



Nancy Goosen,
Director of Special Services

August 2020

SPECIAL EDUCATION

Special Education
Back to School Training Updates

THANK YOU

Nothing Scares Me!

I'M A
**SPECIAL
EDUCATION
TEACHER**
I'VE DONE IT
SEEN IT AND
WRITTEN A GOAL FOR IT

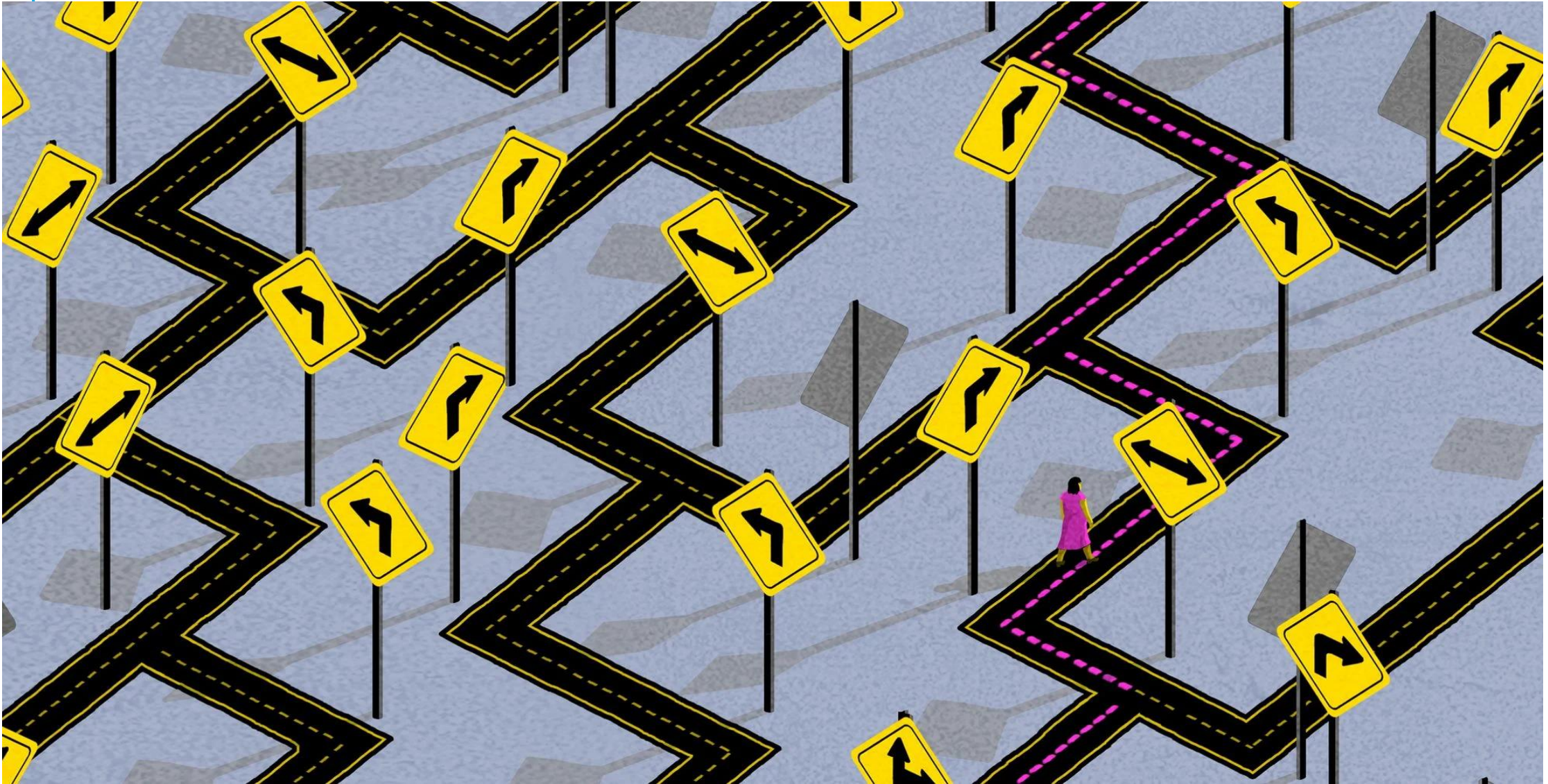
Special Ed

TEDP
I ENCOURAGE
PROGRESS

Dedication

COVID 19 

HOW TO PLAN WHEN YOU DON'T KNOW WHAT TO PLAN FOR





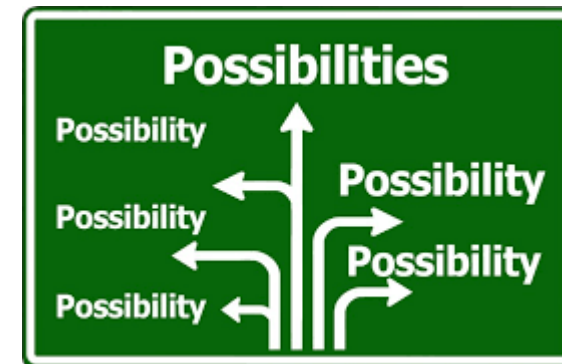
DEVELOP FLEXIBLE PLANS— “CONTINGENCY PLANS”

