

IEP Process & Procedures



From Referral to IEP



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Referrals to Special Education

Procedure and Required Documents	Required Information	Comments
<p>Evaluation team reviews the MTSS/RTI information to ensure that all required information is included.</p> <p>Referral for Special Education Assessment</p>	<p>Clear identification of concern and goal(s) that were addressed.</p> <p>Gap Analysis</p> <p>Intervention(s) used, date(s) and length of interventions</p> <p>Outcomes of interventions</p>	
<p>Multi-disciplinary Team determines if there is sufficient evidence that warrants a special education evaluation.</p> <p>Procedural Safeguards</p> <p>Prior Written Notice of Action, or</p> <p>Prior Written Notice and Consent for Evaluation</p>	<p>If insufficient evidence, the team will inform the MTSS team that there will not be a special education evaluation completed and RTI should be continued.</p> <p>If parents have requested evaluation, a Prior Written Notice of Action will be developed to inform parents that there is insufficient data to warrant an evaluation. Parental Safeguards will be sent home.</p> <p>If there is sufficient evidence that the child may be a child with a disability, the team will develop a Prior Written Notice and Consent for Evaluation form to request permission to evaluate from the Parent. Parental Safeguards will be sent home.</p>	<p>This is a case-by-case decision. In most cases, if a parent requests an evaluation, the team would conduct an evaluation.</p> <p>If a team is going to deny evaluation, there must be clear, documented evidence that it is not warranted.</p>

Team Determines Evaluation for Special Education is Warranted

Procedure and Required Documents	Required Information	Comments
Prior Written Notice and Consent for Special Education Evaluation		
Name of the parent/guardian	If parents are divorced and both have educational rights, send permission form to both parties.	If there is a disagreement between parents and both parents have educational rights, the school will need to consult with their attorney and involve their CSI coordinator for mediation.
Type of evaluation:	Check which applies: <ul style="list-style-type: none"> • Initial • Reevaluation 	A reevaluation is any evaluation that is not an initial. Reevaluations must be completed for: <ul style="list-style-type: none"> • Triennials • Manifestation Meetings • Addition of Related Services • Discontinuation of Services • Change in Placement • When student moves from a Brick-and-Mortar School to Virtual School or Virtual School to Brick-and-Mortar • To conduct an FBA
Areas to be evaluated based upon suspected disability (select appropriate areas):	Select from the following areas <ul style="list-style-type: none"> • Cognitive • Academic • Social/Emotional • Health • Communication • Auditory 	Functional and academic areas must be assessed The evaluation must be comprehensive and address all areas of concern.

	<ul style="list-style-type: none"> • Vision • Motor • Sensory Motor 	
Reason for evaluation request	Include a summary of the reasons the team is requesting the evaluation.	
The tests, records, and reports that the proposal was based on.	<p>Information used to decide that an assessment should be completed.</p> <ul style="list-style-type: none"> • Parent/teacher interviews • Intervention data • Observations • Academic achievement data • Classroom observations • Review of assessment data • Information from private clinic/medical doctor • Formal/informal assessments • Transfer IEP 	
Other options considered and reason why they were rejected.	<p>May include:</p> <ul style="list-style-type: none"> • Continue MTSS/RTI • Assess for a 504 • Not conducting an assessment 	
Any other factors considered	Include information that the evaluation team needs to know to conduct a valid and complete evaluation.	<p>Possible considerations:</p> <ul style="list-style-type: none"> • Medications • Health issues • Attention issues • Language difficulties • English Language Learner
Include the name and phone number of the case manager		
Send home documents for signatures	<p>Prior Written Notice and Consent for Evaluation</p> <p>Procedural Safeguards</p>	
Document date the signed receipt of Prior Written Notice and Consent for Evaluation is returned.	Ensure that the appropriate boxes are checked	
Complete Evaluation and conduct Eligibility Meeting	<p>Within 60 days of receipt of signed</p> <p>Prior Written Notice and Consent for Evaluation</p>	

