination 34 C.F.R. §§300.306 - 300.311
Lincoln County School District #2	

Name of Student	WISER ID	DOB	Grade	Date
Model A		11/25/95	11	09/01/12

PART I: SUMMARY OF EVALUATION

Section I: Review of Existing Data & Assessment Results

A. Classroom Based Performance: CM

Summarize current classroom based performance, local or State assessments, or for preschool children, summarize participation in developmentally appropriate activities.

CM

1. In presenting this data you need to show a current snapshot along with trends over time (if data is available) to highlight growth, stagnation, regression, and other relevant factors to support the conclusion of eligibility.
2. You must include objective data relating to the students academic & functional performance
3. It would be appropriate to include relevant data like AR scores, average scores on spelling tests, reading fluency rates, scores on writing samples, scores on math assessments, grades, attendance
4. For re-evaluations, summarize progress on IEP goals. Provide specific measurable indicators relating to the criteria of each goal (i.e. James is making progress on his reading fluency goal, he is currently reading 103 WPM). Grades and work samples (you may attach a printout of grades and/or work samples)

B. Observations: PSYCH

Summarize observations by teachers and related services providers. (For specific learning disability, describe the relevant behavior noted during observation of the child and the relationship of that behavior to the child's academic performance.) 34 C.F.R. §300.311(a)(3)

CM/Others

1. To support your narrative in this box, you may attach a particular form, checklist, or narrative. Please note the date and title of the form.
2. Summarize specific examples of observed student behavior and indicate the implications of the behavior on the child's educational performance. Consider all behaviors that may impact educational performance (academic, social, functional, behavior).
3. "Time on task observation" should be used if it is relevant to the concern. If concerns other than "time on task" exist, then the focus or purpose of this observation should be on those behaviors / tasks / processes / etc. that need to be highlighted and relevant to the evaluation.

C. Information Provided by Parents: PSYCH

Summarize information provided by parents.

- Parent interviews are completed by the psychologist unless speech is the only service provided, then the interview is completed by the speech pathologist.
- Summarize specific concerns, issues, and other information provided by the parents in this section. The full narrative or report can be attached and referenced in this section.

D. Medical or Health Factors: PSYCH

Summarize medical information, i.e. chronic illness, mental health, vision, hearing, low birth weight, etc.

Name of Student	WISER ID	Date
Model A		09/01/12

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E. Relevant Factors: PSYCH

Summarize educationally relevant functional, developmental, medical, health, social, cultural background or adaptive behavior factors if ☐ applicable. No relevant factors noted by team.

Example: James is small for his age and socially immature. He is currently taking Tegretol and Neurontin to control his epilepsy. These drugs seem to make James tired and somewhat lethargic during the mornings. James experiences difficulty differentiating between Spanish (his native language and the language spoken in his home) and English. James has difficulty adjusting to new situations and novel people, as a result all transitions during the school day and throughout the school year are challenging.

F. Summary of Individual Assessments: PSYCH AND/OR RELATED SERVICE PROVIDERS

Summarize the assessment results conducted and/or reviewed as part of this evaluation and the educational implications.

☐ **Check if reports are attached for each area assessed.**

Completed by the person who conducted the testing (ie Psychologist or Speech Pathologist)

1. Must include the title and date of report(s) being referenced.
2. A concluding statement that summarizes the findings of the reports in relation to eligibility.
3. For Evaluation using Existing Data, please make the note: "no additional assessments were conducted as part of this evaluation."

Section II: Consideration of Exclusionary Factors

34 C.F.R. §300.306(b) PSYCH

A child must not be determined to be a child with a disability if the determinant factor for the eligibility determination is the result of any of the following:

☐ ☐ Yes No Has the child received appropriate instruction in reading including the essential components of reading instruction as defined in the Elementary and Secondary Education Act, which are phonemic awareness, phonics, vocabulary development, reading fluency including oral reading skills, & reading comprehension? If no, complete the following:

- ☐ Lack of appropriate instruction in reading IS the determinant factor.
- ☐ Lack of appropriate instruction in reading IS NOT the determinant factor.

☐ ☐ Yes No Has the child received appropriate instruction in math? If no, complete the following:

- ☐ Lack of appropriate instruction in reading IS the determinant factor.
- ☐ Lack of appropriate instruction in reading IS NOT the determinant factor.

☐ ☐ Yes No Does the child have limited English proficiency? If yes, complete the following:

- ☐ Limited English Proficiency IS the determinant factor.
- ☐ Limited English Proficiency IS NOT the determinant factor.

Name of Student	WISER ID	Date
Model A		09/01/12

PART II: DETERMINATION OF ELIGIBILITY

A. The team must complete and attach the Eligibility Criteria Form(s) in relevant area(s) of disability prior to making an initial eligibility determination. PSYCH

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B. Disability Determination: 34 C.F.R. §300.306(a) **PSYCH**

The team must determine whether the child is or continues to be a child with a disability AND whether the child needs or continues to need special education.

- ☐ Autism Spectrum Disorder
- ☐ Cognitive Disability
- ☐ Deaf-Blindness
- ☐ Emotional Disability
- ☐ Hearing Impairment
- ☐ Multiple Disabilities
- ☐ Other Health Impairment
- ☐ Orthopedic Impairment
- ☐ Visual Impairment
- ☐ Specific Learning Disability
- ☐ Speech or Language Impairment - Articulation
- ☐ Speech or Language Impairment - Language
- ☐ Speech or Language Impairment - Stuttering
- ☐ Speech or Language Impairment - Voice
- ☐ Traumatic Brain Injury
- ☐ Development Delay

☐ No IDEA disability found. (Skip to Part D below.)

Primary Disability:

C. After a disability is determined, document the need for Special Education: PSYCH

INITIAL EVALUATION	REEVALUATION
Does this child need special education and related services? 34 C.F.R. §300.305(a)(2)(i)(A) ☐ **Yes** ☐ **No**	**Does this child continue to need special education and related services?** 34 C.F.R. §300.305(a)(2)(i)(B) ☐ **Yes** ☐ **No**

D. Team Participants: IEP FACILITATOR

Name	Title	Complete this section ONLY IF Determining eligibility for SLD. Check "Yes" to certify this report reflects your conclusion. If "No" is checked, you must submit a separate statement that represents your conclusion. 34 C.F.R. §300.311(b).		
		☐ **Yes**	☐ **No**	Initials
		☐ **Yes**	☐ **No**	Initials
		☐ **Yes**	☐ **No**	Initials

E. Copy of reports, and Eligibility Criteria Form(s), provided to parents: 34 C.F.R. §300.306(a)(2)

IEP FACILITATOR

Date Provided:	Staff Name:

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GOAL BANKS

Academic Goal Bank 2018-19

*Conditions such as observations, trials, etc. can be consecutive or not. Just because "consecutive" is written in the goals for the goal bank, it is dependent upon the student whether you use the word "consecutive"
*(ie. XXXX) - When you see this in the goal bank, use the examples appropriate for the student rather than the words used in the goal bank
*Weekly, Daily, Monthly in the goal bank can be adjusted to what is appropriate for the student. For example, if the goal says weekly, but it's more appropriate daily or monthly, feel free to change it.

Sect.	Category	Goals
II.	Math Computation Elem.	1. Given a math opportunity/probe, _____ will do basic addition (subtraction) facts to ___ without the use of manipulatives with __ accuracy across ___ consecutive trials. 2. Given 2 minutes, _____ will compute at least 25 addition and subtraction facts with __% accuracy in __ out of __ trials.
III.	Math Computation Sec.	1. _____ will be able to complete 12 mixed computation problems (to include all operations, multi-digit) at the ___ grade level with ____% accuracy when using a calculator, on ____ consecutive teacher provided probes. 2. While math is not in _____'s schedule, _____ will show maintenance of the math skill _____ by achieving ___% on __ weekly probes. 3. When given a multiple step formula, _____ will substitute values and solve at ____% accuracy in ___ of ____ trials, as measured by teacher data collection.
IV.	Math Application Elem.	1. _____ will be able to complete ___ graphs and charts math problems at the ___ grade level, with ___ % accuracy when using a calculator, on ____ consecutive teacher provided probes. 2. _____ will be able to complete ___ word problems at the ___ grade level, with ___ % accuracy when using a calculator, on ____ consecutive teacher provided probes.

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V.	Math Application Sec.	1. _____ will be able to complete ___ graphs and charts math problems at the ___ grade level, with ___ % accuracy when using a calculator, on ____ consecutive teacher provided probes. 2. _____ will be able to complete ___ word problems at the ___ grade level, with ___ % accuracy when using a calculator, on ____ consecutive teacher provided probes. 3. While math is not in _____'s schedule, _____ will show maintenance of the math skill _____ by achieving ___% on __ weekly probes.
VII.	Reading Elem.	1. _____ will increase fluency and accuracy on a grade level passage by progressing from his current level of __ words per minute with __% accuracy to __ words per minute with __% accuracy as averaged across __ consecutive probes (or just "across __ consecutive probes"). 2. _____ will read __ sight words at grade level with __% accuracy __ out of __ trials as measured by weekly reading probes. 3. Given a list of __(#)__ nonsense words, _____ will correctly name __ or __% of the letter sounds and decode __ of the nonsense words across 3 consecutive trials. 4. Given a ____ grade reading passage, _____ will read __ correct words per minute with __% accuracy in __ out of __ trials.
VIII.	Read. Comp. Elem.	1. Given a ___ grade reading passage or simple storybook, _____ will identify the main idea __% of the time (or __ out of __ trials) across __ consecutive sessions. 2. Given a reading story, _____ will explain the sequence of events with __% accuracy in __ out of __ trials across __ consecutive opportunities. 3. Given a short story, _____ will answer oral comprehension questions with __% accuracy in __ out of __ trials across __ consecutive opportunities. 4. When given a _____ grade text (or grade level text), _____ will answer inferential comprehension questions at __% accuracy as averaged across __ consecutive probes. 5. When given a _____ grade text (or grade level text), _____ will state __ correct inferences gained from the text as averaged across __ consecutive probes.

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VII.	Reading Sec.	1. When given a repeated reading, _____ will increase his/her reading fluency on the second reading from ____ words per minute (wpm) to ____ wpm across 3 consecutive opportunities. 2. When given ___ high frequency sight words each week, _____ will use taught reading strategies such as identifying morphemes, prefixes, and suffixes to read and spell __/__ of the words correct or ___% accuracy across __ consecutive monthly probes.
VIII.	Read. Comp. Sec.	1. When given a grade level reading probe, _____ will increase his/her reading comprehension from __% to __% across ____ bi-weekly probes.
X.	Writing Mechanics	1. Given a writing prompt, _____ will utilize resources (spell check, someone to proofread, etc.) in order to decrease his writing capitalization/punctuation errors from __ errors to __ capitalization/punctuation errors per paragraph across __ weekly opportunities. 2. Given a teacher-provided prompt (or topic of choice), ____ will write at least ___ sentences that include correct capitals, punctuation and letter formation in __ out of __ trials with __% accuracy.

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XI.	Written Expression	1. After reading or listening to an article or video, ____ will independently compose ____ related sentences on a given topic with correct word order ____% of the time in ___ out of ___ opportunities to do so. 2. Given a teacher-provided prompt (or topic of choice), ____ will write at least ___ sentences. ____% of the sentences will be in sequence and on topic __ out of __ trials. 3. On a topic of choice (or teacher-provided prompt), _____ will write a ___ paragraph essay to include an introduction, body, and conclusion using an attached scale for a rubric. ____ will score a ___ or higher on the attached rubric ___ of ___ opportunities (or across __ consecutive essays. 4. When given a (persuasive/informative/etc.) topic, ____ will use a strategy of choice to independently create an outline with an introduction, ___ points or details to support the topic, a conclusion, and include __ transition words. _____ will receive one point for the intro, each detail, conclusion, and transition words for a total of ___ points. To show mastery of the goal, ___ will receive ___ points across ___ opportunities. 5. Using an outline, _____ will write a ___ sentence paragraph that includes one topic sentence, three supporting details, and one concluding sentence and with __% on mechanics __ out of __ trials (or across ___ consecutive opportunities).
XII.	Writing Fluency	1. When presented with a prompt (*specify*-- visual, written, etc), _____ will be able to write an average of XX words on a X-minute timing with XX% accuracy as averaged across __ consecutive probes (or just “across __ consecutive probes”). Accuracy is determined by (*choose*--words spelled correctly/phonetically, beginning capitalization, appropriate capitalization, ending punctuation, etc). 2. When presented with a written prompt, _____ will be able to write an average of XX words on a X-minute timing as averaged across __ consecutive probes (or just “across __ consecutive probes”). 3. When presented with a written prompt, _____ will be able to write __ complete sentences on topic within X minutes as averaged across __ consecutive probes (or just “across __ consecutive probes”).

