

GLTS

Greater Lawrence Technical School



Greater Lawrence Technical School Special Education Procedures

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Greater Lawrence Technical School's Values and Remote Teaching

Mission Statement:

Preparing students for today's challenges and tomorrow's opportunities.

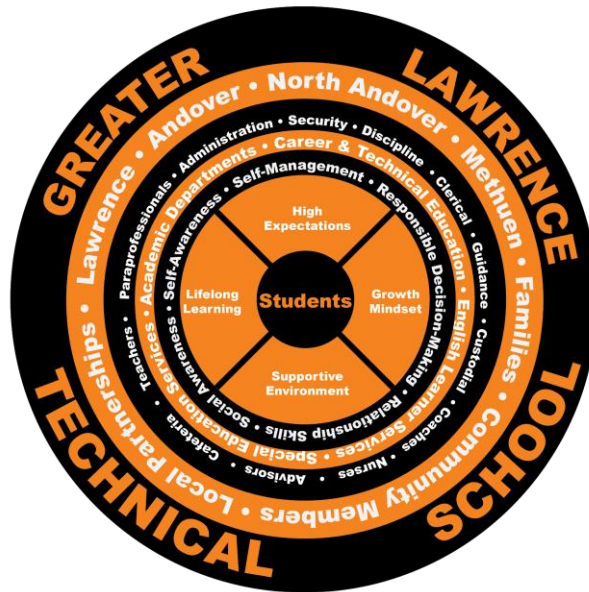
Core Values:

- **Growth Mindset:** Through continued effort, hard work, and reflection, we learn, develop, grow and excel. Everyone has the capability to grow their intelligence and character
- **High Expectations:** All members of the GLTS community will consistently challenge themselves and others to raise standards and improve performance
- **Supportive Environment:** By removing barriers and providing an equitable education, all members of the GLTS community will have the supports they need to learn, develop and grow.
- **Lifelong Learning:** Continuous learning by all- throughout school, career, and personal life.

Vision Statement:

A fully integrated school that teaches our students the transfer and application of knowledge and skills, empowers them to be self-reliant and to advocate for themselves, and supports the belief that they have control over future success.

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Student Support Services Mission

Our mission is to provide services for all eligible students in compliance with the Individuals with Disabilities Education Act (IDEA) and M.G.L. c.71B. The IDEA ensures that all eligible students receive a "free and appropriate public education" (FAPE) in the "least restrictive environment" (LRE). The general education classroom is considered the least restrictive placement with the appropriate supports and related services. Greater Lawrence offers a continuum of services in all required subject areas. The vocational/technical programs are open to all students with disabilities. Should a student's IEP require educational support services in the vocational setting these services and **supports are available if deemed necessary by the TEAM.**

Guidebook Navigation

In the table of contents, the teacher can hover over the area that they may wish to go to immediately. When the teacher hovers, they can hit "Ctrl" and hove with the mouse and a pointer will appear. Go to the title that is needed and left click on the title. It will bring the teacher to the section that they need.

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Federal and State Regulations

Special Education in the K-12 setting are regulated by both the federal and state governments. At the federal level, these regulations are known as the Individuals with Disabilities Act (IDEA). Information regarding [IDEA](#) can be found here.

In response to IDEA, each state must establish their own regulations in order to receive funding associated with compliance in the implementation of IDEA. In Massachusetts, IDEA is addressed in 603 CMR 28.00 titled: “Special Education”. 603 CMR 28.00 addresses the following components:

- 28.01 Authority, Scope and Purpose
- Definitions
- Administration and Personnel
- Referral and Evaluation
- The Team Process and Development of the IEP
- Placement and Service Options
- Parent Involvement
- Continuum of Options for Dispute Resolution
- Approval of Public or Private Day and Residential Special Education School Programs
- School District Responsibility

These regulations in their entirety can be found on the Massachusetts Department of Elementary and Secondary Education website here: [603 CMR 28](#).

In response to the federal regulations promulgated under that Act at 34 CFR Part 300 and M.G.L. c. 71B, this handbook serves as a guide to the implementation of these requirements as overseen through the DESE Public School Tiered Monitoring System.

Public School Tiered Focused Monitoring System

Scope of Tiered Focused Monitoring

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District/charter schools are reviewed every three years through Tiered Focused Monitoring. This review process emphasizes elements most tied to student outcomes, and alternates the focus of each review on either Group A Universal Standards or Group B Universal Standards.

Group A Universal Standards address:

- Student identification
- IEP development
- Programming and support services
- Equal opportunity

Group B Universal Standards address:

- Licensure and professional development
- Parent/student/community engagement
- Facilities and classroom observations
- Oversight
- Time and learning
- Equal access

In addition, the Department has reserved a specific set of criteria, collectively known as Targeted Standards, employed when LEA or school-level risk assessment data indicate that there is a potential issue. Identified Targeted Standards are assessed in addition to the Universal Standards.

Universal Standards and Targeted Standards are aligned with the following regulations:

Special Education (SE)

- Selected requirements from the federal Individuals with Disabilities Education Act (IDEA-2004); the federal regulations promulgated under that Act at 34 CFR Part 300; M.G.L. c. 71B, and the Massachusetts Board of Education's Special Education regulations (603 CMR 28.00), as amended effective March 1, 2007.

Civil Rights Methods of Administration and Other General Education Requirements (CR)

- Selected federal civil rights requirements, including requirements under Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, together with selected state

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requirements under M.G.L. c. 76, Section 5 as amended by Chapter 199 of the Acts of 2011 and M.G.L. c. 269 §§ 17 through 19.

- Selected requirements from the Massachusetts Board of Education's Physical Restraint regulations (603 CMR 46.00).
- Selected requirements from the Massachusetts Board of Education's Student Learning Time regulations (603 CMR 27.00).
- Various requirements under other federal and state laws.

Targeted Standards

The Department has reserved a specific set of criteria, collectively known as Targeted Standards. If LEA data indicate there is a potential issue, the related criteria to that standard will be added to the review. Data sources include, but are not limited to, Problem Resolution System (PRS) complaints and School Safety and Discipline Reports (SSDR). Identified Targeted Standards are assessed in addition to the Universal Standards.

Tiered Focused Monitoring allows for differentiated monitoring based on a district/charter school's level of need, the Tiers are defined as follows:

LEAs in Tiers 1 and 2 have been determined to have no or low risk:

- Tier 1/Self-Directed Improvement: Data points indicate no concern on compliance and performance outcomes — meets requirements.
- Tier 2/Directed Improvement: No demonstrated risk in areas with close link to student outcomes — low risk.

LEAs in Tiers 3 and 4 have demonstrated greater risk:

- Tier 3/Corrective Action: Areas of concern include both compliance and student outcomes — moderate risk.
- Tier 4/Cross-unit Support and Corrective Action: Areas of concern have profound effect on student outcomes and ongoing compliance — high risk.

TFM Process

Year 1: Self-Assessment: All LEAs complete this phase the year prior to the onsite review. LEAs review relevant special education and civil rights documentation, and submit this information to PSM through WBMS. LEAs may also review a sample of special education student records selected from across grade levels, disability categories, and levels of need.

Year 2: Onsite Monitoring/Reporting: Onsite activities vary by Monitoring Group and by Monitoring Tier.

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LEAs in Group A participate in one or more of the following onsite activities as directed by PSM:

- Interviews of administrative, instructional, and support staff consistent with those criteria selected for onsite verification.
- Interviews of parent advisory council (PAC) representatives and other telephone interviews as requested by other parents or members of the general public.
- Review of student records for special education.
- Surveys of parents of students with disabilities: All parents of students with disabilities receive an electronic survey that solicits information regarding their experiences with the LEA's implementation of programmatic objectives and requirements. This survey is tied to Indicator 8.

LEAs in Group B participate in one or more of the following onsite activities:

- Interviews of administrative, instructional, and support staff consistent with those criteria selected for onsite verification.
- Interviews of parent advisory council (PAC) representatives and other telephone interviews as requested by other parents or members of the general public.
- Observations of classrooms and other facilities: The onsite team visits a sample of classrooms and other school facilities used in the delivery of programs and services to determine compliance with program requirements.
- Review of student records for special education if Targeted Standards are included in the self-assessment.
- Surveys of parents of students with disabilities: All parents of students with disabilities receive an electronic survey that solicits information regarding their experiences with the LEA's implementation of programmatic objectives and requirements. This survey is tied to Indicator 8.

Year 2: Onsite Monitoring/Reporting: PSM will provide the LEA with the findings from the onsite monitoring. LEAs in Self-Directed Improvement and Directed Improvement tiers develop a Continuous Improvement and Monitoring Plan (CIMP). LEAs in Corrective Action and Cross-Unit Support & Corrective

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Action tiers develop a Corrective Action Plan (CAP) for any noncompliance found.

Continuous Improvement and Monitoring Plan (CIMP): LEAs in the Self-Directed Improvement and the Directed Improvement tiers have 20 working days to develop a CIMP.

Corrective Action Plan (CAP): LEAs in the Corrective Action and Cross-Unit Support & Corrective Action tiers develop a CAP based on the TFM Final Report issued by PSM. Once the report is issued, PSM works with LEAs to develop an appropriate CAP, providing targeted, ongoing technical assistance to support CAP implementation. Both tiers are required to provide written progress reports.

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Identification Process

SE 1: Assessments are appropriately selected and interpreted for students

1. Tests and other evaluation materials are:
 - a. Validated
 - b. administered and interpreted by trained individuals
 - c. tailored to assess specific areas of educational need and related developmental needs
 - d. selected and administered to reflect aptitude and achievement levels and related developmental needs
 - e. as free as possible from cultural and linguistic bias
 - f. provided and administered in the language and form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally
 - g. not the sole criterion for determining an appropriate educational program
 - h. not only those designed to provide a single general intelligence quotient
 - i. are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or the other factors the test purports to measure
 - j. technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors
2. In interpreting evaluation data and making decisions, the district:
 - a. uses information from a variety of sources to gather relevant functional and developmental information, including information provided by the parent
 - b. ensures that information obtained from these sources is considered
 - c. ensures that the placement decision conforms with placement in the least restrictive environment
 1. includes information related to enabling the student to be involved in and progress in the general curriculum

Applicable legislation: 603 CMR 28.04; 603 CMR 28.05

GLTS Procedures

When interpreting evaluation data and making decisions, GLTS will:

- use information from a variety of sources to gather relevant functional and developmental information,
 - including information provided by the parent – including teacher reports, current grade reports, report from the guidance counselor, and parent questionnaire
- ensure information obtained from these sources is considered

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- ensure the placement decision conforms with placement in the least restrictive environment for the student within the options available at GLTS
- include information related to enabling the student to be involved in and progress in the general curriculum to greatest extent possible.

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SE 2: Required and optional assessments

1. **Required assessments:** The following assessments are completed by appropriately credentialed and trained specialists for each referred student:
 - a. Assessment(s) in all areas related to the suspected disability(y) (ies) including consideration of any needed assistive technology devices and services and/or instruction in Braille.
 - b. Educational assessment by a representative of the school district, including a history of the student's educational progress in the general curriculum.
 - c. Assessment by a teacher(s) with current knowledge regarding the student's specific abilities in relation to learning standards of the Massachusetts Curriculum Frameworks and the district's general education curriculum, as well as an assessment of the student's attention skills, participation behaviors, communication skills, memory, and social relations with groups, peers, and adults.
 - d. For a student being assessed to determine eligibility for services at age three (3), an observation of the student's interactions in the student's natural environment or early intervention program is strongly encouraged together with the use of current assessments from Early Intervention Teams to avoid duplicate testing.
2. **Optional assessments:** The Administrator of Special Education may recommend or the parent may request one or more of the following:
 - a. A comprehensive health assessment by a physician that identifies medical problems or constraints that may affect the student's education. The school nurse may add additional relevant health information from the student's school health records.
 - b. A psychological assessment by a certified school psychologist, licensed psychologist, or licensed educational psychologist, including an individual psychological examination.
 - c. A home assessment that may be conducted by a nurse, psychologist, social worker, guidance or adjustment counselor, or teacher and includes information on pertinent family history and home situation and may include a home visit, with the agreement of the parent.
3. At the re-evaluation of a student, if no additional assessments are needed to determine whether the student continues to be eligible for special education, the school district recommends to the student's parents the following:
 - a. that no further assessments are needed and the reasons for this; and
 2. the right of such parents to request an assessment.

Applicable legislation: 603 CMR 28.04 (1) and (2); 34 CFR 300.304; 300.305; 300.324(a)(2)(v)

GLTS Procedures

*Educational Assessments A and B are **required** evaluations as part of all initial and re-evaluation process.*

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1. *Educational Assessment A is a **student history**. This requires information on the student's educational history and must include all schools attended. Responsibility of the Student's Guidance Counselor.*
2. *Educational Assessment B is **current information** on the student. This form should be filled out by all the students' teachers (including specialists). Liaison is responsible for notifying instructors and collecting the documents.*
3. *These evaluations should be made available to parents 2 school days before the meeting.*

Educational Assessment A

1. Special Education Specialist sends meeting invitations to all attendees for re-evaluations and initial evaluations.
2. When Guidance Counselor receives the invitation to the meeting, they will complete Educational Assessment A (located on the Intranet, All Forms) and return to the ETL by two days prior to the scheduled meeting.(insert date)

Educational Assessment B

Communication with Regular Education Teachers

3. Special Education Specialist sends meeting invitation to all attendees. When Special Education Liaison receives the invitation to the meeting they inform all the students teachers that it is time to complete Educational Assessment B (located on the Intranet, All Forms) and return to liaison by_____.(insert date)
4. When Special Education Liaison collects all of the Educational Assessment B forms they will submit them to the ETL in the Student Services Suite.

Additional Procedures

5. At least two weeks prior to the eligibility meeting, the ETL will send a reminder to the Special Education Liaison and Guidance Counselor to ensure that the Educational Assessments A and B are being completed.
6. These forms MUST be to the ETL at least 2 school days before the scheduled meeting.
7. ETL will print and include Ed Assessments in student file for submission to the Director of Special Education's review.

****Sample Email to general education teachers from liaison:***

A reevaluation/initial evaluation meeting has been set up for STUDENT(insert name). Please complete Educational Assessment B (located on staff Intranet under forms) and return to me by _____(insert date). Please let me know if you have any questions and thank you in advance for your support of STUDENT(insert name).

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****Sample Email from ETL for reminder:***

This is just a reminder that we will be holding **Student's First and Last Name** initial eligibility or re-evaluation meeting on **Date** and that as part of the assessment, Educational Assessments A and B are required evaluations that are due to me 2 school days before the meeting so they can be made available to parents I need a copy of the following items:

Liaison: observation (if SLD is suspected or if student has a current diagnosis of SLD using MA DESE SLD observation forms or narrative of observation for other suspected disabilities) and Ed Assessment Bs

Guidance Counselor: Ed Assessment A's

Please submit these to me by **Specific Date which is two days before the meeting date** to make sure that everything has been completed. You will email it to me directly so that I can print it. If the reevaluation process started last year, and the student attended GLTS, I would reach out to last year's counselor and/or liaison and/or teachers to see if it has been completed already. If you have any questions, please do not hesitate to contact me. If it has already been completed and submitted to us, please disregard this message.

