

## SECTION III

### The Individualized Education Program and Placement

---

#### A. ASSURANCES: Individualized Education Program

*Grant Parish School Board* assures that all procedures for the development and implementation of the Individual Education Program/Placement process detailed in the revised *Bulletin 1530* IEP document and corresponding instructions are followed.

Grant Parish School Board also assures that all transition services are provided as detailed in the revised *Bulletin 1530* IEP document and corresponding instructions.

Grant Parish School Board further assures that it uses the *Extended School Year Program Handbook* for determining student eligibility and for designing and conducting the ESY Program.

#### B. Full and Effective Notice and Parental Consent

The *Grant Parish School System* shall implement the procedures described in Section IV of this manual to ensure that full and effective notice is given to parents and that parental consent is obtained when required. If the student is of majority age, he/she must be provided full and effective notice also.

#### C. Procedures and Responsibilities: Initial IEP

##### Preparing and Scheduling the Initial IEP Meeting:

The Evaluation Coordinator disseminates the evaluation report to the Supervisor of Special Education, and at the same time, to the receiving teacher.

The receiving teacher is responsible for ensuring that an IEP is developed for the student within thirty (30) calendar days of the dissemination date of the evaluation report.

The SER system will be used for tracking the thirty (30) day timeline, with a weekly "attention" report generated.

In order to accomplish this, the receiving teacher shall:

>Review the evaluation report and any other information collected by the school system that may be pertinent to the student's needs within 3 to 5 calendar days from date of dissemination of the evaluation report.

>Send the letter providing full and effective notice to the parent (or to student of majority age) which will include a copy of the procedural safeguards and brochure regarding least restrictive environment 10 days prior to the IEP meeting. The letter shall inform parents that unless a written request is received, school personnel will complete the proposed goals, and objectives if required portion of the IEP document prior to the conference.

>Contact teacher(s), evaluation representative, related service personnel, and others to provide them with the proposed date and time of the meeting.

>Document these activities including date and action taken. The form used for this purpose is included in the appendix of these procedures.

>Maintain documentation until completion of the IEP. The documentation is then placed in the student's files at the school.

> For initial evaluations completed within two weeks of the end of the school year, the parent can agree to delay services until the new school year. All "delay of services" IEPs must be held no later than 10 calendar days after the first day of school.

### **Initial IEP Meeting Participants:**

The *Grant Parish School System* has designated specific individuals as the Officially Designated Representative (ODR) of the school system when developing initial IEPs. This school system uses the principal or designee as the ODR.

The ODR is:

- knowledgeable of the general curriculum
- can provide or supervise Special Education Services
- can commit resources of the school district

The **special education teacher** is a teacher qualified to provide special education services to the student.

The **regular education teacher** is invited to the initial IEP team meeting and is involved to the maximum extent possible in the development of the IEP if the student spends a portion of the time in a regular education class. The regular education teacher can attend the entire IEP meeting or specific portions of the IEP that best relates to that teacher's involvement with the child. Grant Parish School Board provides a draft of the instructional page, transition page if applicable, accommodations page and general student information page of the IEP to the regular education teacher in advance for the regular education teacher's review and

comments.

The **evaluation representative** shall be the Evaluation Coordinator, another participant of the student's evaluation team, or another staff member from the Pupil Appraisal Team who is knowledgeable regarding the evaluation procedures and familiar with the evaluation results of the particular student.

Should the evaluation or other sources of information indicate a possible need for related services(s), other than transportation, a provider of the appropriate related service shall be required to participate in the IEP process.

The letter sent to parents regarding the IEP meeting shall indicate that the student will be invited to the meeting. The parent may choose to have the meeting without the student.

The parents may invite whomever they choose to attend the IEP meeting. The school system may invite whomever they choose to attend the IEP meeting but must inform the parent of the meeting participants when full and effective notice is provided.

If parents plan to have their attorney accompany them to the IEP meeting, the teacher must immediately call the Special Education Supervisor. The Supervisor may work out a time the Grant Parish School Board attorney can be present, also. If the parents' attorney is present at the meeting without prior notice, the IEP must be rescheduled at a time when the School board attorney and Special Education Supervisor can be present.

### **Parent Participation in the Initial IEP:**

Once the full and effective notice is sent to the parents, the parent is asked to respond in three (3) days. If no response is received, the coordinator shall send a second letter.