As special education teachers and related service individuals—

we are planners—All we can do is **plan** for **ALL** of the

“**what ifs**” through a contingency plan documenting options:

- ❖ Traditional service delivery
- ❖ Virtual Edmond—(aka Edgenuity)
- ❖ A/B-Blended
- ❖ School Closure
- ❖ 14 Days Quarantine or
- ❖ Student is positive with COVID



“FAPE is determined individually based on a complex intertwining of concepts, meaning that FAPE will look different for each student. Methods to meet FAPE requirements may vary depending on the instructional delivery model determined by LEAs. The substantive standard to determine the adequacy of a student’s IEP and provision of services thereunder requires the IEP to be “reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances. *Endrew F. v. Douglas County School District RE-1, 137 S.Ct. 988 (2017).*”



Is the student able to receive FAPE solely through virtual or distance learning?

IDEA Federal Regulations

Section 300.114 (2)(i)

LRE requirements



National Association of State Directors of Special Education stated, “Least Restrictive Environment (LRE) is determined by a student’s IEP team and is based on the defining principles of special education law and the presumption that general education environment with non-disabled peers is the first choice for educating all individuals with disabilities.”

Our targeted goal is placing our students with disabilities in the same environment “to the maximum extent appropriate” are educated with children who are non-disabled.

FEDERAL REGULATIONS

SECTION 300.106

EXTENDED SCHOOL YEAR (ESY) SERVICES

(a) General.

(1) Each public agency must ensure that extended school year services are available as necessary to provide FAPE, consistent with paragraph (a)(2) of this section.

(2) Extended school year services must be provided only if a child's IEP Team determines, on an individual basis, in accordance with §§300.320 through 300.324, that the services are necessary for the provision of FAPE to the child.

(3) In implementing the requirements of this section, a **public agency may not**—

(i) **Limit extended school year services to particular categories of disability**; or

(ii) **Unilaterally limit** the type, amount, or duration of those services.

WHERE IS THE GENERAL EDUCATION ENVIRONMENT

Exact same lesson for Group A & B within same week—Therefore, no educational benefit

Week	Monday	Tuesday	Wednesday	Thursday	Friday
	Group Remote Off Days				
1	Group A	Group A		Group B	Group B
2	Group A	Group A		Group B	Group B
3	Group A	Group A		Group B	Group B
4	Group A	Group A		Group B	Group B
5	Group A	Group A		Group B	Group B

WHAT IF A STUDENT WITH A DISABILITY NEEDS MORE THAN 2 TIMES A WEEK FOR IN-PERSON INSTRUCTION



DATA FROM LAST SPRING

Baseline data was taken the week of April 6th to April 10th to help write progress reports at the end of the school year on May 13, 2020. This snapshot of the five and a half weeks will provide the team information regarding how many days the student will be able to align their schedule to their same grade peers or if they will need more in-person instruction.



DIRECT INSTRUCTION---SPECIAL EDUCATION SETTING--VIRTUAL

Group A

Monday & Tuesday



Wednesday

- Checking on Monitor only students
- Progress Monitoring
- Lesson Plans
- PLC meetings

Thursday & Friday





THERE IS NO SUCH THING AS ONE SIZE FITS ALL



IEP ADDENDUMS--

Require the following 4 positions:

Parent

Special Ed Teacher

General Ed Teacher

Administrator

IEP team makes the determination to type, amount and duration of services

NOT required to do all Subsequent IEPs, but if the IEP is due in August, September or October would recommend a Subsequent IEP.



WRITTEN NOTICE

If the IEP Addendums are completed now with “Contingency Plans” then we will not have to have IEP meetings each time it changes from A/B Model to Total Virtual back to A/B Model or back to Traditional----Including if a student is exposed to COVID or gets sick.

Send a Written Notice at that time the contingency plan goes into effect, noting the specific dates the contingency plan will be in effect.



WRITTEN NOTICE TO PARENTS

Name of Child: Test Test

State Testing Number:

Birthdate: 09/03/2003

TEST1234STN

Age: 16

Grade: 2nd Grade

District/Agency: Edmond Public
Schools

Date: 08/07/2020

To: Parent

This notice is to inform you of the school district's intent as follows:

DESCRIPTION OF ACTION: ☒ PROPOSED **or** ☐ REFUSED
To ☒ initiate **and/or** ☐ change the following:

- ☐ Identification of your child as having a disability which requires special education services
- ☐ Evaluation/Reevaluation to determine disability and nature, extent of special education and related services needed
- ☐ Educational placement/services
- ☐ Provision of a Free and Appropriate Public Education (FAPE)
- ☐ Parent Revocation of Consent
- ☒ Other Contingency Plan B - School Closure - IEP Services

1. Explanation and Rationale of the proposal or refusal:

School personnel proposed various contingency plans in August to assist the team in making advanced decisions regarding changes to placement, type, amount and duration of services. The EPS School Board announced school closure and will begin on XYZ date. Therefore, "Contingency Plan B" will go into effect immediately starting tomorrow.

