Magaca Ardayga \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Taariikhda Dhalashada \_\_\_\_\_\_\_\_\_\_\_ Dugsiga \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Taariikhda U-qalmida Horudhaca ah \_\_\_\_\_\_\_

Taariikhda \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

bb/mm/ss

***Kooxda ayaa heshay qiimeynada soo socda* (ku lifaaq warbixinta qiimeynta ee qeexeysa iyo sharraxaysa natiijooyinka qiimeynta ee la qabtay):**

1. **Kooxda waxay dib-u-eegis ku sameeyeen macluumaadka jira, oo ay ku jiraan macluumaadka waalid-ka(iinta), diiwaanada guud ee ardeyga, iyo barnaamijyada waxbarashada la gaar yeelay ee hore ama qorsheyaasha adeegga la gaar yeelay.** Dukumiintiyada qiimeynta waxaa ku jira macluumaadka habboon oo laga helay ilahaan loo adeegsaday go'aanka u-qalmida.

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 Taariikhda Dib-loo-eegay

1. **Baaritaanka caqliga ee sida gaarka loo sameeyo ee jaango'an ee uu sameeyo xirfadlaha aqoonta u leh:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Baaraha Baaritaanka Awoodda Fikirka Taariikhda La Qabtay Taariikhda Dib-loo-eegay

1. **Qiimeynta dhaqanka la qabsiga:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Baaraha Qiimeynta Taariikhda La Qabtay Taariikhda Dib-loo-eegay

1. **Taariikhda korritaanka ardayga:**

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Baaraha Qiimeynta Taariikhda La Qabtay Taariikhda Dib-loo-eegay

1. **Bayaanka caafimaadka ama qiimeynta caafimaadka ee tilmaamaysa inay jiraan dareeno ama arrimo jireed oo saameyn ku yeelan karta waxqabadka waxbarasho ee ardayga:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Dhakhtarka, Kalkaaliyaha Caafimaad, ama Kaaliyaha Dhakhtarka Taariikhda La Qabtay Taariikhda Dib-loo-eegay

# Qiimeynta lagu ogaanayo saameynta naafonimada laga shaki qabo:

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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Baaraha Qiimeynada Taariikhda La Qabtay Taariikhda Dib-loo-eegay

# Qiimeynada dheeraadka ee lagama maarmaanka ah si loo ogaado baahida waxbarasho ee ardayga:

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Baaraha Qiimeynada Taariikhda La Qabtay Taariikhda Dib-loo-eegay

## Ilmuhu wuxuu buuxiyay shuruudaha soo socda oo DHAN:

Dhibcaha baaritaanka caqliga ardayga 1 weecasho oo caadi ah ama ka badan ee ka hooseysa *,*

haa maya

haa Maya

haa Maya

haa maya

 celceliska caadiga ah; *iyo*

Ardaygu wuxuu leeyahay cilladaha la qabsiga oo ay wehliso naafonimo xagga shaqeynta caqliga;

*iyo,*

Heerka korritaanka ama guusha waxbarasho ee ardayga ayaa si weyn uga hooseysa da'da ama heerarka fasalka ee caadiga ah; *iyo,*

Dhibaatooyinka waxbarasho ee ardaygu asal ahaan kama aysan dhalan naafonimada dareenka ama arrimaha kale ee jireed.

## Kooxda ayaa go'aamisay in:

* 1. Naafonimada ardaygu ay saamayn xun ku leedahay waxqabadka waxbarasho ee ardayga marka

haa maya

ardaygu gaaro da'da u-qalmida dugsi-horaadka ilaa 21 jir, ama ay saameyn xun ku leedahay horusocodka koriitaanka ilmaha markuu ilmuhu gaaro seddex jir ilaa dugsi-horaadka; *iyo,*

haa maya

* 1. Ardaygu inuu u baahanyahay adeegyada waxbarashada gaarka ah.
	2. Kooxda waxay tixgelisay u-qalmida waxbarashada gaarka ah ee ardayga, waxayna go'aamisay in u-qalmida:

***waa sax ma ahan*** barid la'aanta akhriska ee habboon awgeed, oo ay ku jiraan qaybaha lagama maarmaanka u ah barida akhriska (wacyiga dhawaaqa, codka, barashada ereyada cusub, faxeexnimada akhriska/xirfadaha wax ka akhrinta afka, iyo xeeladaha fahamka akhriska);

***waa sax ma ahan*** barid la'aanta habboon ee xisaabta awgeed; iyo

***waa sax ma ahan*** aqoonta xaddidan ee Ingiriisiga awgeed.

## Kooxda ayaa waafaqday in ardaygan uu uusan u-qalm-o(in) waxbarashada gaarka ah.

**Saxiixyada Xubnaha Kooxda Jagada Waafaqsan Diidan**

Nuqulka warbixinta qiimeynta iyo bayaanka u-qalmida ayaa la siiyay waalid-ka(iinta).