If no response is received to the second letter within (3) days, the coordinator shall contact the

parents, either by telephone or in person. The teacher shall attempt to schedule the meeting at a mutually agreed upon time and place.

If no meeting can be scheduled with the parent, the coordinator shall arrange for a conference call to be set up between the parent and the remainder of the IEP committee.

If none of the proceeding activities culminate in an IEP conference, the coordinator shall schedule the conference with the other committee members.

Upon conclusion of the conference without parental input, the coordinator shall schedule a meeting with the parents, explain the IEP, and request parental consent for placement.

The coordinator shall ensure that parental consent is obtained PRIOR to placement.

If the parent refuses consent, the coordinator shall:

- > Notify, in writing, the Supervisor of Special Education, and
- > Recommend whether the school system should initiate actions to override the parents refusal of consent.

All of the above activities shall be documented by the coordinator and placed in the student's files in the school.

### **Conducting the Initial IEP Meeting:**

The **Evaluation Coordinator** shall:

>Be responsible for collecting and making available at the meeting all pertinent information concerning the student, including evaluation reports, specialist reports, and information for other service providers, and explaining the recommendations of the evaluation report.

>Ensure that all members of the committee are present.

>Ensure that the IEP is completed in its entirety, including goals, and objectives if required, for related services, at the meeting with all members present. If there is insufficient time to complete the IEP, a second meeting shall be scheduled with all members attending.

>Ensure that the IEP forms are available and appropriately completed, including dates and signatures during the meeting.

>Assist in developing goals, and objectives if required.

>Assist the teacher in completing the initial IEP forms based on the committee's decisions.

>Ensure that the parent receives a complete copy of the IEP and a copy of the procedural safeguards at the end of the meeting, and gives the parent an opportunity for a verbal explanation of the procedural safeguards.

The **ODR** shall:

>Introduce members and explain each person's role in developing the IEP.

>Explain the purpose of the IEP, including the length of time for which it applies and the ways it may be modified.

>Encourage input from all present.

>Ensure that the LRE-Continuum Checklist and the LRE-Site Determination Checklist are discussed and completed by the committee.

>Ensure that the parent understands all program and placement information discussed during the meeting.

The **teacher(s)**, both regular and special education, shall:

- >Make available for committee members any classroom information pertaining to the student.
- >Assist in developing goals, and objectives if required.
- >Complete IEP forms based on the committee's decisions.

**Related service personnel shall:**

- >Discuss the student's need for related service(s) and explain to the members the nature of the related service(s).
- >assist in developing goals, and objectives if required.

**Maintenance of Initial IEPs:**

The Special Education Supervisor, acting as the Confidentiality Designee for Grant Parish Schools, shall ensure the confidentiality of all IEPs in accordance with the Confidentiality Section of this handbook.

The current complete IEP document shall be kept by the student's special education teacher. IEPs in teacher folders older than 3 years old will be kept in a separate file.

The Central Office copy of the IEP will be maintained at the Special Education Office.

If the student is receiving related services, the provider(s) of the related service shall maintain a copy of the parts of the IEP that applies to the service provider.

**Tracking of Initial IEP Data:**

It shall be the responsibility of the evaluation coordinator to provide the required information to the SER secretary immediately following the completion of an initial IEP.

In addition, it shall be the responsibility of the coordinator to submit a copy of all initial IEPs to the Supervisor of Special Education to be maintained in the Special Education Office files

and to ensure that ALL DIRECT SERVICE PROVIDERS have a COMPLETE COPY of the IEP to be maintained in their files.

**D. Procedures and Responsibilities: Review IEP**

**Preparing for and scheduling the Review IEP Meeting:**

At least thirty (30) calendar days prior to the anniversary date of the IEP, Grant Parish's special education department shall contact the student's special education teacher so that the teacher can conduct the following activities:

>Review the student's current IEP, the latest multidisciplinary evaluation report, and any other information collected by the school system that may be pertinent to the student's need.

>Send the letter providing full and effective notice to the parent (and student if age of majority) which will include a copy of the procedural safeguards 10 days prior to the IEP meeting. Schedule the IEP meeting to be held **prior** to the anniversary date of the IEP. The letter shall inform the parents that unless a written request is received, school personnel will complete the proposed goals, and objectives if required, portion of the IEP document prior to the conference.

>Notify parents of LEAP Alternate Assessment if it is to be considered.

>Contact the ODR, teacher(s), related service personnel, and appropriate other persons to provide them with the proposed date and time of the meeting.