Additional resource(s):

1. [Exemplar Ed Assessment A](#)
2. [Exemplar Ed Assessment B](#)

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SE 3: Special requirements for determination of specific learning disability

When a student suspected of having a specific learning disability is evaluated, the Team creates a written determination as to whether or not he or she has a specific learning disability, which is signed by all members of the Team, or if there is disagreement as to the determination, one or more Team members document their disagreement.

Applicable legislation: 34 CFR 300.8(c)(10); 300.311

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If a student is suspected of having a Specific Learning Disability, during the initial or re-evaluation consideration of the “Specific Learning Disability Eligibility Team determination of eligibility” process, the Evaluation Team Leader will fill out the following forms:

SLD 1 – Historical Review and Educational Assessment

SLD 2 – Area of Concern and Evaluation Method

SLD 3 – Exclusionary factors (cultural factors, environmental or economic disadvantage, limited English proficiency, a visual, hearing, or motor disability, intellectual disability, and/or emotional disturbance)

SLD TA-2 – Specific Learning Disability Checklist

The ETL will be responsible for obtaining signatures or evidence of agreement/disagreement with the SLD classification on the DESE “Mandated form 28M/10”. In an instance where a team member disagrees with the conclusion of the Team report, the ETL will obtain in writing a separate statement presenting their conclusions.

The liaison will be responsible for filling out the following SLD form and notifying the ETL of its completion:

SLD 4 - Classroom Observation Checklist

All forms will be added to the student file for documentation purposes.

Additional resource(s):

* See drop down screens 44-59 on ESPED/Frontline for SLD forms

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SE 3A: Special requirements for students on autism spectrum

Whenever an evaluation indicates that a child has a disability on the autism spectrum, which includes autistic disorder [autism], Asperger's disorder, pervasive developmental disorder not otherwise specified, childhood disintegrative disorder, and Rhett's Syndrome as defined in the Diagnostic and Statistical Manual of Mental Disorders, fourth edition (DSM-IV, 2000), the IEP Team shall consider and shall specifically address the following:

- 1) the verbal and nonverbal communication needs of the child;
- 2) the need to develop social interaction skills and proficiencies;
- 3) the needs resulting from the child's unusual responses to sensory experiences;
- 4) the needs resulting from resistance to environmental change or change in daily routines;
- 5) the needs resulting from engagement in repetitive activities and stereotyped movements;
- 6) the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder;
- 7) and other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development.

Please see additional guidance at: [Technical Assistance Advisory SPED 2007-1: Autism Spectrum Disorder](#)

Applicable legislation: 34 CFR 300.8(c)(1)(i); Chapter 57 of the Acts of 2006, amends M.G.L. c. 71B, section 3

GLTS Procedures

Whenever an evaluation indicates that a child has a disability on the autism spectrum, which includes autistic disorder [autism], Asperger's disorder, pervasive developmental disorder not otherwise specified, childhood disintegrative disorder, and Rhett's Syndrome as defined in the Diagnostic and Statistical Manual of Mental Disorders, fourth edition (DSM-IV, 2000), the IEP Team shall develop the IEP based upon the needs of the student.

1. Prior to concluding the IEP meeting, the ETL will review the 7 components of the IEP development of a student with autism to determine:
 - A. If there is a need to address the item;
 - B. Whether the IEP already addresses the item and if so where/how;
 - C. If the item is a need but not addressed, where it can be addressed;
 - D. If the item is not a need, then notation of it in the meeting notes.
 - E. This information will be reflected in the meeting notes.
2. In the formal proposed IEP via esped, the components related to autism will be check marked and elaboration will be provided in the additional information section of the proposed IEP.

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3. N1 will reflect the discussion of these items related to autism and will reflect the meeting notes consideration.

If the student is identified with a disability on the autism spectrum the following are considered at every IEP Team meeting: (located on IEP 1 dropdown screen 11 of Frontline/ESPED)

- 1) the verbal and nonverbal communication needs of the child;
- 2) the need to develop social interaction skills and proficiencies;
- 3) the needs resulting from the child's unusual responses to sensory experiences;
- 4) the needs resulting from resistance to environmental change or change in daily routines;
- 5) the needs resulting from engagement in repetitive activities and stereotyped movements;
- 6) the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder;
- 7) and other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development.

Additional resource(s):

[Technical Assistance Advisory SPED 2007-1: Autism Spectrum Disorder](#)

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SE 9: Timeline for determination of eligibility and provision of documentation to parent

Within forty five (45) school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation, the school district determines whether the student is eligible for special education and provides to the parent either a proposed IEP and (except in cases covered by 603 CMR 28.06(2)(e)) proposed placement or a written explanation of the finding of no eligibility.

Applicable legislation: 603 CMR 28.05(1); 28.06(2)(e)

GLTS Procedures

1. The Special Education Specialist will send consents to parents/caregivers 3 months before evaluation is due with a due date return of 2 weeks from mailing not 1 month.
2. If consents are not returned in 2 weeks the Special Education Specialist will call home and if the parent/caregiver requires another consent one will be sent. This will continue every 2 weeks until we receive the consent.
3. THE DAY the consent is received the Special Education Specialist will update the spreadsheet and the meeting date will be set at about day 40. The Special Education Specialist will also inform all evaluators and meeting attendees of the meeting.
*it is understood that special considerations will take place based on the return or non return of consents
4. All evaluators will complete all evaluations by the 30th day indicated on Frontline/ESPED N1A, dropdown screen 35. All evaluations will be made available to parents 2 school days prior to the IEP meeting.

Additional resource(s):

[Process for Evaluation Consents](#)

SE 9A: Elements of the eligibility determination; general education accommodations and services

1. To determine whether a student is eligible for special education, the school district:
 - a. provides an evaluation or re-evaluation
 - b. convenes a Team meeting
 - c. determines whether the student has one or more disabilities
 - d. determines if the student is making effective progress in school
 - e. determines if any lack of progress is a result of the student's disability
 - f. determines if the student requires special education and/or related services in order to make effective progress or if the student requires related services in order to access the general curriculum
2. If a Team determines that a student is not eligible for special education but may be eligible for accommodation(s) for disability(ies) under Section 504, the student is referred for consideration by the district for eligibility under that general education program.
3. When the student does not need any direct services, the Team makes a finding of no eligibility and appropriate services are provided through the district's general education program.
4. When the student's lack of progress is due to a lack of instruction in reading or mathematics, limited English proficiency, social maladjustment, or is due to an inability to meet the school discipline code but is not due to a disability, the district makes a finding of no eligibility for special education and may refer the student to a more appropriate instructional program or support service.

Applicable legislation: 4 CFR 300.8; 300.306; 603 CMR 28.05(1) and (2)

GLTS Procedures

Initial and Reevaluation Meetings (These meetings determine eligibility)

3 components to the Eligibility Process

- Eligibility Determination (if student is found ineligible the process ends here)
- IEP Development (if student is found eligible), includes transition planning
- Placement Determination

Eligibility Determination

- The Team members*(all evaluators, ETL, guidance counselor, any service provider, special education teacher, regular education teacher, parent/guardian(s), STUDENT) will review the KEY findings of their evaluation reports that support their conclusions regarding disability findings. Team members should bring student work samples when appropriate to illustrate conclusions. The Team will then determine if the student has a disability, and if so which disability(ies) the student qualifies according to State

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regulations CMR 603 28.04. Determine primary disability for state reporting purposes (Educational Environment/Placement PL-2).

- The Team reviews how the disability (if found) impacts progress in the general education curriculum. Educational History and Educational Assessment (Ed. Assessment A and B) reports are required for this component.
- Team members should describe, in educationally relevant terminology, how the disability presents itself in the classroom. The Team must then determine if the child requires specially designed instruction in order to make effective progress in school OR does the student require related services to access the curriculum (ie: speech and language, counseling etc). If the student does not require specially designed instruction OR related services but accommodations are required, next steps should be recommended and outlined in the N1(reevaluation) or N2(initial evaluation) letter.

*** Guidance for Implementing IDEA 2004**

Key Points for IDEA-2004:

Team Meetings

Required Team Membership: The following membership roles must be filled at Team meetings:

- Parent(s) of the student with a disability;
- The student with a disability, when appropriate(in the year they turn 14 they must be invited to the meeting)
- Not less than one general education teacher (if the child is, or may be, participating in the regular education environment);
- Not less than one special education teacher;
- A representative of the Local Education Agency (LEA) who has the authority to commit resources
- An individual who can interpret evaluation results; and
- At the parent or agency's discretion, other individuals who have knowledge of the student.

If the student meets all three of the components above then the student IS ELIGIBLE for Special Education services and an Individual Education Program (IEP) is written.

If the student does not meet one of the above the components above the student IS NOT ELIGIBLE for Special Education services. The ETL will write a N1 (reevaluations) or N2 (initial evaluations) outlining the decision making process, evaluation results and next steps. Each question on the letter should be answered completely. The N1 or N2 letter is mailed to parents and placed in the student file with a Finding of No Eligibility packet.

The Team decision regarding each phase of Eligibility Determination needs to be

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Documented on the Eligibility Determination flow chart (ED1) in Frontline (formally ESPED).

Parents will be asked if they are satisfied that the evaluation addressed the concerns brought to the Team. If the parents DO NOT agree the Team determines if there is enough agreement to develop any portion of the IEP. If the Team concurs that there is enough agreement the Team writes the IEP based on the areas of agreement. If there is not enough information to write either a partial or full IEP the Team may consider whether an Extended Evaluation should be conducted to gain the needed additional information.

Additional resource(s):

[Eligibility Process](#)

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SE 10: End of school year evaluation

If consent is received between 30 and 45 school working days before the end of the school year, the school district ensures that a Team meeting is scheduled so as to allow for the provision of a proposed IEP or written notice of the finding that the student is not eligible no later than 14 days after the end of the school year.

Applicable legislation: 34 CFR 300.323; 603 CMR 28.05(1)

GLTS Procedures

If consent for an evaluation is received between 30 and 45 school working days before the end of the school year, GLTS ensures a Team meeting is scheduled so as to allow for the provision of a proposed IEP or written notice of the finding the student is not eligible no later than 14 days after the end of the school year.

If a parent provides the school with written consent for the evaluation less than 45 school days, but at least 30 school days before the last instructional day of the school year, the evaluation must be completed, and the report provided to the parent by June 30th. Then, not later than the 15th school day of the following school year, the Team will meet to review the results of the evaluation and determine eligibility for special education services.

Note: School days do not include any day a student is not in school, such as:

- Weekends
- Student Holidays
- Staff Development Days
- Spring Break
- Winter Break
- Summer Break
- School closure (snow day/emergency closing)

Also Note: If a student is absent more than three (3) days after the consent for evaluation is signed, the school district may extend the 45-school day timeline by the number of absences with written notification.

Additional resource(s):

[Extension of evaluation timeline](#)

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SE 11: School district response to parental request for independent educational evaluation

If a parent disagrees with an initial evaluation or re-evaluation completed by the school district, and the parent requests an independent educational evaluation, the district implements the following requirements:

1. All independent educational evaluations funded by the district are conducted by qualified persons who are registered, certified, licensed or otherwise approved and who abide by the rates set by the state agency responsible for setting such rates. Unique circumstances of the student are to be justified when an individual assessment rate is higher than that normally allowed.
2. The school district has procedures to offer parents the option of participating in an income eligibility program for free or reduced cost independent educational evaluations that are equivalent to the types of assessments done by the school district.
3. The district extends the right to a publicly funded independent educational evaluation (only if cost shared or funded for state wards or for students receiving free or reduced cost lunch) for sixteen (16) months from the date of the evaluation with which the parent disagrees.
4. If the parent is requesting an evaluation in an area not assessed by the school district, or if the student does not meet or the parent does not choose to share the financial documentation regarding the income eligibility standards for free or reduced cost independent educational evaluation, then the school district responds in accordance with the requirements of federal law by paying for the independent educational evaluation or, within five (5) school days, proceeding to the Bureau of Special Education Appeals (BSEA) to show that its evaluation was comprehensive and appropriate. Where the BSEA finds that the school district's evaluation was comprehensive and appropriate, the school district does not pay for the independent educational evaluation requested by the parent.
5. Whenever possible, the independent educational evaluation is completed and a written report sent no later than thirty (30) days after the date the parent requests the independent educational evaluation. If publicly funded, the report is sent to the parents and to the school district. The independent evaluator's report summarizes, in writing, procedures, assessments, results, and diagnostic impressions as well as educationally relevant recommendations for meeting identified needs of the student. The independent evaluator recommends appropriate types of placements but does not recommend specific classrooms or schools.
6. Within ten (10) school days from the time the school district receives the report of the independent educational evaluation, the Team reconvenes and considers the

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independent educational evaluation (which may be publicly or privately funded) and whether a new or amended IEP is appropriate.

Applicable legislation: 34 CFR 300.502; 603 CMR 28.04(5)

GLTS Procedures

Upon receipt of evaluation results, if a parent disagrees with an initial evaluation or re-evaluation completed by the school district, then the parent may request an independent education evaluation (IEE). Parents may obtain an independent education evaluation at private expense at any time. If the parent requests an IEE at public expense, the district must either pay for the IEE or, within **five school days**, request a determination from the BSEA that the district's evaluation was comprehensive and appropriate. The Special Education Specialist should immediately notify the Director of Special Education of any request for an IEE so that the appropriate response can be made and timelines followed. The parent's right to request an IEE is extended up to 16 months after an evaluation or re-evaluation process has been completed.

When a parent/guardian submits an Independent Evaluation to any staff member (regular education/special education teacher/guidance counselor/school adjustment counselor/related service provider/administrator/etc) for a **student who is on an IEP: IT MUST BE SUBMITTED IMMEDIATELY TO THE OFFICE OF STUDENT SERVICES (in hard copy)**

- A. Special Education Specialist will date stamp the report.
- B. Special Education Specialist will create a meeting invitation and attendance sheet for a meeting within 10 school days of receipt of the evaluation.
- C. Special Education Specialist will mail meeting invitation and attendance sheet to parent/guardian
- D. Special Education Specialist will set up meeting (student, parent/guardian, ETL, school psychologist, regular education teacher, special education teacher, related service provider, school adjustment counselor if applicable).
- E. Special Education Specialist will provide a copy of the evaluation to the school psychologist and ETL.
- F. At the meeting the Team will **CONSIDER** the findings of the report and if the Team determines that any of the findings are necessary for the student to receive FAPE, the IEP will be amended to reflect any changes.

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When a parent/guardian submits an Independent Evaluation to any staff member (regular education/special education teacher/guidance counselor/school adjustment counselor/related service provider/administrator/etc) for a **student who is NOT on an IEP (this will trigger an initial evaluation)** *This may include a student who is on an active 504.*

IT MUST BE SUBMITTED IMMEDIATELY TO THE OFFICE OF STUDENT SERVICES (in hard copy)

- A. Special Education Specialist will date stamp the report.
- B. Special Education Specialist will share report with School Psychologist, ETL and Director of Special Education for them to determine which evaluations will be conducted.

Follow N1 and Evaluation Consent Process

1. Check parent and student primary language to determine interpreter and translation needs. (check home language survey)
2. Write N1 Letter (see sample below)
3. Send and update google sheet to **“yellow”** indicating the consent has been sent.
4. When consent is received update google sheet to **“green”**, input 30th and 45th day (also put in esped)
5. Send a meeting invitation and attendance sheet.
6. Inform evaluators of signed consent.
7. Invite all meeting attendees via google calendar.

The Independent Evaluation will be **CONSIDERED** at the initial evaluation Team meeting.

