Special Education Handbook

Checklist for Completing IEP's
Parental Rights
GWAEA Flowchart
Special Education Teacher List per building

Collaboration

Green Section – Teacher/Parent Collaboration

Yellow Section – Teacher/Para Collaboration

Extended School Year

Forms

IEP Meetings and Procedures

CHECKLIST FOR COMPLETING IEPS

☐ Complete DRAFT for IEP Meeting.
- Have copies available

☐ After the Meeting, make corrections.
- Edit with colleague

☐ Revise on Web-based program
- **Green buttons**

☐ E mail for review
- E-mail to IEPreview@prairiepride.org
- Indicate in e-mail that IEP is ready for review; stating the student's name, DOB, and building

☐ Wait for an e mail directing you to make corrections or SUBMIT

☐ Send Linda at Prairie Edge hard copy of IEP – making sure that **all pages** are included – this copy goes to Grant Wood for their files

☐ Check IMS for requested changes
- If Returned Draft (**Red button**) appears make changes
- SUBMIT again.

☐ When IMP appears print and distribute copies:
- Parents/guardians;
- Confidential file;
- Working folder;
- Resident District (only if changes made - **red button**)

Parental Rights

- **Right to review your child's school records.**

- **Right to give consent prior to an evaluation and placement into special education.**

- **Right to receive prior notification of any changes in your child's educational program or IEP.**

- **Right to FAPE: Free Appropriate Public Education for your child at no cost to you.**

- **If you disagree with the evaluation done by the district or GWAEA, you can request an independent evaluation done at little or no cost to you.**

- **Right to have your child educated in the Least Restrictive Environment (LRE) in a general education setting as appropriate. Right to be educated with same aged peers that are not handicapped to the amount appropriate for your child's needs.**

- **Right to file in writing to the Department of Education for an impartial due process hearing if you are in disagreement with the IEP team's identification, evaluation, or placement of your child.**

Revised September 2007

GWAEA FLOW CHART FOR SPECIAL EDUCATION FORMS

FORM/ACTIVITY √ Form Required + Required if changed * Recommended, if needed	Initial Placement	Annual Review	Re-eval	Transition from Early ACCESS to Special Education	Move In from Out of State	More or Less Restrictive Settings	Add Goal	Add Goal Area	Add Support Service	Amend Existing IEP	Manifestation Determination	Begin Career Connections or VITAL	Graduation /Senior Staff Out	Delete Goal or Goal Area	Delete Support Service	Begin 45-day Trial Reintegration	End 45-day Trial Reintegration	Exit Special Education Services
Intensive Instruction Plan (IIP)	√			√ IFSP rqd in place of IIP				√ Except for Transition										
Meeting Notice	√	√	√	√	√	*	*	*	*	*		√	√	*	*	*	*	√
Agreement to Excuse Attendance at IEP Meeting	This form is used when required member(s) of the IEP team request to be excused from attending an IEP meeting. It should be sent to parents with the Meeting Notice. If topics to be discussed at the IEP meeting require input from the team member requesting excusal, then that input must be submitted in writing prior to the meeting.																	
Consent for/ Notice of Evaluation	√		√	√	√				√			*			*			√
Educational Eval Report (EER)	√		√															
[Procedural Safeguards Manual]	√	√		√	√	This must be given to parents once a school year, as well as at the initial referral, upon parent request for an evaluation, at the first filing of a complaint, at the time of a request for due process, and upon request.												
Consent for Initial Special Education and/or Related Services	√		√															
Re-evaluation (Additional Information Page, Six Questions)			√		√							*			*	*	*	√
Services Matrix	√	*	√	√	√	*Complete only if an increase or decrease in services will change the weighted enrollment factor.												
Prior Written Notice of Proposed or Refused Action	√	+	+	√	√	√	√	√	√	√	*	√	√	√	√	√	√	√
IEP Page A (Cover)	√	√	√	√	√	√	√	√	√	√		√		√	√	√	√	√
IEP Page B (Present Levels, Ages 3-12 or Ages 13-21)	√	√	√	√	New Iowa IEP Required	√	√	*	√	+		*		√	√	√	√	*
IEP Page C (IEP Results)	Completion of this IEP page is no longer required. There is an expectation that the chart attached to IEP page D will include data that shows the results of the interventions at the end of the goal period.																	
IEP Page D (Goals)	√	√	√	√	√ New Iowa IEP Required	+	√	√	√	+		+	√ Must update	√ Must update	√ Must update	√ Must update	√ Must update	√ Must update
IEP Page F (Services)	√	√	√	√	New Iowa IEP Required	√	√	+	√	+		√		√	√	√	*	√ Must review
IEP Page G (Services, LRE)	√	√	√	√		√	+	+	*	+		√		+	+	√	*	*

Prairie High School	Level	Grade
Columbus, Erik	1	11
Dalton, Patty	3	9-12
Eaton, Katie	1	9-10
Hickman, Corie	1	10
Kaiser, Joseph	1	11-12
Kean, Jeff	1	10
Keimig, MacKenzie	2	12/TC
Kelley, Mary	2	9-12
Lala, Sue**	1	9
Lanzo, Jennie	1	11-12
McWilliams, Mary**	2	12/CC
Moeller, Jeff	2	11-12
Neff, Lorie	3	9-12
Novreske, Jennifer	2	9-10
Otero, Pat	1	9