In all cases the meeting must be scheduled and conducted prior to the anniversary date of the current IEP and the timeline must not exceed 30 calendar days in conducting the required activities.

The SER System will be used in tracking the

timelines. The teacher shall be responsible for maintaining documentation of the activities including date and action taken in the student's confidential school file. The form used for this purpose is included in the appendix of this manual.

\* An out-of-state IEP received during the school year must be implemented as a review IEP within 10 calendar days. This IEP will be tracked through the central office. If for some reason this IEP cannot be implemented as written, the IEP must be reconvened within the 10 calendar days.

### **Review IEP Meeting Participants:**

The *Grant Parish School System* has designated specific individuals (principal or designee) as the Officially Designated Representative (ODR) of the school system when developing review IEPs.

The ODR is:

- knowledgeable of the general curriculum
- can provide or supervise Special Education Services
- can commit resources of the school district

The **special education teacher** shall be the student's special education teacher. For a student classified as Speech Impaired, the teacher shall be the student's speech therapist. The **regular education teacher** is invited to the review IEP team meeting and is involved to the maximum extent possible in the development of the IEP if the student spends a portion of the time in a regular education class. The regular education teacher can attend the entire IEP meeting or specific portions of the IEP that best relates to that teacher's involvement with the child. Grant Parish School Board provides a draft of the instructional page, transition page if applicable, accommodations page and general student information page of the IEP to the regular education teacher in advance for the regular education teacher's review and comments. It is very important that the regular

education teacher attends at least part of the conference. However, if he or she cannot attend, their input must be documented both on the IEP and on an input sheet. The form used to document this input is included in the appendix.

Any **related services** personnel delivering services to the student shall be invited to attend.

Ten days prior to the IEP, the teacher shall send a letter to the parents indicating that the student shall be invited to the meeting. The parent may choose to have the meeting conducted without the student.

The parents may invite whomever they choose to attend the IEP meeting. The school system may invite whomever they choose to attend the IEP meeting, but must inform the parent(s) of the meeting participants when full and effective notice is given.

If parents plan to have their attorney accompany them to the IEP meeting, the teacher must immediately call the Special Education Supervisor. The Supervisor may work out a time the Grant Parish School Board attorney can be present, also. If the parents' attorney is present at the meeting without prior notice, the IEP must be rescheduled at a time when the School board attorney and Special Education Supervisor can be present.

### **Parent Participation in the IEP Review Meeting:**

The teacher shall send a second letter within three (3) calendar days, if no response was received from the first letter.

If no response is received to the second letter within three (3) calendar days, the teacher shall contact the parents, either by telephone or in person. The teacher shall attempt to schedule the meeting at a mutually agreeable time and place.

If no response is received from the parent as a result of the second letter, the teacher shall attempt contacts such as telephone calls and sending notes

home with the student on official school stationary signed by the Principal. The teacher is responsible for maintaining documentation of the activities. The form used for this purpose is included in the appendix.

If no response from the parent is received, the teacher shall conduct the review meeting with all other participants.

Upon conclusion of the conference without parental input, the teacher shall make further attempts to meet with the parents to explain the IEP and obtain approval.

If the parent refuses consent for continued placement the ODR shall notify the Supervisor of Special Education in writing.

**PLEASE NOTE:** Except for initial evaluation and placement, consent may not be required as a condition of any benefit to the parent and child.

All of the above activities shall be documented by the teacher and placed in the student's confidential file in the school. The form for this purpose is included in the appendix.

### **Conducting the Review IEP Meeting:**

The **teacher** shall:

>Be responsible for collecting and making available at the meeting all pertinent information concerning the student, including evaluation reports, previous IEPs, specialist reports, information from other service providers, and classroom information.

>Ensure that all members of the committee are present.

>Assist in developing goals, and objectives if required.

>Complete the instructional pages based on the IEP Committee's decision.

>Ensure that the IEP is completed in its entirety,

including goals, and objectives if required, for related services, at the meeting with all members present. If there is insufficient time to complete the IEP, a second meeting shall be scheduled with all members attending.

>Ensure that the IEP forms are available and appropriately completed, including dates and signatures during the meeting.

>Complete the IEP forms based upon the committee's decisions.

>Ensure that the parent receives a complete copy of the IEP at the end of the meeting, is given a copy of the Procedural Safeguards booklet, and gives the parent an opportunity to receive a verbal explanation of the procedural safeguards.

