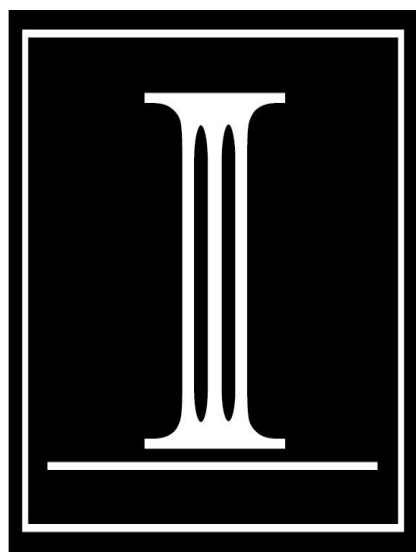


Special Education Policies and Procedures Manual



**INDIANAPOLIS
CLASSICAL SCHOOLS**

110 E 16th St.

Indianapolis, IN 46202

Department Phone: 317-231-0010

This manual has been prepared to provided parents, teachers, and administrators with information about the policies and procedures of the special education department of Indianapolis Classical Schools (ICS). The department's policies and procedures have been established through special education legislation at the state and federal levels. This handbook is intended to be used in conjunction with ICS handbook.

Special Education Policy and Procedure Manual

Indianapolis Classical Schools

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INTRODUCTION

Who are we?

Indianapolis Classical Schools (ICS) is one community of two great high schools – Herron High School and Riverside High School – with a unified vision and mission to set a new standard for high school education in Central Indiana.

Mission

We are founded on the belief that a classical liberal arts education, where scholars are steeped in great historical thought and invention, is the best preparation for a future life of leadership and service. We are structured around an art history timeline which emphasizes the classic art and literature of many cultures.

Vision

Indianapolis Classical Schools emphasize the classic art and literature of many cultures. Presented through the lens of science, mathematics, and humanities, this unique approach to the organization of knowledge provides a means to integrate subjects and leads scholars on a journey through the earliest human history right up to modern examples of human creativity. ICS uses Trivium as its academic cornerstone.

The three phases of the Trivium include:

- **Grammar**
Scholars acquire fundamental knowledge in all disciplines.
- **Logic**
As scholars become world-class citizens, they learn how to reason and debate. Scholars apply their knowledge as they discern and evaluate, compare and contrast, and discover cause and effect relationships in any given subject.
- **Rhetoric**
Scholars apply the rules of logic to the information they have acquired, to think rationally and articulate ideas effectively. These skills are necessary to communicate effectively to many audiences.

MISSION

At ICS, our Special Education Team mission is to provide support services for scholars who have been identified as having one or more of the disabilities referenced in state and federal law per their Individual Education Programs. We are committed to providing scholars with tools and strategies that will equip them for success in high school and beyond.

IMPORTANT TERMS, ABBREVIATIONS, AND DEFINITIONS

In order for you to understand some of the content in this manual better, there are some **special education terms** you may want to familiarize yourself with. The ICS special education faculty and staff use these terms regularly.

Article 7: Indiana's special education regulations that are found in the Indiana Administrative Code (IAC) at 511 IAC 7-32 through 7-47.

Annual Case Conference Review (ACR): At least once a year, the Case Conference Committee must meet to review the scholar's Individualized Education Program (IEP). Any changes and updates regarding the IEP can be made at this conference.

Behavior Intervention Plan (BIP): Plans created by the CCC, based on the FBA, to help prevent behavior problems by addressing their cause. A BIP can help to replace problem behaviors with more positive ones.

Case Conference Committee (CCC): a group comprised of school personnel and the scholar's parents that is responsible for determining the scholar's eligibility for special education and related services. The CCC and develops and reviews the scholar's individualized education program (IEP).

Day: a calendar day unless specifically indicated as a school, instructional, business or day.

Free Appropriate Public Education (FAPE): special education and related services that:

- Are provided under public school supervision and at no cost to the parent;
- Meet the standards of the Indiana Department of Education (the IDOE);
- Include early childhood (preschool), elementary, and secondary education;
- Are provided in accordance with the scholar's IEP; and
- Include earning course credits and a diploma for academic requirements to the same extent the credit is awarded to scholars without disabilities.

Functional Behavior Assessment (FBA): process of gathering and analyzing information about a scholar's behavior and accompanying circumstances in order to determine the purpose or intent of the actions. This investigation is designed to help educators improve the quality of the classroom environment and the scholar's learning.

- **Functional behavior assessment** is based upon the following assumptions:
 - challenging behaviors do not occur in a vacuum; there is a reason for their occurrence
 - behaviors occur in response to an identifiable stimuli (event)
 - behaviors are governed (weakened or strengthened) by the consequences that follow them

- **behavior** is a form of communication
 - For example, educators need to figure out what a particular behavior is communicating. The displayed action might be saying, in a non-verbal fashion; "I am tired," "I am bored," "I'm still upset at what happened earlier," etc.
- **"misbehavior"** might actually be adaptive (justifiable and understandable) given the circumstances.
 - For example, in a classroom in which the teacher is an ineffective manager of scholar behavior, the scholar of concern might engage in "inappropriate" actions designed to bond with, and offer protection from bullies. In this particular case, the "misbehavior" could be designed to avoid victimization by other scholars in the presence of the non-protective teacher.

IDEA: Individuals with Disabilities Education Improvement Act. This Act includes the federal law and regulations governing special education.

Individualized Education Program (IEP): a written document that is developed, reviewed, and revised by the CCC describing how the scholar will access the general education curriculum (if appropriate) and the special education and related services to be provided.

- A Transition IEP is an IEP developed for a scholar who will turn **14 or enter the 9th grade** during the time the IEP is in effect.

Scholar with a Disability: a scholar who has been evaluated in accordance with Article 7 and determined by the CCC to be eligible for special education and related services. Each scholar with a disability who is enrolled in public school is entitled to a free appropriate public education.

Least Restrictive Environment (LRE): According to Article 7, to the maximum extent appropriate, scholars with disabilities, including scholars in public or private institutions or other care facilities are educated with nondisabled scholars. Special classes, separate schooling, or other removal of scholars from the general education environment occurs only if the nature and severity of the disability is such that education in general education classes using supplementary aids and services cannot be satisfactorily achieved.

- The CCC determines the LRE placement in which a scholar will receive services. The scholar's LRE placement is:
 - (A) based on the scholar's IEP;
 - (B) reviewed at least annually; and
 - (C) in the school that the scholar would attend if not disabled, unless the IEP requires some other arrangement. If another arrangement is required, the placement should be as close as possible to the scholar's home school.
- A continuum of services, as described in subsection (b)(4) and (b)(5), is available to meet the individual needs of scholars with disabilities and make provisions for supplementary

services (such as resource room or itinerant instruction) to be provided in conjunction with general education placement.