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Behavior Goal Bank 2018-19

*Conditions such as observations, trials, etc. can be consecutive or not. Just because "consecutive" is written in the goals for the goal bank, it is dependent upon the student whether you use the word "consecutive"

*(ie. XXXX) - When you see this in the goal bank, use the examples appropriate for the student rather than the words used in the goal bank

*Weekly, Daily, Monthly in the goal bank can be adjusted to what is appropriate for the student. For example, if the goal says weekly, but it's more appropriate daily or monthly, feel free to change it.

Sect.	Category	Goals
I.	Externalizing Behavior	1.1 1.2 1.3
II.	Organization	1. To improve his/her organizational skills, _____ will write/type upcoming deadlines for assignments, quizzes, tests, in a calendar of his choice (ex.: iPad calendar, Canvas, paper version) 4 out of 6 weeks of each reporting period. 2. After an absence, _____ will improve her/his organizational skills by meeting with the teacher to see what was missed, what is expected to be made up, and timeframe for the tasks to be completed ___% of his/her absences across _____ reporting periods. 3. When given a log/template/calendar, _____ will monitor, with ____ promptings to do so, his/her own grades in order to log due dates for assignments to be completed and quizzes/tests to be taken/re-taken across ___ consecutive weeks. 4. After choosing a plan with his/her case manager, ____ will increase the percentage of assignments, quizzes, tests, completed and turned in from ____% turned in to ___% across __ reporting periods. 5. When given an assignment, _____ will complete ____% of the assignment on a total of __% assignments across __ grading periods.

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	Self-Advocacy	1. When given a task, _____ will improve self-advocacy skills by initiating a conversation (oral or email) with school staff to use his/her accommodations, __ times per _(week, month, reporting period) across _(#)_ _(weeks, months, reporting periods)_. 2. When presented with an assessment in class, ____ will advocate for himself/herself during tests, by requesting to take the test according to his/her IEP accommodations __% of the time with ___ promptings across ___ reporting periods as measured by teacher data. 3. When presented with an assessment in class, ____ will initiate the conversation of needing IEP accommodations prior to taking the assessment __% of the time with ___ promptings across ___ reporting periods as measured by teacher data. 4. When _____ does not pass an assessment and retake options are available, _____ will retake ___% of the assessments with _____ promptings to do so across __ opportunities. 5. In _____ situations, _____ will advocate for himself/herself with __ prompts across __ situations.
III.	Social Skills	1.1 1.2 1.3

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IV.	Classroom Skills	1. _____ will demonstrate on-task behavior (ie: eyes on teacher or task, hands appropriately placed for task) during teacher-directed activities __% of the time with no more than _ prompt on _ consecutive observations. 2. _____ will demonstrate his/her ability to follow pre-taught classroom routines (ie: walking in line, handing in homework) __% of the time by meeting the following objective(s) measured by data collected in the general ed setting as observed by service provider weekly across _ consecutive observations. 3. _____ will demonstrate his/her ability to follow pre-taught classroom rules (ie: raise hand, stay in assigned area) 85% of the time by meeting the following objective(s) measured by data collected in the general ed setting as observed by service provider weekly across _ consecutive observations. 4. _____ will attend to large and small group teacher-directed activities for __ min. with no more than _ prompt(s) as measured by data collected by service provider in the general ed setting weekly across __ consecutive observations. 5. _____ will raise his/her hand before speaking __% of the time with no more than __ prompt(s) on __ consecutive weekly observations as measured by service provider in the general ed setting. 6. _____ will keep his/her hands to himself/herself __% of the time with no more than __ prompt(s) on __ consecutive weekly observations as measured by service provider in the general ed setting.

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		7. _____ will initiate, sustain and complete a classroom task __% of the time with no more than __ verbal or visual prompt(s) on __ consecutive weekly observations as measured by service provider in the general ed setting. 8. When needing to get the teacher's attention, _____ will look at the teacher, raise his/her hand, wait to be acknowledged, and ask the question on __ out of __ incidents by following all 4 steps with ___% accuracy as observed by service provider.
V.	Strategies to internalize for dealing with outside stimuli	1. When faced with a change, _____ will identify exactly what is changing, ask questions, remain calm, and explain feelings concerning the change on ___ out of ___ incidents following all 4 steps with ___% accuracy as observed by the service provider. 2. When faced with a change in routine, _____ will accept change with the appropriate response (ie:) with ___% accuracy on __ out of __ incidents as observed by the service provider. 3. When others are angry, _____ will demonstrate pre-taught age appropriate strategies (ie: look at the person, remain calm, breathe deeply, use a neutral voice and facial expression, avoid critical or sarcastic comments, listen to what the other person is saying, remove himself or herself from situation if person becomes abusive or aggressive report the incident to an adult) in __ out of __ situations by following the steps with ___% accuracy as observed by the service provider.

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VI.	Dealing with Emotions	1. When feeling angry, _____ will breathe slowly and deeply, relax tense body areas, and ask calmly to be by himself/herself if needed by following all 3 steps with ___% accuracy on __ out of __ incidents as observed by the service provider. 2. _____ will (independently, with one prompt, visuals) demonstrate a pre-taught age appropriate self-regulation strategies (ie: deep breathing, counting to 10, movement, requesting a break) in the school setting (classroom, playground, and/or lunchroom) on __ out of __ separate occasions. Service provider using a yes or no scale and/or observations will measure this. 3. When _____ wants to express himself/herself, he/she will choose words that reflect his/her thoughts and feelings, avoid blaming statements, and avoid using profanity or slang terms on __ out of __ opportunities by following all 3 steps with ___% accuracy as observed by the service provider.

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PT/OT/APE GOALS to the EDUCATIONAL SETTING

Therapies provided by Related Service Providers must relate to the school environment. This document contains descriptions of some of the services that can be provided within each of the eleven functional areas and notes about their relationship to education.

Self-Help **To permit the student to manage personal needs in the classroom and school with minimum of assistance.**				
☐ Mobility & Transfer skills	☐ Feeding	☐ Adaptive Equipment (for grooming, toileting, feeding, clothing (OT)	☐ Wheelchairs	☐ Splints
☐ Braces	☐ Artificial Limbs		☐ Other- Please describe	

Functional Mobility **To permit the student greatest freedom of movement within the educational setting.**			
☐ Equilibrium and balance reactions,	☐ transfer skills	☐ Gait and pre-gait training with or without ambulation aids (PT)	☐ Other- Please describe

Environmental Adaptations **To permit the student access to and mobility within the educational environment.**			
☐ Recommend modification of school's or student's equipment	☐ Removal of architectural barriers	☐	☐ Other- Please describe

Positioning **To maintain the student in the best position for learning and functional use of hands.**

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☐ Positioning with adaptive devices	☐ Handling methods	☐ Range of motion	☐ Skin care
☐ Splints & braces			☐ Other- Please describe
Neuromuscular and Musculoskeletal Systems **To enable the student to participate maximally in school activities, and remain in school a full school day. To increase speed, accuracy and strength in manipulative skills in pre-academic and academic tasks.**			
☐ Muscle strength & endurance	☐ Range of motion	☐ Gross & fine motor coordination	☐ Motor Planning
☐ Oral motor control	☐ Control of muscle tone and integration of developmentally appropriate reflexes and reactions as the basis for more normal movement	☐ Adaptive Equipment to improve eye-hand control (OT)	☐ Other- Please describe
Sensory Processing **To facilitate the student's ability to process and respond to sensory and motor information as a foundation for developing gross and fine motor skills and for organizing attention and behavior.** **To help bridge the gap between underlying sensory processing abilities and developing higher level language and learning skills.**			
☐ Equilibrium and protective reactions	☐ Muscle Tone	☐ Integration of touch	☐ Visual Auditory
☐ Proprioceptive & Kinesthetic input	☐ Motor Planning	☐ Coordination of 2 sides of the body	☐ Other- Please describe

Adaptive Equipment
To provide the student with a stable postural base to allow him to focus attention on educational tasks.
To provide the student with alternative means to accomplish functional activities such el writing, turning pages and manipulating learning materials.

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☐ Evaluate, recommend, and construct positioning devices	☐ Modify existing devices	☐ Provide devices to facilitate fine motor tasks, e.g., improve pencil grip (OT)	☐ Other- Please describe
Fine Motor **To facilitate the student's ability to manipulate classroom objects and tools such as writing implements, puzzles and art materials.** **To enhance participation in manual classes such as shop and home economics.**			
☐ Evaluate and improve fine motor functions such as reach, grasp, object manipulation and dexterity (OT)	☐	☐	☐ Other- Please describe

Communication **To enable the student to communicate ideas and answers to classroom teacher and interact with parents and family.**			
☐ Evaluate and recommend appropriate positioning of student	☐ adaptive equipment and communication devices necessary for functional communication (in coordination with speech therapists)	☐	☐ Other- Please describe
Prevocational and Vocational Skills **To prepare the student for most independent life possible, including vocational placement when appropriate (supportive to educational and vocational programs).**			
☐ General strength, sitting and standing balance and tolerance	☐ Motor coordination	☐ Adaptive equipment	☐ social-emotional readiness (OT)
☐ Vocational interest and aptitude assessment and recommendations for placement (OT)	☐ Pre-vocational training (OT)	☐ adaptive homemaking (OT)	☐ Other- Please describe

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Physiological Function **To strengthen muscular, respiratory, and cardiovascular systems to increase endurance to remain in school for a full day.**		
☐ Cardiorespiratory function and fitness, muscular strengthening (PT)	☐ Body mechanics and energy conservation techniques	☐ Other- Please describe

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Wyoming Alternate Assessment Participation Guidance Criteria

◇**Cognitive Disability:**

Cognitive Disability means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

◇**Adaptive Behavior:**

"Adaptive behavior is the collection of conceptual, social, and practical skills that are learned and performed by people in their everyday lives. Conceptual skills—language and literacy; money, time, and number concepts; and self-direction. Social skills—interpersonal skills, social responsibility, self-esteem, gullibility, naïveté (i.e., wariness), social problem solving, and the ability to follow rules/obey laws and to avoid being victimized. Practical skills—activities of daily living (personal care), occupational skills, healthcare, travel/transportation, schedules/routines, safety, use of money, use of the telephone. Standardized tests can also determine limitations in adaptive behavior." (American Association of Intellectual and Developmental Disabilities. (n.d.). Retrieved April 15, 2019, from http://www.aaiddwi.org)

◇**Exclusionary Factors:**

- ▢ The IEP Team affirms that annual assessment data was reviewed for each content area.
- ▢ The decision for participation in the Alternate Assessment is NOT based on the following:
  1. A specific disability category or label
  2. Poor attendance or extended absences
  3. Native language/social, cultural, or economic difference
  4. Expected poor performance on the general education assessment (WY-TOPP)
  5. Academic and other services student receives
  6. Educational environment or instructional setting
  7. Percent of time receiving special education services
  8. English Learner (EL) status
  9. Low reading level/achievement level
  10. Anticipated disruptive behavior
  11. Impact of student scores on the accountability system
  12. Administration and/or parental decision
  13. Anticipated emotional distress
  14. Need for accommodations (e.g., assistive technology/AAC) to participate in the assessment
  15. The decision shall not be based on graduation path (i.e., diploma or certificate of completion)

Criterion	Considerations	Yes	No
Criterion #1 The student has a significant cognitive disability*. *Significant cognitive disability is not related to the disability category.	Does the student's record indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior?		
	Does the student demonstrate cognitive ability and adaptive skill levels that impede progress of the general core curriculum, with or without accommodations?		
	Does the student have a disability that presents unique and significant challenges to participate productively in everyday life activities in school, home, community, and work environments?		
Criterion #2 The student requires extensive direct	Does the student require extensive modifications to the general curriculum (classroom objectives, materials, and/or activities)?		

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individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum.	Does the student require frequent and extensive, repeated instruction presented in individualized, incremental steps that is not temporary in nature?		
	Does the student use substantially adapted materials and individualized methods of accessing information?		
	Does the student require substantial assistance to acquire, maintain, demonstrate, and transfer skills across multiple settings (e.g., school, workplace, community, and home)		
Criterion #3 The student is learning content linked to (derived from) the Wyoming Content and Performance Extended Standards, which appropriately challenge the student.	Is the student unable to master grade-level standards even after being provided the appropriate and allowable accommodations?		
	Are the goals and instructions listed in the IEP for this student linked to the enrolled **grade-level extended standards** for all assessed content areas?		
	Is the student unable to participate in any other component of the statewide assessment system, even with test accommodations?		