The **ODR** shall:

>Introduce members and explain each person's role in developing the IEP.

>Explain the purpose of the IEP, including the length of time for which it applies and the ways it maybe modified.

>Encourage input from all present.

>Ensure that the LRE continuum is discussed and completed by the Committee.

>Ensure that the parent understands all program and placement information discussed during the meeting.

**Related service personnel** shall:

>Discuss the student's need for related services and explain to the members the nature of the related service.

>Assist in developing goals, and objectives if required.

The **evaluation representative** shall: provide information concerning the evaluation; explain

recommendations in the report; and assist in developing goals, and objectives if required.

### **Reevaluation/IEPs:**

The Grant Parish School Board assures that an appropriate evaluation coordinator will be assigned for each re-evaluation. Prior to the re-evaluation IEP team meeting, the following activities will be conducted:

1. The evaluation coordinator will notify parents of IEP meeting/re-evaluation and obtain parental consent. Teachers, related service personnel, an ODR, and other appropriate personnel will also be notified.

2. The evaluation coordinator will:

- a. Gather information regarding educational history, including all previous evaluation reports,
- b. Review or conduct a curriculum-based assessment to determine the child's involvement and progress in the general curriculum,
- c. Review or conduct a functional behavioral assessment, if behavior is a concern,
- d. Conduct at least one structured observation before the IEP team meets for the scheduled re-evaluation,
- e. Ensure that re-evaluation requirements for the existing exceptionality(ies) are completed,
- f. Ensure that transitional needs are addressed as part of the evaluations occurring just prior to the student with disabilities 16<sup>th</sup> birthday,
- g. Collect any additional pertinent information.

Following the completion of a re-evaluation, the evaluation coordinator will document the results in the report and disseminate to the supervisor of special education, parent(s) and the school.

3. The special education teacher responsible for coordinating the student's IEP will collect the following information:

- a. Current vision and hearing screening results,

- b. Performance toward meeting IEP goals, benchmarks/objectives,
- c. Current standardized test results,
- d. Performance in the general curriculum,
- e. Discipline records and behavior intervention plans,
- f. Progress reports from all related services personnel, including the Individual School Health Services Plan,
- g. Transition from school to post school activities for students age 16 or older, and
- h. Other information as deemed appropriate (including the Information Processing Profile Summary Sheet, interview forms and observation form).

4. The parents/family will be asked to provide the following:

- a. Concerns/observations regarding their student's educational program,
- b. Any current private evaluation data, if applicable,
- c. Any current medical/health reports, if applicable,
- d. Information regarding transition needs from school to post school activities for students age 16 or older, and,
- e. Any other information, as deemed appropriate.

5. Transitional needs must be addressed as part of all evaluations occurring just prior to the 16<sup>th</sup> birthday of a student with disabilities. In addressing the transition needs of the student, the re-evaluation IEP team should provide answers to the following questions:

- a. What are the strengths and limitations of the student which affect future planning?
- b. What are the expressed occupational interests of the student?
- c. What vocational experience(s) has the student had, and what was the outcome?
- d. Does the student have physical limitations and/or health/medical needs, and if so, what are they?

6. Re-evaluations conducted for reasons other

than the third year mandate (e.g., significant change in placement, concern over the student's progress, declassification, etc.) would generally include the same components as described above.

7. For re-evaluations conducted for disciplinary action which will result in a significant change of placement of the student, a manifestation determination review must have been conducted.

8. For students currently enrolled in Special Education who are referred to pupil appraisal as a result of concerns dissimilar to the present classification, initial procedures for each suspected exceptionality must be conducted in order to develop this report.

9. At the IEP meeting, the IEP team including the evaluation coordinator and the parent shall:

- a. Review existing evaluation data on the student as described in 2-4 above,
- b. Decide, upon the basis of that review, if there is sufficient data to determine:
  - (1) whether the student continues to have an exceptionality,
  - (2) the present levels of performance and educational needs of the student,
  - (3) whether the student continues to need special education and related services,
  - (4) whether any additions or modifications to the education program and related services are needed to enable the student to meet measurable annual goals set out in the IEP of the student and to participate, as appropriate, in the general curriculum.

Note: The parent must still be informed of the right to request an assessment.

c. Decide that additional data are needed to determine 9, b, (1)-(4) above and determine what data will be collected and who will collect the data to determine the above.