Please refer to the IEP Services page where Contingency Plan B was described in detail, along with progress monitoring and how we will communicate during this school closure. TEST TEST will now receive 3 times a week direct instruction for basic reading skills in a special education setting-virtual in a group instruction. As a reminder you signed consent for your child to participate with other students in a reading group through a virtual meeting that will be live. An email will go out with this Written Notice regarding dates and specific times for your child's scheduled special education services.

2. Description of any options considered and reasons refused:

The team has the option to call an immediate IEP team meeting to discuss any concerns or make changes to the contingency plan. However, this contingency plan was agreed upon by the parent in advance of school closure and this IEP change is currently able to be implemented immediately without an IEP meeting.

3. Description of each evaluation procedure, test, record, or report used as a basis for the proposed or refused action:

IEP, Progress monitoring data, parent input and school personnel input

4. Description of any other factors relevant to the proposal or refusal:

CONTINGENCY PLAN—CHANGES IN EDPLAN

- ☐ Special Factors
- ☐ Services
- ☐ Related Services
- ☐ Informed Parental Consent

SPECIAL FACTORS

Describe any assistive technology that may be necessary in order to implement any services or supports that are part of the Contingency Plan:

For example: OT's sending home fine motor kit, iPad or Chromebook sent home,

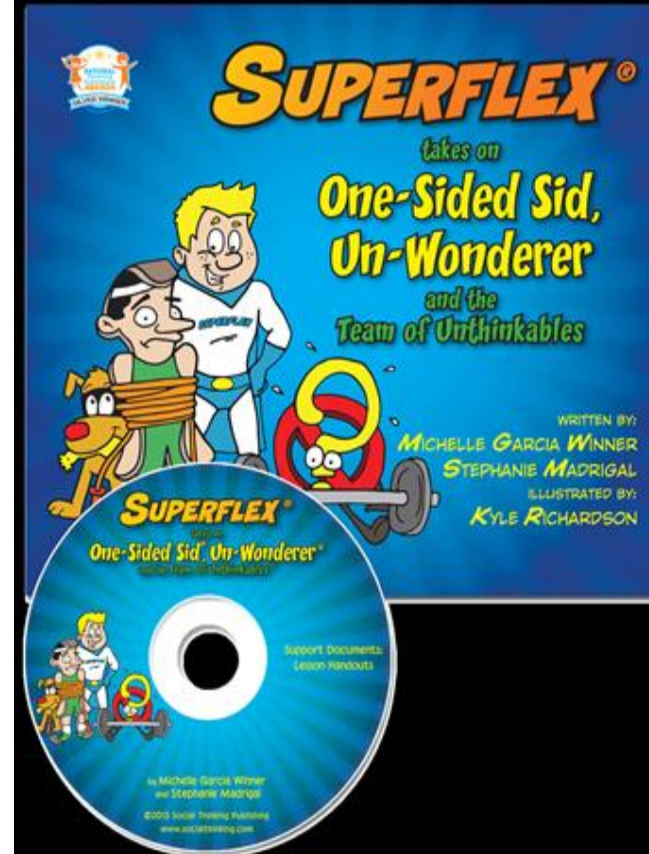
Describe any behavioral supports that may be necessary as part of the Contingency Plan:

For example: Behavior Intervention Plan has been updated with reinforcement with high frequency the first two weeks for getting online to complete assignments. Include the home environment in the BIP

BEHAVIOR SUPPORT ONLINE

Examples of behavioral supports that could be implemented in the home include motivation for remote instruction, parent/caregiver behavioral coaching, or coaching and support around interventions such as:

- “first, then choice boards,”
- activity schedules,
- functional communication strategies,
- implementation of reinforcement contingencies, etc.
- A list of social and emotional learning (SEL) activities for the student and family



2 Additional Special Factors Added to the Area of the IEP

Main Menu Students Reporting Administrator SmartScan Wizards PCG Pepper										
Student Profile Personal Contact Log Eligibility Process IEP Process 504 Process Discipline Info FBA/BIP Documents Student History										
Describe any assistive technology that may be necessary in order to implement any services or supports that are part of the Contingency Plan:					<div></div> <div>abc ✓</div>					
6. Does the student's behavior impede his/her learning or that of others?					<input type="radio"/> Yes <input checked="" type="radio"/> No					
Describe any behavioral supports that may be necessary as part of the Contingency Plan:					<div></div> <div>abc ✓</div>					
7. For all questions above marked yes, are services required in the IEP?					<input checked="" type="radio"/> Yes <input type="radio"/> No					
7a. If yes, define services that will be provided through this IEP.					<div>Academics, Speech, OT and PT</div> <div></div> <div>abc ✓</div>					
<div>Show Section</div> <div>Back Save Save and Continue</div>										
Current Assessments	Strengths/Needs, Special Factors, and	Goals and Objectives	Accommodations	Services	OK Alternate	Early Childhood Data	Transition Services	Create Draft	Create Final	Print

SERVICES/RELATED SERVICES—PLACEMENT LOCATION OF SERVICES

- Options for virtual or distance services in the general education and special education setting have been added to the 'Location' drop list.
- Virtual: The service is provided on a virtual platform (i.e. Google Meets/Hangout).
- Distance: The service is not provided virtually, but through instructional packets or something similar like email or phone call.