Prairie Middle School

	Level	Grade
Coller, Penny	1	8
Freel, Lisa	2	6
Heber, Paula	1	7
Kuennen, Kylie	1	7
Mahoney, Sydney	2	8
Moeller, Betty Jean (B.J.)	2	6-8
Moore, Angela	1	6
Perkins, Chris	2	7
Thompson, Linda	2	6-8
Trpkosh, Diane	1	8
Wheeler, Tracy	1	6
Hess, Natalie, Guidance**		

Prairie Crest Elementary

	Level	Grade
Goltz, Peggy	L2	ECSE
Gill, Katie	L2	ECSE
Grolmus, Margo**	2	K-5
Gronemeyer, Karen	2	ECSE
Petersen, Katie	1	K-5
Pinter, Michelle	2	ECSE
Thompson, Katie	1	K-5

Prairie Heights Elementary

	Level	Grade
Anderson, Jennifer**	2	K-5
Gammon, Lisa	2	K-5
Little, Denise	1	K-5
Schrantz, Amy	1	K-5

Prairie Ridge Elementary

	Level	Grade
Dey, Kris	3	K-5
Hammer, Deb**	2	K-5
Pasker, Stacy	2	K-5
Skelton, Pamela	1	K-5
Smith, Ann	1	K-5

Prairie View Elementary

	Level	Grade
Allred, Condra	2	K-5
Gehl, Brandee**	2	K-5
Hruby, Katie	1	K-5
Jackson, Katie	1	K-5

Prairie Edge

	Level	Grade			
Vacancy	3	9-12	Krull, Brenda	3	4-5
Anderson, Cathy	3	K-3	Ommen, Karen	3	9-12
Biderman, Rose	3	7-8	Sofranko, Paul	3	9-12
Gass, Leah	3	6	Bruch, Linda*	Bldg. Secretary	

Introduction

Special Education Handbook

VISION AND FOREWARD

Vision for All Students
The College Community School District provides a nurturing environment for everyone, no matter what their physical, emotional, and intellectual capabilities. By educating everyone, our public schools give us the widest possible pool of thinkers and dreamers. To this end, the District strives to provide an array of service options in the least restrictive environment possible for students with disabilities.

The diversity that students with disabilities bring to the schools is viewed as strength of the district. Diversity teaches all students to respect human worth and individuality. Diversity further helps students recognize their responsibilities of citizenship and relationships with other individuals.

College Community Schools is committed to providing every student with access to curriculum, instruction, and assessment systems that will prepare them for the 21st century. It is the vision of the district to strive for educational excellence for all students. We are a learning community working together to develop our students by educating them to confidently meet life's challenges.

Special Education Vision
The special education vision of the College Community School District is to provide a unified system of service delivery for students with disabilities. Under the unified system, general and special education operate as a seamless system where resources are blended to follow the student throughout their entire school experience. The service delivery model provides a continuum of service options from full inclusion to special education classes. Along the continuum, students with disabilities remain active in the general education curriculum, instruction, and assessment to the fullest extent possible. Alternative assessments and modified curriculum are available to students as deemed necessary. These measures are considered only after it is demonstrated that all general education interventions have been exhausted and it is in the student's best interest to modify the curriculum and/or assessment.

It is the vision of College Community Schools to serve as many students with disabilities as possible in their neighborhood school, to minimize labels, to promote student achievement in a guaranteed and viable curriculum, and to develop positive self-esteem and self advocacy for all students.

Foreword
This handbook is intended to provide comprehensive information on the principles, programs, and basic procedures for the provision of instructional services to preschool, elementary, middle, and high school special education students served in the College Community School District.

The handbook presents descriptions of programs and services, philosophy, least restrictive environment, continuum of instructional programs, guidelines and procedures,

parent and student rights, suspension and expulsion, and due process. The information presented reflects compliance to procedures of the Grant Wood Area Education Agency and the Iowa Rules of Special Education. It is designed to help district personnel understand the service delivery continuum and the basic guidelines responsible for instructional program operations in special education. It is also designed to help personnel locate information on special education program practices

The development of this handbook is viewed as a continuous process so that its contents can remain useful and accurate. It will be reviewed annually and updated as deemed appropriate by the Special Education Advisory Team. Staff contributions to the content are always welcomed and should be directed to the Advisory Team.

INTRODUCTION

Student Services is designed to plan, budget, coordinate, monitor, and evaluate the special education programs and services at College Community Schools. Student Services works closely with the administrative team to support special education programs and services in the district.

The College Community School District's special education program includes programs for level I, II, and III students aged 3-21. A wide range of services are provided in 4 elementary buildings, a middle school, and a high school on the main campus. Prairie Edge provides a smaller school environment for students with behavior issues in grades K-12 who require a specialized school.

The special education instructional programs receive a wide range of support from Grant Wood Area Education Agency (GWAEA). Support services include speech and language, social work, psychological services, consultants, occupational therapy, physical therapy, hearing and vision screeners, itinerate teachers, and early childhood providers. The Regional Administrator assigned to College Community Schools coordinates and supervises this support staff. College Community considers the GWAEA support staff as an integral part of the district in providing services to students.