- In selecting the LRE, consideration is given to any potential harmful effect on the:
 - (A) scholar; or
 - (B) quality of services needed.
- Each scholar with a disability has an equal opportunity to participate with nondisabled scholars in nonacademic and extracurricular services and activities to the maximum extent possible.

Manifestation Determination Review (MDR): a process, required by the Individuals with Disabilities Education Act (IDEA 2004), which is conducted when considering the exclusion of a scholar with a disability that constitutes a change of placement.

Related Services: supportive services that are required to assist a scholar with a disability to benefit from special education such as: transportation, developmental services, corrective services, and other supportive services.

- Examples of related services as follows:
 - Speech-language and audiology services
 - Interpreting services
 - Psychological services
 - Occupational and physical therapy
 - Recreation, including therapeutic recreation
 - Early identification and evaluation of disabilities in children
 - Counseling services, including rehabilitation counseling
 - Orientation and mobility
 - Medical services (but only for diagnostic or evaluation purposes, not for ongoing treatment)
 - School health and/or school nurse services
 - Social work services

Summary of Performance (SOP): refers to the written plan required, that (1) provides a scholar with a summary of the scholar's academic achievement and functional performance and (2) includes recommendations on how to assist the scholar in meeting the scholar's post-secondary goals.

- The SOP should include the following basic items, but may include more:
 - Basic demographic information about the scholar (name, address, date of birth, etc.);
 - The scholar's goals for after high school that take into account the scholar's educational program and the scholar's interests, preferences, and strengths;
 - A summary of the scholar's academic achievement and functional skill levels; and

- Recommendations on what services and supports the scholar may need to reach the goals for after high school, such as accommodations, modifications, or assistive technology.

Transfer of Rights: at the age of 18, parents must transfer their rights to their children.

- When the CCC is developing an IEP for a scholar who will turn 17 when the IEP is in effect, the parent and the scholar must be notified that the parental rights will transfer to the scholar when the scholar turns 18. The statement that the parent and scholar have been notified of this transfer must be documented in the IEP.

SPECIAL EDUCATION LAW

The faculty and staff at Indianapolis Classical Schools are committed to serving scholars with disabilities in accordance to state and federal laws. Namely, Article 7 and the Individuals with Disabilities Education Improvement Act as amended in 2004, commonly known as IDEA respectively.

Six major concepts of IDEA are:

1. Free Appropriate Public Education (FAPE);
2. Appropriate educational evaluation;
3. Individualized Education Program (IEP);
4. Least Restrictive Environment (LRE);
5. Notice of Procedural Safeguards (NOPS); and
6. Parental participation in decisions made by the Case Conference Committee (CCC).

Procedural Safeguards

The special education faculty at ICS adheres to the state and federal regulations that address procedural safeguards. Parents and guardians of a scholar who has (or may have) a disability, the federal and state laws give you certain rights – called *procedural safeguards*.

According to Article 7, the public agency shall establish, maintain, and implement procedures in accordance with the law to ensure that scholars with disabilities and their parents are afforded procedural safeguards with respect to the provision of a free appropriate public education by the agency. The written notice of procedural safeguards shall be: a standard notice; written in language understandable to the general public; provided in the: (A) native language; or (B) other mode of communication; used by the parent unless it clearly is not feasible to do so; and printed in a format that is easy to read. (C) When the native language or other mode of communication of the parent is not a written language; the public agency shall take steps to ensure the following:

- The procedural safeguards are translated orally or by other means to the parent in his or her native language or other mode of communication.
- The parent understands the content of the notice.

A copy of the notice of procedural safeguards shall be given to the parent of a scholar with a disability one time a school year, except that a copy also must be given to the parent upon:

- initial referral or parental request for evaluation;
- receipt of the first filing of a complaint 1 in a school year;
- receipt of the first due process hearing request in a school year;
- request by a parent; and/or
- the date the public agency decides to make a removal that results in a disciplinary change of which includes removals to interim alternative education settings for:
 - weapons;
 - drugs; or
 - serious bodily injury.

The written notice of procedural safeguards must include a full explanation of the following:

- The parent's right to receive written notice before the public agency proposes to initiate or change, or refuses to initiate or change, the following:
 - identification, evaluation, or educational placement of the scholar; or
 - provision of a free appropriate public education to the scholar.
- The prerequisite of written parental consent, for the following:
 - An initial evaluation;
 - A reevaluation (unless the parent fails to respond to a public agency's reasonable efforts to obtain consent);
 - Initial special education services;
 - A public agency's access to a scholar's public benefits or insurance programs or private insurance proceed

Release of Scholar Records

Federal law requires that records including IEPs, and any supporting documents, must be promptly sent to districts where scholars transfer during the school year. Disciplinary information regarding a scholar's suspension or expulsion is to be included in the scholar's educational record when transferring to another public school.

If a scholar is transferring to a non-public school, a signed Release of Information must be obtained before educational records can be released.

DISABILITY CATEGORIES

To qualify, to receive special educational services, a scholar must fall under one of the following 13 disability categories that IDEA covers:

1. Autism
2. Deaf-blindness
3. Deafness
4. Emotional disturbance (ED)
5. Hearing impairment

6. Intellectual disability
7. Multiple disabilities
8. Orthopedic impairment
9. Other health impairment (OHI) (including ADHD)
10. Specific learning disability (SLD) (including dyslexia, dyscalculia and dysgraphia, and other learning issues)
11. Speech or language impairment
12. Traumatic brain injury
13. Visual impairment (including blindness)

IDENTIFICATION AND EVALUATION

At ICS, the special education team observes state and federal laws that require our organization to locate to identify, locate and evaluate all children with disabilities, regardless of the severity of their disabilities. In addition, the team follows the proper protocol for initiating an evaluation and determining edibility for special education services. See the procedure for identification and evaluation for special education that is followed by our team:

- **Child Find**

The Child Find mandate requires each state to devise a practical method to determine which children are receiving the needed special education services, and which children are not. After identifying children who may need services, all necessary evaluations must be completed on these children, at no cost to parents.

- **Initial Evaluation Request, Written Notice, and Consent**

A scholar's parent or school personnel working with the scholar may make a referral or request for an educational evaluation. If the parent makes the request, the request must be made verbally or in writing to licensed personnel, such as a teacher, principal, or special education director. It is always a good idea for the parent to put the request in writing.

Written Notice: Within 10 school days after the parent makes a request for an educational evaluation, the school must provide the parent with written notice responding to the request, as well as a copy of the notice of procedural safeguards (NOPS). If the school makes the referral for the evaluation, the school must provide the parent with written notice.