Additional resource(s):

[GLTS IEE Request](#)

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SE 12: Frequency of re-evaluation

1. When the student's needs warrant it or a parent or teacher requests it, the school district, with parental consent, conducts a full re-evaluation consistent with the requirements of federal law, provided that:
 - a. a re-evaluation is conducted every three years unless the parent and district agree that it is unnecessary and
 - b. a re-evaluation is conducted no more frequently than once a year unless the parent and district agree otherwise.
2. The district implements re-evaluation procedures in all cases where it is suspected that a student is no longer eligible for special education, except that no re-evaluation is required before the termination of eligibility because a student has graduated with a general high school diploma or exceeded the age of eligibility.

Applicable legislation: 34 CFR 300.303; 300.305(e); 603 CMR 28.04(3)

GLTS Procedures

A re-evaluation will be conducted for each student with a current IEP every three years or more frequently if requested or recommended. Re-evaluations occur not more frequently than once a year unless both parents and LEA agree that evaluation is needed.

When a student is referred for a re-evaluation, existing evaluation data should be reviewed first. **IF**, no additional information is needed to determine whether the student continues to be eligible, the district may request that a parent waive particular types of assessment(s).

The parent may either consent to waiver the assessment(s) or may choose to have the assessments completed regardless of the recommendation for waiver.

When there are school-based recommendations for the assessment battery, the Special Education ETL should contact a parent/guardian directly to discuss the upcoming re-evaluation and the waiver process. The Special Education ETL will provide objective information about the student's possible eligibility/non-eligibility.

Evaluation is required **PRIOR** to ending an IEP service, whether related service or special education. The assessment that is used can be a combination of standardized assessment and curriculum, or classroom based assessment data.

If evaluation consent is not returned, despite multiple efforts, the annual review meeting **MUST** be held in order to ensure the IEP does not expire.

Additional resource(s):

[Reevaluation process](#)

[Process for Evaluation Consents](#)

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SE 19: Extended evaluation

If the Team finds a student eligible for special education and finds the evaluation information insufficient to develop a full or partial IEP, the Team, with the parents' consent, agrees to an extended evaluation period.

1. The extended evaluation period is not used to deny programs or services determined to be necessary by the Team. If, prior to the extended evaluation, the Team determines that sufficient information is available to determine, in part, necessary annual goals and services, the Team writes a partial IEP that, if accepted by the parent, is immediately implemented by the district while the extended evaluation is occurring.
2. The extended evaluation period is not used to allow additional time to complete the required assessments.
3. If the parent consents to an extended evaluation, the Team documents its findings and determines what evaluation time period is necessary and the types of information needed to develop an IEP. The Team may decide to meet at intervals during the extended evaluation, but in all cases reconvenes promptly to develop an IEP when the evaluation is complete.
4. The extended evaluation may extend longer than one week, but does not exceed eight school weeks.
5. The extended evaluation is not considered a placement.

Applicable legislation: 603 CMR 28.05(2)(b)

GLTS Procedures

If the Team finds the evaluation information insufficient to develop an IEP, the Team, with parent consent, may agree to an extended evaluation period.

The extended evaluation period shall not be used to deny programs or services determined to be necessary by the Team. If, prior to the extended evaluation, the Team determines that sufficient information is available to identify some necessary objectives and services, the Team shall write a partial IEP that, if accepted by the parent, shall be immediately implemented by the district while the extended evaluation is occurring.

The extended evaluation period shall not be used to allow additional time to complete the required assessments and **should not exceed 40 days**.

If the parent consents to an extended evaluation, the Team shall document its findings and determine what evaluation time period is necessary and the types of information needed to develop an IEP, if appropriate. The Team may decide to meet at intervals

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during the extended evaluation, but in all cases shall reconvene promptly to develop or complete an IEP when the evaluation is complete.

The extended evaluation may extend longer than one week, but shall not exceed **eight** school weeks, and the Team must convene at approximately half way through the determined evaluation period to discuss progress.

The extended evaluation shall not be considered a placement.

See Frontline/ESPED for Extended Evaluation Form Dropdown Screen 40.

Complete along with an N1.

Additional resource(s):

[Extended evaluation](#)

IEP Development

SE 6: Determination of transition services

1. The Team discusses the student's transition needs annually, beginning no later than when the student is 14 years old, and documents its discussion on the Transition Planning Form.
2. The Team reviews the Transition Planning Form annually and updates information on the form and the IEP, as appropriate.
3. Reserved
4. For any student approaching graduation or the age of twenty-two (22), the Team determines whether the student is likely to require continuing services from adult human service agencies. In such circumstances, the Administrator of Special Education makes a referral to the Bureau of Transitional Planning in the Executive Office of Health and Human Services in accordance with the requirements of M.G.L. c. 71B, §§12A-12C (known as Chapter 688).
5. In cases where the IEP included needed transition services and a participating agency other than the school district fails to provide these services, the Team reconvenes to identify alternative strategies to meet the transition objectives.
6. The district ensures that students are invited to and encouraged to attend part or all of Team meetings at which transition services are discussed or proposed.

Applicable legislation: 34 CFR 300.320(b); 300.321(b); 300.322(b)(2); 300.324(c); M.G.L.c.71B, Sections 12A-C; 603 CMR 28.05(4)(c)

GLTS Procedures

1. Beginning with 8th grade transition into GLTS, Transition Planning Forms are conducted at the transition meeting, and then completed yearly with input from the student and the entire Team.
2. Previous TPS's are reviewed and then updated and revised based upon student's current aspirations and skills.
3. The ETL will UPDATE THE 688-referral spreadsheet with all students enrolled at GLTS who qualify for services under the categories of Intellectual and Autism Spectrum Disorder.
4. Weschler Adult Intelligence Scale (WAIS) will be administered to students who will potentially be referred for a 688-referral and who will be turning 16 during the life of the current IEP. (Potentially Spring of Sophomore year: May/June)
5. Once WAIS results have been received and reviewed with parent(s)/guardian(s), students, and school-based Team members, a formal 688-

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referral will be submitted. Information will be provided to the home-based Team members.

6. ETL will complete 688 referral packets.
7. ETL will update 688 referral spreadsheet and then submit referrals via the Virtual Gateway to the proper agency.
8. During Junior and Senior years, the ETL will consult with outside agencies to determine if a student has an assigned case manager.
9. ETL will update the 688 Referral Spreadsheet to indicate which students have an active case and assigned manager from 688 agencies.
10. ETL will notify Special Education Specialist to ensure that outside agencies are invited to IEP meetings.

Additional resource(s):

[Chapter 688 vs. MRC referrals](#)

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SE 7: Transfer of parental rights at age of majority and student participation and consent at the age of majority

1. At least one year prior to the student reaching age 18, the district informs the student and the parent/guardian of the rights that will transfer from the parent/guardian to the student upon the student's 18th birthday. The notification provided to both the student and the parent/guardian must explicitly state that all rights accorded to parents under special education law will transfer to the 18-year-old.
2. Upon reaching the age of 18, the school district implements procedures to obtain consent from the student to continue the student's special education program.
3. The district continues to send the parent written notices and the parent will have the right to inspect the student's records, but the parent will no longer have decision-making authority, except as provided below:
 - a. If the parent has sought and received guardianship from a court of competent jurisdiction, then the parent retains full decision-making authority. The parent does not have authority to override any decision or lack of decision made by the student who has reached the age of majority unless the parent has sought or received guardianship or other legal authority from a court of competent jurisdiction.
 - b. The student, upon reaching the age of majority and in the absence of any court actions to the contrary, may choose to share decision-making with his or her parent (or other willing adult), including allowing the parent to co-sign the IEP. Such choice is made in the presence of the Team and is documented in written form. The student's choice prevails at any time that a disagreement occurs between the adult student and the parent or other adult with whom the student has shared decision-making.
3. The student, upon reaching the age of majority and in the absence of any court actions to the contrary, may choose to delegate continued decision-making to his or her parent, or other willing adult. Such choice is made in the presence of at least one representative of the school district and one other witness and is documented in written form and maintained in the student record.

Applicable legislation: 34 CFR 300. 320(c), 300.520; 603 CMR 28.07(5)

GLTS Procedures

Age of Majority (between 16 and 17 years of age)

- All special education liaisons/ETLs at Greater Lawrence Technical School (GLTS) will provide the Age of Majority Notice and obtain parent and student signatures at eligible student sophomore or junior year IEP meetings, or at a meeting when the student is between the ages of 16 and 17 years old.
- The information regarding the Age of Majority will be included in the additional information section of the IEP and in the N1 letter, as well as

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updated on E-Sped tracking Age of Majority section(screen 75), and the signature pages of the Age of Majority Notice will be sent to the Office of Student Services to be placed in the student file

Age of Consent (18th Birthday)

- On a student's 18th birthday the student's liaison or ETL will provide the student with a copy of the Age of Consent Decision Form, obtain the necessary signatures and reflect the decision of the student in E-Sped. Students who have turned 18, and choose to act on their own behalf or share decision making rights, will be provided a copy of their IEP and the liaison or ETL will obtain their signature.
- If a student turns 18 over the summer, a vacation or weekend the student's liaison or ETL will provide the student with a copy of the Age of Consent Decision Form, obtain the necessary signatures and reflect the decision of the student, within 1-3 days of return to school. Students who have turned 18, and choose to act on their own behalf or share decision making rights, will be provided a copy of their IEP and the liaison or ETL will obtain their signature.
- Documentation of the signing will be noted in the Additional Information section of the IEP, updated on E-Sped Age of Majority Tracking section (screen 75) and a copy of the Age of Consent Form and signed IEP signature pages will be placed in the student file.
- The student's liaison or ETL will notify guidance counselors, teachers, and Special Education Specialist of the student's decision.
- If a student's parent/guardian has obtained guardianship DHS will obtain evidence of guardianship, document the Age of Majority Tracking section in esped (screen 75) and provide the evidence of guardianship to the Office of Student Services to be placed in the student file.

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SE 8: IEP Team composition and attendance

The following persons are members of the IEP Team and may serve in multiple roles:

1. The student's parent/caregiver.
2. A representative of the school district who acts as Chairperson and who is (1) qualified to supervise or provide special education; (2) is knowledgeable about the general curriculum; and (3) is knowledgeable about the availability of resources of the district.
3. A representative of the school district who has the authority to commit the resources of the district (and who may act as the Chairperson).
4. Special education and regular education teachers
 - a. If the student *may* be involved in a regular education program, a regular education teacher. If the student *is* involved in a regular education program, a regular education teacher of the student.
 - b. If the student is participating in a special education program, a special education teacher of the student or, if appropriate, a special education provider for the student.
5. The student, if one purpose of the meeting is to discuss transition services or if otherwise appropriate and if he/she chooses.
6. Other individuals at the request of the student's parents.
7. Reserved
8. An individual who is qualified to interpret the instructional implications of evaluation results, who may be any one of the persons identified in parts 2 - 4 above.
9. Other individuals who may be necessary to write an IEP for the child, as determined by the Administrator of Special Education.
10. When one purpose of the Team meeting is to discuss transition services, a representative of any public agency who may be responsible for providing or paying for transition services is invited to the Team meeting. If the representative(s) does not attend the meeting, the school district takes other steps to obtain the participation of these agencies.
11. Reserved
12. When one purpose of the Team meeting is to discuss placement, a person knowledgeable about placement options is present at the meeting.
13. Members of the Team attend Team meetings unless:
 - a. the parent and district agree to use alternative means, such as a video conference or a conference call, for any Team meeting OR
 - b. the district and the parent agree, in writing, that the attendance of the Team member is not necessary because the member's area of the curriculum or related services is not being modified or discussed OR

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- c. the district and the parent agree, in writing, to excuse a required Team member's participation and the excused member provides written input into the development of the IEP to the parent and the IEP Team prior to the meeting.

Applicable legislation: 34 CFR 300.116(a), 300.321, 300.328.

See also, in the IDEA 97 regulations, 34 CFR Part 300, Appendix A, to State Question #22; 603 CMR 28.02(21).

GLTS Procedures

1. Review ASPEN with required fields for translation and/or interpretation needs.
2. If an interpreter is required for a meeting, please complete the interpreter request form (see below) at least two weeks before the meeting, unless it is an unforeseen circumstance move in, discipline, parent request, etc.
3. Special Education Specialist will invite required *team members to all IEP meetings. For annual reviews and re-evaluations ONLY 1 Regular Education Teacher, liaison can report on classroom performance.

For Initial Evaluations a special education teacher will be assigned at the time consent is received.

4. Special Education Specialist will complete the attendance sheet (any student, in the year they turn 14 must be included on the printed attendance sheet) at the same time as the meeting invitation and provided to the parent/guardian at least two weeks before the meeting.
5. Staff members will receive a Google invite from Special Education Specialist with the student name, date and time of the IEP meeting at least 2 weeks before the meeting.
6. Staff members will accept this meeting by responding "yes" to the google calendar invite. (if a staff member is unable to attend, they will respond "no" and give a brief explanation) **General Education Teachers** will be invited to the meeting on a rotation to create as much equity as possible and with the least disruption.

The following factors are considered:

- a) lowest student grade,
 - b) if there are 2 teachers in a class to cut down on sub coverage,
 - c) if it is a "full resource" student the shop teacher,
 - d) STEAM shop one of the subject teachers is invited
7. After accepting the meeting, the staff member will contact the Substitute Scheduler to arrange coverage (if needed). Staff member will notify the Substitute Scheduler if the meeting is:
 - a. An annual review meeting (45 minutes) or
 - b. An initial or re-evaluation meeting (60 minutes)

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8. ETL will obtain all initials of members in attendance at the Team meeting.
9. If a member of the Team is unable to attend the meeting the ETL will inform the parent/guardian of the Team members inability to attend and ask for a member excusal or offer to reschedule the meeting.
10. If the parent/guardian agrees to proceed with the meeting in the absence of the required Team Member, the ETL will ensure the completion of the “Member Excusal Form” and will report out the written input from the excused Team member.
11. If the parent/guardian does not agree to the excusal, then then the ETL will coordinate with the parents to reconvene the meeting at a later date.
12. Paperwork will be included in the IEP packet and noted under “other” on the IEP checklist.
13. A meeting can only be held without the parent/caregiver present after there have been THREE attempts to schedule and the parent has not attended. The district will work collaboratively with the parent/caregiver to arrange a meeting time that is agreeable.
14. In order for meetings to run efficiently and effectively please be prompt to the meeting and expect to stay for the duration of the meeting, unless otherwise arranged with the ETL.

All attendees are required to stay for the entirety of the meeting unless otherwise arranged and parents are informed. IF this occurs a parent must agree and sign a member excusal form if the Team member leaves the meeting. However, an interpreter is required for the duration of the meeting.

Additional resource(s):

[Interpreter request form](#)

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SE 13: Progress Reports and content

1. Parents receive reports on the student's progress toward reaching the goals set in the IEP at least as often as parents are informed of the progress of non-disabled students.
2. Progress report information sent to parents includes written information on the student's progress toward the annual goals in the IEP.
3. Where a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the school district provides the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her postsecondary goals.