Special education services at College Community are designed to support the district's education vision of striving for educational excellence for all students. General education and special education staffs work to provide a learning community that helps students develop the skills they will need to confidently meet life's challenges. It is the responsibility of the district to serve students with disabilities in the least restrictive environment.

There are many resources available to educators on the policies and procedures of special education. The purpose of this handbook is not to replace any of those resources, but to provide a quick reference to many special education topics in general and procedures specific to College Community. Special acknowledgement goes to Grant Wood AEA; many of the items in this handbook come from their website resources.

PHILOSOPHY

The philosophy of the College Community School District regarding the special education system includes a belief system that includes the following:

1. All students are capable of learning, sometimes at different extents, sometimes at different rates, sometimes with different learning styles, but they can ALL learn.
2. All students will have access to a guaranteed and viable curriculum.
3. All students will have access to highly qualified instructors either in a general education classroom, co-taught classroom, or in a special education classroom with consultation from a general education teacher.
4. Students must be in the general education environment as much as possible if they are to close the achievement gap.
5. The inclusive classroom is to be the first consideration for all students. Students should be actively involved in all classroom activities to the maximum extent possible.
6. Teachers will have high expectations for ALL students and continually help students to challenge themselves to higher levels of achievement. Research indicates that students work to the expectations set for them. When the bar is raised, students work to meet those expectations.
7. The goal for ALL students must be to close the achievement gap and exit students from special education services.
8. All students will feel valued, respected, and part of the community of learners at College Community Schools.
9. Co-Teaching is the recommended model for providing services to students with disabilities.

INCLUSIVE EDUCATION

The College Community School District recognizes that all students with disabilities are entitled to equal access to a full continuum of programs and services. The primary responsibility of the district as set forth by the Administrative Rules of Special Education is to provide a free and appropriate public education to children with disabilities in the least restrictive environment (LRE). It is the intent of the district to provide students the opportunity to participate in a variety of integrative experiences across school and community settings.

The College Community School District supports individual children being served in a general education classroom setting in their neighborhood school with appropriate supports as one of the options within the full continuum of services. The IEP team shall determine which option along the continuum is the appropriate placement for an individual student.

Inclusive educational decisions must be guided by the principle of Least Restrictive Environment and the individual needs of the student. The IEP team shall consider the following questions regarding the provision of special education and related services: (Reference 41.67 (6)-Administrative Rules of Special Education).
1. What accommodations, modifications, and adaptations dos the individual require?
2. Why can't these accommodations, modifications, and adaptations be provided within the general classroom?
3. What supports are needed to assist the teacher in providing the accommodations, modifications, and adaptations?
4. Is there a potential detriment to the individual if served in the general classroom?
5. How will the individual's participation in the general classroom impact the other students?

Definition
Inclusion is a philosophy that promotes educating students with disabilities in the general education classroom with appropriate supports to the fullest extent feasible for each individual student.

Practice
Inclusive education is to be the first consideration for programming in the continuum of services options. This should include participation in all activities to the fullest extent possible with the supports needed to make it a successful experience for everyone. General and special educators will have time to collaborate and plan for instruction.

There are times when it is not appropriate for students with disabilities to be expected to do the same work as their typical peers. It may be necessary to differentiate the content, the instructional process, and/or the assessment to meet the needs of the individual student. The appropriateness of inclusion must be decided by the IEP team. The amount of inclusion should be reviewed with each annual review of the IEP.

Special Education Teacher Responsibilities

- Check your rosters to make sure that **ALL** information is accurate.
- Monitor IEPs on a regular basis. If goals/milestones are not appropriate any longer, set up a new IEP meeting to address this issue.
- Know when all IEPs are due and when 3 year reevaluations are due. They must be completed **prior** to the expiration date.
- Submit all IEPs due for the special education count by the due date provided by the Student Services Director. Begin the process 30 days prior to the due data so that you have enough time to meet the deadline.
- Begin planning for an IEP conference 1 month prior to it being late. ALL IEPs MUST BE DONE ON TIME! IMS at GWAEA will not consider an IEP in until they receive a hard copy.
- Contact all people involved with the student to set up a date for the IEP meeting. The following people are mandatory members: building administrator, special education teacher, general education teacher, parents, resident district representative if not College Community, and the Transportation Director (if specialized transportation will be discussed). Others to consider inviting include: GWAEA consultant, support staff from GWAEA, Student Services Director, Vocational Rehabilitation staff, Transition Coordinator, and State & County Case Managers, etc. Remember that meeting notices should be sent out 10 days prior to the meeting.
- Have people sign page A who are in attendance at the meeting. If a mandatory member of the team is not able to attend, an excuse form must be completed.
- If the student is a resident of another district, contact that district about the time and location of the IEP meeting when there are any proposed changes in the IEP such as increasing or decreasing weighting, or if recommending a trial out.
- A rule of thumb: **IEPs should be completed on the web IEP system within one week of the IEP meeting.**
- IEPs will be reviewed collaboratively for compliance and quality. Prior to sending an IEP for review, teachers should participate in a peer edit process.
- Send hard copies of the IEPs to the following: Student Services secretary at Edge who will send to IMS at GWAEA and the resident district (if other than CC), parents, and student file. Others who will need a hardcopy are support staff, applicable agencies, and psych folder in guidance office.
- Keep in contact with general education teachers to monitor how students are doing in the general education setting.
- Make sure general education teachers have a copy of the services page listing what the student needs to be successful in those classes.
- Elementary, middle, and high school teachers must send out progress on goal pages with each reporting period (when report cards go out) throughout the year.
- Advocate for your students if you feel that other teachers are not making the appropriate accommodations in order for them to be successful.