**If Wy-Alt is determined, IFs add the statement about how it can affect the diploma

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FBA/BIP FORMS

Functional Analysis Screening Tool

Client:_____ **Date:**_____

Informant:_____ **Interviewer:**_____

To the Interviewer: The FAST identifies environmental and physical factors that may influence problem behaviors. It should be used only for screening purposes as part of a comprehensive functional analysis of the behavior. Administer the FAST to several individuals who interact with the client frequently. Then use the results as a guide for conducting a series of direct observations in different situations to verify behavioral functions and to identify other factors that may influence the problem behavior.

To the Informant: Complete the sections below. Then read each question carefully and answer it by circling "Yes" or "No". If you are uncertain about an answer, circle "N/A".

Informant-Client Relationship

1. Indicate your relationship to the client: [ ]Parent [ ]Instructor [ ]Therapist [ ]Parapro [ ]Residential Staff [ ]Other
2. How long have you known the client? _____years _____months
3. Do you interact with client daily? _____[ ]Yes [ ]No
4. In what situations do you usually interact with the client?
   [ ]Meals [ ]Academic training [ ]Leisure activities
   [ ]Work or vocational training [ ]Self care
   [ ]Other_____

Problem Behavior Information

1. Problem behavior [check and describe]:
   [ ]Aggression:_____
   [ ]Self-injury:_____
   [ ]Stereotypy:_____
   [ ]Property destruction:_____
   [ ]Disruptive behavior:_____

2.

Frequency:			
[ ]Hourly	[ ]Daily	[ ]Weekly	[ ]Less

3.

Severity:	
	mild: disruptive but little risk to property or health
	moderate: property damage or minor injury
	severe: significant threat to health or safety

4. Situations in which the problem behavior is **most likely**:
   Days/Times:_____
   Settings/Activities:_____
   Persons present:_____
5. Situations in which the problem behavior is **least likely**:
   Days/Times:_____
   Settings/Activities:_____
   Persons present:_____
6. What is usually happening to the client right **before** the problem behavior occurs?_____
7. 'What usually happens to the client right **after** the problem behavior occurs?_____
8. How do you handle the behavior when it occurs?
9. Comments:

1. Does the client usually engage in the problem behavior when he/she is being ignored or when caregivers are paying attention to someone else?
[ ]Yes [ ]No [ ]N/A
2. Does the client usually engage in the problem behavior when requests for preferred activities [games, snacks] are denied or when these items are taken away?
[ ]Yes [ ]No [ ]N/A
3. When the problem behavior occurs, do you or other caregivers usually try to calm the client down or try to engage the client in preferred activities?
[ ]Yes [ ]No [ ]N/A
4. Is the client usually well behaved when he/she is getting lots of attention or when preferred items or activities are freely available?
[ ]Yes [ ]No [ ]N/A
5. Is the client resistant when asked to perform a task or to participate in group activities?
[ ]Yes [ ]No [ ]N/A
6. Does the client usually engage in the problem behavior when asked to perform a task or to participate in group activities?
[ ]Yes [ ]No [ ]N/A
7. When the problem behavior occurs, is the client usually given a break from tasks?
[ ]Yes [ ]No [ ]N/A
8. Is the client usually well behaved when he/she is not required to do anything?
[ ]Yes [ ]No [ ]N/A
9.Does the problem behavior seem to be a "ritual" or habit, repeatedly occurring the same way?
[ ]Yes [ ]No [ ]N/A
10. Does the client usually engage in the problem behavior even when no one is around or watching?
[ ]Yes [ ]No [ ]N/A
11. Does the client prefer engaging in the problem behavior over other types of leisure activities?
[ ]Yes [ ]No [ ]N/A
12. Does the problem behavior appear to provide some sort of sensory stimulation?
[ ]Yes [ ]No [ ]N/A
13. Does the client usually engage in the problem behavior more often when he/she is ill?
[ ]Yes [ ]No [ ]N/A
14. Is the problem behavior cyclical, occurring at high rates for several days and then stopping?
[ ]Yes [ ]No [ ]N/A
15. Does the client have recurrent painful conditions such as ear infections or allergies? If so, please list:_____
[ ]Yes [ ]No [ ]N/A
16. If the client is experiencing physical problems, and these are treated, does the problem behavior usually go away?
[ ]Yes [ ]No [ ]N/A

Scoring Summary - Circle the number from above of each question answered "Yes".

Items circled "Yes"				Total	Potential Source of Reinforcement
1	2	3	4		Attention/Preferred Items [Social]
5	6	7	8		Escape [Social]
9	10	11	12		Sensory Stimulation [Automatic]
13	14	15	16		Pain Attenuation [Automatic]

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Behavior Supports Framework

- Staff-wide general training yearly minimum.
- Special educators receive certification yearly.
- Principles of MANDT:
  - Use communication skills: verbal and non-verbal
  - Use body positioning
  - R.A.D.A.R. on (Recognize Assess Decide Act Review Results)
  - Building healthy relationships
  - We are hands-off students. “If it takes all day for a kid to stand up, we will take all day. But if that is happening, we need a FBA.

Critical Elements of Tier 3

1. Support Systems- Team
2. Functional Behavior Assessment
3. Behavior Intervention Plan
4. Monitoring Progress and Evaluation

1.Team Formation (Support Systems)

Tier 3 support teams should be multi-disciplinary and include key personnel who can facilitate a specific student’s team in conducting

- ***Functional Behavioral Assessment(FBA)*** and developing a
- ***Behavior Intervention Plan (BIP)***.
- The team should have a diverse representation of members who know the student best and have a vested interest in positive outcomes. Support teams should include:

-People who have direct knowledge of the child’s behavior and represent personnel charged with implementing the plan (e.g., teachers, therapists, teacher assistants, counselor, other school personnel, etc.)

-The school should make **considerable** efforts to encourage family participation in assessment, intervention development and implementation, and progress monitoring.

-School Psychologist –Involved in all aspects of the process

-One person who has knowledge of and experience in applying behavioral principles, including functional behavior assessments and behavior intervention plans. This role could be filled by the Consulting Teacher, case manager, counselor, social worker, or other school-based certified staff members.

-One team member has knowledge of the school and classroom contexts and has the capability of providing resources and making procedural decisions (e.g., administrator).

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-At least half of the team members have sufficient training to conduct FBAs and implement Tier 3 supports with fidelity based on support from BCBA.

Team Responsibilities

-Gather information to conduct a Functional Behavior Assessment

- Identify individual behavioral issues through data analysis

-Develop intensive individual interventions and supports (BIP) based on the FBA hypothesis

- Implement or support implementation of the BIP

-Monitor the progress of the BIP

-Assess integrity and intensity of interventions

- Reviews the Tier 3 school process and considers modifications, as needed.

- Administration is responsible for providing staff with orientation to the Tier 3 support process. All staff should be aware of their roles in Tier 3 supports.

2.Functional Behavior Assessment

A **Functional Behavior Assessment (FBA)** is a comprehensive and individualized, problem solving process that addresses challenging behavior. It incorporates a variety of techniques and strategies to gather information as a means of understanding the specific reasons for the student's problem behavior and how a student's behavior relates to or is affected by his/her environment. An FBA looks beyond the form of the behavior (i.e., what the behavior looks or sounds like), and focuses on identifying what causes and maintains the behavior (i.e., the function). This type of assessment leads the observer beyond the "symptom" (the behavior) to the student's underlying motivation (escape, avoid, or gain something).

Step One – Identify the Problem Behavior

What behavior do we want to change? Before an FBA can be conducted, the team must pinpoint the behavior causing learning or discipline problems. The team must **identify the behavior** that needs to change. Once the behavior of interest is identified, the team must create an **operational definition**, using objective, observable terms. Include relevant information about the duration, frequency, and intensity of the behavior.

Step Two- Method of Assessment

e functional assessment may consist of the following components:
erview/Record Review:

- Interview with the student
- Interviews with the student's parent(s)/guardians(s)
- Interviews with the student's teacher(s) and paraprofessional staff

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- Record review of the student's educational file

Direct Observation of Student Behavior:

- Descriptive Assessment (direct observation of antecedents, behavior and consequences)

Experimental Analysis (when necessary)

- Experimental functional analysis
- Experimental probes

Step Three- Summary of interviews, observations, and experimental analysis

Summarize the information gathered through interviews, review of the student's educational file, direct observation of the student's behavior, and any experimental analyses.

Step Four- Hypothesis of behavioral function

The function of a behavior is a description of the environmental events that happen before and after the behavior that are causing it to occur. Possible function of behavior include:

1) To receive attention from teachers, peers, or parents
2) To gain access to preferred activities or items
3) To avoid or escape academic, social, or other demands
4) To produce sensory stimulation
5) To escape sensory stimulation
6) Some combination of the above conditions

Based on the information gathered describe*, in objective terms, the hypothesized function of the student's behavior.*

Step Five- Intervention Recommendations

Describe recommendations, based on the above information, for behavioral interventions designed to decrease the student's problem behavior.

3. Behavior Intervention Plan

A **Behavior Intervention Plan (BIP)** is a specific plan of action that designs effective positive behavior interventions to teach the student more acceptable behavior(s) to replace the inappropriate behavior. The purpose is to teach the student more appropriate behaviors that meet the same function, or purpose, as the inappropriate behaviors previously exhibited. When a BIP is implemented, progress monitoring (data collection) occurs to determine if there are reductions in the inappropriate behavior and increases in the appropriate behavior(s).

In order to develop a more effective and efficient behavior intervention plan, the team members should determine interventions based on information gathered during the FBA. Intervention plans based on an understanding of "why" a student engages in problem

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behavior are extremely useful in addressing a wide range of problem behaviors. The BIP includes a combination of multiple interventions based on the student, teacher, and environmental needs and linked to each element of the hypothesis statement (e.g., antecedents, behavior, function).

Step One- Rationale for Behavior Intervention Plan

In the space below, provide a rationale for implementing a behavior plan to decrease this student's problem behavior.

Step Two- Operational Definition of Target Behavior

In the space below, create a specific operational definition of the problem behavior using objective, observable terms. Include relevant information about the duration, frequency, and intensity of the behavior.

Step Three- Behavioral Function of Target Behavior

Write a short statement describing the function of the problem behavior as stated on the functional assessment or modified assessment form.

Step Four- Strategies for Preventing the Target Behavior From Occurring

In this section, describe antecedent-based strategies that are designed to prevent the occurrence of the target behavior.

Step Five- Teaching a Replacement Behavior

In this section, identify appropriate replacement behaviors that serve the same function as the target behavior.

Step Six- General Reinforcement Strategies

In this section, describe strategies for reinforcing the good behavior of the student. Include lists of effective reinforcers as well as specific positive behaviors to be reinforced.

Step Seven- Strategies for Responding to the Target Behavior Once it Occurs

In this section, describe consequence-based strategies for decreasing the problem behavior. Describe appropriate ways to react to the problem behavior.

Step Eight- LRE Implications

In this section, describe any modifications to educational placement or planned movement between educational placements contingent on behavioral performance.

Step Nine- Emergency Procedures

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In this section, describe emergency procedures that are consistent with district policies, to be used if the student is engaging in behavior that is dangerous to him/herself and/or others and all other procedures have failed.

Step Ten- Data Collection Procedures
In this section, specify how data will be collected and reported on the problem behavior and the replacement behavior.

Step Eleven- Schedule for Review by the IEP Team
Write dates when the BIP will be reviewed by the IEP team here.

5. Monitoring Progress and Evaluation

Step One –Intervention and Fidelity Procedures

At Tier 3, fidelity of intervention implementation continues to be an important consideration for the school team. The school team will need to assess whether interventions are being done as often as necessary and as completely as necessary. Without clear measures of fidelity at Tier 3, it is impossible to assess a student's response to intervention. If the student's behavioral data indicate "no improvement," we must be able to determine if the lack of progress is due to insufficient interventions or to lack of intervention fidelity. This will help determine if interventions should be revised or if training and supports need to increase.

Examples of fidelity procedures:

- "Self-check" or checklist to correspond with each component of an intervention.
- Implementation rating scales
- Walkthroughs or observations
- Written scripts or lists that detail the responsibilities of each individual participating in implementing the plan
- Student reports about the strategies and interventions
- Review of intervention products (e.g., data collection sheets, completed token economy sheets, reward charts, behavioral contracts)

Type of Data Collection Method:

The team must decide which method of data collection will be used. The data collection method and observation tools depend on the identified challenging behavior. The type of behavior, strength of behavior (e.g., intensity, frequency, duration), and context of the behavior (e.g., when and where it occurs) should be considered when deciding on a data collection method.

