

Directions for Completing Description of Services

<p>Special Education to be Provided</p>	<p>ARSD 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include:</p> <p>(3) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student:</p> <p>(a) To advance appropriately toward attaining the annual goals;</p> <p>(b) To be involved and make progress in the general education curriculum in accordance with this section and to participate in extracurricular and other nonacademic activities; and</p> <p>(c) To be educated and participate with other students with disabilities and nondisabled students in the activities described in this section:</p> <p>§300.320 (a)(7) Comment Initiation, Frequency, Location and Duration of Services</p> <p>What is required is that the IEP include information about the amount of services that will be provided to the child, so that the level of the agency's commitment of resources will be clear to parents and other IEP Team members. The amount of time to be committed to each the various services to be provided must be appropriate to the specific service and clearly state in the IEP in a manner that can be understood by all involved into the development and implementation the IEP.</p> <p>This section must describe the "specialized instruction" the student will receive. The configuration of services represents the district's commitment of services to the student/family.</p> <p>The service area, amount of service, and location of service to be provided must be documented for the total amount of time a student is <u>removed</u> from their typical peer group to receive specialized instruction and for "<u>specialized instruction</u>" that will be provided to the student <u>in the regular classroom setting</u>. If all services are provided in the general education setting, write a statement indicating such.</p> <p>Example: Articulation – 30 minutes weekly – Speech therapy room. Written Language – 10 minutes daily – General Education classroom Fine Motor – 20 minutes weekly – Head Start therapy room</p> <p>Example: Math/paraprofessional assistance – 15 minutes daily – General math classroom</p> <p>Refer to Appendix: Document #13 (pages 186-191) for additional Special Education Services examples.</p>
<p>Description of Services</p>	<p>The description of services must reflect each of the skill areas affected by the disability in which the student was determined to be eligible. Areas of eligibility include basic reading, math, behavior, listening comprehension, reading fluency,</p>

	<p>reading comprehension, fine motor, gross motor, language, articulation, etc. Each area listed under “Description of Services” should be linked to a goal based on individual needs identified through evaluation. “Study hall” and “Social Studies” are not skill areas affected by the disability and should not be used as a description of service. If services are needed during a particular class, document the eligible skill area being addressed (i.e., basic reading, behavior, etc.)</p> <p>For younger students determined eligible under the category of developmental delay, the areas affected by the disability would include cognitive, adaptive, social/behavior, fine motor, gross motor, articulation and/or language. If cognitive is too general of a term, then consider using such terms as pre-reading or literacy, pre-math etc.</p>
Frequency	The amount of service must include the number of minutes that will be provided to the student on a daily, weekly or monthly basis.
Location	The location of service needs to describe specifically the location where the student will be receiving the service. (resource room, general classroom, gym, etc.)
Duration	<p>Duration reflects the length of time to be committed to each of the various services and must be clearly stated in the IEP.</p> <p>Generally, the duration will be the duration of the IEP (one year from the meeting date). However, this timeline must be considered individually by the IEP team for each service. For example, services provided for basic reading during science in 9th grade may not be required in 10th grade because the student will not be taking a science course.</p>
<p>ARSD 24:05:27:03. IEP team to determine related services. In developing a child's individual educational program, the members of the IEP team shall determine whether any developmental, corrective, or other supportive services, including transportation, are required to assist a child to benefit from special education. These services must be written into the individual educational program as related services.</p> <p>ARSD 24:05:27:04. Determination of related services. In deciding whether a particular developmental, corrective, or other supportive service is a related service, the members of the IEP team shall review the results of the individual evaluations used to determine the child's need for special education. Based on the specific special education services to be provided, the team shall determine whether or not related services are required in order to assist the child to benefit from the special education program.</p> <p>ARSD 24:05:24.01:01. Students with disabilities defined. Students with disabilities are students evaluated in accordance with chapter 24:05:25 as having autism, deaf-blindness, deafness, hearing loss, cognitive disability, multiple disabilities, orthopedic impairment, other health impairments, emotional disturbance, specific learning disabilities, speech or language impairments, traumatic brain injury, or vision loss including blindness, which adversely affects educational performance, and who, because of those disabilities, need special education or special education and related services. If it is determined through an appropriate evaluation, under chapter 24:05:25, that a student has one of the disabilities identified in this chapter, but only needs a related service and not special education, the student is not a student with a disability under this article. If, consistent with this chapter, the related service required by the student is considered special education, the student is a student with a disability under this article.</p>	

Related services are those services required by the individual student in order to benefit from his/her special education program. The IEP team will determine what related services are needed, the title of the person responsible, the amount, location, and duration of the service. The need for a related service is based upon the program (annual goals) already developed by the IEP team.