- Be willing to assist general education teachers in adapting curriculum for special education students.
- If you have an adult assistant(s), you are responsible for planning for their activities with the student(s) throughout the day.
- Fill out a **Blue Change form** when a student enters or exits your roster, or if you have made any modification to the IEP such as: disability, weighting, if resident district has changed, or if parental rights have been terminated. If it is a new student coming onto your roster, you will receive an IEP packet that includes the blue form partially completed.

LEAST RESTRICTIVE ENVIRONMENT

The intent of the Individuals with Disabilities Education Act (IDEA '97) is to educate students in the general education environment, enhance a student's ability to engage in age-relevant skills, and enable a student's meaningful participation with non-disabled students. Regulations for implementing the least restrictive environment requirement, under the new ruling, IDEA 2004 states that "…to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled." The school environment should comply with this regulation by offering the special education student experiences, which may include, but are not limited to:

- Instruction, academic opportunities, and settings that non-disabled students experience;
- Participation in vocational programs, extracurricular activities, and non-academic activities that non-disabled students experience; and
- Interaction with regular education students at recess, lunch, on field trips, at special events, etc.

Least Restrictive Education (LRE) Addressed in the IEP:
The IEP team must document when developing the IEP, the percentage of time the child is not in general education. This percentage is recorded on pages A and F of the IEP.

When a student is being recommended for special education services and during IEP reviews the IEP team must indicate the services, activities and supports that will be provided in order for this individual:
1) To advance towards attaining the IEP goals;
2) To be involved and progress in the general curriculum;
3) By age 14, to pursue the course of study and post-high school outcomes (living, lifelong learning, and work);
4) To participate in extracurricular and other non-academic activities; and
5) To be educated and participate with other individuals with disabilities and non-disabled individuals.

Additionally, the IEP team must document answers to the following questions:

- Will this individual receive all special education services in general education environments?
- Will this individual participate in non-academic activities with non-disabled peers and have the same opportunity to participate in extracurricular activities as non-disabled peers?
- Will this individual attend the school he or she would if non-disabled?
- Will this individual attend a special school?

When special education is being recommended or taking place in a special school, the IEP must address the following four questions:

1)   What are the reasons the entitled individual cannot be provided an educational program in an integrated setting?
2)   What supplementary aids and services are needed to support the entitled individual in the special education program?
3)   Why can't these aids and services be provided in an integrated setting?
4)   What is the continuum of services available for the entitled individual?

A SUMMARY OF NEW SPECIAL EDUCATION MATERIALS AND IEP CHANGES
FALL 2007

New Materials/Changes	Rationale	Where to find
IOWA SPECIAL EDUCATION PROCESSES AND DOCUMENTATION 2007-2008 (will hereafter be abbreviated ISEPD	This is a statewide document created by Iowa AEA's and the Department of Education for clarity in procedures in all districts. Many of the procedural changes that follow were made to increase statewide consistency with forms and processes.	On AEA website under SPECIAL EDUCATION.
Flowchart	This flowchart is updated by GWAEA annually in August. The changes reflect the statewide consistency goal above as well as a two-page format with explanations of additional forms.	On AEA website under SPECIAL EDUCATION
Reduction of Paper Forms	The AEA is significantly reducing its printing of triplicate, carbon IEP forms given the prevalence of use of the Web IEP. Most forms available through the Web IEP; other forms will be posted in template form on the AEA website.	On Web IEP and AEA website under SPECIAL EDUCATION
Special Education Q & A	This document created by the AEA Associate Administrator responsible for special education along with other AEA staff. Its intent is to provide clear answers for frequently asked questions.	On AEA website under SPECIAL EDUCATION. Will be updated at least once per year.
IEP Page B (Present Levels)	This page is now available on the Web IEP in two versions, one for students ages 3-12 and one for students 13-21. The 13-21 form includes prompts for required post-secondary transition content.	Line-by-line instructions on how to complete available in the ISEPD guide, pages 8-23. Form on Web IEP.
IEP Page C (IEP Results)	Completion of this page is no longer required. There is an expectation that the chart attached to the IEP Page D will include data that shows the results of the interventions throughout and at the end of the goal period.	This page will be removed from the Web IEP. Until this is done, complete as in the past.
IEP Page D (Goals)	There is now only one goal page. This has directions to "See attached graph." The expectation is that all IEP teams either attach a graph OR are engaged in professional development in order to be	Line-by-line instructions on how to complete available in the ISEPD guide, pages 26-33.