Team Determines that an Evaluation is Not Warranted

Procedure and Required Documents	Required information	Comments
Prior Written Notice of Action		
Description of the Action Proposed	This is a refusal to evaluate for special education eligibility.	
Explanation of why the school refuses to evaluate	Include a summary of why the team determined that an evaluation was not appropriate.	Some reasons might include: <ul style="list-style-type: none"> • The child is making adequate progress in the general education curriculum and does not require specialized supports and services through special education. • The student is making adequate progress through RTI Tiered Supports and is closing the achievement gap without specialized supports and services through special education.
Description of any other options the IEP team considered and the reasons for the rejection of these options	List the options the team discussed when making the determination and why they were rejected.	
Description of the evaluation procedures, assessments, records, or reports used as a basis for the refusal.	Information the team used to determine that as evaluation was not appropriate at this time.	Examples might be: <ul style="list-style-type: none"> • MTSS/RTI records • Progress notices • Review of academic achievement • Formal and informal assessments • Teacher reports • Review of medical or clinical evaluations

Description of any other factors that are relevant to the refusal.	Some examples might be: <ul style="list-style-type: none"> • Attendance • Behavior • Medications 	
Statement that the parents have received a copy of the Procedural Safeguards		
Sources for the parent to contact.	Name and phone number of the Multidisciplinary team chairperson	

Evaluation Report

Procedure and Required Documents	Required Information	Comments
Completed within 60 calendar days of signed Prior Written Notice and Consent for Permission to Evaluate		The date the evaluation was completed must be clearly noted in the evaluation section of the IEP.
Types of assessments should be based upon the suspected disability		
Demographics	<ul style="list-style-type: none"> • Student's full name • Date of Birth • Grade Level • SASID number (assigned by the state) • Date of Evaluation • School of Residence (Home school of student) • District of Residence (Home district of student) • School of Attendance (Name of Charter School) • District or AU of Attendance (Colorado Charter School Institute) • IEP Date • Date of next annual review -1 calendar year from the date of this IEP • Date of Reevaluation – 3 calendar years from the date of this evaluation 	
Assessments	<p>List all the tools by name and/or strategies used to assess the student.</p> <p>Names and titles of the individuals conducting each assessment.</p> <p>Date of completion of each assessment.</p> <p>Date of completion of all assessments.</p>	
Body of Evaluation Report	<p>Must include:</p> <ul style="list-style-type: none"> • Reason for evaluation 	

	<ul style="list-style-type: none"> • If an initial – results of MTSS/RTI interventions • If a reevaluation – information about the initial identification • Family/Developmental history • Health history • Vision and hearing screening • Educational history • Discussion of each evaluation including results reported using percentile ranks and/or standard scores along with summary • Classroom observations and if required due to suspected disability, observations in non-academic areas • Classroom teacher reports including current academic performance • Parent/teacher/Student interviews • Attendance and Behavior information • Strengths of student • If reevaluation, previous goals, and progress toward those goals. 	
<p>Following the review of the Evaluation Report, the team will determine which eligibility area(s) will be considered.</p>	<p>Complete appropriate Eligibility Determination form.</p>	

Eligibility Determination Meeting

Procedures and Required Documents	Required Information	Comments
Notice of Meeting	Sent 10 days prior to the meeting to review Evaluation Report and Eligibility Determination .	
Meeting Participants	<ul style="list-style-type: none"> • General Education Teacher • Special Education teacher or Speech Language Pathologist if the child is only receiving speech • Individual who can interpret results of the evaluation(s) • Special Education Director or designee • Student if 15 or older • Bilingual specialist for students who are ELs • Related Service Providers when services are considered • Outside Agencies 	<p>Participants in the meeting must match those identified on the Notice of Meeting</p> <p>If the school would like for any outside agencies to attend the meeting they must listed on the Notice of Meeting. Parents must agree in writing for them to attend.</p>
Determination of Eligibility	<ul style="list-style-type: none"> • Review and consider all assessment data, including any reports from independent evaluators. • Consider the strengths and needs of the student. • Use the results from more than one source of data. • Ensure the determination is not based on the student's lack of instruction in reading or math or because of limited English proficiency. 	

13 Identifiable Areas of Disability	<p>Autism Spectrum Disorder Deaf-Blindness Developmental Delay Hearing Impairment, Including Deafness Intellectual Disability Multiple Disabilities Orthopedic Impairment Other Health Impaired Serious Emotional Disability Specific Learning Disability Speech or Language Impairment Traumatic Brain Injury Visual Impairment, Including Blindness</p>	
Definition	Each form has a definition of the disability.	
Check verifying statements	<ul style="list-style-type: none"> • Was the evaluation comprehensive enough to determine special ed. and related services and contain enough information to identify a disability? • Can the student receive benefit in general education without special education services? • Is the student's lack of performance due to a lack of instruction in reading or math? • Is the lack of performance due to limited English? 	
Criteria	Check whether the child meets the criteria for the disability selected.	
Check all areas where the team determined there was evidence of the disability.		
Determine if the child meets all the criteria and is eligible for determination of the disability.		
Multidisciplinary Team Members	List the names and titles of all members of the team.	If identified as a Specific Learning Disability all members must initial the form and agree or