SERVICE TAB

Main Menu

Students

Reporting

Administrator

SmartScan

Wizards

IEP

PCG

Pepper

Student Profile

Personal

Contact Log

Eligibility Process

IEP Process

504 Process

Discipline Info

FBA/BIP

Documents

Student History

IEP Process

Peter Wontgrowup Pan

Warning: This student does not have an eligibility event in EdPlan. An IEP cannot be finalized without an eligibility event. Please complete the Eligibility Process prior to finalizing an IEP for this student.

The following information is required before you can create this IEP

Meeting Purpose	IEP Addendum
IEP Meeting Date	08/13/2020
Date this IEP Begins	08/13/2021
Date this IEP Ends	

Save

Parents and IEP Team Members

Current Assessments

Strengths/Needs, Special Factors, and Parent Concerns

Goals and Objectives

Accommodations

Services

OK Alternate Assessments

Early Childhood Data Collection

Transition Services Plan

Create Draft

Create Final

Print/View Document

DESCRIBE IN DETAIL EACH OPTION

plan documenting options:

- ❖ Traditional service delivery
- ❖ A/B-Blended
- ❖ Special Ed-Virtual (Unique Learning or Virtual Edmond (aka Edgenuity)
- ❖ School Closure
- ❖ 14 Days Quarantine or
- ❖ Student is positive with COVID

START WITH THE CONTINGENCY PLAN FIRST

Write out the contingency plan first then go back up to Services and Related Services to add the time/frequency/dates of services.

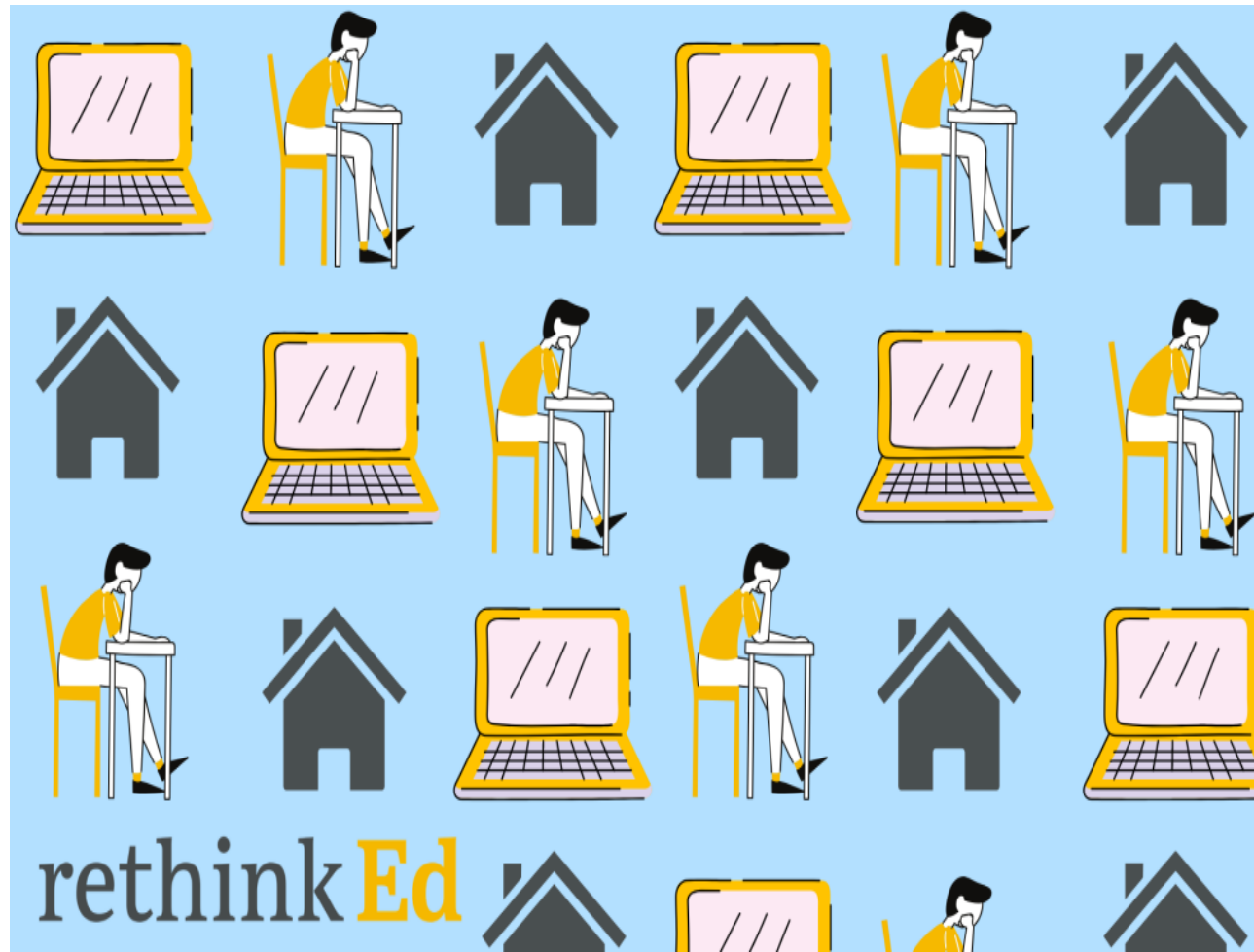
Contingency Plan Details

A section to document details of the contingency plan has been added to the Services page.