	able to do so. The graph may be the Web IEP version, an Excel version, or any other version.	
Prior Written Notice of Proposed or Refused Action	Parent signature no longer required (though team may get if they desire). This form serves as a notice only. See ISEPD for a good description of when this form is required.	Line-by-line instructions on how to complete available in the ISEPD guide, pages 60-61.
Re-evaluation	This is a new statewide process for ALL re-evaluations. This form replaces the Three Year Re-evaluation used in 2006-07 and is used for all students (IEP team no longer able to decide a three year re-eval is not needed). See the flow chart for the times when a re-evaluation is required; these include every three years or sooner; if child's parent or teacher requests; if IEP team is considering if student is no longer eligible; and when a student transfers from out-of-state. The Consent for/Notice of Evaluation form is used to give notice (no parent signature required) and, if needed, to obtain consent for collection of additional information (signature required).	Line-by-line instructions on how to complete available in the ISEPD guide, pages 52-53.
Education Evaluation Report revised	The EER used by GWAEA in 2006-07 was part of a statewide pilot. Participants in this pilot shared feedback over the summer, reflected in this revised version that will be used by all Iowa AEAs. The most significant change is that the Educational Progress section requires a narrative summary, needed because a review of EERs from last year showed that Intensive Instruction Plan alone did not tell a complete story. • Eligibility Data Worksheet linked to EER and used by school and AEA for compliance with the 60-day consent to meeting timeline. • Prior Written Notice form also linked to EER. IEP team's decision regarding eligibility is documented here after the meeting has occurred	Line-by-line instructions on how to complete available in the ISEPD guide, pages 92-107. This form is available on the AEA website under SPECIAL EDUCATION as a comprehensive template (includes EER, Eligibility Data Worksheet, and Prior Written Notice).

Amendment	The Amendment form no longer exists as a separate IEP page. A team documents an amendment cy checking this box on IEP page A. A recent DE interpretation of IDEA 2004 is that changes to an existing IEP may be made without a meeting if both the parent and LEA/AEA agree. The duration of the amended IEP remains the same as the existing IEP. Parents are given copies of any IEP page revisions and the Prior Written Notice form provides rationale and data for changes.	A State Special Education training document will be available in September and posted on the AEA website under SPECIAL EDUCATION.
Add Goal Area	An Intensive Instruction Plan is required for adding a goal area except in the case of goal areas that are added for students ages 13-21. Note that adding a new goal area is distinct from adding a goal—the former is a new area of disability while the latter is a goal related to an already identified area of disability.	See "Procedures and Guidelines for Adding an IEP Goal Area" on the AEA website under SPECIAL EDUCATION.
Consent for Full and Individual Evaluation— required documentation of date received	The Iowa DE clarified that the evaluation for special education eligibility (Part B) must be completed with 60 calendar days **from the date that the school or AEA receives the signed form (not the date of the signature, should these differ). The date the form is received should be written at the top of the form in the space provided by the receiving party.**	Line-by-line instructions on how to complete available in the ISEPD guide, pages 54-57.
Functional Behavior Assessment and Behavior Intervention Plan	These are new statewide forms developed by an AEA and DE work group in 2006-07. These forms reflect best practices in understanding problematic behavior and providing rigorous and monitorable interventions.	Line-by-line instructions on how to complete available in the ISEPD guide, pages 78-87.
Manifestation Determination	This form was developed by the same workgroup as above. Special emphasis was placed on its legality.	Line-by-line instructions on how to complete available in the ISEPD guide, pages 88-91.
Medicaid Parent/Guardian Authorization Form	This form allows Medicaid to access student records (e.g., IEP, evaluations on file) in the case of a Medicaid audit. Parent/guardian signature is required annually AND if Medicaid-claimable	Line-by-line instructions on how to complete available in the ISEPD guide, pages 108-109.

	services are changed on the IEP, e.g., an IEP amendment increases speech-language service time.	

New/Review Information for 2007 IEP Procedures

Did you know…

As of July 1, 2007 the C page will no longer be included as part of the new IEP. Continue to complete the C page for all current IEPs as long as the web program allows you to. The reason for the elimination of this page was the data reported was too subjective.

If you receive a student with an IEP from out-of-state, *you must hold an IEP meeting* and re-write the IEP on Iowa forms within 30 days of enrollment.

If a student's parental rights have been terminated, no agency; including Four Oaks or DHS, can legally sign to act as the educational decision maker. You must contact your regional AEA administrator to request a surrogate parent be appointed who can sign for educational decisions.

The same is true when neither parent can be located nor rights have not been terminated. Contact your regional AEA administrator to request a surrogate parent be appointed.

It's perfectly fine to hold an IEP conference in a general education room. What a neat, novel idea!

It is recommended you have only one calendar week lapse between draft and final IEP. So, in our district, begin to schedule your IEPs 30 days in advance so the final copy is at IMS before the expiration date. By law, there can be NO lapse of time/services in the IEP.

We will be checking in IEPs again in the spring. To ensure this is done in a timely fashion, please complete all 9-11 grade IEPs before April 30. The month of May will be reserved for VITAL, Career Connection staff-ins, and Senior staff-outs.

On the meeting notice, you must also check the Transition Planning box for all IEPS for students 14 and older.

You must send a paper copy of the meeting notice at least 10 days prior to the IEP conference date. E-mails do not qualify as a paper copy.

The Agreement to Excuse form is still up in the air in terms of litigation. At this point, unless we are told otherwise by our administration, we do not complete this form.

At the IEP conference, please update all demographic information. *You MUST complete a blue change form to trigger the changes in IMS.* Make sure you collect all telephone numbers, especially all cell phone numbers, as many homes do not have a landline phone anymore.

Print a blank A page for your meeting, have persons present sign in acknowledging their presence. Following the meeting, go back into web IEP program and type in *ONLY* persons' present and their corresponding titles.