		disagree with the eligibility determination.
Additional Factors to Consider	<ul style="list-style-type: none"> • Only children ages three through eight where there cannot be a determination in another category may be considered as a child with a Developmental Delay. • A child identified with an Intellectual Disability must meet all three indicators. • To identify a child with Multiple Disabilities, you must complete the eligibility forms for each disability. • For Specific Learning Disability, you must attach a dissenting opinion to the IEP if a member of the team disagrees with the decision. 	
Evaluation Report Determination of Eligibility	Completed forms will be provided to the parent at the end of the meeting	
Prior Written Notice & Consent for the Initial Provision of Special Education and Related Services	Completed and signature required prior to the development of the IEP, if the student qualifies for special education and related services	
Prior Written Notice of Special Education Action	Completed and provided to the parent if the student does not qualify for special education and related services.	

Prior Written Notice and Consent for the Initial Provision of Special Education and Related Services

Procedures and Required Documents	Required Information	Additional Comments
Prior Written Notice and Consent for the Initial Provision of Special Education and Related Services	Complete upon completion of an Initial Eligibility Meeting if the student qualifies.	May also need to complete this form if the student enrolls in your school and the previous district did not complete the form.
Notice that the child was determined to be eligible for services.		
Information to the parent as to why special education services are recommended.	Child met the eligibility requirements as a child with a disability as defined by IDEA and ECEA and required specialized services and supports to make progress in the general education curriculum.	
List the evaluation procedures, tests, records, and reports used to make the recommendation.	May include: <ul style="list-style-type: none"> • Formal/informal assessments • Classroom observations • Parent/teacher/student interviews • Review of educational records • Review of outside evaluation • Review of medical records, • Etc. 	Do not indicate the formal names of assessments in this area, just the types of assessments the team reviewed.
Other service options the team considered and the reason they were rejected.	The team may have considered and rejected: <ul style="list-style-type: none"> • Section 504 • Return to MTSS/RTI • Not identifying due to extended absences or behavior • Etc. 	Be sure to tell why you rejected other options.

Prior Written Notice of Special Education Action

Procedures and Required Documents	Required Information	Additional Comments
If a student does not qualify for an IEP, the team will complete a Prior Written Notice of Special Education Action to inform the parents.	This is a refusal to initiate identification of your child as a child with a disability as defined by IDEA and ECEA. He/she will not be eligible for a Free Appropriate Public Education in the Least Restrictive Environment.	
Define the Action that led to the determination.	Upon completion of the special education evaluation and review of eligibility criteria, the IEP team finds that (student) does not meet the criteria for a student with a disability.	
Why was the action refused?	(Student) does not meet the eligibility criteria as a child with a disability as defined by IDEA or ECEA.	
List the evaluation procedures, tests, records, and reports the team used to make the determination.	May include: <ul style="list-style-type: none"> • Formal/informal assessments • Classroom observations • Parent/teacher/student interviews • Review of educational records • Review of outside evaluation(s) • Review of Medical records • Review of academic records • Progress of interventions • Review of discipline data • Review of attendance data • Etc. 	
List other options the team considered.	May include: Additional Evaluations Section 504	
Why did the team reject the options considered?		
Other factors considered	List any additional factors that the team discussed when making the decision.	

IEP Process and Forms

Document	Details	Comments
Notice of Meeting	<p>Must have evidence of 10 days' notice.</p> <p>If parents are divorced and both have educational rights, both must receive notice.</p> <p>If student is 15 years of age, they must be provided notice.</p>	
Procedural Safeguards	<p>Must be provided to parents at least annually or prior to any permission to evaluate or prior to a Manifestation Meeting.</p> <p>Must be provided in the native language of the parent.</p>	
Meeting Participants	<p>All required members must be present and sign the Participants' form.</p> <ul style="list-style-type: none"> • General Education Teacher • Special Education Teacher • Related Service Providers if their area is to be discussed • Director/Director Designee • Bilingual educator if the student is ELL <p>A meeting may be held without the parent in attendance, if there were 3 documented attempts to hold the meeting at a mutually agreed upon time and there was no response, or the parent refused to attend.</p> <p>Any member may attend the meeting via phone or virtually, if needed.</p>	
Team Member Excusal	<p>A related service provider may be excused from the meeting if the parent and Director approves and signs the completed form prior to the meeting.</p>	
Prior Notice and Consent for Evaluations	<p>If this is an initial or a reevaluation, this document must have been completed no more than 60 days</p>	