- *Written notice must:*

- Inform the parent whether the school intends to conduct the evaluation,
- Describe the information the school used to make its decision,
- Explain the reason for the decision,
- Advise the parent of procedural safeguard protections, and
- Provide a list of sources to contact for help in understanding special education rules.

- If the school intends to conduct the educational evaluation, the notice must also include:
 - the evaluation timeline,

- a description of the evaluation procedures, and
- how the parent may obtain a copy of the evaluation report or schedule a meeting to discuss the results of the educational evaluation prior to the CCC meeting.
- If the school does not intend to conduct the educational evaluation, the notice must:
 - also include an explanation of what the parent may do to contest the school's decision not to complete the evaluation.
 - The parent may ask the school to participate in mediation or request a due process hearing if the school does not intend to conduct the requested evaluation.
 - However, in an effort to better understand the school's position and perhaps reach an agreement on the requested evaluation, the parent may wish to meet with representatives from the school to talk with school personnel before deciding upon further action.

ELIGIBILITY FOR SPECIAL EDUCATION SERVICES

The special education faculty at ICS follows the guidelines set forth by Article 7 and IDEA in determining eligibility of scholars who may be considered for special education services. Below you will find the details in requesting an initial evaluation.

Determination of eligibility: upon completion of the educational evaluation, the CCC must be convened to determine the following:

- Whether the scholar is eligible for special education and related
- services.
- If eligible, the special education and related services necessary to meet the educational needs of the scholar.

The CCC must not determine that a scholar is eligible for special education and related services under Article 7 if:

- the determinant factor is:
 - lack of appropriate instruction in reading, including the essential components of reading instruction, which means explicit and systematic instruction in:
 - (i) phonemic awareness;
 - (ii) phonics;
 - (iii) vocabulary development;
 - (iv) reading fluency, including oral reading skills; and
 - (v) reading comprehension strategies;
 - lack of appropriate instruction in math; or
 - limited English proficiency; and

When determining eligibility for special education and related services, the CCC must:

- (1) consider all of the information contained in the educational evaluation report; and

- (2) not rely on any single measure or assessment as the sole criterion for determining eligibility or appropriate educational services.

If the CCC determines that the scholar only needs a related service, but not special education, the CCC must not determine that the scholar is eligible for services under Article 7.

If a determination is made that a scholar is eligible for special education and related services, an IEP that meets the special education and related service needs of the scholar must be developed.

Confidentiality of Information: The special education faculty and staff at ICS maintains compliance of state and federal law regarding confidentiality. According to Article 7, ICS must annually notify, in writing, parents of scholars currently in attendance, or scholars of legal age currently in attendance, of their rights regarding confidentiality of personally identifiable information. The notice must inform parents or scholars of legal age that they have the right to the following:

- (1) Inspect and review the scholar's educational record with respect to the:
 - (A) identification, evaluation, and educational placement of the scholar; and
 - (B) provision of a free appropriate public education to the scholar.
- (2) Seek amendment of the scholar's educational record that the parent or scholar of legal age believes to be:
 - (A) inaccurate;
 - (B) misleading; or
 - (C) otherwise in violation of the scholar's privacy rights.
- (3) Consent to disclosures of personally identifiable information contained in the scholar's educational record, except to the extent that this rule authorizes disclosure without consent.
- (4) File a complaint concerning the public agency's alleged failure to comply with the requirements of this rule. The written notice must include the following:
 - (A) Exercising the right to inspect and review educational records.
 - (B) Requesting an amendment of educational records.

ICS' POLICY AND PROCEDURES IMPLEMENTATION – ARTICLE 7

In adhering to special education law at the state and federal levels, ICS implements to the following policies and procedures below.

Response to Intervention (RTI)

ICS utilizes RTI as the first step that should be taken when a scholar is having academic difficulties in a class or classes. The intent is to provide interventions that will help the scholar achieve success without entering special education.

Members of an RTI team usually consists of the teacher, a school counselor, a special education teacher, other general education teachers, and teacher assistants. The general education teacher provides background information regarding the problem exhibited by the scholar and the team works together to develop possible solutions.

RTI provides three levels of intervention for scholars who are experiencing problems. Generally, the first level (sometimes referred to as Tier 1) is focused on utilizing **high-quality general education instruction** (evidenced-based practices) in the **core curriculum** with all scholars. The second level (or Tier 2) provides targeted group instruction or some form of group remediation to improve a scholars academic and/or social performance. If performance does not improve in tier two, then scholars are moved to the third tier which consists of intensive, individualized interventions.

Referral for Special Education

If the scholar continues to experience difficulty after tier three interventions in the general education classroom, the scholar may be referred for a special education evaluation.

Referrals may be initiated by:

- School personnel (including teachers, counselors, administrators, etc.);
- Scholar's parents or legal guardian; or
- Any other person involved in the education or care of the child

The initial referral begins the formal process of determining eligibility for special education services. Note, before any testing can begin, the school must **obtain consent** from a **parent or legal guardian**. If the RTI team decides not to evaluate the scholar, then an appropriate response is made to the referring source. This response will share the reason and any additional follow-up that will be necessary.

Scholar Services

ICS's special education faculty and staff are committed to serving scholars with IEPs in an inclusive educational setting as much as possible. Each scholar is guarantee to receive extra support services in a study hall (commonly known as a Resource Seminar).


INDIANA IEP ACCESS

The policy of ICS regarding access to IIEP is such that only certified personnel and key administrators have access.

ACKNOWLEDGEMENT SHEETS

At the beginning of the year, the special education faculty visit with teachers who have scholars with disabilities on their rosters and provide them with a copy of those scholars' ***IEP At A Glance*** to peruse. We present them with an Acknowledgement Sheet that they read and sign verifying that they read and understood the scholars' academic and social needs.

APPLE ICON

Indianapolis Classical Schools utilizes an apple icon () that is located in PowerSchool to help general education teachers identify scholars who are receiving special education services and their specific list of accommodations. As a policy, teachers will only have access to scholars apples if they are enrolled in the course that they teach.

LEAST RESTRICTIVE ENVIRONMENT (LRE)

The ICS special education faculty and staff believes that scholars with disabilities should be educated with their non-disabled peers to the maximum extent possible.

ANNUAL REVIEW OF THE IEP

The CCC must meet to review the IEP at least once a year to see if the scholar is achieving the annual goals and revise the IEP, as needed, to appropriately address the scholar's educational needs. The CCC also meets:

- After a reevaluation has been conducted;
- Upon the request of the parent or school staff;
- At least every 60 school days for a scholar who receives special education services at home or in an alternate setting;
- When the school makes a disciplinary change of placement;
- To determine the interim alternative educational setting if a scholar is removed for serious offenses (weapons, drugs, or serious bodily injury); and
- Within 10 school days of the enrollment of a scholar who had an IEP in another state or Indiana school district.