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FBA/ BIP Checklist

Student:_____

Event	Person Responsible	Due By	Date Completed
Problem Behavior Identified that requires FBA			
Operational definition of problem behavior created including details about behavior topography, frequency, intensity and other relevant features of the behavior			
Initial Interviews Conducted (circle all that apply)			
-Teacher and para staff			
-Student			
-Parent/Guardian			
Record Review of student's educational file completed			
Observational data are collected using appropriate assessment instruments			

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Experimental analysis is conducted when necessary			
Hypothesis of behavioral function is generated and assessment report written			
BIP is written based on data from FBA report that includes a data system to track effectiveness of plan			
Training is provided to all district staff who will be implementing and collecting data on the BIP			
The BIP is implemented and a schedule for review of data on the effectiveness of the plan is created			

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Lincoln County School District #2

FUNCTIONAL ASSESSMENT REPORT

Student: Case Manager:

Date: Report Completed By:

I. REASON FOR ASSESSMENT

In the space below, provide a rationale for conducting the functional assessment as well as a short, objective summary of the problem behavior that is/are the target(s) of this assessment.

II. OPERATIONAL DEFINITION OF THE TARGET BEHAVIOR(S)

In the space below, create a specific operational definition of the problem behavior using objective, observable terms.
Include relevant information about the duration, frequency, and intensity of the behavior.

III. METHOD OF ASSESSMENT

The functional assessment consisted of the following components (place a check mark next to each component completed):
Interview/Record Review:

- Interview with the student
- Interviews with the student's parent(s)/guardians(s)
- Interviews with the student's teacher(s) and paraprofessional staff
- Record review of the student's educational file

Direct Observation of Student Behavior:

- Descriptive Assessment (direct observation of antecedents, behavior and consequences)

Experimental Analysis (when necessary)

- Experimental functional analysis
- Experimental probes

Other (list):

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IV. SUMMARY OF INTERVIEWS, OBSERVATIONS, AND EXPERIMENTAL ANALYSIS
(attach copies of interview notes and graphs to this form)
In the space below, summarize the information gathered through interviews, review of the student's educational file, direct observation of the student's behavior, and any experimental analyses.

V. HYPOTHESIS OF BEHAVIORAL FUNCTION
The function of a behavior is a description of the environmental events that happen before and after the behavior that are causing it to occur. Possible function of behavior include:
1) To receive attention from teachers, peers, or parents
2) To gain access to preferred activities or items
3) To avoid or escape academic, social, or other demands
4) To produce sensory stimulation
5) To escape sensory stimulation
6) Some combination of the above conditions
Based on the information gathered, it appears that the function of the target behavior is:
Describe here, in objective terms, the hypothesized function of the student's behavior.

VI. INTERVENTION RECOMMENDATIONS
Briefly describe recommendations, based on the above information, for behavioral interventions designed to decrease the student's problem behavior.

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Lincoln County School District #2

BEHAVIOR INTERVENTION PLAN

Student: **Case Manager:**
Date: **Plan Written By:**

I. RATIONALE FOR BEHAVIOR INTERVENTION PLAN
In the space below, provide a rationale for implementing a behavior plan to decrease this student's problem behavior.

II. OPERATIONAL DEFINITION OF TARGET BEHAVIOR(S)
In the space below, create a specific operational definition of the problem behavior using objective, observable terms. Include relevant information about the duration, frequency, and intensity of the behavior.

III. BEHAVIORAL FUNCTION OF TARGET BEHAVIOR(S)
Write a short statement describing the function of the problem behavior as stated on the functional assessment or modified assessment form.

IV. STRATEGIES FOR PREVENTING THE TARGET BEHAVIOR FROM OCCURRING
In this section, describe antecedent-based strategies that are designed to prevent the occurrence of the target behavior.

V. TEACHING A REPLACEMENT BEHAVIOR
In this section, identify appropriate replacement behaviors that serve the same function as the target behavior.

VI. GENERAL REINFORCEMENT STRATEGIES
In this section, describe strategies for reinforcing the good behavior of the student. Include lists of effective reinforcers as well as specific positive behaviors to be reinforced.

VII. STRATEGIES FOR RESPONDING TO THE TARGET BEHAVIOR ONCE IT OCCURS
In this section, describe consequence-based strategies for decreasing the problem behavior. Describe appropriate ways to react to the problem behavior.

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VIII. LRE IMPLICATIONS

In this section, describe any modifications to educational placement or planned movement between educational placements contingent on behavioral performance.

IX. EMERGENCY PROCEDURES

In this section, describe emergency procedures that are consistent with district policies, to be used if the student is engaging in behavior that is dangerous to him/herself and/or others and all other procedures have failed.

X. DATA COLLECTION PROCEDURES

In this section, specify how data will be collected and reported on the problem behavior and the replacement behavior.

XI. SCHEDULE FOR REVIEW BY THE IEP TEAM

Write dates when the BIP will be reviewed by the IEP team here.

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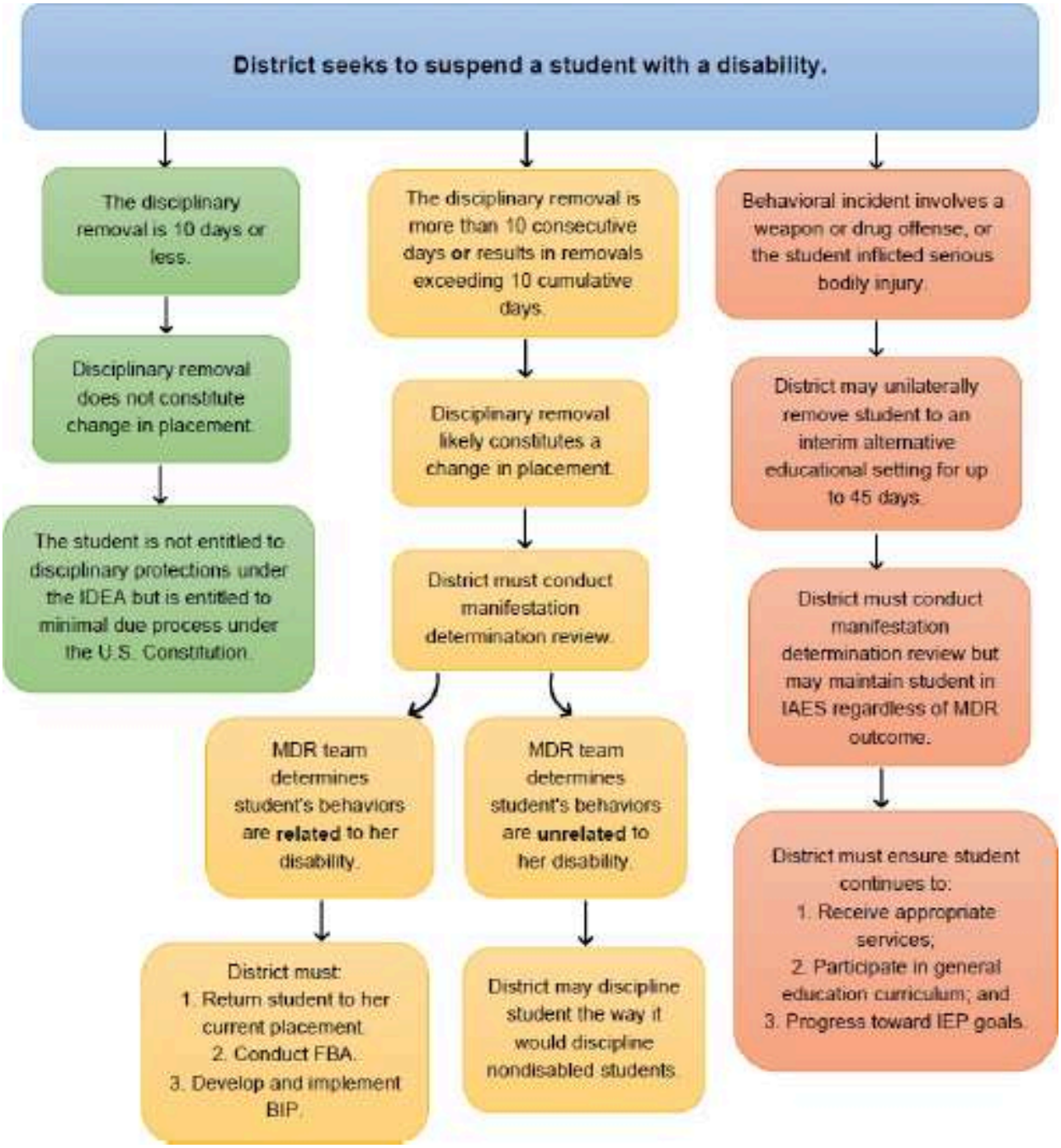

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TIERED SYSTEM of ACCOMMODATIONS GUIDANCE and TOOLKIT

Lincoln County School District #2

March 2023

***Assessment accommodations are often—and should be—similar to classroom accommodations students can receive, so that the **students are familiar with the accommodation before using it in a formal testing situation**. However, IEP teams should not confuse classroom accommodations with assessment accommodations. *What is permitted in class may not necessarily be permitted in state or district wide assessments.*

Teams should use the **Accommodation Decision Making Flowchart** in this document to guide them in gathering data and identifying what accommodations are being used during instruction and assessment, and reviewed yearly.

IEP teams need to refer to this Toolkit as well as WDE Guidance when considering accommodations for a student.

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How to Use this Document

This document is intended for special education staff and teams to better understand what accommodations are, how they are categorized, and understand where they fall along a continuum and the degree of options available.

Important Notes:
Accommodations for WYTOPP and District Assessment follows WDE Accommodation and Accessibility Guidelines. This document does not supersede or replace that official Guidance.

Accommodations for assessments not created by LCSD2 often have their own rules and allowances for accommodations: ACT, MAP, etc. This document does not supersede or replace those rules.

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MODEL Psychoeducational Report

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Overview of Accommodations

The following information is provided by Vanderbilt University's Iris Modules on Accommodations.

More than ever, school personnel are responsible for providing high-quality instruction to all students. The Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA) have increased the expectation that students will participate in the general education classroom to the greatest extent possible. More, all students—including those with disabilities—are expected to take part in state and district testing. Despite these heightened expectations, however, students with disabilities often face challenges or *barriers* that inhibit or restrict their ability to access and demonstrate learning.

These barriers to learning can be related to:

- How information is presented (e.g., as text, in a lecture)
- The manner in which students are asked to respond (e.g., in writing, through speech)
- The characteristics of the setting (e.g., the levels of noise and lighting)
- The timing and scheduling of instruction (e.g., the time of day, the length of a given assignment)

What is an accommodation?

Teachers can address these barriers and create better access to learning by providing *accommodations*—that is, adaptations or changes to educational environments and practices designed to help students overcome the challenges presented by their disabilities. Some of these can be relatively simple to address. For example, a student who struggles to hold a pencil because of poor fine-motor skills might require a pencil grip to help her complete written responses. In other instances, though, addressing the barrier can prove to be more

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complex. A student with a visual impairment who cannot access written materials might need to be provided with braille materials.

Presentation Accommodations

Presentation accommodations change the way that instruction, directions, and information are presented. These accommodations allow a student with a disability to access information in ways other than standard visual or auditory means such as by reading or listening.

Response Accommodations

These are accommodations that allow a student to demonstrate their learning by completing instructional assignments or assessments through ways other than typical verbal or written responses.

Setting Accommodations

Setting accommodations allow for a change in the environment or in how the environment is structured. They provide support that allows students with disabilities to access the same instructional opportunities as students without disabilities.

Timing and Scheduling Accommodations

These adjustments often reduce students' frustration and fatigue, thereby allowing them the opportunity to access and demonstrate their learning.

Using the Tiered Chart

The chart is organized by barriers and level of accommodations. Tier 1 accommodations are available to all students. Tier 2 accommodations are available to students with a documented intervention plan such as students with an Individualized English Language Plan (IELP) plan or Individualized Plan Sheet, a Multi-Tiered System of Supports (MTSS) plan, and/or a Response-to-Intervention (RTI) plan. Tier 3 accommodations are for students who have a current IEP or 504 Plan, as identified by the school.

Best practice suggests that least invasive accommodations, such as those found in Tier 1, should be exhausted first before moving on to accommodations found in Tier 2 and Tier 3. Although students in Tier 2 and Tier 3 qualify for accommodations found in lower tiers, the

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decisions to use the accommodations should be thoughtful and made by the IEP, 504, or building intervention team.

Color Coding

In the charts below, purple items are accommodations found in the 2021-22 Wyoming Department of Education (WDE) WY-TOPP WY-ALT Guidance for Accessibility and Accommodations. All other accommodations are LCSD#2 generated or recommended by Vanderbilt University Iris Modules.

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Presentation Accommodations

Presentation accommodations change the way that instruction, directions, and information are presented. These accommodations allow a student with a disability to access information in ways other than standard visual or auditory means such as by reading or listening.