Contingency Plan	
This contingency plan may be put into effect upon site or district building closure, or may be initiated by the IEP team, including the parent, in the event of health/medical reasons, or other reason (if other, please specify). The school district will provide a written notice to parents at the time, noting the specific dates the contingency plan will be in effect. The Contingency Plan may need to be modified under some circumstances as determined by the IEP team.	
Contingency Plan Details	
Describe how services will be provided:	<input type="text"/>
Describe how progress will be monitored:	<input type="text"/>
Describe how communication will take place between the school and the parent(s):	<input type="text"/>
Describe any other considerations (including supplementary aids and supports, accommodations, assistive technology, behavioral interventions, etc.):	<input type="text"/>

IS HOME INSTRUCTION AN OPTION

Yes it is an option but the law does not describe it as in-person or virtually. We will only provide home instruction through a virtual means due to COVID



Question A-2: Must an LEA provide special education and related services to a child with a disability who is absent for an extended period of time because the child is infected with COVID-19, while the schools remain open?

Answer: Yes. It has long been the U.S. Department of Education's position that when a child with a disability is classified as needing homebound instruction because of a medical problem, as ordered by a physician, and is home for an extended period of time (generally more than 10 consecutive school days), an individualized education program (IEP) meeting is necessary to change the child's placement and the contents of the child's IEP, if warranted. Further, if the IEP goals will remain the same and only the time in special education will change, then the IEP Team may add an amendment to the IEP stating specifically the amount of time to be spent in special education. If a child with a disability is absent for an extended period of time because of a COVID-19 infection and the school remains open, then the IEP Team must determine whether the child is available for instruction and could benefit from homebound services such as online or virtual instruction, instructional telephone calls, and other curriculum-based instructional activities, to the extent available. In so doing, school personnel should follow appropriate health guidelines to assess and address the risk of transmission in the provision of such services. The Department understands there may be exceptional circumstances that could affect how a particular service is provided. If a child does not receive services after an extended period of time, a school must make an individualized determination whether and to what extent compensatory services may be needed, consistent with applicable requirements, including to make up for any skills that may have been lost.

DESCRIBE HOW SERVICES WILL BE PROVIDED

Example One----Direct Instruction

Contingency Plan A:

A/B Blended Model: All general education students will attend school 2 days a week and are remote the other 3 days of the week.

Johnny will attend school 2 days a week with students who are non-disabled accessing his general education time. He will receive direct instruction for basic reading skills 2 times a week for 35 mins in a special education setting in a group instruction.

He will receive direct instruction for basic reading skills 2 times a week for 20 mins in a special education setting-virtual in a group instruction.

Contingency Plan B:

School Closure: Either EPS School Board or the State Board of Education closes school and all general education students are educated from home through a general education setting-virtual

Johnny will receive direct instruction for basic reading skills and spelling 3 times a week for 20 mins in a special education setting-virtual in a group instruction

DESCRIBE HOW SERVICES WILL BE PROVIDED

Contingency Plan C:

COVID Exposure-Quarantine for 14 days

Monitoring 2 x a week for 10 mins by email/phone special education setting-Distance

Direct instruction for basic reading and spelling 3 time a week for 20 mins in a special education setting-Virtual in a group instruction

Contingency Plan D:

Student is positive for COVID and will have an extensive absence from school

Monitor 1 x a week for 5 mins by email/phone special education setting-Distance

Direct instruction for basic reading and spelling 3 times a week for 15 mins in a special education setting-Virtual individualized

Services and Supplemental Aids

View: Workspace

Test Test

New Mail



Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

Special Ed Services

Pos	Specially Designed Instruction	Service Type	Number Sessions Session Length	Start Date End Date	ESY	Contingency	Provider	Location	Serving School (* denotes external school)	
1 <input type="checkbox"/>	Basic Reading Skills	Direct instruction	4 per week 35 min	08/20/2020 05/28/2021	<input type="checkbox"/>	<input type="checkbox"/>	Kim A Hastings PhD	Special Education Setting	*TRAINING SCHOOL	Details
2 <input type="checkbox"/>	Basic Reading Skills	Direct instruction	2 per week 35 min	08/20/2020 05/28/2021	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Kim A Hastings PhD	Special Education Setting	*TRAINING SCHOOL	Details
3 <input type="checkbox"/>	Basic Reading Skills	Direct instruction	2 per week 20 min	08/20/2020 05/28/2021	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Kim A Hastings PhD	Special Education - Virtual	*TRAINING SCHOOL	Details
4 <input type="checkbox"/>	Basic Reading Skills	Direct instruction	3 per week 20 min	08/20/2020 05/28/2021	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Kim A Hastings PhD	Special Education - Virtual	*TRAINING SCHOOL	Details
<input type="checkbox"/>	Basic Reading Skills	Monitoring	2 per week 10 min	08/20/2020 05/28/2021	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Kim A Hastings PhD	Special Education - Distance	*TRAINING SCHOOL	Details
<input type="checkbox"/>	Basic Reading Skills	Monitoring	1 per week 5 min	08/20/2020 05/28/2021	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Kim A Hastings PhD	Special Education - Distance	*TRAINING SCHOOL	Details

Add Special Ed Services



There are currently no Related Services determined for this student.