For example:

- Due to a student’s behavior, the team assessed, developed PLAAFPs and wrote a behavior goal as part of the student’s program. In determining “what related service was needed for the student to benefit from the program”, the team indicated the student would benefit from the related service of counseling. The counseling services would target skills connected to the behavior goal.
- A student was determined eligible as developmentally delayed in the areas of fine motor and gross motor. The IEP team developed PLAAFPs and wrote a fine and gross motor goal as part of the child’s program of specialized instruction. The preschool special education teacher is assigned as the person responsible for carrying out the program. In determining “what related service was needed for the student to benefit from the program”, the team indicated the child would benefit from the related service of Occupational Therapy. The occupational therapist would target fine motor deficits.

NOTE: If a district will be using a parent’s private or public benefits (Medicaid) you need to very carefully document the amount of services and duration of services. Parental consent is required each time a public agency accesses a parent’s private or public benefits. Parents need to know how many times you will be accessing their insurance.

<p>Speech Therapy Services</p>	<p>§300.34 Related services</p> <p>(15) Speech-language pathology services includes--</p> <ul style="list-style-type: none"> (i) Identification of children with speech or language impairments; (ii) Diagnosis and appraisal of specific speech or language impairments; (iii) Referral for medical or other professional attention necessary for the habilitation of speech or language impairments; (iv) Provision of speech and language services for the habilitation or prevention of communicative impairments; and (v) Counseling and guidance of parents, children, and teachers regarding speech and language impairments.
<p>Occupational Therapy</p>	<p>ARSD 24:05:27:22. Occupational therapy defined. Occupational therapy, as a related service, includes:</p> <ul style="list-style-type: none"> (1) Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation; (2) Improving ability to perform tasks for independent functioning if functions are impaired or lost; and (3) Preventing, through early intervention, initial or further impairment or loss of function. <p>Refer to “Determining Eligibility for Special Education in South Dakota” pages 176-180 for eligibility criteria for OT services.</p> <p>http://doe.sd.gov/oess/documents/Eligibilt.pdf</p>

Physical Therapy	<p>ARSD 24:05:27:24. Physical therapy defined. Physical therapy, as a related service, includes gross motor development; mobility; use of adaptive equipment; and consultation and training in handling, positioning, and transferring students with physical impairments.</p> <p>Refer to “Determining Eligibility for Special Education in South Dakota” pages 176-180 for eligibility criteria for PT services.</p> <p>http://doe.sd.gov/oess/documents/Eligibilt.pdf</p>
Transportation	<p>§300.34 Related services</p> <p>(16) Transportation includes--</p> <ul style="list-style-type: none"> (i) Travel to and from school and between schools; (ii) Travel in and around school buildings; and (iii) Specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability. <p>Transportation services should be clearly described in this section. Identify who will provide the transportation, special equipment and personnel (if any) to assure safety of the child, cost, responsible party to pay for transportation, and schedule of transportation services (days of the week, times of the day).</p>
Counseling Services (Including Rehabilitation Counseling)	<p>§300.34 Related services</p> <p>(2) Counseling services means services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.</p> <p>(12) Rehabilitation counseling services means services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with a disability by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended, 29 U.S.C. 701 et seq.</p>
Audiological Services	<p>§300.34 Related services.</p> <p>(1) Audiology includes--</p> <ul style="list-style-type: none"> (i) Identification of children with hearing loss; (ii) Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing; (iii) Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation; (iv) Creation and administration of programs for prevention of hearing loss; (v) Counseling and guidance of children, parents, and teachers regarding hearing loss; and (vi) Determination of children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