	prior to eligibility meeting and before evaluations begin.	
Prior Written Notice	<p>All IEPs must have a PWN (special requests and Exit IEPs also). They are not signed but provided to parents at the end of every IEP meeting as the final legal notice of services.</p> <p>The PWN summarizes the decisions made during the IEP meeting regarding eligibility, services considered and provided, placement and rationale, and anything that was rejected with reasons for rejection.</p> <p>It should also discuss any other factors the team discussed in making their decision.</p>	
Determination of Eligibility	Eligibility Determination form is completed at initials and triennial evaluations for each suspected disability.	SLD eligibility must be initialed by each team member indicating whether they agree or disagree with the decision.
Prior Written Notice and Consent for Initial Special Education Placement and Related Services	Must be completed and signed by the parent following the eligibility meeting prior to the development of the IEP and service provision.	
IEP	<p>Completed within 90 days (30 days of eligibility meeting) of Permission to Evaluate.</p> <p>Completed annually (within 365 days of previous IEP).</p>	

	<p>Unit/facility of Attendance</p> <p>Primary Disability</p> <p>Secondary Disability</p> <p>Primary Educational Environment</p> <p>Grade, Age, Gender</p> <p>Ethnicity</p> <p>Race</p> <p>Primary Language Spoken in the Home</p> <p>Student's Primary Language Limited English Proficiency</p>	<p>the school the student attends.</p> <p>N/A</p> <p>If any, be sure to complete eligibility form.</p> <p>Percentage of time student participates in general education</p> <p>If yes, provide Access Scores</p>
Family Information	<p>Surrogate Parent?</p> <p>Is an interpreter needed at meeting?</p> <p>Parent Contact Information</p>	<p>Y/N</p> <p>Y/N</p>
Participants' Page	<p>Procedural Safeguards</p> <p>Signature of Participants</p>	<p>Parents must sign and date receipt of Procedural Safeguards</p> <ul style="list-style-type: none"> • Including student if over 15 years of age. • Must match Notice of Meeting • Upload signatures into the IEP system
Present Levels of Academic Achievement and Functional Performance		
Student Strengths, Preferences, Interests	<p>Must include:</p> <ul style="list-style-type: none"> • Educational strengths, • Functional/developmental strengths, areas of interest, • Significant personal attributes and accomplishments, and • Feedback from student. 	
Present Levels of Educational Performance	<p>Educational history and referral information</p>	<p>You may copy and paste previous assessment data</p>

	<p>Summary and analysis of current and former (initial or triennial) assessment data</p> <p>List of previous goals and progress toward those goals.</p> <p>Comprehensive coverage of:</p> <ul style="list-style-type: none"> • present levels gathered from academic areas, • record review, • current assessment data, • teacher reports, • attendance data, • behavior reports, and • observations. 	<p>from most recent evaluation report (Initial or Triennial)</p> <ul style="list-style-type: none"> • MTSS/RTI progress monitoring; or • Previous IEP <p>Include:</p> <ul style="list-style-type: none"> • Academic, • Social, • Behavior, • Vision screening data, • Hearing screening data, • Health concerns/medications • Current instructional levels, • Interventions used, and • Specific skills student is working on.
<p>Transition (if student is 15 or older)</p>	<p>Transition assessments</p> <p>Describe the student's scores and results on the transition assessments.</p>	<p>Identify:</p> <ul style="list-style-type: none"> • Names/types of assessments. • Name of professional conducting assessments. • Date of assessment <p>Assessments should include information about:</p> <ul style="list-style-type: none"> • Post -secondary education, • Career, and • Independent living skills
<p>Student Needs and impact of Disability</p>	<p>Explain disability and the impact the disability has on the student's progress in the general education curriculum.</p> <p>Identify all needs of the student and discuss how they impact the students learning.</p>	<ul style="list-style-type: none"> • Describe the disability. • Describe the areas of education the disability impacts • If student is transition age, describe how the disability may affect attainment of transition goals.