Common Barrier	Tier 1 Universal Tools (All Students)	Tier 2 Designated Supports (Students with a plan that is established by an intervention (ie. ELL, RTI/MTSS)	Tier 3 Accommodations (Students must have a current IEP or 504)
Decoding text	Tracker/Bookmark Zoom	Read aloud (items only) Text-to-speech (TTS-items only) Masking Color Contrast Line Reader Color Overlay	Read Aloud (passages) Text-to-speech software (TTS) American Sign Language Alternate forms of sign language Braille Braille transcript

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			Audio formats (e.g., audio book
Comprehending text	Visual cues (e.g., color coding, highlighting key information,) Digital text with on-demand dictionary Zoom	Read aloud (directions, questions and items Streamlined mode TTS tracking (Passages) Spanish Translation (Math & Science Only) Read Translated Test Directions Previewing vocabulary	Read aloud (reading passages) Read aloud with sign support Closed captioning Text-to-Speech (TTS - Passages) Print-on-demand Alternate formats (e.g., diagrams, pictures, hands-on activities)
Understanding information presented orally	Repeated or paraphrased information	Note-takers Translation Read translated test directions	Alternate formats (e.g., written text, diagrams) American Sign Language Alternate forms of sign language

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			Simplified/Clarified directions Closed captioning
Remembering information	Graphic organizers Repeated Information	Individualized Organizer	Individualized Organizer (with key information/content) Information Chunking Visual cues
Identifying key information	Graphic organizers Study guides	Individualized Organizer Generic Visual cues (e.g., color coding key information) Generic Auditory cues (e.g., "This is important…") Note card (student created) Sample problems study guide	Individualized Organizer (with key information/content Guided Visual cues (e.g., color coding key information) Guided Auditory cues (e.g., "This is important…") Individualized Study Guide (on the assessment)

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Staying focused or maintaining attention	Graphic Organizers Materials Given Reduction of visual distractions (e.g., clutter) Reduction of auditory distractions (e.g., provide headphones, permit quiet time) Repeated instructions Breaks	Individualized Organizer Organized materials Generic Visual cues (e.g., color coding key information) Generic Auditory cues (e.g., "This is important…") TTS tracking (Passages) Timer	Individualized Organizer (with key information/content) Guided Auditory cues (e.g., "This is important…") Simplified/Clarified directions Paraphrased instructions

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Seeing standard text	Electronic Zoom Line Reader Expandable Passages Highlighter Mouse pointer (size and color)	Large print or graphics Magnification devices Reduced glare Audio formats Translation- content and Directions Human reader TTS tracking Masking Color Overlays Inverted Color	Large Print Assessment Booklet Braille Text-to-speech (TTS-Passages) TTS tracking (Passages) Audio formats Human reader Talking devices (e.g., calculators, clocks) Descriptive videos Streamlined Mode Print-on-demand Zoom

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Hearing information presented orally	Visual cues Organizers Noise buffers	Individualized Organizer Amplification	Assistive listening or amplification devices Individualized Visual cues Individualized Organizer Augmentative and alternative communication (AAC) devices Sign language Video captioning Alternate formats (e.g., visual formats, printed materials) Note-taker Sign-language interpreter Digital pen
Holding materials **Holding materials**		Book stand Page holder	Slanted desk Digital text

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Response Accommodations

These are accommodations that allow a student to demonstrate their learning by completing instructional assignments or assessments through ways other than typical verbal or written responses.

Common Barrier	Tier 1 Universal Tools (All Students)	Tier 2 Designated Supports (Students with a plan that is established by an intervention)	Tier 3 Accommodations (Students with an IEP or 504)
Verbal Communication	Visuals or gestures	Type responses on a tablet or computer Generic Visual cues (e.g., color coding key information) Generic Auditory cues (e.g., "This is important…")	Alternative communication device, sign language. Guided Auditory cues (e.g., "This is important…") Alternate modes of communication (e.g., written, augmentative) Alternate response

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Written Expression (e.g., putting thoughts on paper, organizing information)	Graphic organizers Strikethrough Writing Tools Scratch paper	Individualized Organizer Checklists	Individualized Organizer (with key information/content) Speech-to-text software Templates (e.g., for outlines, paragraphs, essays) Scribe Word Prediction
Oral expression (e.g., articulation, finding words) or speaking in front of a group		Visuals (e.g., cue cards) Prerecorded presentations Increased wait time (organizational time)	Alternate response mode (e.g., written report) Alternate response Circling or pointing at answers Word Prediction
Spelling, grammar, and punctuation	Computer program with spell-checking feature-red line under the word (not assessing spelling) English Dictionary	Bilingual Dictionary Computer/word-processing program with grammar-checking feature	Verbal Prompts

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	Spanish Dictionary Spell Check		
Organizing information	Graphic organizers Digital notepad Mark for review Strikethrough	Individualized Graphic organizers Templates (e.g., format to write a friendly letter, guide to write a five-paragraph essay)	Individualized Graphic Organizers (with key information/content)
Mathematics computation	Concrete objects or manipulatives	Calculator (not embedded on computer program - handheld) Concrete objects or manipulatives	Calculator (while assessing mathematical process) Abacus Concrete objects or manipulatives Sheet of basic math facts

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Visual-spatial tasks	Strikethrough	Graph paper to help students align numbers when writing mathematics problems	Writing answers in a test booklet instead of on a bubble sheet (this does not require the student to solve the problem in a booklet and then transfer it to a separate sheet) Streamlined mode Large print assessment booklet
Handwriting	Computer Handwriting guide	Computer Finger spacer	Computer Scribe Braille writer Audio record responses Speech-to-text (or voice-recognition) software Alternate response mode (e.g., oral response) Alternate response

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Dexterity or muscle control (e.g., difficulty holding a pencil, difficulty keeping papers in place)	Graphic organizers Keyboard navigation	Individualized Graphic organizers	Individualized Organizer (with key information/content) Writing answers in a test booklet instead of on a bubble sheet (this does not require the student to solve the problem in a booklet and then transfer it to a separate sheet) Monitor understanding of directions (e.g., student restates directions)
Holding materials		Pencil grip Paper stabilizer (i.e., non-slip material to keep paper from moving)	Scribe Word-processing program Text-to-speech software Audio record responses Word-prediction software
Hearing			Interpreter Scribe

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Setting Accommodations

Setting accommodations allow for a change in the environment or in how the environment is structured. They provide support that allows students with disabilities to access the same instructional opportunities as students without disabilities.

Common Barrier	Tier 1 Universal Tools (All Students)	Tier 2 Designated Supports (Students with a plan that is established by an intervention)	Tier 3 Accommodations (Students with an IEP or 504)
Staying focused or maintaining attention	Preferential seating (e.g., near teacher) Study carrels to block visual stimuli Noise-reducing headphones Reduction of visual clutter	Different location in classroom (e.g., away from distractions such as windows or friends) Fidget Manipulatives Separate setting	Individual setting
Regulating behavior (e.g., is disruptive, distracts other students)	Preferential seating (e.g., near teacher) Study carrels	Separate setting	Individual setting

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Seeing text or illustrations (e.g., too far from whiteboard, glare from windows)	Preferential seating (e.g., near whiteboard) Different location in classroom (e.g., away from windows)		Special lighting
Hearing information	Preferential seating (e.g., near teacher) Different location in classroom (e.g., away from noisy areas) Classroom Amplification System/		FM system/
Physically accessing resources or needed equipment/ assistive technology	Different location in classroom (e.g., near electrical outlet, end of row) Ample space for adaptive furniture or equipment Wide, clear aisles for easier navigation		Separate location to access equipment (e.g., computer lab) Adaptive furniture or equipment (e.g., adjustable-height desk to accommodate a wheelchair) Larger desks or tables (e.g., to accommodate equipment) Storage areas for equipment

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Organization of materials	Checklist of needed supplies	Visual supports (e.g., labeled storage containers, color-coded binders)	

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Timing and Scheduling Accommodations

These adjustments often reduce students' frustration and fatigue, thereby allowing them the opportunity to access and demonstrate their learning.

Common Barrier	Tier 1 Universal Tools (All Students)	Tier 2 Designated Supports (Students with a plan that is established by an intervention)	Tier 3 Accommodations (Students with an IEP or 504)
Processing information	Breaks/Pausing General timeline or checklist for completing assignment General time limit for completing assignment	Frequent and/or scheduled breaks Break large assignments into smaller tasks	Extended time to complete task (generally 1.5 to 2 times the amount of time typically permitted) Multiple sessions to complete tests or activities

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Staying focused or maintaining attention	General timeline or checklist for completing assignment General time limit for completing assignment Device or timer to signal end of breaks	Frequent breaks Personalized time limit for completing assignment (to facilitate task completion) Break large assignments into smaller tasks Personalized timeline for completing assignment Timer to visually show passage of time Multiple sessions to complete tests or activities	Extended time to complete task (generally 1.5 to 2 times the amount of time typically permitted)
Stamina (i.e., fatigues easily, reduced energy due to medication or medical condition)		Frequent breaks Break large assignments into smaller tasks Multiple sessions to complete tests or activities	Extended time to complete task (generally 1.5 to 2 times the amount of time typically permitted) Schedule change (e.g., morning when student is more alert or less fatigued; beginning of the week instead of end of the week)

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Frustration and anxiety		Personalized timeline for completing assignment to provide structure Frequent breaks Break large assignments into smaller tasks	Scheduled breaks to regulate nervous system Extended time to complete task (generally 1.5 to 2 times the amount of time typically permitted) Multiple sessions to complete tests or activities Schedule change
Dexterity		Frequent breaks Break large assignments into smaller tasks	Scheduled breaks Extended time to complete task (generally 1.5 to 2 times the amount of time typically permitted) Multiple sessions to complete tests or activities

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Completing work on time because assistive technology or other equipment requires more time	General timeline or checklist for completing assignment General time limit for completing assignment	Multiple sessions to complete tests or activities	Extended time to complete task (generally 1.5 to 2 times the amount of time typically permitted)
Managing time	General timeline or checklist for completing assignment General time limit for completing assignment	Break large assignments into smaller tasks Timer to visually show passage of time Personalized timeline or checklist for completing assignment Personalized time limit for completing assignment	

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Read Aloud for ELA Passages

(WYTOPP / LCSD2 District Assessments)

These are for WDE Assessments as described in Guidance Document and LCSD2 District Assessment, specifically for ELA passages that otherwise would not allow “Read Aloud " accommodation.

- Decision-Making Document is Used to Plan 2021-22 Wyoming Department of Education (WDE) WY-TOPP WY-ALT Guidance for Accessibility and Accommodations
    - “WDE Guidance for Accessibility and Accommodations”
    - Pages 50 through 55
- Meets one of three allowable WDE Considerations
    - Blindness or a Visual Impairment and as described in WDE Guidance
    - Deafness or Hearing Impairment and as described in WDE Guidance
    - A disability that severely limits or prevents the student from accessing text and as described in WDE Guidance to include checklist items below.

WDE Allowable Consideration for Disability that Severely limits or prevents the student from accessing text:

- Had a current Education Evaluation within 3 Years, and
- Education Report supports the existence or continuation of a disability (with data) and explains how the student is severely limited or prevented from accessing printed text **(unable to decode printed text)**, and
- Locally-administered diagnostic provides evidence that the student’s ability to decode text is severely limited or prevented, and
- IEP Goal is written to address decoding deficits, and
- Specially designed instruction in reading follows the RTI Tier III model (see below).
- State and District Assessment results should be provided as available. If available, the data should not show the student is reading at grade level, or moderately below grade level. The data should show that the student is reading significantly below grade level.

Research Based Instruction

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Tier III Instructional Model

a. **Tier 3**: Intensive Interventions. Academic and behavioral strategies, methodologies, and practices are designed for students who are significantly below established grade-level benchmarks in the state content standards-aligned instruction. Intensive interventions are:
    - Determined and selected through an individual problem-solving process;
    - Explicit and skill specific;
    - Individualized or provided in small group (2 to 5 students) instruction;
    - Increased by frequency of intervention sessions and minutes per session; and
    - Progress is monitored at least weekly on instructional level (not grade level, which is not sensitive enough to measure growth).

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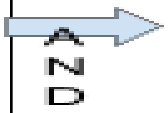
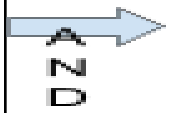
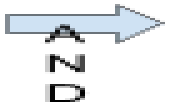
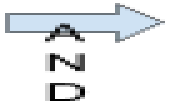
Accomodation Decision Making Flowchart

Psychoeducational Reports ***(School Psychologist)***	**School Data** ***(School Psychologist/Reading Specialist)*** 	***Research Based Instruction (PLC/MTSS/ Team)*** 	**Instructional Approach** ***(General Ed Teacher/Special Ed Teacher)*** 	**Year-to-Year Discussion** ***(IEP Team)*** 
Evaluation Report*	School Screening/Benchmark data (i.e. AIMSweb, STAR)*	Tier 3-like reading instruction	Trial and error	Annual review (IEP meeting) ● Is it still needed? ● If yes, what changes to show growth?
Tests	Diagnostic tests	Research-based interventions	Implementing in practice/day-to-day	Decoding goal
Sub-Tests	Criteria	Fidelity	CBAs	
Recommendations (citing school data)		Monitoring	WY-TOPP Modules	
		Adjust		
		Minimum of 4-6 weeks fidelity		

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MODEL Psychoeducational Report

Note: A key resource to assist with identifying accommodations for a student, is the Psychoeducational Report. Specific to Read Aloud on ELA, you would want to find evidence of the significant areas impacting basic reading skills.
Specific to any accommodation consideration, look to the recommendations section of the report.