IMPLEMENTING THE IEP

The school must implement the IEP as it is written and must provide the services described in the scholar's IEP:

- No later than 10 school days after the school receives the written parental consent to implement the initial IEP, or

- On the 11th school day after the parent receives the written notice of proposed changes to the IEP unless the parent
- Has given the school written permission to implement the changes earlier, or
- Has taken a Due Process action disagreeing with the proposed changes
- The effective or start date indicated in the IEP in all other cases.

REVISING THE IEP

If the CCC makes changes to a scholar's IEP, the school must provide the parent with written notice before it can implement the changes. This written notice must also inform the parent of what steps the parent may take should the parent wish to challenge the proposed changes.

Once initial written parental consent to begin services is given the scholar's parent should always be included in decisions by the CCC. However, written consent from the parent is not required to revise the IEP. After communicating with the parent about the IEP changes being made, the school has to provide the parent with written notice before it can implement any of the proposed changes. This written notice must also inform the parent of what steps they may take, should the parent wish to challenge the proposed changes. If the CCC has completed its annual review of the IEP the parent and the school may agree to make changes to the IEP without a CCC committee meeting. Any changes the parent and school agree to must be put in writing.

TRANSFERRING SCHOLARS WITH DISABILITIES TO AND FROM ICS

For a scholar moving from one Indiana school district to another: When a scholar with an IEP moves from one school district to another within Indiana, the current school must immediately provide the scholar with a free appropriate public education (FAPE). The current school must provide services similar to those described in the scholar's IEP from the previous school, until the CCC meets. The CCC must meet within 10 school days of the date the scholar enrolls in the current school and either adopt the scholar's IEP from the previous school or develop a new IEP. For a scholar moving into an Indiana school district from another state: The current school must immediately provide the scholar with a FAPE, including services that are similar to the services provided by the out of state school district. If the school determines that an evaluation is necessary, it may request written consent from the parent to conduct a reevaluation of the scholar. The CCC must meet within 10 school days of the date the scholar enrolls in the current school and either adopt the scholar's IEP from the previous state's old school or develop a new IEP.

REVOCATION OF SERVICES

ICS special education faculty and staff adhere to the policies and procedures set for by Article 7 regarding parents request to revoke special education services.

Any time after the parent has given the school permission to provide special education services, the parent may revoke consent. To revoke consent, the parent must state in writing that the parent

is revoking consent for special education services. This written statement from the parent must be given to licensed personnel, such as a teacher, principal, or special education director. Before the school stops providing special education services, the school must provide the parent with written notice explaining the consequences of the request for revocation of services. All special education instruction, related services, accommodations, and any other services and supports provided to the scholar will stop 10 school days after the parent receives written notice unless the parent gives consent to stop services sooner. The scholar will be instructed in the general education classroom and will receive education as a nondisabled scholar. After consent is revoked, neither the parent nor the scholar will be entitled to the protections or the safeguards under Article 7 or the Individuals with Disabilities Education Act (IDEA). If the parent revokes consent for services and later wants to initiate services again, the parent must request an initial evaluation and go through the CCC process to determine if the scholar is eligible for services (see the section on Evaluation).

PROGRESS MONITORING

In an effort to provide parents with data concerning a scholar who is receiving special educational services, ICS provides parents or guardians with a mid-term progress report on their child's progress toward their IEP goals. Parents or guardians will also receive an end of the semester report of their child's progress toward their IEP goals.

ICS PARTNERSHIPS

Indianapolis Classical Schools has established partnerships with Meridian Psychological Associates (MPA) and Progressive Therapy Services. MPA is community of mental health professionals with a breadth of training and experience dedicated to excellence in providing a wide range of diagnostic, therapeutic and consultative services to schools in Indianapolis. Progressive Therapy Services is a privately owned company that provides our speech and language services as well as our occupational therapy.

****Disclaimer:** This manual intends to share information from state and federal laws that pertain to special education. It is in no way all inclusive. If you want to learn more about Article 7 and IDEA please visit the following websites respectively:

- <https://www.doe.in.gov/sites/default/files/specialed/art-7-english-january-final-rule-update-2015-2017-spi.pdf>
- <https://sites.ed.gov/idea/about-idea/>

FORMS

Following are sample forms that could be used by Indianapolis Classical Schools special education faculty for procedures that are required by Article 7.

Indianapolis Classical Schools

Parental Consent for Initial Evaluation or Reevaluation

PARENT CONSENT

☐ INITIAL EVALUATION
 OR

☐ REEVALUATION REQUIRING ADDITIONAL DATA

Date _____

School _____

Student _____

DOB _____

Dear Parent or Guardian:

Your child has been referred for an evaluation (or reevaluation) to determine whether your child is (or continues to be) eligible for special education, related services, and supplementary aids and services. If your child is (or continues to be) eligible, the evaluation information will also be used to assist in describing your child's present levels of performance and to decide what special education and other services your child needs. If this consent is for an initial evaluation, you should know that by agreeing to an initial evaluation, you **are not** consenting for your child to receive special education and related services. If your child is determined to be eligible, a separate consent for the initial provision of special education and related services will be required.

ASSESSMENT AREAS MAY INCLUDE, BUT ARE NOT LIMITED TO, THE FOLLOWING:

COMPONENTS	PURPOSE	METHODS
Medical History/Status	To determine existence of health problems affecting educational performance	health records; parent response
Developmental	To identify environmental factors relevant to school functioning and the developmental stage of behavior	developmental scales; school readiness; family & developmental history
Speech, Language, and Communication	To assess student's ability to understand, relate to and use language	voice, articulation; receptive & expressive language; auditory processing
Academic	To obtain current levels in pre-reading skills, reading, math, and written expression	achievement tests; skill diagnostic tests
Adaptive Behavior	To determine what student can do for self and how he gets along with others	socialization; daily living
Cognitive Ability	To assess student memory and use of information to solve problems and predict achievement	intellectual ability; problem solving
Social/Emotional	To determine student's personal, social, and emotional adjustment	behavior checklists; projective drawing tests; personality tests; sentence completion tests; interviews

By giving consent, you are acknowledging that (1) you have been fully informed of all information relevant to the activity for which consent is sought, in your native language or other mode of communication; (2) you understand and agree in writing to the carrying out of the activity for which your consent is sought, and the consent describes that activity; (3) you understand that the granting of consent is voluntary on your part and may be revoked at any time; and (4) you understand that if you revoke consent, that revocation is not retroactive.

I hereby authorize Herron High School to evaluate (or reevaluate) my child. I have received a copy of the "Indiana Department of Education Notice of Procedural Safeguards" and these rights have been explained to me.