Applicable legislation: 34 CFR 300.305(e)(3); 300.320(a)(3); 603 CMR 28.07(3)

GLTS Procedures

1. Progress reports are due at least as often as report cards (4x's a year), with the exception of STEAM which is (3x's a year). Dates they are due are at the same as the General Education report cards with the exception of 12th graders who do not receive a progress report for 4th quarter but instead receive a completed Summary of Student Performance (Frontline/ESPED dropdown 43).
2. **1st quarter** Progress reports are due to Kara Hernandez in Suite 3037 by 2:30 on the day they are due(11/12). Please have these in alphabetical order and do not staple.
3. **1st quarter** Progress reports will be reviewed for content that demonstrates information that reflects the progressive criteria of the goal. This is not a place for value judgments and statements should be objective. Also, reviewed for necessary edits (typos, misspelling, wrong name or pronoun etc).
Progress reports should be data driven and report on progress toward goals using data collected during the quarter.
4. Once **1st quarter** progress reports are reviewed and edited, if corrections are needed they will be returned to the liaison for corrections and returned to the Student Services Office. Please make a copy of the progress reports (one to be mailed home, one to go into the file), and indicate whether the documents require translation by placing them in a separate folder. Special Education Specialist will get the documents translated if required and will place the progress reports in file.
1. **2nd-4th quarter** progress reports will be
 - peer edited, on ESPED, during CPT,
 - corrections will be made by the dates(all Wednesday's) listed above

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- liaisons will print progress reports after 2:30 on the day they are due (dates listed above)
- due to Special Education Specialist by 2:30 on Friday (one copy of the progress reports to be filed, please indicate translation needs by placing them in a separate folder)
- one copy mailed home (Special Education Specialist will provide stamped/addressed envelopes)

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SE 14: Review and revision of IEPs

1. At least annually, on or before the anniversary date of the IEP, a Team meeting is held to consider the student's progress and to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate.
2. Amendments to the IEP. In between annual IEP meetings the district and parent may agree to make changes to a student's IEP, documented in writing, without convening a meeting of the Team. Upon request, a parent is provided with a revised copy of the IEP with the amendments incorporated.

Applicable legislation: 34 CFR 300.324(a)(4), (6) and (b); 603 CMR 28.04(3)

GLTS Procedures

1. Annual IEP Meetings

Within GLTS, at least annually, and generally 3-4 weeks prior to the anniversary date of the IEP, a Team meeting is held to consider the student's progress and to review, revise, and update the current IEP or refer the student for a re-evaluation. The Transition Planning Form (TPF), teacher reports, guidance counselor reports, consultant/speech/language reports, and any testing reports are submitted to the ETL to review and make available to parent/caregiver two SWD's before the IEP meeting. sible for assembling all information into a draft form of IEP for use at the meeting.

The form "Meeting Summary" created for discussion by the IEP Team will be clearly state "I have received the NOTES outlining the discussion at the Team meeting. By signing I am **acknowledging receipt of the Meeting Summary and do not necessarily agree with the determinations made by the Team.**" (see below)

2. IEP Amendments

If an IEP is required to be amended during the IEP period, before the anniversary date of the IEP, it may be amended, for small changes with the parent/caregiver approval, without a Team meeting. Discussion with the parent/caregiver is required.

Amendment Process

1. Go to the ACTIVE IEP in Frontline/ESPED and "ARCHIVE" the ENTIRE IEP.
2. Once you have ARCHIVED the ENTIRE IEP go to screen 4 and duplicate the IEP.
3. Once the IEP is duplicated and you have created a NEXT IEP work off of the NEXT IEP.

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4. On the NEXT IEP put the “meeting date” as the date you are amending the IEP and put the IEP start date as the “meeting date” and keep the END DATE THE SAME.
5. Make necessary changes to the IEP.
6. Write a new N1 indicating you are providing the parent/caregiver with an Amended IEP and outline the changes in the N1 letter.

Additional resource(s):

1. [Summary of proposed IEP meeting notes](#)
2. [IEP amendments](#)

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SE 18A: IEP development & content

1. Upon determining that the student is eligible for special education, the Team, including the parent(s), develops an IEP at the Team meeting.
2. The IEP is completed addressing all elements of the most current IEP format provided by the Department of Elementary and Secondary Education.
3. The school district ensures that the IEP will not be changed outside of the Team meeting.
4. Whenever the IEP Team evaluation indicates that a student's disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing, the IEP must address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing.
5. For students identified with a disability on the autism spectrum, the IEP Team must consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing.

Applicable legislation: IDEA-97: 34 CFR Part 300, Appendix A, Question #22; 603 CMR 28.05(3); G.L.c. 71 B, section 3, as amended by Chapter 92 of the Acts of 2010

GLTS Procedures

1. Post Meeting, the Evaluation Team Leader puts the packet together and completes their assigned portions (see additional resources at the end of this criterion) and direct liaison and service providers complete their portions of the IEP (see IEP exemplar on following pages).
2. Liaison and/or service providers inform the ETL by **DAY 6** that the IEP is complete in ESPED.
3. ETL reviews IEP for necessary corrections and returns to Liaison if corrections required.
4. If corrections are required by Liaison, ETL informed them of corrections by **DAY 8**.
5. By **DAY 9**, Liaison returns the IEP to the ETL with corrections.
6. **DAY 10**, ETL submits the completed packet to the Director of Special Education for signature.
7. By **DAY 11**, the Director of Special Education signs the IEP and returns the completed packet to the Special Education Specialist.

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8. **NO LATER THAN DAY 12**, Special Education Specialist mails the IEP to the parent.

Responsibilities of Team Member:

- A. Parent and/or Student Concerns: Liaison and ETL
- B. Student Strengths and Key Evaluation Results Summary:
 - i. Liaison is responsible for the update of current level of classroom performance, student strengths/interests, progress toward goals and MCAS results
 - ii. School Psychologist is responsible for the input of key evaluation results summary, disability
 - iii. Primary Disability: Liaison, for annual reviews; School Psychologist for Initial and Re-evaluations
- C. Vision Statement: ETL
- D. PLEP A: Liaison and checked by ETL
- E. PLEP B: Service Providers and checked by ETL
- F. Goals: Liaison and Service Providers and checked by ETL
- G. Service Delivery: Agreed upon by team and written by ETL
- H. Additional Information: Discussed by team and ETL

Additional Clarification

1. Day 1 is the day of the meeting. The timeline starts at that time.
2. Days are calendar days, not work days (calendar days include weekends, holidays, vacations, days missed due to inclement weather, etc.)
3. Timeline includes 6 days for completion. This will allow for a little “wiggle” room in case of unexpected days off (snow days).

Additional resource(s):

1. [IEP Exemplar for Liaison Writing Responsibilities](#)
2. [Memorandum on the Implementation of 603 CMR 28.05\(7\): Parent response to proposed IEP and proposed placement](#)

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SE 20: Least restrictive program selected

1. The program selected is the least restrictive environment for students, with consideration given to any potential harmful effect on the student or on the quality of services that he or she needs.
2. If the student is removed from the general education classroom at any time, the Team states why the removal is considered critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily.
3. The district does not remove an eligible student from the general education classroom solely because of needed modification in the curriculum.
4. If a student's IEP necessitates special education services in a day or residential facility or an out-of-district educational collaborative program, the IEP Team considers whether the student requires special education services and support to promote the student's transition to placement in a less restrictive program.

Applicable legislation: 34 CFR 300.114-120; *M.G.L. c. 71B, § 3;*
603 CMR 28.06(2)

GLTS Procedures

The school district shall ensure that, to the maximum extent appropriate, students with disabilities are educated with students who do not have disabilities, and that special classes, separate schooling, or other removal of students with special needs from the general education program occurs only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. The removal of a student from the general education setting is validated in the Nonparticipation Justification section of the IEP, which quotes the regulation describing the district responsibility outlined above.

Procedures for Determining the Least Restrictive Environment in Accordance with the

Individuals with Disabilities Education Act (IDEA) 2004

- ____ 1. The student's eligibility for special education placement is determined by the Individual Education Program(IEP) Team .
- ____ 2. The student's specific educational needs (cognitive, affective, and psychomotor)are identified and discussed at the IEP Team meeting.
- ____ 3. The specific special education and related services necessary to address the student's needs identified in step 2 are determined at the IEP Team meeting.

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____ 4. The IEP Team should give first consideration to the appropriateness of placement in the general education environment with modifications and supports. The full continuum of services will be considered without regard to current availability and the school schedule will not dictate the placement.

____ 5. The extent to which the student will not participate in general education programs is determined by the IEP Team.

____ 6. In selecting the Least Restrictive Environment (LRE), consideration is given to any potential harmful effects on the student or on the quality of services he/she needs (300.552b).

____ 7. Upon receiving written notice, the parent then has a reasonable time to 1) accept the Teams decision as appropriate, 2) request mediation and/or and/or a hearing related to eligibility, the individualized education program, or the placement decision, or 3) request another IEP Team meeting.

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SE 25: Parent consent

In accordance with state and federal law, the school district obtains informed parental consent as follows:

1. The school district obtains written parental consent before conducting an initial evaluation and before making an initial placement of a student in a special education program. Written parental consent is obtained before conducting a reevaluation and before placing a student in a special education placement subsequent to the initial placement in special education.
2. The school district obtains consent before initiating extended evaluation services.
3. The school district obtains consent to the services proposed on a student's IEP before providing such services.
4. A parent is informed that consent may be revoked at any time. Except for initial evaluation and initial placement, consent may not be required as condition of any benefit to the child.
5. When the participation or consent of the parent is required and the parent fails or refuses to participate, the attempts to secure the consent of the parent are implemented through multiple attempts using a variety of methods which are documented by the district. Such efforts may include letters, written notices sent by certified mail, electronic mail (e-mail), telephone calls, or, if appropriate, TTY communications to the home, and home visits at such time as the parent is likely to be home. Efforts may include seeking assistance from a community service agency to secure parental participation.
6. If, subsequent to initial evaluation and initial placement and after following the procedures required by the regulations, the school district is unable to obtain parental consent to a re-evaluation or to placement in a special education program subsequent to the initial placement, the school district considers with the parent whether such action will result in the denial of a free appropriate public education to the student. If, after consideration, the school district determines that the parent's failure or refusal to consent will result in a denial of a free appropriate public education to the student, it seeks resolution of the dispute through the BSEA.
7. If the parent has given consent for special education services and then, at any time following, revokes his/her consent to the student's special education services in writing, the district is obligated to discontinue all special education services and may not use mediation or request a due process hearing to obtain agreement or a ruling requiring the continuation of services, consistent with federal regulation. If a parent revokes consent in writing, the district must act promptly to provide written notice to the parent/guardian of the district's proposal to discontinue services based

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on the revocation of consent, as well as information on how the parent can obtain a copy of his/her right to procedural safeguards. The district must provide the notice a reasonable time before the district intends to discontinue the services.

Applicable legislation: 34 CFR 300.300; 603 CMR 28.07(1)

GLTS Procedures

Evaluation Consent:

Initial Evaluations:

Re-evaluations:

1. Consents are sent to parents/caregivers 3 months before evaluation is due with a due date return of 2 week from mailing not 1 month.
2. If consents are not returned in 2 weeks a call is made home and if the parent/caregiver requires another consent one will be sent. This will continue every 2 weeks until we receive the consent.
3. THE DAY the consent is received the spreadsheet will be updated and the meeting date will be set at about day 40.

*it is understood that special considerations will take place based on the return or non return of consents

Extended Evaluations:

Proposed IEP:

1. IEP's will be sent electronically to parent/guardians, unless a hard copy is requested, by the Special Education Specialist 14 calendar days from the date of the IEP meeting.
2. If the Special Education Specialist has not received receipt of parent response to the IEP by day 30 the Special Education Specialist will email* the parent/guardian.
3. If the Special Education Specialist has not received receipt of parent/guardian response to the IEP by day 40 the liaison will send a second email** and make a phone call to the parent/guardian.
4. If the Special Education Specialist has not received receipt of parent/guardian response to the IEP by day 50 the liaison will contact the ETL who will send a final notice letter*** (written by the Director of Special Education) to the parent/guardian.
5. If the ETL or liaison does not hear from the parent/guardian indicating their response to the proposed IEP by day 60 the Office of Student Services will process the IEP as a rejected IEP.

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6. All copies of attempts to contact the parent/guardian must be collected from the liaison by the ETL. The ETL will then forward to the Office of Student Services to be placed in the student file.

7. ***Initial Evaluation Process: Role of Liaison:***

A liaison will receive an email from the Special Education Specialist that states:

We have received a request for an initial evaluation. Your role will be to serve as the "temporary liaison"it does not mean after the process is complete you will definitely be the student's permanent liaison. Your role in this process will be:

1. attend meeting
2. complete an observation
3. hand out and collect Educational Assessment B's

Student Name and grade _____

30th day _____

(this is the day the observation and Educational Assessment B's need to be complete)

This process will be rotated through so no one should get more than one of these a year, unless there all of a sudden is a huge surge in requests. The office will consider factors such as; those who are full inclusion teachers, lowest caseload numbers, if the student is in a class you are already in.

[Sample emails](#)

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SE 26: Parent participation in meetings

1. The district ensures that one or both parents of a student are members of any group that makes decisions on the educational placement of their student.
2. The Administrator of Special Education notifies parent(s) in writing of any Team meeting early enough to ensure that they have an opportunity to attend.
3. The district schedules the meeting at a mutually agreed upon time and place; and documents such efforts.
4. If neither parent can attend, the district uses other methods to ensure parent participation, including individual or conference telephone calls, or video conferencing.
5. In cases where the district, after reasonable efforts, is unable to obtain the parents' participation in Team meeting discussions and decisions, the district conducts the Team meeting and documents its attempts to facilitate the parents' participation.

Applicable legislation: 34 CFR 300.322; 300.501; 603 CMR 28.02(21)

GLTS Procedures

All efforts are made by GLTS to ensure one or both parents/caregivers of a student are members of any group and makes decisions on the educational placement of their student. The Director of Special Education notifies parent(s) in writing of any Team meeting early enough to ensure they have an opportunity to attend. The school district schedules the meeting at a mutually agreed upon time and place; and documents such efforts.

If neither parent can attend, the district uses other methods to ensure parent participation, including individual or conference telephone calls, or video conferencing. In cases where the school district, after reasonable efforts, is unable to obtain the parents' participation in Team meeting discussions and decisions, the district conducts the Team meeting and documents its attempts to facilitate the parents' participants.

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SE 29: Communications are in English and primary language of home

1. Communications with parents are in simple and commonly understood words and are in both English and the primary language of the home if such primary language is other than English. Any interpreter used in fulfilling these requirements is fluent in the primary language of the home and familiar with special education procedures, programs, and services. If the parents or the student are unable to read in any language or are blind or deaf, communications required by these regulations are made orally in English with the use of a foreign language interpreter, in Braille, in sign language, via TTY, or in writing, whichever is appropriate, and all such communications are documented.
2. If the district provides notices orally or in some other mode of communication that is not written language, the district keeps written documentation (a) that it has provided such notice in an alternate manner, (b) of the content of the notice and (c) of the steps taken to ensure that the parent understands the content of the notice.

Applicable legislation: 34 CFR 300.322(e); 300.503(c); 603 CMR 28.07(8)

GLTS Procedures

1. Review all Home Language Surveys when they come in and update ASPEN with required fields for translation and/or interpretation. (guidance)
2. Provide copies of Home Language Surveys to Special Education Specialist, even if not a special education student. If an initial evaluation is requested we must determine if the family requires translation/interpretation.
3. If the student is on an IEP the Special Education Specialist will update the translation and or interpretation field in ESPED.
4. If an interpreter is required for a meeting please complete the interpreter request form (See below) at least two weeks before the meeting, unless it is an unforeseen circumstance (move in, discipline, parent request)
5. For translation of documents please indicate on the IEP packet that translation is required.