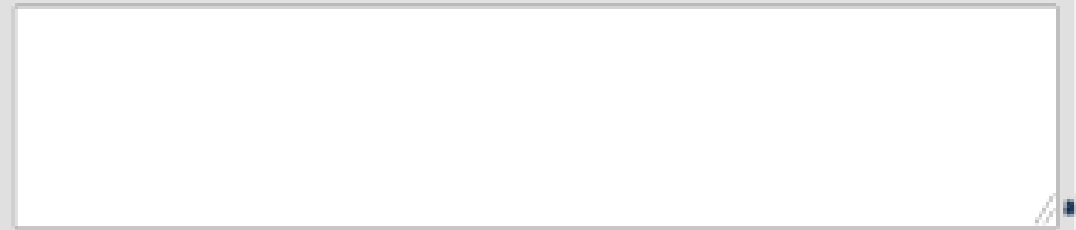
Main Menu Students Reporting Administrator SmartScan Wizards PCG Pepper										
Student Profile Personal Contact Log Eligibility Process IEP Process 504 Process Discipline Info FBA/BIP Documents Student History										
Add Special Ed Services										
Related Services										
Pos	Related Service	Service Type	Number Sessions Session Length	Start Date End Date	ESY	Contingency	Provider	Location	Serving School (* denotes external school)	
1	Speech-Language Pathology Services	Direct instruction	2 per week 30 min	10/04/2019 10/04/2020	<input type="checkbox"/>	<input type="checkbox"/>		Special Education Setting	*TRAINING SCHOOL	Details
2	Speech-Language Pathology Services	Direct instruction	2 per week 20 min	06/02/2020 07/16/2020	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Susan McHugh	Special Education - Virtual	*TRAINING SCHOOL	Details
3	Speech-Language Pathology Services	Direct instruction	2 per week 20 min	08/20/2020 05/28/2021	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Susan McHugh	Special Education - Virtual	*TRAINING SCHOOL	Details
Transportation Services										
Del	Service	Transportation Special Requirements					Start Date	End Date	Serving School (* denotes external school)	
<input type="checkbox"/>	Transportation Services	<input checked="" type="checkbox"/> Bus with Aide <input type="checkbox"/> Bus with Air Conditioning <input type="checkbox"/> Bus with Car Seat <input type="checkbox"/> Bus with Lift	<input type="checkbox"/> Bus with Nurse <input type="checkbox"/> Bus with Seat Belts <input checked="" type="checkbox"/> Curb to Curb <input type="checkbox"/> Drop off/Pick up at day care	<input type="checkbox"/> Provided by District <input type="checkbox"/> Provided by Parents <input type="checkbox"/> Special Equipment <input type="checkbox"/> Special Time of Day	08/09/2019	10/04/2020	*TRAINING SCHOOL			
<input type="checkbox"/>	Transportation Services	<input type="checkbox"/> Bus with Aide <input type="checkbox"/> Bus with Air Conditioning <input type="checkbox"/> Bus with Car Seat <input type="checkbox"/> Bus with Lift	<input type="checkbox"/> Bus with Nurse <input type="checkbox"/> Bus with Seat Belts <input type="checkbox"/> Curb to Curb <input type="checkbox"/> Drop off/Pick up at day care	<input type="checkbox"/> Provided by District <input type="checkbox"/> Provided by Parents <input type="checkbox"/> Special Equipment <input checked="" type="checkbox"/> Special Time of Day	08/20/2020	05/28/2021	*TRAINING SCHOOL			

Only coming to school for a special ed service

Under the related services and transportation is another optional box to provide a description of virtual/distance learning services provided as part of the annual IEP. This might be where the SLP describes the use of an interactive platform that will help keep the student engaged.

Virtual/Distance Learning Services

Provide additional information, if necessary, to describe any services provided through Special Education - Virtual or Special Education - Distance that are not part of the contingency plan.



Indicate the IEP Team's determination of student eligibility for Extended School Year:

The IEP Team has determined that ESY is required. ▾

Contingency Plan

This contingency plan may be put into effect upon site or district building closure, or may be initiated by the IEP team, including the parent, in the event of health/medical reasons, or other reason (if other, please specify).

The school district will provide a written notice to parents at the time, noting the specific dates the contingency plan will be in effect. The Contingency Plan may need to be modified under some circumstances as determined by the IEP team.

Contingency Plan Details

Describe how services will be provided:

abc ✓

Describe how progress will be monitored:

abc ✓

Describe how communication will take place between the school and the parent(s):

abc ✓

Describe any other considerations (including supplementary aids and supports, accommodations, assistive technology, behavioral interventions, etc.):

abc ✓

Show Section

Back

Save

Save and Continue



Strengths/Needs.