On page 1 of the "Parents Procedural Rights Manual", it is suggested you write in the following information:
- Superintendent name and phone number
- Principal name and phone number
- District Student Services Director's name and phone number
- AEA Regional Administrator's name and phone number
- PEP office phone number

The idea is you want parents to have these numbers prior to calling someone at the Department of Education in Des Moines.

Other Information Essential for the Development of the IEP – the information in this section focuses on information you know about the student that is helpful or nice to know. This could include medical information or environmental information. The information in this section should serve as a PREVIEW to SERVICES the student may need. *Make sure that confidential information is NOT given in the section. Use common sense and error on the side of vagueness in those situation.*

Describe the Effect of the Disability section – this is where you list the specific SKILLS that impact their progress in the general education curriculum. This information should serve as a PREVIEW to the GOALS. The information in this section describes skills that make the student eligible or entitled to services.

Progress reports/IEP Updates – please pull out the old IEP update and file the new one. Since the information builds upon the previous report, pull the old and replace with new. Be sure to indicate RESIDENT DISTRICT on top of page and name it.

We are now able to AMEND an IEP multiple times. For example, you can adjust time, services, or criteria within a goal. This does NOT mean you can ADD or DELETE a goal without a new meeting. *Follow the GWAEA Flow Chart for Special Education forms.*

F page – when completing time and frequency, you must formulate a number. Typing in "As needed" is not best practice. The exception would be if the time & frequency is clearly defined in the description of each service, activity and support.

ESY (Extended School Year Services) – Extended School Year Services must be discussed with parents *before* MARCH. Students who may be eligible should be reported to the Student Services Director.

FBA and BIP forms are no infused into the WEB IEP program due to a change of technical staff at the AEA. They are, however, on our district website under faculty, teacher tools, special education and on the AEA website. You can download the form,

type the information, copy and paste on an I page if you would like. *They can be downloaded from the IEP main page "Blank Forms" link.*

Will this individual participate in nonacademic activities with non-disabled peers and have the same opportunities to participate in extracurricular activities as non-disabled peers? Section – This section should be marked YES – X. For example, just because a student resides at Four Oaks or Tanager Place, the agency cannot deny the right to participate. Mark NO – X if the student has behavior goals related to this section and the IEP team as a consensus is concerned. Just because a student is a Level 3 student, doesn't mean this section is automatically marked "No".

New 3 yr. re-evaluation forms – open from Web IEP, copy, paste on I page on the WEB IEP. *Make sure to use the "State Forms" additional information I page to enter data.* This form will have to be made available under teacher tools, special education, through our district. *It is actually available on the WEB IEP, but we are not sure how we are going to handle this yet.*

We *will be using the "Agreement to Excuse Attendance" form in this district. The "Agreement to Excuse Attendance" form MUST go to the parent(s)/surrogate parent(s) with the Meeting Notice form.*

ACCOMMODATIONS

Special Education Handbook

Guidelines for Testing Accommodations for Students with IEPs

We need to be clear and explicit in our recording of accommodations on IEPs across the district. Of particular concern, are district wide assessments such as ITBS, ITED, and MAP and the importance of consistency in how they are administered. The following wording and policies will take effect this year as IEPs are written. Testing accommodations provided on the "F" Page do NOT automatically apply to the "G" Page. The "F" page refers to the classroom and the "G" page refers to district wide assessments. Each must be considered separately.

Questions to ask to determine what specific accommodations are needed:
- o Does this student use the accommodations in the general education setting on a regular basis? If so, where and how?
- o Is the use of the accommodation proven to be successful for the student? If not what could we do differently?
- o Does the student need to have all tests accommodated or just ones that require a specific kind of response?
- o Does this accommodation change the validity of the assessment? If so, what can be done differently to maintain validity?

Accommodations "F" Page

Acceptable	Unacceptable
Tests Read Aloud: o Student must have a reading goal o Student must be 2+ years below grade level o Student must utilize tests being read aloud in the general education setting	It is not acceptable to state, "Test Read Aloud", or "Extended Time", or "Small Group or 1 on 1" without further explanation as to how, when, and why this accommodation is necessary for the student to have access to the assessment.
Calculator Use: o Student must have a math goal o Student must be 2+ years below grade level o Calculators can be used for problem solving. o Student must utilize calculators in the general education setting with success.	Allowing students to use calculators on computation tests invalidates the assessment.
Extended Time: o Specify amount of time. While decisions are made on an individual basis, it is recommended that the maximum allotment be time and a half.	

Small Group or 1 on 1 setting:
   o Pick which one is necessary and identify the assessments for which this will be utilized.
   o Define the size of the group as approximately 10 or less.	

Please keep in mind all accommodations need to be **individualized and specific**. If a student has previously had "read aloud" as an accommodation but the actual issue is ability to focus attention, please consider having the student read the assessment to an adult and have built in breaks. This will increase student attention to the test and maintain validity. Your description must include: the identified accommodation, the reason for the accommodation, in what classes it is necessary, the setting (general education or special education), and how it will be utilized. Example: (Student) requires testing accommodations for (content area) based on (the difficulty/disability). (Student) requires that (state specific accommodation), (when), (where), and (how).