Review ASPEN with required fields for translation and/or interpretation needs.

1. For translation of documents, please indicate on the IEP packed that translation is required.
2. If during a meeting, a parent/guardian indicates that an interpreter and/or translation services are not needed, the ETL will provide a copy of the

Additional resource(s):

1. [Interpreter request form](#)
2. [Parent translation interpretation need](#)
3. [Parent translation interpretation need \(Spanish ver.\)](#)
4. [IEP paperwork submission checklist](#)

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Programming and Support Services

SE 17: Initiation of services at age three and Early Intervention transition procedures

<ol style="list-style-type: none">1. Where at all possible the school district accepts referrals from the Department of Public Health, other agencies, and individuals for young children when or before the student turns two-and-one-half years old in order to ensure continuity of services and to ensure the development and implementation of an IEP for eligible children by the date of the student's third birthday in accordance with federal requirements.2. The district implements procedures to ensure the effective transition of young children with disabilities from Early Intervention Programs through participation in transition planning conferences arranged by such programs.
<i>Applicable legislation: 34 CFR 300.101(b); 300.124; 300.323(b); 603 CMR 28.06(7)(b)</i>
Not Applicable

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SE 34: Continuum of alternative services and placements

The district provides or arranges for the provision of each of the elements of the IEPs of students in need of special education from the ages of three through twenty-one, ensuring that a continuum of services and alternative placements is available to meet the needs of all students with disabilities, and takes all steps necessary to ensure compliance with all elements of the IEPs, including vocational education.

Applicable legislation: 34 CFR 300.109; 300.110; 300.115; 603 CMR 28.05(7)(b)

GLTS Procedures

GLTS is a regional school and does not provide for alternative placements for students. Such placements, if deemed necessary by the Team, would come from the student's sending school district and a member of the sending school district would be present at the Team meeting in which the appropriateness of GLTS as an educational setting for the student on the IEP was to be discussed, with a referral back to the sending school district in such cases where GLTS would not be considered an appropriate educational setting for the student.

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SE 37: Procedures for approved and unapproved out-of-district placements

1. Individual student program oversight: The school district monitors the provision of services to and the programs of individual students placed in public and private out-of-district programs. Documentation of monitoring plans and all actual monitoring are placed in the files of every eligible student who has been placed out-of-district. To the extent that this monitoring requires site visits, such site visits are documented and placed in the students' files for review. The duty to monitor out-of-district placements is not delegated to parents or their agents, to the Department of Elementary and Secondary Education, or to the out-of-district program.
2. Student right to full procedural protections: The school district retains full responsibility for ensuring that the student is receiving all special education and related services in the student's IEP, as well as all procedural protections of law and regulation. Any Team meetings conducted during the time that a student is enrolled in the out-of-district program are initiated by the school district in coordination with the out-of-district program.
3. Preference to approved programs: The school district, in all circumstances, first seeks to place a student in a program approved by the Department pursuant to the requirements of 603 CMR 28.09. Preference is also given to approved programs located within the Commonwealth of Massachusetts if the choice of such program is consistent with the needs of the student and the choice of such program complies with LRE requirements. When an approved program is available to provide the services on the IEP, the district makes such placement in the approved program in preference to any program not approved by the Department.
4. Written contracts: The school district enters into written contracts with all public and private out-of-district placements. At a minimum, such contracts meet the content requirements of 28.06(3)(f)(1-5).
5. Use of unapproved programs: A school district that places a student in a program that has not been approved by the Department according to the requirements under 603 CMR 28.09 ensures that such programs and services are provided in appropriate settings by appropriately credentialed staff able to deliver the services on the student's IEP. Students placed by the school district in such programs are entitled to the full protections of state and federal special education law and regulation.
6. Placement documentation: The following documentation is maintained by the school district pursuant to its placement of students in unapproved out-of-district programs:

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- a. Search: The Administrator of Special Education documents the search for and unavailability of a program approved by the Department. The Administrator places such documentation in the student record.
- b. Evaluation of facility: The Administrator of Special Education or his/her designee thoroughly evaluates the appropriateness of any unapproved facility prior to placement of the student in such program. Such evaluation determines whether the unapproved facility can appropriately implement the student's IEP in a safe and educationally appropriate environment. Such evaluation determines whether the unapproved facility can and will provide the student with all the rights that are accorded to the student under state and federal special education law. Such evaluation is documented in detail and placed in the student record for review. To the extent that this evaluation requires a site visit, such site visits are documented and placed in the student record for review. The duty to evaluate the appropriateness of any unapproved facility is not delegated to the parents or their agents or the proposed unapproved facility.
- c. School district approval to operate a private school in Massachusetts: If services in an unapproved program are provided in a school setting, the Administrator of Special Education ensures that such school has received approval from the school committee where the private school is located under M.G.L. c.76, §1 and a copy of such approval is retained in the student record.
- d. Pricing: Pursuant to the requirements for Compliance, Reporting and Auditing for Human and Social Services at 808 CMR 1.00, the Administrator obtains pricing forms required to set program prices for programs receiving publicly funded students. Such pricing forms are completed by the proposed placement and document that the price proposed for the student's tuition is the lowest price charged for similar services to any student in that program.
- e. Notification of the Department of Elementary and Secondary Education: Prior to placement, if the Team determines that placement in such facility is appropriate, the Administrator notifies the Department of the intent to place the student and the name and location of the proposed placement before placing the student into the program by sending a completed mandated 28M3 form titled "Notice of Intent to Seek Approval for Individual Student Program" and all the required supporting documentation (i.e., completed pricing forms, signed written contract that will govern such placement, and monitoring plan pursuant to 603 CMR 28.06(3)(b)). The district maintains copies of this documentation, as well as any documentation of the Department's objections to such placement and the steps the district has taken in regard to such objection. The district maintains documentation of the approved price for publicly-funded students as set by the state agency responsible for setting program prices. The district maintains documentation of actual monitoring of the unapproved placement, including any site visits made and other monitoring activities undertaken by the school district.
- f. Out of state programs: If out-of-district programs are provided in a placement outside of Massachusetts, and such school has not received approval by the

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Department under 603 CMR 28.09, the Administrator of Special Education ensures that such school has received approval from the host state.

Applicable legislation: 34 CFR 300.2(c); M.G.L. c. 76, s. 1; 603 CMR 18.00; 28.02(14); 28.06(2)(f) and (3); 28.09; 808 CMR 1.00

Not Applicable

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SE 38: Special education in institutional settings (SEIS)

Department of Elementary and Secondary Education responsibility: In cases where the Department provides certain special education services to eligible students in certain facilities operated by or under contract with the Department of Mental Health, the Department of Youth Services, County Houses of Corrections, or the Department of Public Health, the Department retains the discretion to determine, based upon resources, the type and amount of special education and related services that it provides in such facilities.

School district responsibility:

1. The district implements its responsibilities to students in institutional settings by acting on requests for evaluation, issuing proposed IEPs in a timely manner, and providing special education and/or related services in accordance with state and federal law.
2. Where a student's IEP requires a type or amount of service that the facility does not provide, it remains the responsibility of the parent's school district to implement the student's IEP by arranging and paying for the provision of such service(s).
3. The parent's school district coordinates with the state agency to ensure that the student receives an evaluation, an annual review, and special education services as identified at a Team meeting convened by the parent's school district.

Applicable legislation: 603 CMR 28.06(9)

Not Applicable

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SE 39A: Procedures used to provide services to eligible students enrolled in private schools at private expense whose parents reside in the district

1. The district conducts student find activities--comparable to those for public school students--for all students enrolled at private expense in private schools in the district.
2. The district consults with private schools in accordance with federal requirements.
3. The district provides or arranges for the provision of an evaluation for any private school student whose parent resides in the district who is referred for evaluation. The evaluation may take place in the public school, the private school, or an appropriate contracted facility; as part of its consultation with the private school, the district ensures that a representative of the student's private school is invited to participate as a member of the Team pursuant to §28.05. The district provides an IEP for any such private school student who is found eligible for special education and/or related services.
4. The district provides special education and/or related services designed to meet the needs of eligible students, who are attending private schools at private expense and whose parents reside in the district, and does so according to a properly developed IEP. The district provides to such students genuine opportunities to participate in a public school special education program consistent with state constitutional limitations.
5. In providing or arranging for the provision of the special education and/or related services described by the student's IEP, the district ensures that special education services funded with state or local funds are provided in a public school facility or other public or neutral site. When services are provided using only federal funds, services are provided on public or private school grounds. When the student attends a private school located outside of the district, the district makes reasonable efforts to provide or arrange for the provision of services for the student in the community where the school is located.
6. The district does not withdraw or withhold services from a student whose parents reside in the district solely because the district has met the spending requirements of federal law.
7. Special education services and/or related services for a private school student whose parents reside in the district are comparable in quality, scope, and opportunity for participation to those provided to public school students with needs of equal importance.
8. An expedited special education evaluation, which is limited to a student's physician statement unless there is a clear indication of the need or unless the parents request additional evaluation, is conducted and services provided to eligible students whose parents reside in the district within 15 calendar days of the district's

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receipt of the student's physician statement.

9. The district calculates the proportionate share of Federal Special Education Entitlement funds (Fund Code 240) required to be spent on eligible private school students (including all eligible students attending private school in the district whether their parents reside in the district, in another Massachusetts district, or out of state) and documents the spending of at least this amount of federal entitlement funds (Fund Code 240) on one or more of the eligible private school students attending private school in the district whose parents reside in the district or out of state.

Applicable legislation: 34 CFR 300.130-144; 300.300(d)(4); M.G.L. c. 71B, section 2; 603 CMR 28.03(1)(e)

Not Applicable

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SE 39B: Procedures used to provide services to eligible students who are enrolled at private expense in private schools in the district and whose parents reside out of state

1. The district conducts student find activities--comparable to those for public school students--for all students enrolled at private expense in private schools in the district.
2. For students enrolled at private expense in private schools in the district and whose parents reside out of state, the district consults with the private schools in accordance with federal requirements. It conducts evaluations and determines eligibility in accordance with state and federal requirements.
3. The district calculates the proportionate share of Federal Special Education Entitlement funds (Fund Code 240) required to be spent on eligible private school students (including all eligible students attending private school in the district whether their parents reside in the district, in another Massachusetts district, or out of state) and documents the spending of at least this amount of federal entitlement funds (Fund Code 240) on one or more of the eligible private school students attending private school in the district whose parents reside in the district or out of state.

If the district provides services to any eligible private school student from out of state, it does so using an individual services plan.

Applicable legislation: 34 CFR 300.130-144; 300.301-311; 603 CMR 28.02(7); 28.04; 28.05(2)

Not Applicable

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SE 40: Instructional grouping requirements for students aged five and older

1. The size and composition of instructional groupings for eligible students receiving services outside the general education classroom are compatible with the methods and goals stated in each student's IEP.
2. Instructional grouping size requirements are maximum sizes and the school district exercises judgment in determining appropriate group size and supports for smaller instructional groups serving students with complex special needs.
3. When eligible students are assigned to instructional groupings outside of the general education classroom for 60% or less of the students' school schedule, group size does not exceed
 - a. 8 students with a certified special educator,
 - b. 12 students if the certified special educator is assisted by 1 aide, and
 - c. 16 students if the certified special educator is assisted by 2 aides
4. For eligible students served in settings that are substantially separate, serving solely students with disabilities for more than 60% of the students' school schedule, the district provides instructional groupings that do not exceed
 - a. 8 students to 1 certified special educator or
 - b. 12 students to 1 certified special educator and 1 aide.
5. After the school year has begun, if instructional groups have reached maximum size as delineated in paragraphs 3 and 4 of this criterion, the Administrator of Special Education and the certified special educator(s) providing services in an instructional group may decide to increase the size of an instructional grouping by no more than two additional students if the additional students have compatible instructional needs and then can receive services in their neighborhood school.
6. In such cases, the Administrator provides written notification to the Department and the parents of all group members of the decision to increase the instructional group size and the reasons for such decision. Such increased instructional group sizes are in effect only for the year in which they are initiated.
7. The district takes all steps necessary to reduce the instructional groups to the sizes outlined in paragraph 3 or 4 of this criterion for subsequent years. Such steps are documented by the district.

Applicable legislation: 603 CMR 28.06(6)

GLTS Procedures

Within GLTS the size and composition of instructional groupings for eligible students receiving services outside the general education classroom are compatible with the methods and goals stated in each student's IEP. Instructional grouping size requirements are maximum sizes and the school district exercises judgment in determining appropriate group size and supports for smaller instructional groups

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serving students with complex special needs. When eligible students are assigned to instructional groupings outside of the general education classroom for 60% or less of the students' school schedule, group size does not exceed:

8 students with a certified special educator,

12 students if the certified special educator is assisted by 1 aide, and

16 students if the certified special educator is assisted by 2 aides

For eligible students served in settings are substantially separate, serving solely students with disabilities for more than 60% of the students' school schedule, the district provides instructional groupings not exceeding:

8 students to 1 certified special educator, or

12 students to 1 certified special educator and 1 aide

After the school year has begun, if instructional groups have reached maximum size as delineated in parts 3 and 4 of this criterion, the Director of Special Education and the certified special educator(s) providing services in an instructional group may decide to increase the size of an instructional grouping by no more than 2 additional students if the additional students have compatible instructional needs. In such cases, the administrator provides written notification to the Department of Elementary and Secondary Education and the parents/caregivers of all group members are notified of the decision to increase the instructional group size and the reasons for such a decision. Such increased instructional group sizes are in effect only for the year in which they are initiated. GLTS takes all steps necessary to reduce the instructional groups to the sizes outlined in parts 3 or 4 of this criterion for subsequent years. Such steps are documented by the district and through the DESE waiver process.

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SE 41: Age span requirements

The ages of the youngest and oldest student in any instructional grouping do not differ by more than 48 months. A written request for approval of a wider age range is submitted to the Commissioner of Elementary and Secondary Education in cases where the district believes it is justified. Such requests are implemented only after approval of the Department of Elementary and Secondary Education.

Applicable legislation: 603 CMR 28.06(6)(f)

GLTS Procedures

Within GLTS the ages of the youngest and oldest students in any instructional grouping do not exceed 48 months. A written request for approval of a wider age range is submitted to the commissioner of elementary and secondary education in cases where the district believes it is justified.

Such requests are implemented only only after approval of the Department of Elementary and Secondary Education.

Additional resource(s):

Resource Class Teachers complete and submit the following document:

[Directions for age span requirements](#)

[Age span documentation](#)

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SE 42: Programs for young children three and four years of age

General requirements:

1. The school district ensures programs are available for eligible students three and four years of age. Such programs shall be developmentally appropriate and specially designed for students ages three and four years.
2. Reserved.
3. Where appropriate, the school district elects, consistent with federal requirements, to use the format and services of the Individualized Family Service Plan (IFSP), if appropriate, for an additional year as a means of transitioning eligible students to public school services.
4. Where appropriate the Team allows a student to remain in a program designed for three and four year old students for the duration of the school year in which the student turns five years old (including the summer following the date of the student's fifth birthday).