Services

504 Alternates

Early Childhood Data

Transition Services

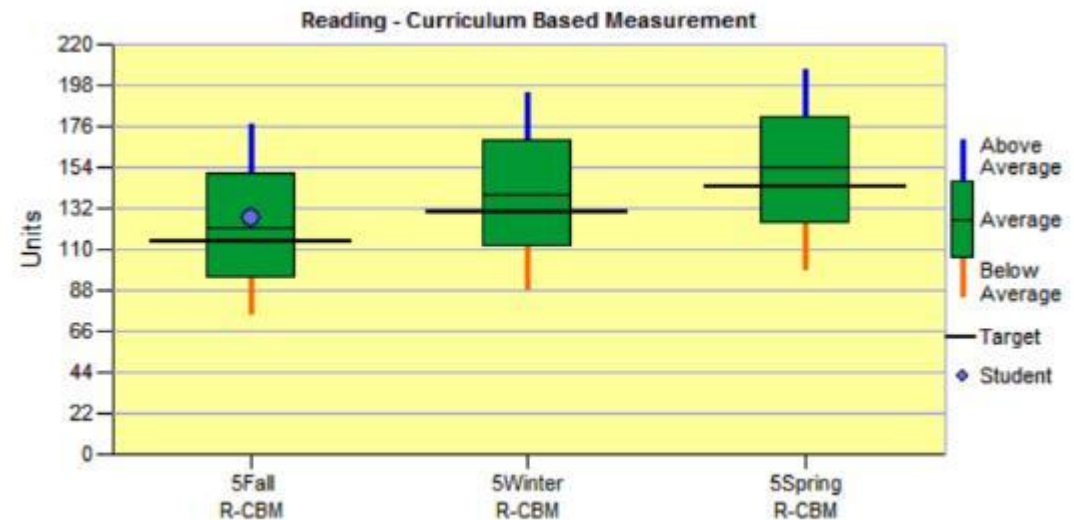
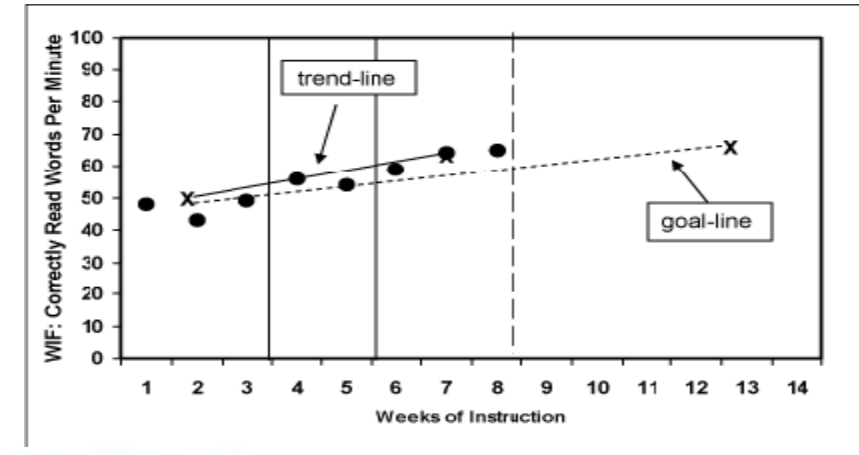
DESCRIBE HOW PROGRESS WILL BE MONITORED

How are the goals being measured

Common Formative Assessments

Curriculum Based Measurement-AIMSwebPlus

Curriculum quizzes/work samples



DESCRIBE HOW COMMUNICATION WILL TAKE PLACE BETWEEN THE SCHOOL AND THE PARENT(S)


Communicate through email or phone calls

Monthly pacing calendar

Tips for Positive Communication with Parents



How will parent be informed of the student's progress in completing assignments



DESCRIBE ANY OTHER CONSIDERATIONS (INCLUDING SUPPLEMENTARY AIDS AND SUPPORTS, ACCOMMODATIONS, ASSISTIVE TECHNOLOGY, BEHAVIORAL INTERVENTIONS, ETC

This box is optional and would only address if there were additional supports needed for the special education setting for virtual or distance for AT or behavior, etc.

This information is also listed under Special Factors

Consent for Release of Confidential Information

Found under “Documents” in EdPlan

- The Consent for Release of Information document will now also allow you to enter information on the page which will then print on the document.
- Consent for Release of Confidential Information is required before sending the Referral Letter to DRS.

Consent for Release of Confidential Information Snapshot

Consent for Release of Information

Authorized Person:	<input type="checkbox"/> CHILD <input type="checkbox"/> GUARDIAN <input type="checkbox"/> OTHER <input type="checkbox"/> PARENT <input type="checkbox"/> LEGAL CUSTODIAN
Name of Person or Agency Releasing Information:	<input type="text"/>
Street Address of Person or Agency Releasing Information:	<input type="text"/>
Name/Agency Information is to be released to:	<input type="text"/>
Address of Name/Agency Information is to be released to:	<input type="text"/>
City, State, Zip of Name/Agency Information is to be released to:	<input type="text"/>
Name/Agency Information is to be released to:	<input type="text"/>
Address of Name/Agency Information is to be released to:	<input type="text"/>
City, State, Zip of Name/Agency Information is to be released to:	<input type="text"/>
Name/Agency Information is to be released to:	<input type="text"/>
Address of Name/Agency Information is to be released to:	<input type="text"/>
City, State, Zip of Name/Agency Information is to be released to:	<input type="text"/>
Information to be released:	<input type="text"/>
Purpose of release of information:	<input type="text"/>

VIRTUAL MEETINGS—SHARE SCREEN OF DOCUMENT

During the meeting, introduce all team members and designate a team member to take notes. Take a moment to let everyone say a quick hello to create open lines of communication from the start. It is of the utmost importance to communicate clearly and ensure that the parents of the student and the IEP team members are on the same page regarding the student's goals and progress. Discuss supports and next steps that are needed for continued progress and new annual goals. If these goals, strengths, and weaknesses are not discussed and vocalized, they sometimes go unaddressed and potential progress is limited. Ask questions and get feedback from the parent about what worked and did not work last spring. Also, obtain feedback from the IEP related services of what worked and did not work last spring regarding the student's engagement, and progress--as well as how we will address the student's needs.