#### **Maintenance of Review IEPs:**

The Confidentiality Designee shall ensure the confidentiality of all IEPs in accordance with the

Confidentiality Section of the Policies and Procedures Handbook.

The current complete IEP document shall be kept by the student's special education teacher. IEPs older than 3 years will be kept in a separate file.

A copy of the current complete IEP will also be maintained in the special education central master files.

If the student is receiving related services, the provider(s) of the related service shall maintain a the part of the current IEP that applies to the service provider.

#### **Tracking of Review IEP Data:**

It shall be the responsibility of the teacher to ensure that the required 30 day timeline is met in completing the review IEP and that the IEP is completed prior to the anniversary date of the previous IEP.

In addition, it shall be the responsibility of the teacher to submit the Central Office copy of the review IEP to the Supervisor of Special Education.

#### **E. Transition Services**

**Definition:** "Transition Services" means a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation.

## **Transition Planning**

For a student with a disability who is 16 years of age and older, transition services must be developed and documented through the IEP process. Transition services should be considered for a student younger than 16 if that student is considered at-risk for early school exit. At-risk factors include students with unsatisfactory grades, poor attendance and behavior problems.

In addition, the IEP team must address transition issues through the student's course of study and program in the IEP process. This is accomplished through the development of the General Student Information Page and the instructional pages of the IEP.

For a student with significant disabilities, whose disability will result in the need for a complex network of agency involvement, the transition service page should be completed before age 16.

A representative from the school system responsible for the student's education shall participate in the transition planning process. This person may be an officially designated representative, in accordance with Board adopted Policy, or may be the special education teacher. For students classified as Speech Impaired, the teacher shall be the student's speech therapist. For students receiving only Adapted Physical Education, the teacher shall be the Adapted Physical Educator. Other teachers that work with the student shall be encouraged to attend.

A family member shall participate in the transition planning process.

The student shall participate in the transition planning process.

Any adult agency or outside service providers delivering service to the student shall participate in the transition planning process. If an agency does not participate during the meeting, but is involved in transition services, the school system must document agency contact. This includes, but is not limited to, documentation of phone calls, notations

on the transition page of agency referrals, copies of letters or other documents to and from an agency, and any other evidence of contact between the school system and the agency.

### **Process:**

The teacher shall:

Invite the student and keep documentation of the invitation.

Be responsible for collecting and making available at the meeting all pertinent information concerning the student, including evaluation reports, previous IEPs, specialist reports, information from other service providers, classroom information, vocational training information, and vocational assessment information for the use of developing a future vision statement and school action steps.

Ensure that all members of the committee are present.

Introduce members and explain each person's role in developing the transition plan focusing the discussion at the meeting on desired post school outcomes and adult options which promote the concepts of having choices, living an integrated life, and being as independent as possible.

Encourage input from all present, especially the student. If necessary, have a person familiar with the student facilitate input from the student utilizing an appropriate communication mode.

Discuss each of the eleven target areas to identify the most typical and independent adult outcome considered possible for the student. Determine in which areas the student will require transition planning and assistance. Add other areas if indicated according to student needs, preferences, and interests. Determine the necessity for instruction/related services, community experiences, employment and post school adult living objectives, and functional vocational evaluation and daily living skills.

Provide the parent with Grant Parish's Transition Information Brochure and document this step on the IEP.

For each area which requires transition planning, formulate action steps necessary for the completion of the transition plan recommendations. List which team members are responsible for each step and determine time lines for completion. Identify family and community support services available or needed to achieve the outcomes and how the linkages will be made to these services. Coordinate the transition services to promote attainment of movement from school to post school activities. In the absence of a recommended support service, the team members will develop alternative approaches to achieve the desired outcome.

Assist in developing action steps and converting school action steps into IEP goals, and objectives if required.

Ensure that the transition plan is completed in entirety including goals, and objectives if required, for related services, at the meeting with all members present. If there is insufficient time to complete the plan, a second meeting shall be scheduled with all members attending.

Document adult agency linkage when adult agency necessary did not participate.

Complete the transition plan based on the committee's decisions by utilizing the form prepared by the SDE, revised *Bulletin 1530*.

Implement the transition plan and monitor its effectiveness. Adjust as necessary.

### **Follow Up to Transition Services**

A school system designee will monitor the transition plan to ensure that timelines are being met. This will necessitate contacting all parties responsible for completing action steps. If progress is not acceptable, or an agency fails to provide agreed upon services, reconvene the IEP team to develop

alternative strategies and revise the IEP accordingly.