Types of Settings:

5. Inclusionary programs for young students are located in a setting that includes students with and without disabilities and meet the following standards:
 - a. Services in such programs are provided in the home, the public school, Head Start, or a licensed childcare setting.
 - b. For public school programs that integrate students with and without disabilities, the class size does not exceed 20 with 1 teacher and 1 aide and no more than 5 students with disabilities. If the number of students with disabilities is 6 or 7 then the class size does not exceed 15 students with 1 teacher and 1 aide.
6. Substantially separate programs for young students are located in a public school classroom or facility that serves primarily or solely students with disabilities. Substantially separate programs adhere to the following standards:
 - a. Substantially separate programs are programs in which more than 50% of the students have disabilities.
 - b. Substantially separate programs operated by the district limit class sizes to 9 students with 1 teacher and 1 aide.

Applicable legislation: 34 CFR 300.101(b); 300.124(b); 300.323(b); 603 CMR 28.06(7)

Not Applicable

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SE 43: Behavioral interventions

For a student whose behavior impedes their learning or the learning of others, the Team considers the student's behavior including positive behavioral interventions and the possible need for a functional behavioral assessment.

Applicable legislation: 34 CFR 300.324(a)(2)(i)

GLTS Procedures

When behavior interferes with a student's learning or with the learning of others, the IEP team will sometimes conduct a functional behavior assessment (FBA) as a first step to identify when and why the behavior occurs. The IEP Team will look at the cause of the behavior and develop positive strategies for change. While this is often part of the IEP, it is not required for the development of a 504 Plan. The FBA includes:

- Documenting the behavior
- Identifying where and why the behavior occurs
- Evaluating strategies successful in addressing the behavior

This information is usually gathered by the school psychologist and teachers. If results from psychological or psychiatric evaluations, information about medications or input from the student's pediatrician or primary care physician, the Team will request access to information relevant to the issues at hand. The results of the FBA process will be more accurate if the assessment information is complete as possible. The FBA will be used to write a positive behavior intervention plan becoming part of the IEP.

If a student has an IEP or a 504 Plan, a Behavior Intervention Plan (BIP) must be developed if the behavior is related to the disability and substantially interferes with the student's educational program. This plan can be incorporated as goals on the IEP or it can be a separate plan attached to either the IEP or the 504 Plan. The BIP should include positive ways to address the student's behaviors. This can include goals teaching the student coping or self-regulation strategies or detailed modifications to the classroom environment will decrease the chance of the behaviors occurring in the first place. If at any point, the behavior plan is not working, the IEP Team will reconvene to modify it. GLTS may bring in an outside BCBA, health care provider or agency to consult on the development of a plan.

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SE 48: Equal opportunity to participate in educational, nonacademic, extracurricular and ancillary programs, as well as participation in regular education

Equal opportunity to participate in educational, nonacademic, extracurricular and ancillary programs, as well as participation in regular education

All students receiving special education, regardless of placement, shall have an equal opportunity to participate in and, if appropriate, receive credit for the vocational, supportive, or remedial services that may be available as part of the general education program as well as the non-academic and extracurricular programs of the school.

Programs, services and activities include, but are not limited to:

1. art and music
2. vocational education, industrial arts, and consumer and homemaking education
3. work study and employment opportunities
4. counseling services available at all levels in the district
5. health services
6. transportation
7. recess and physical education, including adapted physical education
8. athletics and recreational activities
9. school-sponsored groups or clubs
7. meals

Applicable legislation: 34 CFR 300.101 - 300.113; 603 CMR 28.06(5)

GLTS Procedures

All students within GLTS receiving special education, regardless of placement, shall have an equal opportunity to participate in and, if appropriate, receive credit for the vocational, supportive, or remedial services may be available as part of the general education program as well as the non-academic and extracurricular programs of the school.

Programs, services, and activities include, but are not limited to:

- vocational education
- co-operative employment education
- counseling services available at all levels in the district
- health services
- food services
- transportation
- physical education, including adapted physical education
athletics and recreational activities
- school sponsored groups or clubs

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SE 49: Related services

For each student with special education needs found to require related services, the school district provides or arranges for the provision of transportation and such developmental, corrective, and other supportive services as are required to assist a student to benefit from special education or to access the general curriculum, and includes:

1. speech-language pathology and audiology services
2. psychological services
3. physical therapy
4. occupational therapy
5. recreation, including therapeutic recreation
6. early identification and assessment of disabilities in children
7. counseling services, including rehabilitation counseling
8. orientation and mobility services (peripatology)
9. medical services for diagnostic or evaluation purposes
10. school health services, including school nurse services
11. social work services in schools
12. parent counseling and training, and
13. interpreting services.

Applicable legislation: CFR 300.34; 300.323(c); 603 CMR 28.02(18)

GLTS Procedures

For each student with special education needs found to require related services, GLTS provides or arranges for the provision of transportation and such developmental, corrective, and other supportive services as are required to assist a student to benefit from special education or to access the general curriculum, and includes:

- Speech-language Pathology and Audiology services
- Psychological services
- Physical Therapy
- Occupational Therapy
- Recreation, including therapeutic recreation
- Counseling services, including Rehabilitation Counseling
- Orientation and Mobility services (peripatology)
- Medical services for diagnostic or evaluation purposes
- School health services, including School Nurse services
- Social Worker services
- Parent counseling/training, and interpreting services

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Licensure/Professional Development

SE 50: Administrator of Special Education

The school district has an appointed person to be its Administrator of Special Education. The Administrator supervises all special education for the school district and ensures compliance with all federal and state special education laws. The Administrator of Special Education is appropriately licensed or holds a current waiver for an appropriate license or otherwise demonstrates that he or she has the qualifications to perform all of the duties of the Administrator. As appropriate, and in accordance with the requirements of M.G.L. c.71B, §3A, the Administrator may designate other school district personnel to carry out some of the duties of the Administrator.

Applicable legislation: M.G.L. c. 71B, § 3A; 603 CMR 28.03(2)

GLTS Procedures

GLTS has an appointed person to be its administrator of special education titled: The Director of Special Education. The Director of Special Education supervises all special education for the school district and ensures compliance with all federal and state special education laws. The Director of Special Education at GLTS is appropriately licensed or holds a current waiver for an appropriate license or otherwise demonstrates he or she has the qualifications to perform all of the duties of the administrator. As appropriate, and in accordance with the requirements of M.G.L. c.71B, §3A, the Director of Special Education may designate other school district personnel to carry out some of his/her district duties.

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SE 51: Appropriate special education teacher licensure

Except at Commonwealth charter schools, individuals who design and/or provide direct special education services described in IEPs are appropriately licensed.

Commonwealth Charter Schools – Special Education Teacher Qualifications

To come into compliance with IDEA, Commonwealth charter schools must use “qualified” teachers to provide specialized instruction or have a “qualified” teacher consult with or provide direct supervision for someone who is not qualified but is delivering specialized instruction. This is an IDEA requirement.

“Qualified” teachers must hold a valid license in special education or have successfully completed an undergraduate or graduate degree in an approved special education program.

Please see additional guidance at:

http://www.doe.mass.edu/charter/tech_advisory/07_1.html# (update 2/2011)

<http://www.doe.mass.edu/charter/sped/staffqualifications.html> (update 3/23/2012).

Applicable legislation: 34 CFR 300.18; 300.156; M.G.L. c. 71, s. 38G; s. 89(qq); 603 CMR 1.07; 7.00; 28.02(3)

GLTS Procedures

Within GLTS, individuals who design and/or provide direct special education services described in IEPs are appropriately licensed. Licensure renewal and compliance is the responsibility of the individual educator and not of the school district. It is the responsibility of the educator to provide the district with a current teaching license to be kept on file in the GLTS Human Resources Department. The files are reviewed annually to ensure DESE licensure is current and SLP/Counseling/School Psychologist educational and specialty clinical license(s) are in force.

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SE 52: Appropriate certifications/licenses or other credentials -- related service providers

Any person, including non-educational personnel, who provides related services described under federal special education law, who supervises paraprofessionals in the provision of related services, or who provides support services directly to the general or special classroom teacher is appropriately certified, licensed, board-registered or otherwise approved to provide such services by the relevant professional standards board or agency for the profession.

Applicable legislation: 34 CFR 300.34; 300.156(b); 603 CMR 28.02(3),(18)

GLTS Procedures

Any person within GLTS, including non-educational personnel, who provide related services described under federal special education law, who supervises paraprofessionals in the provision of related services, or who provides support services directly to the general or special education classroom teacher is appropriately certified, licensed, board registered or otherwise approved to provide such services by the relevant professional standards board or agency for the profession. It is the responsibility of the service providers to maintain their own licensure and the requirements for recertification at all times.

****In-service training for hired contracted transportation providers GLTS contracts with Tremblay Bus Company for transportation and Tremblay provides the necessary training as part of their contract with GLTS.**

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SE 52A: Registration of educational interpreters

Providers of interpreting services for students who are deaf or hard of hearing must be registered with the Massachusetts Commission for the Deaf and Hard of Hearing.

Applicable legislation: 34 CFR 300.34; 300.156(b); 603 CMR 28.02(3),(18)

GLTS Procedures

Within GLTS providers of interpreting services for students who are deaf or hard of hearing must be registered with the Massachusetts Commission for the Deaf and Hard of Hearing.

At this time, GLTS does not have any students who require an educational interpreter. However, GLTS has a professional relationship with several interpreting agencies in the area who can provide interpreters fluent in specific languages should students or parents require interpreting services.

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SE 54: Professional development

1. The district considers the needs of all staff in developing training opportunities for professional and paraprofessional staff and provides a variety of offerings.
2. The district ensures that all staff, including both special education and general education staff, are trained on:
 - a. state and federal special education requirements and related local special education policies and procedures;
 - b. analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the general education classroom of students with diverse learning styles;
 - c. methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom;
3. The district provides in-service training for all locally hired and contracted transportation providers, before they begin transporting any special education student receiving special transportation, on his or her needs and appropriate methods of meeting those needs; for any such student it also provides written information on the nature of any needs or problems that may cause difficulties, along with information on appropriate emergency measures. Transportation providers include drivers of general and special education vehicles and any attendants or aides identified by a Team for either type of vehicle.

Applicable legislation: M.G.L. c. 71, §§ 38G, 38Q and 38Q ½; 603 CMR 28.03(1)(a); 28.06(8)(b) and (c)

GLTS Procedures

GLTS considers the needs of all staff in developing training opportunities for professional and paraprofessional staff and provides a variety of offerings. The district ensures all staff, including both special education and general education staff, are trained on:

- State and federal special education requirements and related local special education policies and procedures
- Analyzing and accommodating diverse learning styles of all students in order to achieve the objective of inclusion in the general education classroom for students with diverse learning styles
- Methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom
- Emerging issues or relevant topics are identified through review of staff Professional Development Plans or through staff surveys and feedback.

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Parent/Student/Community Engagement

SE 15: Outreach by the School District (Student Find)

The district has annual or more frequent outreach and continuous liaison with those groups below from which promotion or transfer of students in need of special education may be expected, or which would include students in need of special education:

1. professionals in community
2. private nursery schools
3. day care facilities
4. group homes
5. parent organizations
6. clinical /health care agencies
7. early intervention programs
8. private/parochial schools
9. other agencies/organizations
10. the school or schools that are part of the district, including Horace Mann charter schools
11. agencies serving migrant and/or homeless persons pursuant to the McKinney-Vento Education Act for Homeless Students

Applicable legislation: 34 CFR 300.111; 300.131; 300.209

GLTS Procedure

Child Find Notice is updated and posted annually on the school website.

[Child find notification](#)

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SE 32: Parent advisory council for special education

1. The school district has established a district-wide parent advisory council on special education.
2. Membership on the council is offered to all parents of students with disabilities and other interested parties.
3. The parent advisory council duties include but are not limited to: advising the district on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the school district's special education programs.
4. The parent advisory council has established by-laws regarding officers and operational procedures.
5. The parent advisory council receives assistance from the school committee without charge, upon reasonable notice, and subject to the availability of staff and resources.
6. The school district conducts, in cooperation with the parent advisory council, at least one workshop annually within the district on the rights of students and their parents and guardians under the state and federal special education laws.

Applicable legislation: M.G.L. c. 71B, § 3; 603 CMR 28.03(1)(a)(4); 28.07(4)

GLTS Procedures

GLTS has worked to establish a district-wide parent advisory council on special education. Membership on the council is offered to all parents of students with disabilities and other interested parties. The parent advisory council duties include but are not limited to: advising the district on matters pertaining to the education and safety of students with disabilities; and meeting regularly with school officials to participate in the planning, development, and evaluation of the school district's special education programs.

GLTS has a parent advisory council with established by-laws regarding officers and operational procedures. The parent advisory council receives assistance from the school committee without charge, upon reasonable notice, and subject to the availability of staff and resources. GLTS conducts, in cooperation with the parent advisory council, at least one workshop annually within the district on the rights of students and their parents and guardians under the state and federal special education laws.

****Due to low participation, GLTS offers a series of workshops to parents/caregivers. Parents and caregivers are notified via phone, email and on the website regarding SEPAC meetings.***

Additional resource(s):

[2020/2021 SEPAC meeting schedule](#)

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SE 56: Special education programs and services are evaluated

Special education programs and services are regularly evaluated.

Applicable legislation: M.G.L. c. 71B, section 2

GLTS Procedures

GLTS evaluates the special education programs, services and administrative areas every year, in a 3-year cycle. The use of the 3-year cycle allows identification of specific issues or emerging problems with time to be resolved or addressed. In the 3rd year of the cycle a re-examination of the areas or issues is done to ensure resolution. GLTS hires outside consultant evaluators in an effort to avoid bias, encourage open discussion and independent examination of issues.

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Facilities and Classrooms

SE 55: Special education facilities and classrooms

The school district provides facilities and classrooms for eligible students that

1. maximize the inclusion of such students into the life of the school;
2. provide accessibility in order to implement fully each student's IEP;
3. are at least equal in all physical respects to the average standards of general education facilities and classrooms;
4. are given the same priority as general education programs in the allocation of instructional and other space in public schools in order to minimize the separation or stigmatization of eligible students; and
5. are not identified by signs or other means that stigmatize such students.

Applicable legislation: Section 504 of the Rehabilitation Act of 1973; 603 CMR 28.03(1)(b)

GLTS Procedures

GLTS provides facilities and classrooms for eligible students that

- Maximize the inclusion of such students into the life of the school
- Provide accessibility in order to implement fully each student's IEP
- Are at least equal in all physical respects to the average standards of general education facilities and classrooms
- Are given the same priority as general education programs in the allocation of instructional and other space in public schools in order to minimize the separation or stigmatization of eligible students
- Are not identified by signs or other means stigmatized such students

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Oversight

SE 36: IEP implementation, accountability & financial responsibility

1. Reserved.
2. The district oversees in an ongoing manner the full implementation of each in-district and each out-of-district IEP it proposes which has been consented to by a student's parents.
3. Reserved.
4. The district provides all programs and services without expense to the student's parents.
5. Reserved.

Applicable legislation: 34 CFR 300.17(a); 300.101-104; 300.154; 603 CMR 28.06(3)

GLTS Procedures

GLTS oversees, in an ongoing manner, the full implementation of each in-district IEP it proposes, for which consent has been obtained from the student (if age 18 or older) and the student's parents/guardians/educational surrogate. GLTS provides all programs and services without expense to the student's parents and/or guardians.

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Non-Categorized Standards for Special Education and Civil Rights (as applicable to Special Education)

SE 4: Reports of assessment results

1. Each person conducting an assessment shall summarize in writing the procedures employed, the results, and the diagnostic impression, and shall define in detail and in educationally relevant and common terms, the student's needs, offering explicit means of meeting them. Assessors may recommend appropriate types of placements, but shall not recommend specific classrooms or schools.
2. Summaries of assessments are completed prior to discussion by the Team and, upon request, are made available to the parent at least two days in advance of the Team discussion.