Psychoeducational Report - Complete Model

LINCOLN COUNTY SCHOOL DISTRICT #2

PSYCHOEDUCATIONAL ASSESSMENT
October 10, 2022

CONFIDENTIAL

Name: Student Lastname **DOB(CA):** xx/xx/20xx (13-4) **Parent(s):** Mom & Dad

Lastname **Grade:** 7

Address: 123 Dracea Street **Language:** English **City/State/Zip:** Afton, Wyoming 83110

Psychologist: Brandon J. Henscheid, Psy.D.

Phone: (307) 222-3333 **Assessment Date(s):** xx/xx/20xx, xx/xx/20xx
Ethnicity: Caucasian

REASON FOR ASSESSMENT

The current evaluation was conducted as a triennial psychoeducational assessment in order to ascertain Student's current levels of functioning, identify any potential challenges with social-emotional functioning, develop strategies to support him, and to determine eligibility for special education services.

ASSESSMENT METHODS

Record review
Behavioral Observations
Clinical Interviews (Student & Parent)
Teacher Comments
Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)
Woodcock-Johnson Tests of Achievement, Fourth Edition (WJ-IV Ach)
Behavior Assessment System for Children, Third Edition (BASC-3)

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Example of Recommendations from the Psychoeducational Report

DOB: xx/xx/20xx Lastname, Student

RECOMMENDATIONS	
1.	Consider providing Student with access to audio books that are slightly above his independent reading level. After he listens to part of a book, he can be engaged in a discussion about what he has read so far in the book, including the following: plot, characters, time and place setting, what he likes and doesn't like, what he thinks will happen, what the characters might be thinking and why, and what Student might think and do in a similar situation, and what he infers the meaning of unfamiliar words to be. This will help him increase his word knowledge.
2.	When applicable, teach Student organizational skills, such as time management and materials management, directly and explicitly, with modeling, guided practice and reinforcement, and independent practice and monitoring. This can be accomplished at home with low-key reminders and praise for the application of these skills.
3.	Use as many visually-based instruction methods as possible and consider providing him with notes as often as possible.
4.	Due to slower processing and his avoidance of writing, limit the amount of copying Student is required to do. Reduce quantity of written work in favor of quality as he grows in his writing skills. In the meantime, consider allowing students to use speech-to-text software to express himself in written form.
5.	It is recommended that he receive support through a variety of accommodations to provide him with extended time, preferential seating, and other aides the IEP deems helpful to him. It is also recommended that his IEP team consider offering the accommodation of read aloud due to his severe delays in basic reading skills.

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Answers to Common Questions

What about Speech to Text for writing?

Speech to text or Scribe is not as restrictive as Text to Speech or Read Allowed due to the ability for the accommodations to be used in other settings (college and daily living outside of the classroom). However, there are strict protocols for this accommodation to be given that must be followed as determined by WDE Guidel

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Psychoeducational Report ~Profile of a “Read Aloud”

LINCOLN COUNTY SCHOOL DISTRICT #2

PSYCHOEDUCATIONAL ASSESSMENT
October 10, 2022

CONFIDENTIAL

Name:	Student Lastname	**DOB(CA):**	xx/xx/20xx (13-4)
Parent(s):	Mom & Dad Lastname	**Grade:**	7
Address:	123 Dracea Street	**Language:**	English
City/State/Zip:	Afton, Wyoming 83110	**Psychologist:**	Brandon J. Henscheid, Psy.D.
Phone:	(307) 222-3333	**Assessment Date(s):**	xx/xx/20xx, xx/xx/20xx
Ethnicity:	Caucasian		

REASON FOR ASSESSMENT

The current evaluation was conducted as a triennial psychoeducational assessment in order to ascertain Student’s current levels of functioning, identify any potential challenges with social-emotional functioning, develop strategies to support him, and to determine eligibility for special education services.

ASSESSMENT METHODS

Record review
Behavioral Observations
Clinical Interviews (Student & Parent)
Teacher Comments
Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)
Woodcock-Johnson Tests of Achievement, Fourth Edition (WJ-IV Ach)
Behavior Assessment System for Children, Third Edition (BASC-3)

SIGNIFICANT HISTORY/BACKGROUND INFORMATION

Student is a 13-year-old male of Caucasian descent. He currently lives with his family in Afton, Wyoming. He receives special education services as part of his Individualized Education Program (IEP) under the category of Specific Learning Disability (SLD).

<Redacted paragraphs>

The examiner spoke with Student’s mother, Mom Lastname, on 10/06/22. She reported that he is doing well at home and that her main concerns surround his academic achievement. Mrs. Lastname reads with him at home and helps him with phonetically sounding out unfamiliar words. Student is interested in football and would like to participate with the school’s team next season. He previously struggled to regulate his emotions,

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but this has not been a problem for him as he has matured. Student also previously experienced some sleep disturbances but no longer has problems falling or staying asleep.

LANGUAGE PREFERENCE

English is the *only* language spoken by Student and his family.

BEHAVIORAL OBSERVATIONS + STUDENT INTERVIEW

TESTING OBSERVATIONS	
Rapport	*Established*
Behavior	*Cooperative*
Affect	*Appropriate*

Student was evaluated in different session in a quiet office at Star Valley Middle School. His physical features consisted of *<redacted>*. He wore clean clothing during the assessment session and appeared to be well groomed. He wore a red T-shirt, blue shorts, and grey shoes. Student made inconsistent eye contact with the examiner throughout the session.

Student was focused, polite, and hard-working. Student responded to the examiner's attempts to engage him in various activities; however, he gave brief responses. He did not initiate conversation with the examiner at any time. Breaks were taken to observe his behavior and elicit continued participation, for which he complied. At no point did Student refuse to comply with the examiner's requests. Student spoke with a slower rate of speech and was soft-spoken.

<Redacted>

Student's interests include playing board games and video games. He reported the best parts of school are "Being here with friends and teachers." When he finishes school one day, he would like to be in the NFL. When provided an opportunity to make three wishes, he could not think of anything to wish for. His sleep and appetite are within normal limits. He is not taking any prescribed medication at this time.

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TEST VALIDITY

The following data was considered in evaluating this student: historical data; medical information; parent information; observations; and current assessment data. The obtained results were considered to provide a valid and reliable estimate of Student's present levels of functioning. The assessment instruments were validated for the purposes for which they were used unless otherwise specified. Testing was conducted in an appropriate environment free from auditory distractions.

PREVIOUS ASSESSMENT DATA

STANDARD SCORE (SS)	GENERIC DESCRIPTOR
130 and above	Well Above Average
120-129	Above Average
110-119	High Average
90-109	Average
80-89	Low Average
70-79	Below Average
69 and below	Well Below Average

Scaled score (ScS) expected Range = 8-12; WNL = within normal limits

SCALED SCORE (ScS)	GENERIC DESCRIPTOR
17-20	Well Above Average
15-16	Above Average
13-14	High Average
8-12	Average
6-7	Low Average
4-5	Below Average
1-3	Well Below Average

DATE	DETAILS
xx/xx/20xx Fifth Grade	*<Redacted>*

CURRENT ASSESSMENT DATA

STANDARD SCORE (SS)	GENERIC DESCRIPTOR
130 and above	Well Above Average
120-129	Above Average
110-119	High Average
90-109	Average
80-89	Low Average

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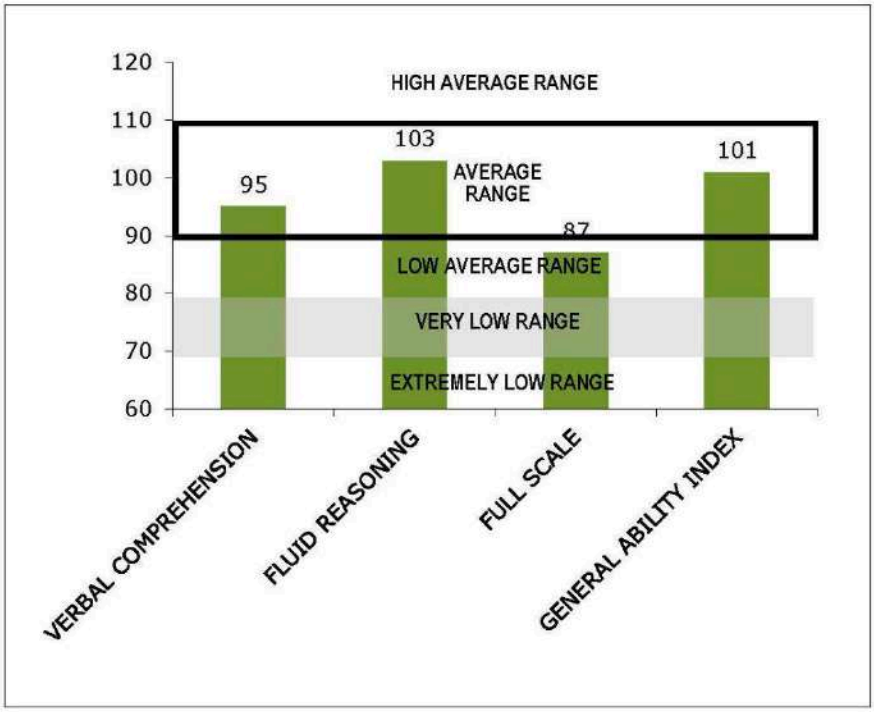
70-79	Below Average
69 and below	Well Below Average

Scaled score (ScS) expected Range = 8-12; WNL = within normal limits

SCALED SCORE (ScS)	GENERIC DESCRIPTOR
17-20	Well Above Average
15-16	Above Average
13-14	High Average
8-12	Average
6-7	Low Average
4-5	Below Average
1-3	Well Below Average

*****For graphs, emboldened boxes indicate the Average Range*****

WECHSLER INTELLIGENCE SCALE FOR CHILDREN, 5th EDITION (WISC-V)



Scale	Standard Score	Confidence Interval	Percentile
Verbal Comprehension (VCI)	95	88-103	37
Fluid Reasoning (FRI)	103	96-110	58

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Full Scale IQ (FSIQ)	**87**	**82-93**	19
General Ability Index (GAI)	**101**	**95-107**	**53**

SUBTEST	VCI	VSI	FRI	WMI	PSI
Similarities	9				
Vocabulary	9				
Block Design		12			
Matrix Reasoning			10		
Figure Weights			11		
Digit Span				5	
Coding					2

Student was administered the standard battery of the Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V) from which his composite scores are derived. The WISC-V is designed to evaluate aspects of vocabulary and verbal comprehension, visual spatial abilities, fluid reasoning, working memory, visual tracking and processing. The WISC-V Full Scale standard scores include the scores on the five scale composites (Verbal Comprehension, Visual Spatial, Fluid Reasoning, Working Memory, & Processing Speed). The Full Scale IQ (FSIQ) is derived from a combination of these subtest scores. Student earned a FSIQ of 87 (PR=19), classifying his overall intellectual ability, as measured by the WISC-V, as Low Average.

Student's WISC-V FSIQ demonstrated excessive variability in his performance between the Fluid Reasoning and Verbal Comprehension Indices. Due to these significant differences, Student's performances on the following subtests were combined to yield a General Ability Index (GAI): Similarities, Vocabulary, Block Design, Matrix Reasoning, and Figure Weights. The GAI differs from FSIQ in that it is not influenced directly by Student's performance on working memory and processing-speed tasks. Student earned a GAI of 87 (PR=19), classifying his general level of ability as Low Average.

General Ability Index

Student was administered the five subtests comprising the General Ability Index (GAI), an ancillary index score that provides an estimate of general intelligence that is less impacted by working memory and processing speed, relative to the FSIQ. The GAI consists of subtests from the verbal comprehension, visual spatial, and fluid reasoning domains. Overall, this index score was similar to other children his age (GAI=101, PR=53, Average range). The GAI does not replace the FSIQ as the best estimate of overall ability. It should be interpreted along with the FSIQ and all of the primary index scores. Student's GAI score was significantly higher than his FSIQ score. The significant difference between his GAI and FSIQ scores indicates that the effects of cognitive proficiency, as measured by working memory and processing speed, may have led to a lower overall FSIQ score. This estimate of his overall intellectual ability was lowered by the inclusion of working memory and processing speed subtests. This result supports that his working memory and processing speed skills are areas of specific weakness.