# Foomkan waxaa loo isticmaalaa in:

* + - Lagu qoro in iyo in kale ardaygu inuu buuxiyo shuruudaha u-qalmida naafonimada caqliga iyo waxa aasaaska looga dhigay go'aankaas iyadoo la raacayo 20 USC §1414;
		- La buuxiyo shuruudaha OAR 581-015-2155, OAR 581-015-2120, iyo 34 CFR 300.8 ee khuseeya baahida loo qabo in la ogaado u-qalmida adeegyada waxbarashada gaarka ah;
		- Lagu qoro taariikhda u-qalmidaas horudhaca ah la gaaray iyo taariikhda u-qalmidaas dib loo gaaray;
		- Lagu bixiyo goob ay kooxdu ka saxiixdo bayaanka oo lagu sheego in iyo in kale xubin kasta ay waafaqsan tahay ama diidan tahay go'aanka u-qalmida;
		- Lagu qoro in waalidka la siiyay nuqulka warbixinta qiimeyn-ta(ada) iyo bayaanka u-qalmida.

# Tilmaamaha:

1. Geli taariikhda foomka ay dhammeystireen kooxda.
2. Geli magaca sharciyeed ee ardayga oo buuxa; ha isticmaalin naaneys.
3. Geli dugsiga ardayga.
4. Geli taariikhda dhalashada ee ardayga.
5. Geli taariikhda u-qalmida horudhaca ah.
6. Kooxdu waa inay dib-u-eegis ku sameyso macluumaadka jira, oo ay ku jiraan warbixinta laga helo waalid-ka(iinta), diiwaanada guud ee ardayga; IEP-yada IFSP-yada hore, macluumaadka qiimeynta gobolka, iyo macluumaadka kale ee habboon. Qor taariikhda macluumaadkan ay dib-u-eegista ku sameeyeen kooxda.
7. Qor qaybaha qiimeynta ee loo baahan yahay. Muuji magaca baaritaan-ka(ada) la isticmaalay, baaraha sameeyay baaritaan-ka(ada) iyo taariikh-da(aha) baaritaanka. Haddii xogta dib-u-eegis keliya lagu sameeyo (tus., dib-u-qiimeynta), sheeg taariikhda dib-u-eegista. *Ku soo lifaaq dukumiintiyada qiimeyn kasta.*
8. Muuji hadduu ardaygu buuxiyay shuruudda u-qalmida.
9. Muuji hadduu ardaygu u baahan yahay waxbarashada gaarka ah.
10. Ilmuhu waa in la go'aamin inuu yahay ilmo qaba naafonimo haddii qodobka go'aaminta uu yahay barid la'aanta akhriska ama xisaabta ama aqoonta xaddidan ee luqadda Ingiriisiga. Muuji haddii baahida waxbarashada gaarka ah ee ardayga ay ugu wacan tahay:
	1. Barid la'aanta akhriska ee habboon, oo ay ku jiraan qaybaha lagama maarmaanka u ah barida akhriska (sida lagu qeexay qeybta 1208(3) ee Xeerka Waxbarashada Hoose iyo Sare ee 1965); “Qeybaha Aasaasiga ah ee Barida Akhriska” waxaa loola jeedaa “barid cad oo nidaamsan oo:
		1. Wacyiga dhawaaqa;
		2. Codadka
		3. Horumarinta erayada;
		4. Faseexnimada akhriska, oo ay ku jiraan xirfadaha wax ka akhrinta afka; iyo
		5. Xeeladaha fahamka wax akhriska
	2. Barid la'aanta habboon ee xisaabta awgeed; iyo
	3. Aqoonta Xaddidan ee Ingiriisiga.
11. Xubin kasta oo kooxda ka tirsan (oo ay ku jiraan waalidiinta) ha saxiixdo foomka, tilmaamaya jagadiisa/jagadeeda, iyo inuu isagu ama iyadu waafaqsan yahay ama diidan yahay go'aanka u-qalmida.
12. Geli nuqulka foomkan wata lifaaqyada gudaha faylka ardayga.
13. Sii nuqulka warbixinta qiimeynta iyo bayaanka u-qalmida waalid-ka(iinta).