Collect follow-up data after graduation to evaluate the effectiveness of the transition process and make needed changes to the transition process. Collect information on post secondary education, employment status, living arrangements, community access, and quality of life.

## **F. Procedures and Responsibilities: Interim IEP**

### **Preparing for and Scheduling the Interim IEP Meeting:**

The Coordinator of Pupil Appraisal Services, upon receipt of a referral of a child who may require an interim IEP shall:

>Review the documentation to determine that it is sufficient to verify a severe low incidence impairment which is documented by a qualified professional.

>Make a recommendation to the Supervisor of Special Education as to the likelihood that the child will qualify to be classified as exceptional according to *Bulletin 1508, Pupil Appraisal Handbook*.

>Ensure that no student is recommended for an interim IEP who has been receiving services within the school system, but whose current multidisciplinary evaluation is more than three (3) years old.

Based on the recommendation of the Coordinator of Pupil Appraisal Services, the Supervisor of Special Education shall determine whether to offer the child special education services on an interim basis, during the completion of the evaluation or while awaiting receipt of records.

If the decision is to offer interim services, the Supervisor of Special Education shall forward the completed form and records/information received to the receiving teacher who shall:

>Review the information available on the student.

> Refer child for a vision and hearing screening to be conducted before the Interim IEP meeting.

>Send the letter providing full and effective notice to the parent and schedule the IEP meeting. The notice to the parent should contain a full description of the purposes of interim placement.

>Contact the teacher(s), pupil appraisal personnel who are conducting the evaluation, and others to provide them with the proposed date and time of the meeting.

>Obtain parental permission for initial evaluation at the Interim IEP meeting.

The timelines for completing an interim IEP shall not exceed 60 calendar days from the date of approval of the placement by the Supervisor of Special Education. The SER System will be used in tracking the timelines.

#### **Interim IEP Meeting Participants:**

The Special Education Supervisor or designee shall be the **ODR** for the Grant Parish School System.

The **teacher** shall be the student's regular teacher **and** a teacher qualified to provide special education services to students with the same impairments or previously identified exceptionality as that of the student. (See policy on regular education teachers' participation in initial IEP section)

The **evaluation representative** shall be one of the pupil appraisal persons who are participating in the evaluation of the student.

Should the available information indicate a possible need for related services(s), other than transportation, a provider of the appropriate related service(s) shall also attend the IEP

meeting.

The letter sent to the parent regarding the IEP meeting shall indicate that the student shall be invited to the meeting. The parent may choose to have the meeting conducted without the student present.

The parents may invite whomever they choose to attend the IEP meeting. The school system may invite whomever they choose to attend the meeting but must inform the parent of the meeting participants when full and effective notice is given.

#### **Parent Participation in the Interim IEP Meeting:**

The receiving teacher shall send a second letter if no response has been received from the first letter within three (3) calendar days.

If no response is received to the second letter within three (3) calendar days, the teacher shall contact the parents either by telephone or in person.

The teacher shall attempt to schedule the meeting at the parent's home or place of work either during or after school hours. If no meeting can be scheduled with the parent, the teacher shall arrange for a conference call to be set up between the parent and the remainder of the IEP committee.

If none of the proceeding activities culminate in an IEP conference, the teacher shall schedule the conference with the other committee members.

Upon conclusion of the conference without parental input, the teacher shall schedule a meeting with the parents, explain the IEP and request parental consent for placement. If the parents refuse consent for an interim placement, the teacher shall notify in writing the Supervisor of Special Education to recommend whether the school system should initiate actions to override the parents' refusal of consent. All of these

activities shall be documented by the teacher and placed in the student's school file.

### **Interim IEP Content:**

The content of the interim IEP shall address assessment and programmatic goals, and objectives if required, including those needed for related services.

### **Conducting the Interim IEP Meeting:**

The **evaluation representative** shall:

>Be responsible for collecting and making available at the meeting all pertinent information concerning the student, including evaluation reports, previous IEPs, specialist reports, and information for other service providers.

>Assist in developing goals, and objectives if required.

>Assist the teacher in completing the IEP forms based on the committee's decisions.

>Obtain parental permission for an initial evaluation.

The **ODR acting** shall:

>Introduce members and explain each person's role in developing the IEP.

>Explain the purpose of the IEP, including the length of time for which it applies and the ways it may be modified.

>Encourage input from all present.

>Ensure that all members of the committee are present.