Verbal Comprehension Index

The Verbal Comprehension Index (VCI) score is a measure of verbal concept formation, verbal reasoning, and knowledge acquired from one's environment. Since almost all instruction in the classroom is presented verbally, this skill influences a student's ability to achieve in most subject areas. Verbal skills are utilized both in understanding subject material and teacher instructions.

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Student's verbal comprehension ability was assessed with two tasks – one required Student to verbalize appropriate relationships between two objects or concepts (*Similarities, ScS=9)*; the second task required Student to define individual words of increasing difficulty (*Vocabulary, ScS=9*). Student obtained a VCI of 95 (95% confidence interval of 88-103), which is ranked at the 37th percentile and his performance within this index falls within the Average Range when compared to his same-aged peers. He performed comparably across both subtests, suggesting that his abstract reasoning skills and word knowledge are similarly developed at this time.

Visual Spatial Index

The Visual Spatial Index is a measure of visual spatial processing, integration and synthesis of part-whole relationships, attentiveness to visual detail, nonverbal concept formation, and visual-motor integration. The Block Design subtest required Student to use blocks to assemble a design identical to one made by the examiner or one on a picture card (*Block Design, ScS=12*). His score placed him in the Average range.

Fluid Reasoning Index

The Fluid Reasoning Index (FRI) measured Student's inductive reasoning skills, broad visual intelligence, simultaneous thinking, conceptual thinking, and classification ability. The FRI consists of two subtests: *Matrix Reasoning, (ScS=10)* and *Figure Weights (ScS=11)*. Matrix Reasoning required Student to select the missing pieces in incomplete patterns. On Figure Weights, Student viewed scales with missing weights and selected the response option that he felt was best suited to keep the scales balanced.

Student's performance on the Fluid Reasoning Index indicates that he does currently experience significant challenges using inductive reasoning to solve problems. Student obtained an FRI of 103 (95% confidence interval of 96-110), which is ranked at the 58th percentile and his performance within this index falls within the Average Range when compared to his same-aged peers.

Working Memory Index

The Working Memory Index (WMI) is a measure of attention, concentration, and working memory. These skills represent Student's ability to accept, manipulate, and utilize information with his short-term memory. Working memory is a mental workspace where an individual can hold onto and manipulate information while being engaged in other related mental tasks. In the classroom, working memory is crucial for remembering the teacher's instructions, remembering information while trying to write it down, and remembering recently read information while continuing to read new words (reading comprehension).

Student's working memory was assessed with two tasks – one task required Student to repeat a series of orally presented digits in the same order and reversed order (*Digit Span, ScS=5*). His score placed him in the Very Low range.

Processing Speed Index

The Processing Speed Index provides a measure of Student's ability to quickly and correctly scan, sequence, or discriminate simple visual information. In the classroom, processing speed is demonstrated by a student's ability to understand and utilize information quickly. This may include answering questions on timed tests or responding to the instructor's prompts or queries quickly. Student's processing speed ability was assessed with one task. The Coding subtest required Student to quickly copy symbols that were paired with numbers according to a key (*Coding, ScS=2*). His score placed him in the Extremely Low range.

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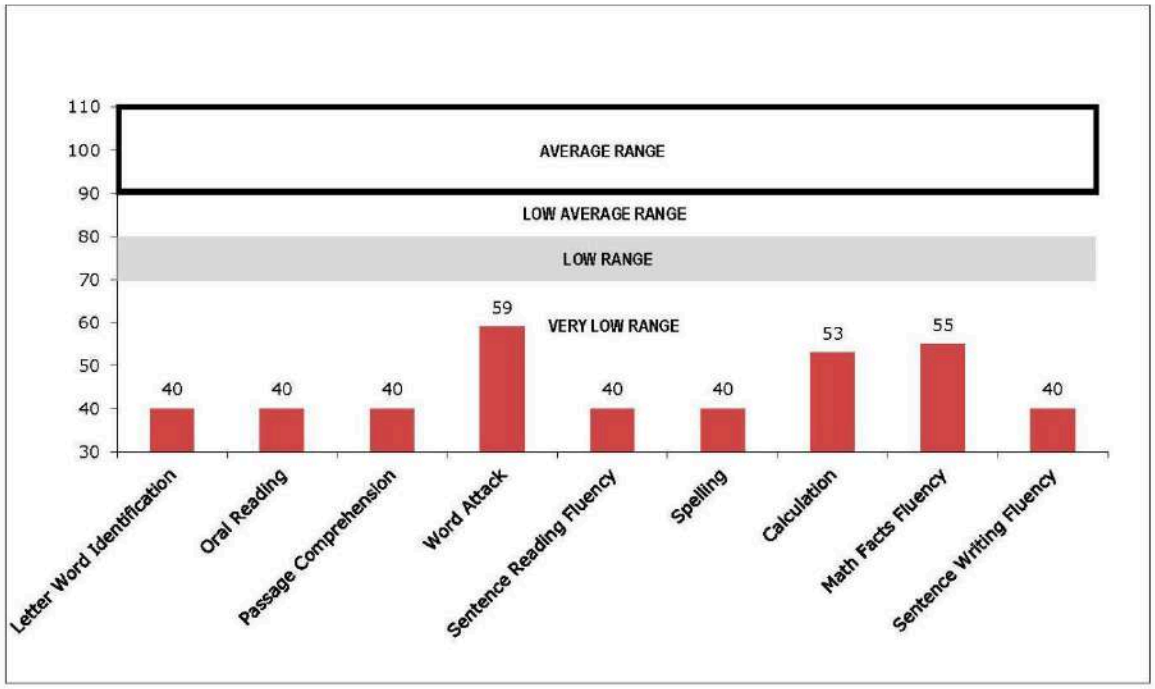
WOODCOCK-JOHNSON TESTS OF ACHIEVEMENT 4th ed. (WJ-IV) SUMMARY



Academic Cluster	Standard Score
Broad Reading	<40
Basic Reading Skills	40
Reading Fluency	<40
Math Calculation Skills	52
Academic Skills	<40
Academic Fluency	<40

The core battery of the *Woodcock-Johnson IV Tests of Achievement* (WJ-IV ACH) were administered on xx/xx/20xx. The WJ-IV ACH is a comprehensive set of individually administered tests to measure educational achievement in the areas of reading, mathematics, written language, academic skills, fluency and applications. Age norms were used to obtain his academic standard scores.

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The WJ-IV ACH subtests administered to Student are as follows:

Letter-Word Identification – ability to identify and pronounce words correctly (SS=<40, Very Low Range)

Oral Reading – ability to accurately and fluently read sentences aloud (SS=<40, Very Low Range)

Passage Comprehension – ability to read a short passage and identify a missing key word that makes sense within the context (SS=<40, Very Low Range)

Word Attack – ability to pronounce nonwords that conform to English spelling rules (SS=59, Very Low Range)

Sentence Reading Fluency – ability to read simple sentences quickly and decide if they are true (SS=<40, Very Low Range)

Spelling – measures the ability to write orally presented words correctly (SS=40, Very Low Range)

Calculation – ability to complete math problems on a worksheet of increasing difficulty (SS=53, Very Low Range)

Math Facts Fluency – ability to complete simple addition, subtraction, and multiplication facts within a 3-minute time limit (SS=55, Very Low Range)

Sentence Writing Fluency – ability to formulate a simple sentence when presented a stimulus picture with 3 words in a 5-minute time limit (SS=<40, Very Low Range)

Student's scores on the current administration of the Woodcock-Johnson Tests of Achievement reveal Very Low scores across all academic areas. When using his FSIQ and GAI score from the WISC-V, significant discrepancies exist in reading, writing, and mathematics when comparing his cognitive ability and academic achievement scores.

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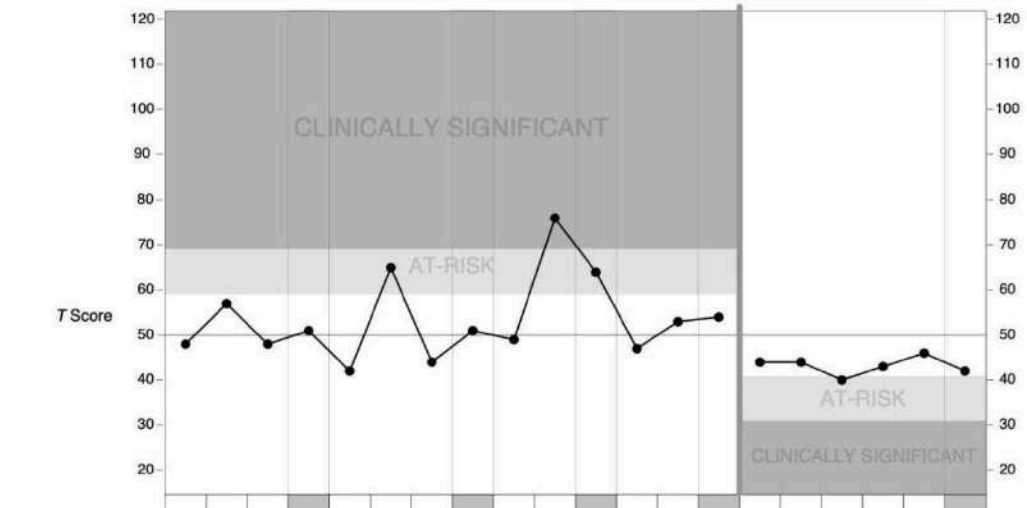
DOB: xx/xx/20xx Lastname, Student

SOCIAL/EMOTIONAL/BEHAVIORAL HISTORY

BEHAVIOR ASSESSMENT SYSTEM FOR CHILDREN (BASC-3) – EDUCATOR REPORT

F Index	Response Pattern	Consistency
Acceptable	Acceptable	Acceptable
Raw Score: 0	Raw Score: 93	Raw Score: 6

CLINICAL AND ADAPTIVE *T*-SCORE PROFILE



T Score (Plotted)	Hyperactivity	Aggression	Conduct Problems	Externalizing Problems	Anxiety	Depression	Somatization	Internalizing Problems	Attention Problems	Learning Problems	School Problems	Atypicality	Withdrawal	Behavioral Symptoms Index	Adaptability	Social Skills	Leadership	Study Skills	Functional Communication	Adaptive Skills
● General Combined	48	57	48	51	42	65	44	51	49	76	64	47	53	54	44	44	40	43	46	42
Percentile																				
General Combined	56	82	59	67	23	91	32	64	51	98	88	49	73	72	30	32	18	28	32	25

The *Behavior Assessment System for Children* (BASC-3) is a rating scale that focuses on school, clinical and adaptive functioning. Scores are reported as T-Scores, where 41-59 is considered the normative range. For the Externalizing, Internalizing, School Problems and Adaptive scales, scores falling in the 60-69 range are considered "At-Risk" scores. Scores of 70+ are considered "Clinically Significant." For the Adaptive scale, scores falling in the 41-59 range are within normal limits. Scores falling in the 31-40 range are considered "At-Risk." Scores 30 or below are considered "Clinically Significant." Josh Winder completed the Teacher-Report version of the BASC-3 rating scale in October 2022. The Response Pattern, "F" index, and Consistency indices were each within normal limits.

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Behavior(s) rated "At-Risk" by Student's teacher include:

Depression: Feelings of unhappiness, sadness, and dejection; a belief that nothing goes right

Leadership: The skills associated with accomplishing academic, social, or community goals, including, in particular, the ability to work well with others

Behavior(s) rated "Clinically Significant" by Student's teacher include:

Learning Problems: The presence of academic difficulties, particularly in understanding or completing schoolwork

Content Scales

Student's T score on Anger Control is 62 and has a percentile rank of 88. This T score falls in the At-Risk classification range. Student's teacher reports he has a tendency to become irritable quickly and has difficulty maintaining self-control when faced with adversity.

Student's T score on Bullying is 59 and has a percentile rank of 85. Student's teacher reports he does not tend to act in a threatening or intrusive manner.

Student's T score on Developmental Social Disorders is 51 and has a percentile rank of 60. Student's teacher reports he has social and communication skills that are typical of others of the same age.

Student's T score on Emotional Self-Control is 68 and has a percentile rank of 94. This T score falls in the At-Risk classification range. Student's teacher reports he can become easily upset, frustrated, and/or angered in response to environmental changes.

Student's T score on Executive Functioning is 62 and has a percentile rank of 86. This T score falls in the At-Risk classification range. Student's teacher reports he sometimes has difficulty controlling and maintaining his behavior and mood.

Student's T score on Negative Emotionality is 58 and has a percentile rank of 79. Student's teacher reports he reacts to changes in everyday activities or routines in a manner that is typical of others of the same age.

Student's T score on Resiliency is 43 and has a percentile rank of 26. Student's teacher reports he is able to overcome stress and adversity about as well as others of the same age.