		<ul style="list-style-type: none"> Needs are based on data identified in Present Levels of Educational Performance.
Parent/Student Input	Provide input from the parent and the student.	This area cannot be blank.
Consideration of Special Factors		
Special Factors	<p>Review and consider each factor.</p> <p>If any factors are identified, provide the information needed and develop appropriate plan(s) if indicated.</p> <p>Ensure that all staff who work with the student have access to any specialized plans.</p>	<p>Behavior Interventions Plans are developed following a Functional Behavior Assessment.</p> <p>Communication plans are developed by the teacher of the hearing impaired if the student is identified as deaf /hard of hearing.</p> <p>Learning Media and Mobility plans are developed by the teacher of the visually impaired if the student is blind or visually impaired.</p> <p>Learning Media and Communication plans are developed by the teacher of the hearing impaired and teacher of the visually impaired if the student is deaf/Blind</p> <p>If the student requires an assistive technology device, identify device needed.</p> <p>Health care plans are developed by the school nurse. Indicate location of plan.</p> <p>Students with limited English proficiency should have a statement as to how this will be addressed.</p> <p>Special Transportation must be specified.</p>

Postsecondary Transition Plan		
<p>Complete for students who are 15 years old or prior to the completion of the ninth-grade year.</p>	<p>Projected date of graduation/program completion.</p>	<p>Insert the date the student is anticipated to graduate or complete their program. Some students may receive services until they are 21 years of age.</p>
<p>Measurable Postschool goals</p>	<p>Type of completion document.</p>	<ul style="list-style-type: none"> • Diploma • Certificate of Completion • Graduate Record Exam (GRE)
	<p>Update Annually</p>	
	<p>Based upon current age-appropriate transition assessments</p>	
	<p>Use statements such as: Student will”</p>	
	<p>All three types of goals must be addressed:</p>	
	<p>Education or Training Goal</p>	<p>Education or training the student will need upon completion of high school.</p> <ul style="list-style-type: none"> • “Student will complete a 4-year college program and graduate with a diploma in” • “Student will complete technical school to receive a certificate in”
	<p>Employment Goal</p>	<p>Career the student will have upon completion of education.</p> <ul style="list-style-type: none"> • “Student will be a”
	<p>Independent Living Goal</p>	<p>Complete if the student will need support in this area.</p> <ul style="list-style-type: none"> • “Student will live in a group home following completion of high school.” • “Student will live in a dorm room at college.”

<p>Planned Course of Study</p>	<p>Address for each area.</p> <p>Multi-year from current year to exit.</p>	<p>Education List all educational courses for each academic year to completion/graduation, including classes that will specifically address areas to assist the student in getting into a training program/college in the area they wish to pursue.</p> <p>Career List all classes needed for graduation/completion of high school for each academic year, including classes that are in the areas of career choice.</p> <p>Independent Living List all classes needed for graduation/completion of high school by academic year, including classes that will assist the student in living as independently as possible.</p>
<p>Transition Services and Activities</p>	<p>Completed for each area.</p> <p>Activities the adults in the school and community that will assist the child in making progress toward their annual and postsecondary goals.</p> <p>Must be specific and individualized based and state what the adults will provide.</p>	<p>Education – examples:</p> <ul style="list-style-type: none"> • “The High school counselor will meet with _____ to ensure that he has the appropriate course of study to complete high school and meet acceptance requirements for a 4-year college.” • “The special education teacher will assist the student in completing an application to _____ trade school.” <p>Career – examples:</p> <ul style="list-style-type: none"> • “The high school counselor will explore employment

		<p>opportunities in the area of _____ with student.”</p> <ul style="list-style-type: none"> • “The special education teacher will work with the student in completing job applications in the field of_____.” <p>Independent Living-examples</p> <ul style="list-style-type: none"> • “The math teacher will teach the student how to manage a checkbook.” • “Student’s parents will take the student to the bank and assist him with opening a bank account.”
Agency Linkages	<p>List any agencies that will provide support to the student during this IEP year.</p> <p>Written parental consent must be provided by the parents for an agency to attend the meeting.</p>	<p>Agencies that might be considered:</p> <ul style="list-style-type: none"> • School to Work Alliance Program (SWAP) • Department of Vocational Rehabilitation • Housing Assistance • Mental Health • Social Security Administration <p>If no agencies are needed for support at this time, state, “None.”</p>
Transfer of Rights	<p>If the student will turn 20 during the current IEP year indicate that student and parent have been informed of the transfer of rights at 21.</p>	
Annual Goals and Objectives	<p>Identify how and when progress will be reported.</p> <p>Align goals to all areas identified as a need in present levels and Impact of Needs</p>	<p>Must be at least as often as progress is reported on all students (usually when report cards are sent out)</p>