Applicable legislation: 603 CMR 28.04(2)(c)

GLTS Procedures

Assessments completed on students who enter GLTS as freshmen with an IEP, students who are evaluated due to a parent request, or students with a school based referral are summarized in writing using educationally relevant language and common terms. The student's academic needs and ways to meet those needs as outlined in the report(s) of the person completing the assessment(s). The assessor offers recommendations for placement and accommodations/modifications, but does not recommend specific classrooms or programs. The procedures employed, the results and the diagnostic impression, completed prior to discussion by the Team and copies made available to all Team members at least two days in advance of the Team meeting.

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SE 5: Participation in general State and district-wide assessment programs

1. All students with disabilities, including those enrolled in out-of-district placements, are included in the Massachusetts Comprehensive Assessment System (MCAS) and other district-wide assessment programs.
2. The district's IEP Teams designate how each student will participate and, if necessary, provide an alternate assessment.
3. The superintendent of a school district--or, for a public-school program that is not part of a school district, the equivalent administrator:
 - a. files an MCAS performance appeal for a student with a disability when the student's parent or guardian or the student, if 18 or over, requests it, provided that the student meets the eligibility requirements for such an appeal;
 - b. obtains the consent of the parent or guardian or the student, if 18 or over, for any MCAS performance appeal filed on behalf of a student with a disability;
 - c. includes in the MCAS performance appeal, to the extent possible, the required evidence of the student's knowledge and skills in the subject at issue.

Applicable legislation: 20 U.S.C. 1412(a)(16); St. 2003, c. 140, s. 119; 603 CMR 30.05(2),(3),(5)

GLTS Procedures

Every IEP TEAM must apply consistent guidelines when considering the way in which students with disabilities will participate in any state-wide assessment program, such as MCAS. Students with disabilities are required to participate in all state mandated assessment programs. Students will not be exempt from participation because of their disability and/or because of the degree of which their disability impacts academic performance. The IEP TEAM is responsible for determining HOW a student will participate, not IF the student will participate. If a student is to be alternately assessed in any area, the parent/guardian must sign several consent forms, review the portfolio submissions, and provide a signature indicating they have reviewed the portfolio selections. The Massachusetts DESE has developed specific information for the purpose of guiding IEP TEAMS in ensuring that all students with special needs have access to state and district-wide assessments. This important information follows:

1. All students with disabilities, including those enrolled in out-of-district placements, are included in the Massachusetts Comprehensive Assessment System (MCAS) and other district wide assessment programs.
2. Accommodations need to be consistent with the daily accommodations in the child's IEP and be used during curriculum based assessments during the school year and NOT added only for the MCAS and/or district assessment programs.

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3. Accommodations provide a child with “equal access to and an opportunity to demonstrate their knowledge” on the state developed MCAS. They do not alter the test questions in any way.
4. The district’s IEP TEAMS designate how each student will participate and, if necessary, provide an alternate assessment.
5. Any child who will be alternately assessed in any area of MCAS is to be identified to the Principal at the beginning of each school year.
6. The superintendent of a school district or (designee) or executive director of a charter school, approved private special education school, educational collaborative, or special education in an institutional setting (SEIS) program:
 - a. files an MCAS performance appeal for a student with a disability when the student’s parent/guardian or guardian or the student, if 18 or over, requests it, provided that the student meets the eligibility requirements for such an appeal;
 - b. obtains the consent of the parent/guardian or guardian or the student, if 18 or over, for any MCAS performance appeal filed on behalf of a student with a disability;
 - c. includes in the MCAS performance appeal, to the extent possible, the required evidence of the student’s knowledge and skills in the subject at issue.

Access MCAS Link for DOE Accommodations & Additional Information: State Requirements: St. 2003, c. 140, s. 119. 603 CMR 30.05(2), (3), (5). See also Administrative Advisories SPED 2002-4-REVISED: Special Education Students in Out-of-District Placements - Participation in MCAS Testing and High School Graduation Standards. A Guide to the MCAS Performance Appeals Process (2015-2016)

ACCESS Accommodations must be determined at an IEP Team meeting and include appropriate staff to determine what accommodations are used and must be consistent with accommodations students receive and use in their daily practice.

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SE 16: Screening

1. The school district conducts screening for three and four year olds and for all children who are of age to enter kindergarten. Such screening is designed to review a student's development and to assist in identification of those children who should be referred for an evaluation to determine eligibility for special education services.
2. Participation in the screening program for three and four year olds is optional on the part of the parents.

Applicable legislation: 603 CMR 28.03(1)(d)

Not Applicable

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SE 18B: Determination placement; provision of IEP to parent

1. At the Team meeting, after the IEP has been fully developed, the Team determines the appropriate placement to deliver the services on the student's IEP.
2. Unless the student's IEP requires some other arrangement, the student is educated in the school that he or she would attend if the student did not require special education.
3. The decision regarding placement is based on the IEP, including the types of related services that are to be provided to the student, the type of settings in which those services are to be provided, the types of service providers, and the location at which the services are to be provided.
4. Reserved
5. Immediately following the development of the IEP, the district provides the parent with two (2) copies of the proposed IEP and proposed placement along with the required notice, except that the proposal of placement may be delayed according to the provisions of 603 CMR 28.06(2)(e) in a limited number of cases.

Applicable legislation: 34 CFR 300.116; 300.325; 603 CMR 28.05(6) and (7); 28.06(2)

GLTS Procedures

The TEAM's decision regarding a student's placement is made only after the IEP is fully developed and must be based exclusively on the specific needs of the individual student. An IEP must never be written "to fit" a particular placement. Every member of an IEP TEAM is both individually and collectively responsible for ensuring that the IEP is written to address the unique needs of the student.

The TEAM Placement Consent Form, must be included with the IEP. If a placement decision is not possible at the IEP meeting, a separate meeting must be held within ten school days to discuss options available.

Once the IEP has been developed, the TEAM meets to consider the identified needs of the student, the types of services required, and whether such services may be provided in a general education classroom with supplementary aids and/or services, or, if necessary, in a Least Restrictive Environment in a separate classroom or school. The parent/caregiver is provided with two copies of the meeting summary which include placement, or a DRAFT IEP. Two copies of final the proposed IEP is provided to the parent/caregiver through the mail or electronically if parent/caregiver agrees.

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SE 21: School day and school year requirements

1. The Team routinely considers the need for an educational program that is less than or more than the regular school day or school year, including extended day, or year, and/or residential services, and indicates on the IEP why the shorter or longer program is necessary.
2. The daily duration of the student's program is equal to that of the regular school day unless the Team states that a different duration is necessary to provide a free appropriate public education to the student. In this case the Team specifies the daily duration of the program and states the reason for the different duration on the IEP.
3. Specialized transportation schedules do not impede a student's access to a full school day and program of instruction.
4. An extended day or year program is identified if the student has demonstrated or is likely to demonstrate substantial regression in his or her learning skills and/or substantial difficulty in relearning such skills if an extended program is not provided.
5. If residential services are required, the IEP clearly specifies the reasons for such determination and how such services will be coordinated with the day education services provided to the student. Additionally, the annual goals and services on the student's IEP reflect the comprehensive nature of the educational program required.
6. Camping or recreation programs provided solely for recreational purposes and with no corresponding IEP goals or specially

Applicable legislation: 34 CFR 300.106; M.G.L. c. 69, § 1G; 603 CMR 28.05(4)(d) and (5)(c)

GLTS Procedures

ESY/ESD

Within GLTS the student's Team will routinely consider the need for an educational program less than or more than the regular school day or school year, including extended day or year and indicate on the IEP why the shorter or longer program is necessary. If a student requires residential services in order to receive FAPE (free and appropriate education) GLTS invites the student's sending school district for discussion in regards to services and placement.

The student's specific type of disability does not determine eligibility. GLTS does not limit ESY (Extended School Year) or ESD (Extended School Day) services to particular categories of disability. GLTS does not unilaterally limit the type, amount or duration of ESY/ESD services, we do not have a policy restricting ESY/ESD services

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to the same period of time it conducts its regular school programs for all students and GLTS does not use a lack of resources as a reason for not examining a student's possible need for ESY/ESD services or for not providing ESY services to an eligible student.

Determining a student's need for ESY/ESD services is part of the IEP. The IEP team considers the need for ESY/ESD services at the initial IEP meeting for a student who is newly eligible for special education and at each IEP meeting thereafter. However, if necessary, an IEP meeting can be called for the express purpose of considering the student's need for ESY/ESD services.

Criteria Used to Determine Eligibility:

GLTS uses the following criteria for determining the need for ESY services - regression and recoupment.

This involves two findings:

- The IEP team must determine if the student is likely to lose critical skills during the time when services are not delivered — called regression.
- If the likelihood of regression is established, then the IEP team must determine whether the time the student will require re-learning the skills lost — called recoupment — is excessive, particularly when compared to the time it takes a nondisabled student to regain skills lost during a school break.

Determinations about regression and recoupment can be either retrospective (looking back at documentation of a student's previous rates of regression and recoupment) or prospective (looking forward at the potential rate of regression and recoupment based on such information as expert judgments and observations regarding the student's performance after very short breaks such as long weekends). It is not necessary for a student to demonstrate previous regression in order to be eligible for ESY services. However, the determination should be based on objective data from a variety of sources.

Along with regression and recoupment, the IEP Team might consider:

- The nature and severity of the student's disability. While the student's type of disability alone does not determine whether or not there is a need for ESY services, the IEP team should examine whether the nature and severity of his disability are likely to significantly jeopardize his ability to benefit from the instructional program if he experiences a lapse in instructional support.

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- The student's degree of progress toward IEP goals. How quickly is the student progressing from year to year without ESY services? Will the loss of services during the school break significantly jeopardize the student's progress toward the goals? Failure to achieve one or more IEP goals does not necessarily mean the student is eligible for ESY services.
 - The student's emerging skills and breakthrough opportunities. Is the student at a breakthrough point in a critical skill or skills, such as reading? Will the interruption of services and instruction significantly jeopardize the educational benefit the student is receiving from the specialized instruction or related service(s)?
 - The student's behavior(s). Does the student exhibit interfering behaviors — such as aggressive, violent or self-injurious behaviors - prevent him from receiving education benefit from the instructional program during the normal school year? If so, he may need ESY services to keep the interfering behaviors from significantly jeopardizing the educational benefit he can derive from his instructional program during the next school year. Management of such behaviors should be part of the student's current IEP.
- Special circumstances or other factors: Are there other special circumstances or factors that will significantly jeopardize the student's receipt of educational benefit during the normal school year? These factors might include:
- The specific areas of the student's curriculum need continuous attention. For example, does the student require an Extended School Day in order to improve in decoding/encoding through a one-on-one reading program?
 - The educational structure in the student's home (e.g., having parents who are willing and able to give the child adequate learning support and reinforcement).

Several types of information should be reviewed, such as:

- Current and previous IEP goals
- Classroom tests and grades
- Classroom observations (by qualified professionals such as a school psychologist or social worker)
- Standardized tests, including statewide assessments in key academic subjects such as reading and math
- Student work samples
- Progress monitoring data
- Attendance information (e.g., frequent illness has kept the student out of school, causing him to lose ground academically)
- Parent interviews and input
- Expert opinions from professionals outside the school

Some additional factors to keep in mind are:

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- The determination of whether a student is eligible for ESY/ESD should not be made so late in the normal school year the family would not be able to exercise its due process rights to challenge the decision.
- Eligibility for ESY/ESD services one year does not guarantee future eligibility. The determination is made every year — preferably as part of the student's annual IEP meeting.
- Eligibility for ESY/ESD services includes the provision of transportation to and from the location of the services. If the IEP team determines the student needs specialized transportation from home to the location where the child receives ESY/ESD services, such transportation must be provided.
- ESY/ESD services are not required in order to maximize a student's potential. Just as students without disabilities do not have a right to an education designed to maximize their potential, neither are school districts required by IDEA to maximize the potential of students with Disabilities.

Finally, ESY/ESD services are not necessarily a continuation of the same instructional program and related services the student receives during the normal school year as prescribed by his/her IEP. GLTS has flexibility in determining what ESY/ESD services might be needed. For example, ESY/ESD services may take the form of teachers and parents working together by providing materials for home use with progress monitored by the teacher. Independent service providers or agencies - such as those used by the school district to provide supplemental educational services (SES) under Title I of No Child Left Behind — might be used to deliver ESY/ESD services, such as individualized reading instruction. Once the IEP team agrees upon ESY/ESD services, specifics about those services, where the student will receive the services, and how his progress will be measured and reported will be included in the student's IEP.

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SE 24: Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE

1. A student may be referred for an evaluation by a parent or any person in a caregiving or professional position concerned with the student's development.
2. When a student is referred for an evaluation to determine eligibility for special education, the school district sends written notice to the student's parent(s) within 5 school days of receipt of the referral, along with the district's notice of procedural safeguards. The written notice meets all of the content requirements set forth in M.G.L. c.71B, §3, and in federal law, seeks the consent of the parent for the evaluation to occur, and provides the parent with the opportunity to express any concerns or provide information on the student's skills or abilities and to consult regarding the evaluators to be used.
3. For all other actions, the district gives notice complying with federal requirements within a reasonable time.
4. The school district provides the student's parent(s) with an opportunity to consult with the Special Education Administrator or his/her designee to discuss the reasons for the referral and the nature of the proposed evaluation.
5. The district provides parents with an opportunity to consult with the Administrator of Special Education or his/her designee regarding the evaluators to be used and the proposed content of all required and optional assessments
6. The school district does not limit a parent's right to refer a student for timely special education evaluation because the district has not fully explored and/or attempted some or all of the available instructional support programs or other interventions available in general education that may be described in the district's curriculum accommodation plan, including any pre-referral program.
7. The school district refuses to conduct an initial evaluation only when the circumstances of a student make clear that there is no suspicion of a disability and that there is no concern about the student's development.

Applicable legislation: 34 CFR 300.503; 300.504(a)(1); M.G.L. c. 71B, § 3; 603 CMR 28.04(1)

GLTS Procedures

Procedure for Notice to Parent Regarding Proposal or Refusal to Initiate or Change the Identification, Evaluation, or Educational Placement of the Student or the Provision of FAPE

Within GLTS, a student may be referred for an evaluation by a parent or any person in a care giving or professional position concerned with the student's development.

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When a student is referred for an evaluation to determine eligibility for special education, the school district sends written notice to the student's parent(s) within 5 school days of receipt of the referral, along with the district's notice of procedural safeguards. The written notice meets all of the content requirements set forth in M.G.L. c.71B, §3, and in federal law, and seeks the consent of the parent for the evaluation to occur, and provides the parent with the opportunity to express any concerns or provide information on the student's skills or abilities and to consult regarding the evaluators to be used.

For all other actions, the district gives notice complying with federal requirements within the specified time. GLTS provides the student's parent(s) with an opportunity to consult with the Director of Special Education to discuss the reasons for the referral and the nature of the proposed evaluation. The district provides parents with an opportunity to consult with the Director of Special Education regarding the evaluators to be used and the proposed content of all required and optional assessments. GLTS does not limit a parent's right to refer a student for timely special education evaluation because the district has not fully explored and/or attempted some or all of the available instructional support programs or other interventions available in general education may be described in the district's curriculum accommodation plan, including any pre-referral program. GLTS will refuse to conduct an initial evaluation only when the circumstances of a student make clear there is no suspicion of a disability and there is no concern about the student's development.