EMAIL AS CONSENT IS LEGAL

Make certain to upload the email when the parent replies back that they are in agreement with the IEP. Make certain all school personnel sign the IEP or MEEGS.

If using Zoom you can share screen and have the parent sign using their mouse when you create a draft document and prior to finalizing it. Google Meets currently does not have this feature.

Parents can also print and sign the IEP page, then take a picture and then email the picture of the signature page back to us.

Informed Parental Consent

- A statement regarding the contingency plan has been added to the information under Informed Parent Consent.

Parent(s) have participated in the development of the Contingency Plan in place for the student and understand under what circumstances it will go into effect

☐ Yes ☐ No ☒ N/A

Box shows up when Create Draft is selected and when the Contingency boxes are checked throughout the IEP.

CONSENT FOR VIRTUAL GROUP INSTRUCTION

Phone _____

Email address: ba

Parent Signature _____

Printed Name _____

A close-up photograph of a hand holding a red pen, signing a consent form. The pen is positioned over the 'Parent Signature' line, which is a horizontal line. The hand is holding the pen in a way that the tip is touching the line. The form is white and has several lines for text entry. The text 'Parent Signature' is printed in a bold, sans-serif font. The text 'Printed Name' is also printed in a bold, sans-serif font. The text 'Email address:' is printed in a bold, sans-serif font. The text 'Phone' is printed in a bold, sans-serif font. The text 'ba' is written in blue ink on the 'Email address' line. The text 'Parent Signature' is written in blue ink on the 'Parent Signature' line. The text 'Printed Name' is written in blue ink on the 'Printed Name' line. The background is white.

TRANSPORTATION

As soon as the IEP is completed
Go to the Transportation
Google form link to complete
the form in order to know if
curb-to-curb transportation is
necessary 2 days, or 3 days or
4 days or 5 days a week



Link to electronic form:

<https://forms.gle/JRDNnXMxRif4wP2W8>

Changes to the Service Page In EdPlan

Is this student's instructional
week the same length as
nondisabled peers?



THE SHORTENED DAY

Service Page Additions

- If a decision is made to shorten a student's instructional day, additional information is now required on the IEP service page.
 - Area of concern: health/medical, behavior, or other
 - A description of the re-integration plan
 - Date of next team meeting
- Shortening a student's instructional day should only occur when the IEP team has determined that it is required to address the student's unique disability-related needs.

Shortened Day: Behavior

Is this student's instructional week the same length as nondisabled peers?

☐ Yes ☒ No

If no, what is the total length of the student's instructional week?

<input type="text"/>	HR
<input type="text"/>	MIN


If no, describe below the reason(s) for a shortened school week:

The concern described is due to:

- ☒ Health/Medical
☐ Behavioral
☐ Other

Please describe the reintegration plan to increase the student's instructional week to the same length as nondisabled peers.

Date of the next team meeting to review progress towards plan:

<input type="text"/>	
----------------------	---

Shortened Day for Behavior

- If an IEP team determines it is appropriate to shorten a student's day due to behavior, the team must have on file a completed Functional Behavior Assessment (FBA) and a current Behavior Intervention Plan (BIP) for the student.
 - Shortening a student's day should never be used as a disciplinary action.
- You will not be able to finalize the IEP unless the team documents that an FBA has been completed and a current BIP is in place.

Shortened Day: Behavior

The concern described is due to:

☐ Health/Medical

☒ Behavioral

☐ Other

Please describe the reintegration plan to increase the student's instructional week to the same length as nondisabled peers.

Date of the next team meeting to review progress towards plan:



Has an FBA been completed for this student?

☐ Yes ☐ No

Is there a current BIP in place for the student?
(Note: if the shortened day/week is due to behavioral concerns, a BIP must be in place before the IEP can be finalized.)

☐ Yes ☐ No

Rule of Completion: If the student is on a shortened day due to behavior, the team must be able to answer 'YES' to both questions in order to finalize the IEP.

REVIEW OF EXISTING DATA

Review of Existing Data Page (REDs) Added the following section:

- Health/Medical Section A Health/Medical section has been added to the Review of Existing Data page to allow for the documentation of any health/medical information that may be pertinent for the student. This information can now be included in the Review of Existing Data document. Information entered in the Health/Medical section on the Review of Existing Data page will transfer to the Health/Medical section on the Evaluations page, and vice versa.
- Electronic Signature Electronic signature has been added to the Review of Existing Data document. Signature lines will be displayed on the Review of Existing Data after a draft document that is free of errors has been created. Signature lines will display for the parent(s), special education teacher, general education teacher, administrative representative, qualified examiner, and other attendee.