District Assessment Accommodations "G" Page

Acceptable	Unacceptable
ITBS/ITEDS	

Test Read Aloud:
   o Student must have a reading goal
   o Student must be 2+ years below grade level
   o Student must utilize tests being read aloud in the general education setting with success.
	According to the ITBS testing center, we are not allowed to read the reading comprehension and vocabulary subtests of the ITBS/ITEDS to any student. Reading the test to students automatically makes them non-proficient.

Calculator Use:
   o Student must have a math goal
   o Student must be 2+ years below grade level
   o Calculators can be used on the Problem Solving and Data Interpretation section only.
   o Student must utilize calculator use in the general education class with success.
	The testing center states that students are not allowed to use calculators on the estimation and computation portions of the assessment. Non-compliance automatically makes the student non-proficient.

Extended Time: Specify amount of time. While decisions are made on an individual basis, it is recommended that the maximum allotment be time and a half.	
Small Group or 1 on 1 setting: While decisions are made on an individual basis, it is recommended that the maximum allotment be time and a half.	
MAP ASSESSMENT	
Math Test Read Aloud: - Student must have a reading goal - Student must be 2+ years below grade level - Student must utilize tests being read aloud in the general education setting with success. Calculator Use: - Student must have a math goal - Student must be 2+ years below grade level - Calculator can be used only when a calculator appears on the computer screen. - Student must utilize calculator use in the general education class with success.	According to the NWEA test administration handbook, we are not allowed to read to students the reading comprehension or language subtests of the MAP assessment. If the reading or language MAP assessment is read to the student, it is considered a modification. This will automatically make the student non-proficient. Students are also not allowed to use calculators on areas of the math assessments where a calculator does not appear on the screen.

Please keep in mind all accommodations need to be **individualized and specific**.

If a student has previously had "read aloud" as an accommodation but the actual issue is ability to focus attention, please consider having the student read the assessment to an adult (ITBS/ITED only) and have built in breaks. This will increase student attention to the test and maintain validity.

Your description must include: the identified accommodation, the reason for the accommodation, in what classes it is necessary, the setting (general education or special education), and how it will be utilized.

Example: (Student) requires testing accommodations for (content area) based on (the difficulty/disability). (Student) requires that (state specific accommodation), (when), (where), and (how).

Accommodation Notes for the CogAt

The primary goal of the CogAt test is to obtain information that will have value for planning and implementing instruction. In our district this assessment is one tool used to identify students for the Gifted and Talented program. It is important that we have valid information about students with disabilities or those whose native language is not English. Accommodations are sometimes necessary for these students so that they are fairly considered for this program. The purpose of an accommodation in the assessment context is to level the playing field rather than providing undue advantage for students with disabilities. It is important that we provide accommodations that are allowed in the administration guide for this specific test to avoid invalidating a student's score.

According to the manual, "If time limits are increased, items are read to students, or answer sheets are marked for students, the norm tables cannot be used to obtain the students' levels of cognitive development." Therefore, it is not appropriate to extend the time limits or to read the tests aloud to students because the test results would be invalid.

Instead, the Administration Guide recommends the use of a **partial composite** when testing students with learning disabilities or those whose native language is not English. If **reading is the area of disability**, then the student should only be given the Quantitative and Nonverbal Batteries because they require little or no reading and provide a better estimate of a student's cognitive development. Similarly, a student with a **math disability** should be given a partial composite using the Verbal and Nonverbal Batteries. For students who have **both reading and math learning disabilities**, the Nonverbal Battery provides the best estimate of cognitive development. **ELL** students who require an accommodation may be given the Nonverbal and Quantitative batteries.

Group size is not considered an accommodation and teams may decide if students with IEPs or ELL students should be tested in a small group setting.

ENVIRONMENTAL MANAGEMENT

Proximity Seating: seat near the teacher of a peer buddy. Use peer buddy system to cue students to check each others' progress.

Seat students where physical distractions are minimized.

Avoid visual and sound distractions such as fans, high traffic area, shelves with multiple items, etc.

Provide supports to help with organization such as a storage box near the desk, color-coded folders, a filing system, color-coded worksheets, etc.

Minimize time lost looking for materials by storing these for the student, providing quick access to a pool of materials or identify a designated study buddy for the student to check with first. To avoid reinforcing dependency, ask the student to provide something of his/her own as collateral for borrowing something.

Provide a daily routine or schedule, using pictures for younger students and students who are stronger visual learners. Discuss the routine each day and prepare students for changes at the beginning of the day. Prepare students for transitions by following a routine for transitions.

Use classroom procedures to carry out classroom routines such as where to put homework, where to turn in papers, how to line up, etc.

Provide time cues for transitions: "You have five minutes to finish and put away your materials", "You have one minute to wrap up."

Planners are excellent tools for older students to develop organizational skills and to help parents monitor homework and daily progress.

Visual cues can be useful to younger students, such as tape marks on the floor, laminated color spots to designate places to line up 12" apart, and tape around a desk or work area to designate seatwork area.

Provide frequent opportunities for response through cooperative learning groups and partner work. Brain research shows that we more quickly assimilate what we have an opportunity to practice.

Use novelty and hooks to gain attention.

Use color, blocking, and framing to help focus attention.

Use a student buddy system for frequent checks for understanding, materials, place on papers, etc.