Additional resource(s):

[N1 Letter Templates](#)

SE 25A: Sending of copy of notice to Special Education Appeals

Within five (5) calendar days of receiving a notice that a parent is requesting a hearing or has rejected an IEP, proposed placement, or finding of no eligibility for special education, the school district sends a copy of the notice to the BSEA.

Applicable legislation: 603 CMR 28.08(3)(b)

GLTS Procedures

Within 5 calendar days of receiving a notice a parent is requesting a hearing or has rejected an IEP, proposed placement, or finding of no eligibility for special education, the Director of Special Education sends a copy of the notice to the BSEA (Bureau of Special Education Appeals)

Additional resource(s):

[Rejected IEP Letter Sample](#)

SE 25B: Resolution of Disputes

1. Within 15 days of receiving notice that a parent has made an official hearing request to Special Education Appeals, the district convenes a meeting with the parent(s) and the relevant member(s) of the IEP Team, including a representative of the district with decision-making authority, to try to resolve the dispute. The resolution session may be waived if the district and the parents agree in writing to do so or if they agree to use mediation instead.
2. If the dispute is resolved at the resolution session, the parent(s) and a representative of the district with the authority to do so sign a legally binding agreement, enforceable in state or federal court. Any party may void this agreement within three (3) business days of the signing.

Applicable legislation: 34 CFR 300.510

GLTS Procedures

GLTS maintains a problem resolution procedure allowing parents/guardians to present concern/concerns to the Director of Special Education and receive a response related to the concern/concerns in a timely manner. GLTS does not delay or deny a parent's right to access other dispute resolution mechanisms. If the dispute cannot be resolved within the school district a parent or a school district, except as provided in 603 CMR 28.08(3)(c) and (d), may request mediation and/or a hearing at any time on any matter concerning the eligibility, evaluation, placement, IEP, provision of special education in accordance with state and federal law, or procedural protections of state and federal law for students with disabilities with the BSEA. A parent of a student with a disability may also request a hearing on any issue involving the denial of the free appropriate public education guaranteed by Section 504 of the Rehabilitation Act of 1973, as set forth in 34 CFR §§104.31-104.39.

Within 15 days of receiving notice a parent has made an official hearing request to Special Education Appeals, GLTS convenes a meeting with the parent(s) and the relevant member(s) of the IEP Team, including the Director of Special Education (a representative of the district with decision-making authority) to try to resolve the dispute. The resolution session may be waived if the district and the parents agree in writing to do so or if they agree to use mediation instead.

If the dispute is resolved at the resolution session, the parent(s) and the Director of Special Education, a representative of GLTS with the authority to do so, sign a legally binding agreement, enforceable in state or federal court. Any party may void this agreement within 3 business days of the signing.

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SE 27: Content of Team meeting notice to parents

The parent notice of any Team meeting states the purpose, time, and location of the meeting as well as who will be in attendance.

Applicable legislation: 34 CFR 300.322(b)(1)(i)

GLTS Procedures

In order to provide parents/caregivers the opportunity to prepare and more fully participate in the Team meeting, discussions, and decisions, the parent notice sent from the Office of Student Services at GLTS of any Team meeting states the purpose, time, and location of the meeting as well as who will be in attendance. Parents/caregivers are sent a meeting invitation as well as an attendance sheet in English as well as their identified primary language if applicable. Parents/caregivers are notified early enough to ensure they will be able to attend (minimum of 2 weeks), and meetings are scheduled at a mutually agreed upon time and location. If a parent/caregiver is unable to attend the district offers alternative dates and times as well other methods of meeting, such as virtual or telephone participation.

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SE 33: Involvement in the general curriculum

1. Reserved
2. Reserved
3. At least one member of all IEP Teams is familiar with the general curriculum and is able to discuss an eligible student's appropriate access to the general curriculum.
4. In the IEP the district documents the student's participation in the general curriculum.

Applicable legislation: 34 CFR 300.320(a)(1)(i) and a(2)(i)(A); 300.321(a)(4)(ii); 603 CMR 28.05(4)(a) and (b)

GLTS Procedures

Within GLTS, at least one member of all students' IEP Teams is familiar with the general curriculum and is able to discuss an eligible student's appropriate access to the general curriculum. The Team member may include, but is not limited to, the student's guidance counselor, a general education teacher of the student, the Director of Special Education, or the student's liaison. The IEP GLTS documents the student's participation in the general curriculum on an annual basis and the Team's recommendations for placement in subsequent school years. Placement in the general curriculum may vary from one school year to the next based on a student's needs and the appropriateness of access to the general curriculum for the student.

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SE 35: Assistive technology: specialized materials and equipment

1. Specialized materials and equipment specified in IEPs are provided.
1. The school district provides evidence that assistive technology is considered for each eligible student and—if the student needs it in order to receive a free, appropriate public education--described in the IEP and provided by the district.

Applicable legislation: 34 CFR 300.105; 300.324(a)(2)(v)

GLTS Procedures

1. The IEP Team meets and identifies the need for an Assistive Technology (AT) evaluation, training or consultation.
2. During development of the IEP, the Team identifies the student’s needs and considers possible technology devices or services may benefit the student.
3. The Team utilizes the GLTS Assistive Technology Consideration Checklist.
4. Recommendations are reviewed by the Team members, and a decision is made on what course of action to take based on the Assistive Technology Action Plan.
5. The IEP is updated if needed, with the AT. Included under the PLEP A or B. Any needed training for staff or student is included in the Additional Information section of the IEP.
6. If assistive devices are needed, training on the devices are arranged and purchases facilitated.

Additional resource(s):

[GLTS assistive technology consideration](#)

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SE 44: Procedure for recording suspensions

The district has a procedure to record the number and duration of suspensions from any part of the student’s program, including suspensions from special transportation prescribed by the IEP.

Applicable legislation: 34 CFR 300.530; IDEA 2004 Final Regulations, Analysis of Comments and Changes, Federal Register 71 (14 August 2006): 46715

GLTS Procedures

All students, including students receiving special education services, are expected to meet the requirements for behavior as set forth in the GLTS Student Handbook. Due process regulations require that additional provisions be made for students who have been found eligible for special education services or who the school district knows or has reason to know might be eligible for such services. The number and duration of suspensions is documented in X2, the GLTS Student Management System.

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SE 45: Procedures for suspension up to 10 days and after 10 days

1. Any eligible student may be suspended up to 10 days in any school year without implementation of procedures described in criterion SE 46 below.
2. After a student with special needs has been suspended for 10 days in any school year, during any subsequent removal the public school provides sufficient services for the student to continue to receive a free and appropriate public education.
3. The school provides additional procedural safeguards for students with disabilities prior to any suspension beyond 10 consecutive days or more than 10 cumulative days (if there is a pattern of suspension) in any school year.

Applicable legislation: 34 CFR 300.530-300.537; M.G.L. c. 76, §§ 16-17

GLTS Procedures

Students who have been found to have a disability that impacts upon a major life activity, as defined under §504 of the Rehabilitation Act, are, generally, also entitled to increased procedural protections prior to imposing discipline that will result in the student's removal for more than ten (10) consecutive school days or where there is a pattern of short term removals exceeding ten (10) school days in a given year.

The IEP for every student eligible for special education or related services shall indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified to address the student's individual needs.

Students with disabilities may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) consecutive school days in a given school year or subjected to a pattern of removal constituting a "change of placement," building administrators, the parent/guardian and relevant members of the student's IEP or 504 Team will meet to determine the relationship between the student's disability and behavior manifestation determination.

During disciplinary exclusions exceeding ten (10) school days in a single school year, the special education student shall have the right to receive services identified as necessary by the Team to provide him/her with a free appropriate public education during the period of exclusion.

If building administrators, the parent/guardian(s) and relevant members of the student's IEP or 504 TEAM determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the

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procedures and penalties applicable to all students but will continue to provide a free appropriate public education (FAPE) to those students with Special Education Procedural Manual 2019-2020 52 IEPs. Where appropriate, the student's IEP or 504 Team will develop a functional behavioral assessment (FBA) plan.

If building administrators, the parent/guardian(s), and relevant members of the student's IEP or 504 TEAM determine that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or exclusion from the student's current educational program based on that conduct (except for conduct involving weapons, drugs, or resulting in serious bodily injury to others) until the IEP or 504 Team develops, and the parent/guardian(s) consent to, a new placement, or unless the District obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The Student's TEAM shall also review, and modify as appropriate, any existing behavior intervention plan or arrange for a functional behavioral assessment.

If a special education student possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a weapon, or causes serious bodily injury to another on school grounds or at a school function, the District may place the student in an interim alternative educational setting (IAES) for up to forty-five (45) school days. A court or BSEA Hearing Officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days.

If the IEP or 504 TEAM determines that an alternative placement may be required, the TEAM will notify the student's school district and invite that district's participation in the placement decision

SE 46: Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district

1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.
2. When a suspension constitutes a change in placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP—"a manifestation determination."
3. If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer:
 - a. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and
 - b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.
4. Interim alternative educational setting. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days
 - a. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or
 - b. on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is "substantially likely" to injure him/herself or others.

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Characteristics. In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.

5. If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the Team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews it and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement.

6. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

Applicable legislation: 34 CFR 300.530-537

GLTS Procedures

During disciplinary exclusions exceeding ten (10) school days in a single school year, the special education student shall have the right to receive services identified as necessary by the Team to provide him/her with a free appropriate public education during the period of exclusion. If building administrators, the parent/guardian(s) and relevant members of the student's IEP or 504 TEAM determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students but will continue to provide a free appropriate public education (FAPE) to those students with Special Education Procedural Manual 2019-2020 52 IEPs. Where appropriate, the student's IEP or 504 Team will develop a functional behavioral assessment (FBA) plan. If building administrators, the parent/guardian(s), and relevant members of the student's IEP or 504 TEAM determine that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or exclusion from the student's current educational program based on that conduct (except for conduct involving weapons, drugs, or resulting in serious bodily injury to others) until the IEP or 504 Team develops, and the parent/guardian(s) consent to, a new placement, or unless the District obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The Student's TEAM shall also review, and modify as appropriate, any existing behavior intervention plan or arrange for a functional behavioral assessment. If a special education student possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a weapon, or causes serious bodily injury to another on school grounds or at a school function,

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the District may place the student in an interim alternative educational setting (IAES) for up to forty-five (45) school days. A court or BSEA Hearing Officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days. If the IEP or 504 TEAM determines that an alternative placement may be required, the TEAM will notify the student's school district and invite that district's participation in the placement decision pursuant to 603 C.M.R. 28.06.

Additional resource(s):

[Manifestation Determination](#)

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SE 47: Procedural requirements applied to students not yet determined to be eligible for special education

1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible.

The district may be considered to have prior knowledge if:

- a. The parent had expressed concern in writing; or
- b. The parent had requested an evaluation; or
- c. District staff had expressed directly to the Director of Special Education or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.

The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.

3. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

Applicable legislation: 34 CFR 300.534

GLTS Procedures

If, prior to the disciplinary action, Greater Lawrence Technical School had knowledge that the student may be a student with a disability, then Greater Lawrence Technical School will make all protections available to the student until and unless the student is subsequently determined not to be eligible. Greater Lawrence Technical School will be considered to have prior knowledge if:

- a. The parent/guardian had expressed concern in writing;
- b. The parent/guardian had requested an evaluation; or
- c. Greater Lawrence Technical School staff had expressed directly to the Director of Special Education, Evaluation Team Leader or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.

Greater Lawrence Technical School may not be considered to have had prior knowledge if the parent/guardian has not consented to evaluation of the student or has

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refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

Special Education Procedural Manual 2019-2020 53 If Greater Lawrence Technical School has no reason to consider the student disabled, and the parent/guardian requests an evaluation subsequent to the disciplinary action, Greater Lawrence Technical School will conduct an expedited evaluation to determine eligibility. If the student is found eligible, then he/she will receive all procedural protections subsequent to the finding of eligibility.

Greater Lawrence Technical School admits students and makes available to them its advantages, privileges, courses of study and support without regard to race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness or limited English speaking ability

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SE 53: Use of paraprofessionals

1. Reserved
2. Persons employed as paraprofessionals and assistants do not design instruction for students with disabilities but are expected to implement instruction under the supervision of an appropriately certified or licensed professional who is proximate and readily available to provide such supervision.

Applicable legislation: 34 CFR 300.156

GLTS Procedures

Paraprofessionals are provided professional development and employee protections as outlined in their Local 1707 Union contract. They are not responsible for designing instruction.

Paraprofessionals are responsible for implementing instruction, providing accommodations and monitoring of students under the supervision of an appropriately certified or licensed professional.

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SE 59: Transfer of student records

When a student with an IEP transfers from school district to school district, whether both of those districts are within the Commonwealth of Massachusetts or not,

1. any Massachusetts school to which the student is transferring takes reasonable steps to promptly obtain the student's records, including the IEP, from the former school, and
1. any Massachusetts school from which the student is transferring takes reasonable steps to promptly respond to the new school's request for records.

Applicable legislation: 34 CFR 300.323(g)

GLTS Procedures

Transfer of Student Records Students Transferring From Greater Lawrence Technical School

If a student wishes to transfer from Greater Lawrence Technical School to another school, he/she should make an appointment with his/her guidance counselor to discuss the transfer. The student's guidance counselor will assist the student and provide him/her with the necessary forms that must be completed; written parent/guardian permission is also required. When a student transfers to a new school system, Greater Lawrence Technical School will provide the student's complete school record, including any special education records, to the new school system. Parent/caregiver signature on release of records forms are required.

Students Transferring into Greater Lawrence Technical School

When a student is accepted into Greater Lawrence Technical School from another high school the guidance counselor assigned to the new student will obtain all of the student's records from the sending school. Student records that indicate that the student had been receiving special services will be forwarded to the Office of Student Services. Periodic reviews of EDWIN Analytics to ensure student data is correct assists in any missed information in the transfer process.

Additional resource(s):

[Release of Records Letter \(in person\)](#)

[Release of records via email](#)

[Permission to Release records GLTS](#)

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CR 7: Information to be translated into languages other than English

1. Important information and documents, e.g. handbooks and codes of conduct, being distributed to parents are translated into the major languages spoken by parents or guardians with limited English skills; the district has established a system of oral interpretation to assist parents/guardians with limited English skills, including those who speak low-incidence languages.
2. School or program recruitment and promotional materials being disseminated to residents in the area served by the school or program are translated into the major languages spoken by residents with limited English skills.

Applicable legislation: M.G.L. c. 69, § 1G; 603 CMR 27.03, 27.04

GLTS Procedures

1. Review all Home Language Surveys when they come in and update in ASPEN with required fields for translation and/or interpretation needs. (Guidance)
1. Provide copies of HLS to Special Education Specialist, even if not a special education student. If an initial evaluation is requested, we must determine if the family requires translation/interpretation.
2. If the student is on an IEP, the Special Education Specialist will update the translation and/or interpretation field in ESPED.
3. If an interpreter is required for a meeting, please complete the interpreter request form (see attachment) at least two weeks before the meeting, unless it is an unforeseen circumstance move in, discipline, parent request, etc.
4. For translation of documents, please indicate on the IEP packed that translation is required.

Additional resource(s):

[Interpreter request form](#)

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