Parent/Guardian Signature _____

Date _____

Indianapolis Classical Schools

ELGAN BAKER, Ph.D. MIGDELIA BOLIN, LCSW MATTHEW GLASSER, M.S. TAMI KRICHIVER, Psy.D. CHAROLETTE RAY, Psy.D.
BART FERRARO, Ph.D. EDGAR DAVIS, Ph.D. MAC GREENE, Ph.D. DONNA MERRITT, RN, CNS, APN KELLY YOUNG, Psy.D.
STEPHANIE DRESCHER, Psy.D. ELIZABETH HAHN, Psy.D. JANINE MILLER, Psy.D.
SUSAN GALFORD, Ph.D. JASON HANKEE, Psy.D. MARK RADEL, Psy.D.

M E R I D I A N P S Y C H O L O G I C A L A S S O C I A T E S , P . C .

Consent for Psychoeducational Evaluation

Dear Parent or Legal Guardian:

Your child has been referred for a psychoeducational evaluation in order to assist in educational planning. The evaluation may consist of, but is not limited to, the following evaluation procedures:

- A review of educationally relevant medical information
- Cognitive evaluation
- Academic evaluation
- Adaptive behavior evaluation
- Evaluation of social, emotional, and behavioral concerns
- Evaluation of attention/concentration
- Evaluation of autism spectrum functioning
- Review of academic and behavioral records
- Classroom observations

As a vital part of the evaluation process for special education, the following social and development history form must be completed by the student's parent or the person who is otherwise authorized to make educational decisions for the referred student.*

By signing this I attest that I have the legal authority to authorize the student be provided this service.

Child Name

Child Date of Birth

Parent/Guardian Signature

Date

Parent/Guardian Printed Name

* A parent is defined by the Indiana Code 7-32-70 as a biological or adoptive parent (with unrestricted parental rights), foster parent, legal guardian or other adult who is authorized to make legal decisions for the student and accepts full legal responsibility for the student.

4401 NORTH CENTRAL AVENUE, INDIANAPOLIS IN. 46205

PH 317 – 923-2333

FAX 317 – 923-2367

WWW.MPAINDY.COM

☐ **When box is checked, a clinical interview is deemed necessary.**

PARENT INFORMATION REGARDING SCHOLAR BACKGROUND AND CONCERNS

SOCIAL/DEVELOPMENTAL HISTORY

(updated 2018)

I. IDENTIFYING INFORMATION

Scholar's Name: _____ Date of Birth _____

Scholar's Race: _____ Sex: _____ Current Age: _____

Scholar's Home Address: _____

Telephone number: _____ Emergency Number: _____

Father's Name: _____ Occupation: _____

Father's Age _____ Last Grade Completed in School _____ Legal Guardian: ____ Yes ____ No

Mother's Name: _____ Occupation: _____

Mother's Age _____ Last Grade Completed in School _____ Legal Guardian: ____ Yes ____ No

Who does the scholar live with? _____

Name	Age	Relationship
------	-----	--------------

Please list other Family Members in the Home:

Name: _____	Age _____	Relationship _____
-------------	-----------	--------------------

Name: _____	Age _____	Relationship _____
-------------	-----------	--------------------

Name: _____	Age _____	Relationship _____
-------------	-----------	--------------------

Name: _____	Age _____	Relationship _____
-------------	-----------	--------------------

Name: _____	Age _____	Relationship _____
-------------	-----------	--------------------

Name: _____	Age _____	Relationship _____
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II. MEDICAL INFORMATION

Name of Primary Doctor: _____ Date of last exam: _____

Please list any medications the Scholar takes:

Medication _____	Dosage _____	Condition _____
------------------	--------------	-----------------

Medication _____	Dosage _____	Condition _____
------------------	--------------	-----------------

Medication _____	Dosage _____	Condition _____
------------------	--------------	-----------------

Medication _____	Dosage _____	Condition _____
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Medication_____Dosage_____Condition_____

Name of any Specialists this scholar sees regularly:

Name of Provider_____Reason_____

Name of Provider_____Reason_____

Name of Provider_____Reason_____

Name of Provider_____Reason_____

III. PREGNANCY

Check one:_____Normal Full Term_____Premature_____Overdue_____Adopted (unknown)

Describe any illnesses of mother during pregnancy:_____

Medications of the mother during pregnancy: Prescribed Medications_____

Smoking(how many packs a day)_____Alcohol(how much per day)_____

Non-Prescribed Medications:_____

Place of Birth:_____Birth Weight_____

Any complications with birth?_____

Did the baby have any illnesses immediately after birth?_____

IV. DEVELOPMENTAL HISTORY

Age sat up:_____Age walked:_____First word:_____

Any problems learning to walk or talk?_____

Started toilet training:_____Age when toilet trained:_____

Any problems with toilet training?_____

Did your scholar attend preschool?_____yes_____no If yes, where?_____

Did your scholar attend Kindergarten? _____yes_____no Where?_____

Please list any grades your scholar was retained_____

V. BEHAVIORAL INFORMATION

Does your child exhibit any problems in the following areas? If so, please describe.

☐ Sleeping_____

☐ Hearing_____

- ☐ Speech_____
- ☐ Vision_____
- ☐ Timidity_____
- ☐ Bedwetting/Soiling_____
- ☐ Cruelty_____
- ☐ Temper Tantrums_____
- ☐ High Activity Level_____
- ☐ Prone to Accidents_____
- ☐ Inability to have Friends_____
- ☐ Asthma_____
- ☐ Headaches_____
- ☐ Nail Biting_____
- ☐ Worries_____
- ☐ Eating Concerns_____
- ☐ Seizures_____
- ☐ Nightmares_____
- ☐ Silent Periods_____
- ☐ Physical Aggression_____
- ☐ Other_____

Describe the child's relationship to the parents?_____

What types of discipline are most effective with the child?_____

VI. FAMILY AND RELATIVES

Have any of the scholar's relatives had any of the characteristics below?