Executive Functioning

Student's Overall Executive Functioning Index score is 45. This score falls in the Not Elevated classification range. Summary information for problem solving, attentional control, behavioral control, and emotional control is provided below.

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Student's Problem-Solving Index score is 25. This score falls in the Elevated classification range. Joshua reports Student may experience problems with planning, making decisions, and organizational skills.

Student's Attentional Control Index score is 8. This score falls in the Not Elevated classification range. Student's Behavioral Control Index score is 3. This score falls in the Not Elevated classification range.

Student's Emotional Control Index score is 9. This score falls in the Extremely Elevated classification range. Joshua reports Student displays outbursts, sudden and/or frequent mood changes, or excessive periods of emotional instability.

SUMMARY

The WISC-V was used to assess Student's performance across five areas of cognitive ability. When interpreting his scores, it is important to view the results as a snapshot of his current intellectual functioning. As measured by the WISC-V, his overall FSIQ score fell in the Low Average range when compared to other children his age (FSIQ=87). He showed age-appropriate logical thinking skills when solving problems, exhibiting one of his strongest areas of performance during this evaluation (FRI = 103). Across other subtests contributing to the FSIQ, particularly strong performance was seen on a subtest measuring visual spatial ability. Significant weakness was seen on subtests measuring working memory and processing speed. Ancillary index scores revealed additional information about Student's cognitive abilities using unique subtest groupings to better interpret clinical needs. He scored in the Average range on the General Ability Index (GAI), which provides an estimate of general intellectual ability that is less reliant on working memory and processing speed relative to the FSIQ (GAI=101).

Student's scores on the current administration of the Woodcock-Johnson Tests of Achievement reveal Very Low scores across all academic areas. When using his FSIQ and GAI score from the WISC-V, significant discrepancies exist in reading, writing, and mathematics when comparing his cognitive ability and academic achievement scores.

The BASC-3 items endorsed by Student's teacher resulted in an elevation on the Depression scale. Major depressive disorder is a commonly diagnosed disorder, and feelings of sadness and loss are normal responses to many common experiences. Individuals with elevated BASC-3 Depression scale scores may experience persistent sadness or irritability, a lack of interest in activities that were previously found to be enjoyable, and physical symptoms such as lethargy and poor concentration. The pattern of BASC-3 item endorsements by Student's teacher resulted in a clinically significant Learning Problems scale score. According to his teacher's report, Student obtained an at-risk Executive Functioning content scale score, which may indicate problems with higher order skills such as planning, organization, and behavioral initiation.

A review of school records, observations, interviews, rating scales, and current psychoeducational report data indicate that Student does meet Wyoming State eligibility requirements to receive special education services under the category of Specific Learning Disability (SLD).

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RECOMMENDATIONS	
1.	Consider providing Student with access to audio books that are slightly above his independent reading level. After he listens to part of a book, he can be engaged in a discussion about what he has read so far in the book, including the following: plot, characters, time and place setting, what he likes and doesn't like, what he thinks will happen, what the characters might be thinking and why, and what Student might think and do in a similar situation, and what he infers the meaning of unfamiliar words to be. This will help him increase his word knowledge.
2.	When applicable, teach Student organizational skills, such as time management and materials management, directly and explicitly, with modeling, guided practice and reinforcement, and independent practice and monitoring. This can be accomplished at home with low-key reminders and praise for the application of these skills.
3.	Use as many visually-based instruction methods as possible and consider providing him with notes as often as possible.
4.	Due to slower processing and his avoidance of writing, limit the amount of copying Student is required to do. Reduce quantity of written work in favor of quality as he grows in his writing skills. In the meantime, consider allowing Student to use speech-to-text software to express himself in written form.
5.	It is recommended that he receive support through a variety of accommodations to provide him with extended time, preferential seating, and other aides the IEP deems helpful to him. It is also recommended that his IEP team consider offering the accommodation of read aloud due to his severe delays in basic reading skills.

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AT TEAM EVALUATION GUIDANCE

- CM or Specialist requesting eval contacts the IF
- IF contacts parent for consent and input
- Consent is Received
- IEP Team convenes to plan and fill out the consideration Guide.
- Case Manager plans with the team leader for the assessment day. (AT chairperson will let you know who the team leader for the assessment is) Be sure to cc this info to your Compliance Facilitator.
- Case Manager collects work samples prior to the assessment day.
- Case Manager needs to let the student, teachers, paras and principal know what to expect. Also let them know the day and time that the assessment will take place. (THIS IS A VERY IMPORTANT PART OF THE ASSESSMENT)

- *Expectations:*
  - The team will consist of 3 to 4 people.
  - Observations will take place in multiple settings.
  - Interviews will be conducted with all people involved with student.
  - Student will be pulled for trials.
- Case Manager needs to call the parent(s) to confirm that student will be in school on the assessment day. Confer with AT team leader, if needed.

- If student will not be in school for any reason please notify the assessment leader as soon as possible. It is very important to get this information to them prior to the assessment team's arrival.

Brainstorm Session

- Case Manager sets up time, place, and contact all participants.
  Invite: Parents, case manager, classroom teacher, and team leader. May also include principal, student, and others as needed. (This will be held immediately following assessment if possible.
  *It is the responsibility of the Case Manager to contact participants for brainstorming. If this session cannot be held right after assessment then a separate time will need to be set up.)
- Brainstorm session held and ATAP is filled out.
- Case Manager implements trials and completes implementation log. (Case Manager will receive the log from team leader at the brainstorm session.)

Final steps

- AT team leader sends final report to Compliance Facilitator.
- IF sends report to parents, and shares with Case Manager and other service providers as appropriate. Compliance Facilitator uploads report and documents in SEAS.

After trials are completed and data is collected on trials, Case Manager consults with IEP team to determine if addendum will be completed to document AT needs, or if IEP will be convened to document AT needs.

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AT Consideration Guide

AT Consideration Guide

Student's Name: _____ **Date:** _____

Case Manager: _____ **Grade:** _____

☐ **NO ASSISTIVE TECHNOLOGY IS NEEDED AT THIS TIME**

Area(s) of Need?	What AT is being or has been used?
☐ Writing	
☐ Reading	
☐ Math	
☐ Communication	
☐ Vision	
☐ Hearing	
☐ Behavior	
☐ Organization	
☐ Mobility	
☐ Positioning and Sec	
☐ Daily Living	

COMMENTS:

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WDE SEVERE DISCREPANCY FORMULA

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Wyoming Severe Discrepancy Formula

Consistent with 34 C.F.R. §300.307, a school district or public agency is not required to use the Wyoming Severe Discrepancy Formula in order to find a child eligible for special services under the category of Specific Learning Disability (SLD). In the event a school district or public agency elects to establish a child's eligibility under the category of SLD through use of a severe discrepancy model, the school district or public agency must use the Wyoming Severe Discrepancy Formula and document compliance on the eligibility report.

The assessment of intellectual ability and academic functioning level must include individually administered norm-reference tests that are reliable and valid, and administered by an individual specifically trained to administer and interpret the instruments. Criterion-referenced tests, informal measures, work samples, classroom observations, and the child's educational history may be used as needed to corroborate norm-referenced test scores.

A child whose disability is a Specific Learning Disability must demonstrate a severe discrepancy between current achievement level and expected achievement level of 22 points upon initial evaluation. Expected achievement level (obtained from Table A) is based on the correlation between tests of the child's composite intellectual standard score compared to the child's composite achievement score in one (1) or more core achievement areas.

Instructions:

In all cases, intellectual and achievement standard scores should be based on age norms rather than grade norms and, when available, on cluster scores rather than on subtest scores. Using the most current editions and norms of any chosen standardized tests is preferable to using older editions with outdated norms.

The table on the following page entitled Correlation Coefficient Between Ability and Achievement Test Scores should be used to determine the child's expected achievement level. This table takes into account the correlation between the intellectual and achievement measures being used as well as regression toward the mean. To use this table, the steps outlined below must be followed:

Step 1: Determine the correlation between the intellectual and achievement measures being used, if available. If the correlation between intellectual and achievement measures is not known, .65 may be used as an adequate median correlation between such measures.

Step 2: Locate the child's intellectual standard score in the side columns of Table A, entitled Correlation Coefficient Between Ability and Achievement Test Scores.

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Step 3: Follow the row determined in Step 2 to the column with the correlation value closest to the correlation between the chosen measures of intellectual functioning and achievement or to a correlation of .65 if a specific correlation coefficient is not known.

Ability Score	Table A: Correlation Coefficient Between Ability and Achievement Test Scores											Ability Score
	0.4	0.45	0.5	0.55	0.6	0.65	0.7	0.75	0.8	0.85	0.9	
	Expected Achievement Score with Correction for Regression Toward the Mean											
130	112	114	115	117	118	120	121	123	124	126	127	130
129	112	113	115	116	117	119	120	122	123	125	126	129
128	111	113	114	115	117	118	120	121	122	124	125	128
127	111	112	114	115	116	118	119	120	122	123	124	127
126	110	112	113	114	116	117	118	120	121	122	123	126
125	110	111	113	114	115	116	118	119	120	121	122	125
124	110	111	112	113	114	116	117	118	119	120	122	124
123	109	110	112	113	114	115	116	117	118	120	121	123
122	109	110	111	112	113	114	115	117	118	119	120	122
121	108	109	111	112	113	114	115	116	117	118	119	121
120	108	109	110	111	112	113	114	115	116	117	118	120
119	108	109	110	110	111	112	113	114	114	116	117	119
118	107	108	109	110	111	112	113	114	114	115	116	118
117	107	108	109	109	110	111	112	113	114	114	115	117
116	106	107	108	109	110	110	111	112	113	114	114	116
115	106	107	108	108	109	110	111	111	112	113	114	115
114	106	106	107	108	108	109	110	111	111	112	113	114
113	105	106	107	107	108	108	109	110	110	111	112	113
112	105	105	106	107	107	108	108	109	110	110	111	112
111	104	105	106	106	107	107	108	108	109	109	110	111
110	104	105	105	106	106	106	107	108	108	109	109	110
109	104	104	105	105	105	106	106	107	107	108	108	109
108	103	104	104	104	105	105	106	106	106	107	107	108
107	103	103	104	104	105	105	105	105	106	106	106	107
106	102	103	103	103	104	104	104	105	105	105	105	106
105	102	102	103	103	103	103	104	104	104	104	104	105
104	102	102	102	102	102	103	103	103	103	103	104	104
103	101	101	102	102	102	102	102	102	102	103	103	103
102	101	101	101	101	101	101	101	101	102	102	102	102
101	100	100	101	101	101	101	101	101	101	101	101	101
100	100	100	100	100	100	100	100	100	100	100	100	100
99	100	100	100	99	99	99	99	99	99	99	99	99
98	99	99	99	99	99	99	99	99	98	98	98	98
97	99	99	99	98	98	98	98	98	98	97	97	97
96	98	98	98	98	98	97	97	97	97	97	96	96
95	98	98	98	97	97	97	97	96	96	96	96	95
94	98	97	97	97	96	96	96	96	95	95	95	94
93	97	97	97	96	96	95	95	95	94	94	94	93

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Ability Score	Table A: Correlation Coefficient Between Ability and Achievement Test Scores											Ability Score
	0.4	0.45	0.5	0.55	0.6	0.65	0.7	0.75	0.8	0.85	0.9	
	Expected Achievement Score with Correction for Regression Toward the Mean											
92	97	96	96	96	95	95	94	94	94	93	93	92
91	96	96	96	95	95	94	94	93	93	92	92	91
90	96	96	95	95	94	94	93	93	92	92	91	90
89	96	95	95	94	93	93	92	92	91	91	90	89
88	95	95	94	93	93	92	92	91	90	90	89	88
87	95	94	94	93	92	92	91	90	90	89	88	87
86	94	94	93	92	92	91	90	90	89	88	87	86
85	94	93	93	92	91	90	90	89	88	87	86	85
84	94	93	92	91	90	90	89	88	87	86	86	84
83	93	92	92	91	90	89	88	87	86	86	85	83
82	93	92	91	90	89	88	87	87	86	85	84	82
81	92	91	91	90	89	88	87	86	85	84	83	81
80	92	91	90	89	88	87	86	85	84	83	82	80
79	92	91	90	88	87	86	85	84	83	82	81	79
78	91	90	89	88	87	86	85	84	82	81	80	78
77	91	90	89	87	86	85	84	83	82	80	79	77
76	90	89	88	87	86	84	83	82	81	80	78	76
75	90	89	88	86	85	84	83	81	80	79	78	75
74	90	88	87	86	84	83	82	81	79	78	77	74
73	89	88	87	85	84	82	81	80	78	77	76	73
72	89	87	86	85	83	82	80	79	78	76	75	72
71	88	87	86	84	83	81	80	78	77	75	74	71
70	88	86	85	84	82	80	79	78	76	74	73	70