	<ul style="list-style-type: none"> • Behavior needs – behavior goal • Academic needs in math – math goal • Academic needs in reading – reading goal • Adaptive behavior needs – behavior goal • Social/emotional need – SEL goal • Executive functioning need – EF goal • Communication need – speech/communication goal • Motor need – OT or PT goal <p>Must be:</p> <ul style="list-style-type: none"> • Measurable (percentage, quantity, or fluency specification) • Time bound (date when goal is expected to be achieved, usually one year from IEP date) • Evaluation method identified (monitor and chart progress, focused assessments, portfolio collection, etc.) • Unit of measurement specified (percentage, number of problems completed correctly, etc.) <p>Current grade level standard identified for each goal.</p> <p>Identify if any goals are included in Extended School Year, if the student is identified as a student in need of ESY.</p> <p>If goals are written for Extended Evidence Outcomes (students with a significant intellectual disability), objectives must be identified with timelines for each goal.</p>	
<p>Accommodations and Modifications</p>	<p>Classroom accommodations:</p> <ul style="list-style-type: none"> • Identify any accommodations necessary for the student to access the general education curriculum based upon the student’s identified needs. 	<p>Do not put N/A.</p>

	<ul style="list-style-type: none"> • If no accommodations are needed, state, “None needed.” • Identify any accommodations necessary for the student to participate in classroom assessments. • Identify any modifications needed for grade level curriculum (generally identified for students with a significant intellectual disability who will be taught using the Extended Evidence Outcomes. <p>State and District Assessment Accommodations:</p> <ul style="list-style-type: none"> • Identify all state and district assessments in which the student will participate • Identify if the student will participate in the alternative assessments (if student has a significant intellectual disability) • Provide documentation. • Identify all accommodations necessary for the student to participate in the district and state assessments • If no accommodations are necessary, state that none are needed. 	<p>Do not put N/A.</p>
<p>Extended School Year (ESY)</p>	<ul style="list-style-type: none"> • Annual data review is conducted on student to determine eligibility for ESY. • Data is collected on each goal throughout the school year and before and after major breaks to be used for consideration of ESY. • Team reviews the data for regression and recoupment of learned skills. • Team reviews predictive factors and provides information regarding their impact. • Team determines if the student qualifies for ESY. 	

	<ul style="list-style-type: none"> • Team completes the worksheet if ESY is indicated. 	
Service Delivery Statement	<p>Identify types of services to be delivered</p> <ul style="list-style-type: none"> • Reading • Writing • Math • Motor • Access skills • Communication • Mobility • Hearing • Behavior • Social Skills <p>Define the position of the provider for each service.</p> <p>Identify where services will be delivered</p> <p>Will the services be direct or indirect?</p> <p>How will services be provided?</p> <p>Amount of time student will receive services.</p> <p>Total amount of time services is provided.</p> <p>Indicate whether the student will participate with his general education peers in non-academic and extracurricular activities.</p>	<p>Must be CDE licensed to provide special education services in identified area.</p> <p>Inside or outside the general education classroom.</p> <p>Direct services are services provided directly to the student</p> <p>Indirect Services are services provided on behalf of the student either to support the classroom teacher or for paperwork involving the student.</p> <p>Number of hours per day, week, or month.</p> <p>Identify if the student needs any supports or modifications to participate with his/her peers.</p>
Special Education and Related Services in the Least Restrictive Environment	<p>Discuss and report on service considerations</p> <p>Indicate which placement option is selected</p>	<p>Discuss and report on at least two.</p>

	Summarize discussion on the advantages and disadvantages of the selected placement along with modifications/supplementary aids and services to reduce the disadvantage to the student.	
Educational Environment	Select based upon the percentage of time the student spends in general education	
Prior Written Notice	<p>Must address the seven elements:</p> <ul style="list-style-type: none"> • A description of the action proposed by the LEA • An explanation of why the LEA proposes the action • A description of any other options the IEP team considered and the reasons for the rejection of those options. • A description of each evaluation procedure, assessment, record or report the team used as a basis for the action. • A description of any other factors that are relevant to the team's proposal. • A statement that the parent(s) of the student have received a copy of their Procedural Safeguards. • Sources for the parent to contact to obtain assistance in understanding the provisions of the notice. 	<p>Some of this information may be included in the body of the IEP.</p> <p>No area should be noted with a N/A.</p>