Emotional Problems_____Relationship_____

Academic Difficulties_____Relationship_____

Medical Problems_____Relationship_____

Physical Disabilities_____Relationship_____

VII. PARENT/CHILD INTERACTION

What circumstances commonly cause conflict between the parent and scholar?_____

What concerns or problems do the parents see? _____

What is the parent's view of when and how the problem /concern began? _____

VIII. Please check the box if scholar exhibits any of the behaviors listed in sections A,B, or C.

A. Social interaction as advanced by the delay, difference, absence, or abnormality in the ability to relate to people and environment. These may include one or more of the following behavioral indicator:

- ☐ Limited joint attention and limited use of facial expressions directed toward others
- ☐ Does not show or bring things to others to indicate an interest in the activity
- ☐ Demonstrated difficulties in relating to people objects, and events
- ☐ A gross impairment in ability to make and keep friends
- ☐ Significant vulnerability and safety issues due to social naiveté
- ☐ May appear to prefer isolated or solitary activities
- ☐ Misinterprets other's behaviors and social cues

B. Verbal and/or nonverbal language or social communication skills as evidenced by one or more behavioral indicators:

- ☐ Showing a lack of spontaneous imitations or lack of varied imaginative play
- ☐ Absence or delay of spoken language
- ☐ Limited understanding and use of nonverbal communication skills such as gestures, facial expressions, or voice tone
- ☐ Odd production of speech including intonation, volume, rhythm, or rate
- ☐ Repetitive or idiosyncratic language or inability to initiate or maintain a conversation when speech is present
- ☐ Not using a finger to point or request

C. Repetitive and/or stereotyped patterns of behavior, interests, or activities as evidenced by one or more Behavioral indicators:

- ☐ Insistence on following rules or rituals
- ☐ Demonstrating distress or resistance to changes in activity
- ☐ Repetitive hand or body mannerisms

- ☐ Lack of true imaginative play versus reenactment
- ☐ Over-reaction or under-reaction to sensory stimuli
- ☐ Rigid or rule-bound thinking
- ☐ Encompassing preoccupation with one or more stereotyped or restricted patterns of interest that is abnormal either in intensity or focus

IX. Please provide any additional information about your concerns about your scholar and your thoughts about their academic strengths, needs, and ways that your scholar might benefit from additional support.

Academic Strengths:

Academic Needs/Concerns:

Ways to help your scholar that have and have not been successful.

Additional comments or information that might be helpful to know about your scholar:

Name of person who filled out the form_____

Relationship to scholar_____ **Date**_____

Functional Behavior Assessment Consent Form

Dear Parent/Guardian,

A Functional Behavior Assessment (FBA) is the process of:

- ✓ Identifying behavior(s) that interfere with learning
- ✓ Identifying environmental factors which impact behavior(s) that interfere with learning
- ✓ Determining the cause/function of the behavior(s) that interfere with learning
- ✓ Developing a hypothesis of the function of the behavior(s) that are interfering with learning

The purpose of the FBA is to gather relevant data to plan for and determine the needs regarding a possible Behavior Intervention Plan, which must be developed any time a student exhibits behaviors that interfere with learning (his or her own learning or the learning of others).

In addition, a Functional Behavioral Assessment is also specifically required when the IEP team determines that a student's conduct is a manifestation of the student's disability. At such a time, the IEP team must conduct a functional behavioral assessment (provided the district had not conducted such assessment prior to the conduct at issue) and implement a behavioral intervention plan for the child.

As a way to best serve your child, _____, we would like to conduct a functional behavior assessment (FBA).

A FBA may include, but is not limited to, these indirect and direct methods:

Indirect

Review of student cumulative records – health, medical, and educational.

Direct

Structured interview with school personnel and/or student.

Observations and data collection regarding student behavior.

We greatly appreciate your involvement in this plan during each step in the process. If you have any questions regarding this process please call _____ at _____.

Please sign below to indicate whether or not you give consent for a functional behavior assessment (FBA).

☐ I give consent for a Functional Behavioral Assessment to be completed in regards to my child, _____. I further understand that my consent is voluntary and can be revoked at any time.

☐ I do not give consent for a Functional Behavioral Assessment to be completed in regards to my child, _____.

Parent/Guardian Signature

Date

Functional Behavior Assessment Form

ABC OBSERVATION FORM

[illegible]

ABC OBSERVATION FORM

Scholar: _____ Observer: _____

Date: _____ Time: _____ Activity: _____

Context of Incident:

Antecedent:

Behavior:

Consequence:

Comments/Other Observations:

Manifestation Determination Review Worksheet

A manifestation determination is required by IDEA when considering the exclusion of a scholar with a disability that constitutes a disciplinary change of placement. The manifestation determination must take place within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of scholar conduct. The manifestation determination is conducted by the LEA, the parent, and relevant members of the IEP team (as determined by the parent and the LEA). In carrying out the manifestation determination, the team must determine: 1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or 2. If the conduct in question was the direct result of the LEA's failure to implement the IEP. If the determination of the team is "Yes" to either of the statements above, the behavior must be considered a manifestation of the scholar's disability.

Scholar Name: _____

Date of Manifestation Determination: _____

PARTICIPANTS

The following individuals participated in this manifestation determination meeting:

Scholar (when appropriate) _____

Parent _____

Parent _____

An individual who can interpret the instructional implications of evaluation results

LEA Representative _____

Regular Education Teacher _____

Special Education Teacher _____

Other _____

Other _____

REASON FOR MANIFESTATION DETERMINATION

This manifestation determination is occurring as a result of a change of placement due to proposed disciplinary action involving (check all that apply):

- ☐ Removal for more than 10 consecutive school days during this school year
- ☐ Removal for more than 15 cumulative school days during this school year
- ☐ Removal for 11-15 school days that constitutes a pattern
- ☐ Removal of a scholar with mental retardation
- ☐ Unilateral removal for drugs, weapons, serious bodily injury for up to 45 school days in an interim alternative educational setting
- ☐ Other

CONSIDERATIONS FOR REVIEW

Description of behavior subject to disciplinary action (Include setting events, antecedents, details of the behavioral incident, and immediate consequences. List witnesses and include all relevant details.):

In carrying out a manifestation determination, the team must review, in terms of the above behavior, all relevant information in the scholar's file, including:

- ☐ The scholar's IEP

Describe:

- ☐ Any teacher observation of the scholar

- ☐ Relevant information provided by the parent

Describe:

MANIFESTATION DETERMINATION

After reviewing all relevant information in the scholar's file, the team determines that in relation to the behavior subject to disciplinary action and the child's disability:

1. The conduct in question was caused by the child's disability or had a direct and substantial relationship to the child's disability.

Review medical, psychosocial, academic, and disciplinary records:

- Determine whether the scholar has severe intellectual impairment (e.g., severe mental retardation) that may result in impaired judgment and/or reasoning. In other words, was the scholar able, or would the scholar be considered to have the ability, to understand that the behavior in question was wrong?
- Determine the effect of severe emotional disturbance (e.g., schizophrenia, major depressive episode, suicidal ideation) and whether there is evidence that it had a direct relationship to the scholar's behavior.
- Determine whether the child has a neurological impairment or medical condition that directly impacts and/or produces involuntary or uncontrollable behavior (e.g., Tourette Syndrome, seizure disorder), and whether the medical condition has a direct relationship to the behavior (e.g., violating a no-smoking rule in school is typically not the result of Tourette Syndrome or ADHD).
- Determine whether the scholar has shown a history of voluntary control of the behavior in question. Based upon what is known or can be learned about the scholar, did the scholar have the ability to control the behavior in question? Would it have been difficult for the scholar to control his/her action?
- Determine if the scholar, in an escalated emotional state, can recall the knowledge to produce the ability to perform the skill.