>Ensure that the LRE sections are properly completed and that parents understand all program and placement information discussed during the meeting.

>Ensure that the parent receives a complete copy of the IEP at the end of the meeting, and is given an opportunity to receive a verbal explanation of the procedural safeguards.

The **teacher(s)** shall:

> make available for committee members any classroom information pertaining to the student.

>Ensure that the IEP is completed in its entirety, including goals, and objectives if required, from related services personnel, at the meeting with all members present. If there is insufficient time to complete the IEP, a second meeting shall be scheduled with all members attending.

>Ensure that the IEP forms are available and appropriately completed, including dates and signatures **DURING THE MEETING**.

**Related service personnel** shall discuss the student's need for related service and explain to the members the nature of the related service; and assist in developing goals, and objectives if required.

### **Maintenance of Interim IEPs:**

The Confidentiality Designee shall ensure the confidentiality of all IEPs in accordance with the Confidentiality Section of the Policies and Procedures Handbook.

The current complete IEP document shall be kept by the student's special education teacher and a copy maintained in the central master files. Older copies of IEPs (more than 3 years) may be maintained in a separate file.

If the student is receiving related services, the provider(s) of the related services maintain a complete copy of the current IEP.

## **G. Least Restrictive Environment: Participation in Regular Education**

### **1. ASSURANCES: Least Restrictive Environment**

*Grant Parish School Board* assures that children who are disabled are educated to the maximum extent appropriate with their non-disabled peers and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when 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. Students with disabilities are afforded placements that assure physical, social, and academic integration with non-disabled peers. Grant Parish School Board further assures that all policies and procedures for the development and implementation of the Individual Education Program/Placement process detailed in Bulletin 1706, *Regulations for Implementation of the Children with Exceptionalities Act* are followed.

## 2. Procedures for LRE Determination

### Initial Individual Educational Plan(IEP):

After completing the program section of the IEP document (transition page where applicable, general student information page, and the instructional pages), the IEP team will determine:

- where the services will be provided (regular, community, special setting),
- the correct total number of minutes in a special setting,
- the setting based on the calculation in a special setting per week from the continuum on the placement/LRE page,
- a justification for each setting rejected.

The IEP team must:

- justify what prohibits the accomplishment of the student's goals, and objectives if required (regular class must be the first option considered),
- describe accommodations prior to consideration in a more restrictive environment for a review IEP,
- conduct a re-evaluation if the change in placement is significant.

The IEP team determines the school site at which the special education and related services will be provided.

The ODR in discussion with the committee, completes the LRE checklist.

### Review IEP:

Complete the steps as outlined above and provide information sufficient to determine if the student should be placed in an environment that is less restrictive than the previous placement.

### Preschool IEP:

For a preschool child, ages 3 through 5, the LRE-Preschool Services Checklist and LRE-Site Determination Checklist will be utilized. The above procedures will be addressed but the determination of a placement setting will consider center-based, home-based, and community-based options.

## H. Extended School Year Program (ESYP)

**Definition:** Extended School Year programming (ESYP) is the provision of educational and related services in excess of 180 school days to exceptional children. The legal basis for extending the school year for certain students with disabilities is stated in Section 450 of *Bulletin 1706: Regulations for Implementation of the Children with Exceptionalities Act-Subpart A* (R.S. 17:1941 et seq.) and in court decisions handed down relative to the 180 day rule. These decisions have reaffirmed the federal legislative intent to ensure an appropriate education based upon the student's needs and upon the individually designed educational program to meet those needs.

**Policy:** It shall be the policy of the *Grant*

*Parish School Board* to provide extended school year programs for students with disabilities. The *School Board* assures that the school system shall use *Extended School Year Program Handbook, 2000* to design and conduct the ESY Program.

## **I. Out of District Placement**

Before an Out-of-District Referral Placement of a child with disabilities is made by the Grant Parish School System to another school system, a meeting shall be initiated to develop an IEP, in accordance with the required regulations. After conducting the IEP/Placement meeting, the school system shall apply to the Division of Special Populations, in accordance with Section 451.B., for approval of placement out of the geographic attendance area of the school system or for a transfer of jurisdiction. This procedure is not required when placement is in another school system by mutual agreement.

For placement consideration which results in a referral to a State Board Special School, the proposed educational placement and supporting information must be forwarded to the Division for its review and approval in accordance with Section 271 and a copy to the appropriate State Board Special School for its review and agreement.