<p>Interpreting Services</p>	<p>§300.34 Related services</p> <p>(4) Interpreting services includes--</p> <p>(i) The following, when used with respect to children who are deaf or hard of hearing: Oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and Type Well; and</p> <p>(ii) Special interpreting services for children who are deaf-blind.</p>
<p>Medical Services (Diagnostic Services only)</p>	<p>ARSD 24:05:27:06. Medical services. Medical services, as a related service, may only be authorized by an IEP team for diagnostic or evaluation purposes. Medical services mean services provided by a licensed physician to determine a child's medically related disability that results in the child's need for special education and related services.</p> <p>Medical services are provided as a related service only in the cases where a medical diagnosis is needed to assure the proper identification of the child's educational needs. For example, the school district may provide a physician review to assure that attention deficits are not related to hearing or other physical problems of the child.</p>
<p>Orientation and Mobility</p>	<p>§300.34 Related services</p> <p>(7) Orientation and mobility services-- (i) Means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and</p> <p>(ii) Includes teaching children the following, as appropriate:</p> <p>(A) Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street);</p> <p>(B) To use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for children with no available travel vision;</p> <p>(C) To understand and use remaining vision and distance low vision aids; and</p> <p>(D) Other concepts, techniques, and tools.</p>
<p>Parent Counseling/Training</p>	<p>§300.34 Related services</p> <p>(8)(i) Parent counseling and training means assisting parents in understanding the special needs of their child;</p> <p>(ii) Providing parents with information about child development; and</p> <p>(iii) Helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP or IFSP.</p>
<p>Psychological Services</p>	<p>§300.34 Related services.</p> <p>(10) Psychological services includes—</p> <p>(i) Administering psychological and educational tests, and other assessment procedures;</p>

	<ul style="list-style-type: none"> (ii) Interpreting assessment results; (iii) Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning; (iv) Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations; (v) Planning and managing a program of psychological services, including psychological counseling for children and parents; and (vi) Assisting in developing positive behavioral intervention strategies.
Recreation Therapy	<p>§300.34 Related services.</p> <p>(11) Recreation includes--</p> <ul style="list-style-type: none"> (i) Assessment of leisure function; (ii) Therapeutic recreation services; (iii) Recreation programs in schools and community agencies; and (iv) Leisure education.
School Nurse/Health Services	<p>§300.34 Related services.</p> <p>(13) School health services and school nurse services means health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person.</p>
Social Work Services (in schools)	<p>§300.34 Related services.</p> <p>(14) Social work services in schools includes--</p> <ul style="list-style-type: none"> (i) Preparing a social or developmental history on a child with a disability; (ii) Group and individual counseling with the child and family; (iii) Working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; (iv) Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and (v) Assisting in developing positive behavioral intervention strategies.
Other	<p>This section of the form is provided to include related services not included in any of the other general categories listed.</p> <p>For Example:</p> <p>Personal Assistant - Paraprofessional – 7:45 am to 3:30 pm M-W-F – Transport to and from School/Student Class Schedule – 2014-15 School Year</p> <p>NOTE: If a paraprofessional is assigned to a classroom and not the student, it does not need to be documented in this section.</p>

Least Restrictive Environment

The IEP Team must ensure that, to the maximum extent appropriate, students with disabilities are educated with nondisabled peers, including extracurricular services and activities.

Continuum of Alternative Placements	Continuum of Alternative Placements (Ages 3-5)
<input type="checkbox"/> 0100 General Classroom with Modifications 80-100% <input type="checkbox"/> 0110 Resource Room 40-79% <input type="checkbox"/> 0120 Self-Contained Classroom 0-39% <input type="checkbox"/> 0130 Separate Day School <input type="checkbox"/> 0140 Residential Facility <input type="checkbox"/> 0150 Home/Hospital	<input type="checkbox"/> 0310 Early Childhood Setting-10 hrs./week A1-services in EC program <input type="checkbox"/> 0315 Early Childhood Setting-10hrs/week A2-services in other location <input type="checkbox"/> 0325 Early Childhood Setting-Less than 10hrs/wk. B1 – services in EC program <input type="checkbox"/> 0330 Early Childhood Setting-Less than 10hrs/wk. B2 – services in other location <input type="checkbox"/> 0335 Separate Class <input type="checkbox"/> 0345 Separate School <input type="checkbox"/> 0355 Residential Facility <input type="checkbox"/> 0365 Home <input type="checkbox"/> 0375 Service Provider Location

Participation with Non-Disabled Peers

Program Options	Non-Academic	Extracurricular
<input type="checkbox"/> Art	<input type="checkbox"/> Counseling	<input type="checkbox"/> Athletics
<input type="checkbox"/> Industrial Technology	<input type="checkbox"/> Meals	<input type="checkbox"/> Clubs
<input type="checkbox"/> Music	<input type="checkbox"/> Employment Referrals	<input type="checkbox"/> Groups
<input type="checkbox"/> Vocational Education	<input type="checkbox"/> Recess	<input type="checkbox"/> Recreation
<input type="checkbox"/> Family & Consumer Science	<input type="checkbox"/> Health Services	<input type="checkbox"/> Other
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____	
Comments: _____		

Justification for Placement--An explanation of the extent, if any, to which the student will not participate with non-disabled students in regular classes and non-academic activities.

(Please use accept/reject format for each alternative placement considered.)

The team addressed the potential harmful effects of the special education placement.