Team Finding:

The conduct in question was caused by the child's disability or had a direct and substantial relationship to the child's disability.

☐ Yes ☐ No

Justification for team findings:

2. The conduct in question was the direct result of the LEA's failure to implement the IEP.

- Determine if the scholar was deriving reasonable educational benefit from his/her program.
- Determine if the scholar's needs were being addressed through the IEP (e.g., communication, instructional strategies and levels, behavioral).
- Determine if a Positive Behavior Support Plan is present, is appropriate, and is being implemented as designed.
- Review progress monitoring data (academic and behavioral); evaluations and diagnostic information; classroom/scholar observations, and teacher/staff/parent/scholar interview information.
- Review specially designed instruction, related services, and supports for school personnel as specified in the scholar's IEP. Were the necessary resources available as part of the scholar's program?

Team Finding:

The conduct in question was the direct result of the LEA's failure to implement the IEP.

☐ Yes ☐ No

Justification for team findings:

CONCLUSION

If either #1 or #2 was answered "Yes," the behavior must be considered a manifestation of the scholar's disability.

The determination of the team is that the behavior subject to disciplinary action is:

- o Not a manifestation of the child's disability. The relevant disciplinary procedures applicable to children without disabilities may be applied.
- o A manifestation of the child's disability. The IEP Team must either: (1)

Conduct an FBA, unless the LEA had conducted an FBA before the behavior that resulted in the change of placement occurred, and implement a BIP for the child; or (2) If a BIP already has been developed, review the BIP, and modify it, as necessary, to address the behavior; and return the child to the placement from which the child was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the BIP.

Rationale for the team's conclusion:

PARENT SIGNATURE

- ☐ I received the Procedural Safeguards Notice on the day on which the decision to take disciplinary action involving a change of placement was made.
- ☐ I agree with the determination above.
- ☐ I disagree with the determination above and request an expedited due process hearing.

Parent Signature Date: _____

Description of proposed action:

EXPEDITED DUE PROCESS HEARINGS

An expedited due process hearing is held when:

1. A parent requests a hearing to dispute an LEA's determination that a scholar's behavior was not a manifestation of the scholar's disability; or
2. A parent requests a hearing to dispute a disciplinary exclusion that constitutes a change of educational placement. A change of educational placement has occurred if an exclusion is longer than 10 consecutive school days, or if the scholar is excluded for more than 15 school days in one school year. Any removal from school of a scholar who is identified as mentally retarded is considered a change of educational placement, except if a disciplinary event involved weapons, drugs, or bodily injury; or
3. A parent requests a hearing to dispute an interim alternative

- educational placement of no more than 45 school days ordered by LEA personnel; or
4. An LEA requests a hearing to establish that it is dangerous for a scholar to remain in the scholar's current educational placement.

https://www.achieva.info/files/Resources/Education/Manifestation_Determination.pdf

Behavior Intervention Plan Based on FBA

Scholar _____	Date _____
Parent _____	School _____
Teachers _____	Support Staff _____
_____	_____
_____	_____
_____	_____

Target Behavior and Definition:
(Insert behavior-operational definition)

FBA Hypothesis Statement:
When SCHOLAR (insert triggers) he will (insert beh definition), in order to (insert functions of beh.) This is more likely to occur (insert concurrent events).

Replacement Behaviors:
SCHOLAR will (insert goals/replacement behaviors).

Intervention Plan:

Prevention Techniques

- Teachers will speak and interact with SCHOLAR in a neutral and emotionally flat manner using a calm tone
- Teachers will state directives, expectations, and directions in a clear and concise manner, and then walk away from SCHOLAR to avoid being drawn into a power struggle
- Teachers will frequently state school and class rules in a clear and concise manner to the class
- Teachers will externalize directives, requests, and corrections (rather than saying “I want you to...”, say “when the bell rings that means....” Or “the school rules say we must...”
- Teachers will avoid addressing the scholar in front of others and will avoid power struggles (See attached handout “Dodging the Power-Struggle Trap: Ideas for Teachers”)
- When appropriate and possible, the teachers will ignore disruptive behavior from the scholar

Teaching Alternative Behaviors

- Teachers will post the school and/or class rules, expectations and consequences in a highly visible and prominent area
- Teachers will establish clear and consistent consequences for specific behaviors and make this visible to SCHOLAR by keeping a notecard on his desk

- Break Card
 - SCHOLAR will be given a “Break Card” to use during non-instructional times
 - When SCHOLAR feels that he needs a break from the classroom, he may appropriately ask the teacher (i.e. raise his hand) to take a break and give the teacher his break card
 - The teacher should date, time, and initial the break card
 - The teacher may suggest to SCHOLAR that he use his break card
 - SCHOLAR may go to a designated area in the classroom and start the timer for (5 min). He may engage in the “Break Time Activities” only
 - Examples of break time activities include drawing, putting head on desk, looking through magazine, etc.
 - Break time activities should be different than reward options
 - When SCHOLAR’s break time is over, he will be expected to return to his desk and resume his classwork
 - If SCHOLAR does not resume his classwork, the teacher should follow the redirection steps (below) and fill out the behavior chart accordingly

Positive Reinforcement

- Teachers and parent will reward the scholar for putting forth good effort, attempting assignments and tasks, and exhibiting a positive attitude
- Teachers will give the scholar frequent positive feedback, like a pat on the back, high-five, etc.
- SCHOLAR will utilize a behavior chart for appropriate behaviors, receiving rewards for reaching his goals (see behavior chart description below)

Consequences for Non-Compliance

- SCHOLAR will be subject to the school and class discipline policies and procedures.
 - If SCHOLAR engages in inappropriate behaviors that are not addressed on his behavior chart, he may (insert classroom discipline procedure)
- At the discretion of (principal), SCHOLAR may be assigned to an alternate location (e.g. the library) for a period of time if multiple warnings are not heeded and the scholar continues to be disrespectful, defiant, and/or refuses to follow directives
- SCHOLAR will apologize to others he argues with and/or bothers
- SCHOLAR will complete a Think Sheet and review with an adult if he does something to cause extreme disruption to the learning environment and/or if he shows extreme disrespect toward a teacher or another scholar
- Teacher will tell the scholar clearly and concisely what behavior he is engaging in and the consequence if he continues

Home Intervention Support

- PARENT will consistently follow through with rewards and consequences at home
- PARENT will discuss behavior incidents with SCHOLAR and review rules, expectations, procedures, and consequences
- PARENT will discuss cause/effect/consequences of behaviors with SCHOLAR
- PARENT will review Think Sheet with SCHOLAR when it is sent home

Weekly Behavior Chart

- Behavior Chart/Rewards
 - Upon the start of this intervention, provide SCHOLAR with clear instructions telling him and showing him what it means/looks like to: (replacement behaviors)
 - Comply with teacher's request
 - Complete schoolwork to the best of ability
 - Be respectful toward peers/teachers
 - SCHOLAR'S Weekly Behavior Chart will be filled out daily.
 - At the end of the morning and afternoon, review with SCHOLAR his goals and decide together whether or not he met each goal. Provide the appropriate rating on the behavior chart. If SCHOLAR receives ____ points in the morning and ____ points in the afternoon, he will earn the opportunity to choose a reward from his reward menu.
 - If SCHOLAR gets ____ points at the end of the week, he may earn a reward at home.
 - Upon review of this behavior plan, if SCHOLAR is consistently meeting his goals, the criteria which SCHOLAR must reach to earn a reward will be increased.
 - Redirection Steps
 - If SCHOLAR begins displaying behaviors that do not meet his goals, *wait 10 seconds*, redirect him toward the appropriate behavior, and *wait 10 seconds*. If SCHOLAR continues behaving inappropriately, tell him that he will receive a low score on his behavior chart for that goal if the behavior continues, and *wait 10 seconds*.
 - As soon as SCHOLAR engages in the appropriate behavior, provide him with specific praise.
 - If SCHOLAR still continues to behave inappropriately, ignore the behavior, when appropriate and possible and provide the appropriate rating on the behavior chart.
 - Teachers will (enter the information from the behavior chart into the Google Doc/send chart home), along with specific examples of positive and/or negative behaviors at the end of each (day/week) for parent to review

Monitoring and Evaluation:

SCHOLAR's progress will be monitored by evaluating his Weekly Behavior Chart bi-weekly to determine the effectiveness of this intervention. Ms. Davis will check in with teachers (bi-)weekly to discuss SCHOLAR's progress and the effectiveness of this intervention. This plan will be reviewed during the week of (month) and revised if necessary to reflect SCHOLAR's progress.

(Signature Lines)

<https://www.caldwellschools.com/cms/lib/.../34/.../BIP%20template%20example.docx>

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PARENT & TEACHER RESOURCES



<http://insource.org/>

Autism Resource Network of Indiana

The Autism Resource Network of Indiana (or ARNI) is your online source for providers, events, and information about autism in the state of Indiana. Find family-friendly events, parent workshops, expos, medical and therapy providers in your area, summer camps, support groups, social skills, bulletins, research opportunities, grant deadlines, legislative information, and so much more.

Vocational Rehabilitation - <https://www.in.gov/fssa/ddrs/2636.htm>



Promoting Achievement through Technology and INstruction for all Students

<https://www.patinsproject.org/>



<https://www.childadvocates.net/>

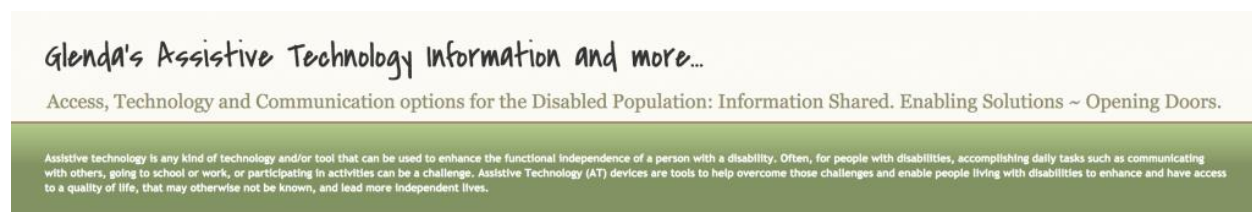
Adapting for Autism



Find it at: www.adaptingforautism.com

From the “About” page: “I want to share resources, materials and tips for working with children with autism. Kids with autism are my passion. I hope to bring you easy to implement ideas that can transform your classroom and give you tools to help your scholars reach their potential. Communication deficits and behavior challenges don’t have to derail your teaching and your scholars’ learning.”

Glenda's Assistive Technology



Find it at: atclassroom.blogspot.com

Mission: “The mission of this blog is to serve as a voice of a constant researcher in the field of educational and assistive technologies so that the best products, strategies and services may be located easily, in hopes that they will then be delivered, taught and used to better the lives of people with disabilities.”

Follow on social media: [Pinterest](https://www.pinterest.com/atclassroom/)

Intervention Central



Find it at: www.interventioncentral.org

From the “Contact” page: “... a popular website with free intervention and assessment resources for educators in grades K-12. With many school districts across the nation now facing serious budget constraints, [the] goal is to make Intervention Central the top website for high quality RTI resources available at no cost—including articles on effective academic and behavioral intervention practices and interactive tools to create assessment and other materials.”

Newsela



Find it at: newsela.com

From the “About” page: “Each Newsela text is offered at multiple tiers, for every scholar, no matter their level. That’s huge. Now scholars can study the same content and learn at their own pace—while teachers save time and headaches. It’s the definition of working smarter.”

Follow on social media: [Twitter](https://twitter.com/newsela) | [Facebook](https://www.facebook.com/newsela) | [YouTube](https://www.youtube.com/newsela) | [Instagram](https://www.instagram.com/newsela)

Scaffolded Math and Science



Find it at: scaffoldedmath.blogspot.com

From the “About” page: “After teaching mainstream math and biology for 8 years, I got a job teaching special education algebra 2 and consumer math in a high school outside Boston. Soon after came a certification to teach scholars with moderate disabilities and a realization that teaching math to kids who are afraid of math is what I live to do. Every activity I make, every lesson I plan first asks, ‘Will this work for tough kids?’”

Follow on social media: [Facebook](#) | [Instagram](#) | [Pinterest](#)

Special Needs Book Review



Find it at: www.specialneedsbookreview.com

From the “About” page: “We aim to provide parents and educators of special needs children an invaluable resource where they can read, search, comment and buy books that can directly benefit them and others.”

Follow on social media: [Twitter](#) | [Facebook](#) | [Pinterest](#)

Wrightslaw



Find it at: www.wrightslaw.com

From the home page: “Parents, educators, advocates, and attorneys come to Wrightslaw for accurate, reliable information about special education law, education law, and advocacy for children with disabilities. Begin your search in the [Advocacy Libraries](#) and [Law Libraries](#). You will find thousands of articles, cases, and resources about [dozens of topics](#).”

Follow on social media: [Twitter](#) | [Facebook](#) | [YouTube](#)



<https://www.cec.sped.org/>

RESOURCES

<https://www.doe.in.gov/sites/default/files/specialed/art-7-english-january-final-rule-update-2015-2017-spi.pdf>

<https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/behavior-intervention-plans-what-you-need-to-know>;<http://www.behavioradvisor.com/FBA.html>