BASIC PRINCIPLES OF BEHAVIOR MODIFICATION

- Reinforcement must be dependent on manifestation of appropriate behavior.
- The appropriate behavior must be reinforced immediately.
- During the initial stages, the appropriate behavior must be reinforced each time it is exhibited.
- When the new behavior reaches a satisfactory level, it should be reinforced intermittently.
- Social reinforcers (praise) must always accompany tangible reinforcers.

Steps in the Behavior Change Process
- Focus on only 1-3 specific behaviors at a time.
- Collect and record baseline data. Reward should be initiated at level of performance below the baseline level to insure the initial success of the child.
- Identify appropriate reinforcers (rewards should be rewarding).
- Use menus of possible rewards, predetermined by the child and adult.

Methods of Increasing Behavior
- Shaping – initially reward the child for performing a part of the behavior to be learned and gradually increase the behavior expectations until the child reaches competency.
- Modeling – explicitly define, describe and demonstrate the behavior to be learned.
- Contingency contracting – create a contract with the child stating the contingencies for the reward.
- Token economy – reward the child with something tangible, such as tally points, chips or stars which can be "cashed in" for something on a reinforcement menu.

Methods of Decreasing Behavior
- Extinction (ignoring)
- Time-out
- Punishment/Response cost (taking something away)

BEHAVIOR MODIFICATION/BEHAVIOR MANAGEMENT

Behavior management systems, point systems, contracts, token economies, etc., may help students stay more focused, receive positive feedback and shape behaviors.

Limit to a few expected and specific behaviors.

Collect baseline data.

Chart, graph, or plot data to monitor progress.

Set goals and modify as needed.

Example:

Start within 5 minutes 20% of the time. Goal, begin within 5 minutes 80% of the time.

	Mon	Tues	Wed	Thurs	Fri
Math	+	-	+	+	+
Reading	-	-	+	+	-
Writing	-	-	+	-	-

Goal

Baseline   Week 1   2   3   4   5
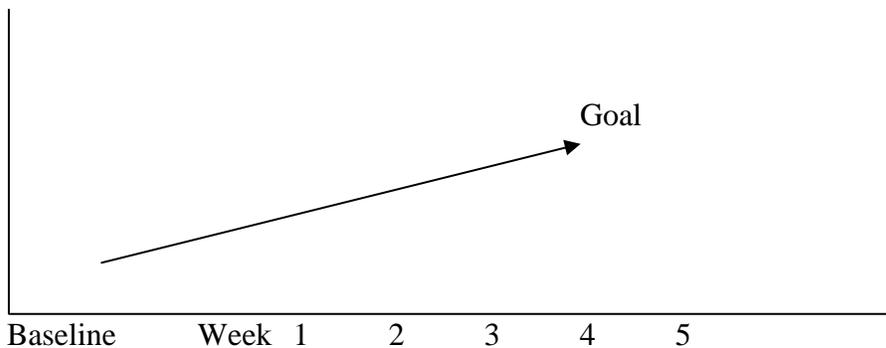
Provide reinforcements as needed to encourage the behavior you want to shape. These do not necessarily need to be tangible reinforcers. More preferable reinforcers would be social things such as lunch in the room with the teacher or a friend, computer time, a good news note home. The reinforcers used must be reinforcing to the child. Ask them.

Use nonverbal cues to communicate with the child.

Use response costs and natural consequences. Students might owe you time at the end of the day, before school, or for part of recess.

ACADEMIC TASK MANAGEMENT

Provide models or outlines for projects.

Provide graphic organizers to assist with writing tasks, reading comprehension and study skills.

Reduce lengthy assignments or break assignments into parts.

Prioritize activities for the student.

Emphasize quality over quantity. Allow extra time as needed.

Provide novelty when possible, as a hook into a new assignment, in accepting a variety of ways to accomplish learning (games, hands on activities, etc.), and a variety of ways to demonstrate learning (reports, tests, demonstrations, etc.).

Provide breaks as needed.

Provide frequent opportunities to respond by using cooperative groups, partners, active instruction, and minimizing teacher talk time.

Use overhead projectors – with color, blocking, framing, and hi-liting.

Check with students frequently.

Write (or draw) assignments/steps on the board or overhead. Write (or draw) key words/concepts on the board or overhead, use color when possible.

Alter the way you ask students to respond. Ask them to tell a buddy, write their answer on mini white or chalk boards, or use unison responses.

Use assignment books, planners, etc. Organization must be taught and practiced.

Assignment notebooks, planners should be checked at the end of each day to make sure necessary materials are going home.

Ask parents to sign the notebook/planner nightly.

Provide rubrics or checklists for students to evaluate their own work.

Consider color-coding papers by subject area.

Provide alternatives to written tasks or alternative methods to provide written communication. Demonstrations versus reports, taped reports, the computer, or use of a "secretary."

Provide NCR or carbon paper for multiple copies to be given to a "note taker." An ADD child should still take notes but can supplement with notes from the "note-taker."

INSTRUCTIONAL STRATEGIES TO INCREASE ATTENTION

Increase Active Participation

*Hands-on Activities
*Demonstrations/Modeling
*Increasing Verbal Response Opportunities

Group response – frequent unison responding

Partner-Share
- Ask students to share an answer with a designated partner
- Think – Pair – Share
  - Ask students to write answers he or she brainstorms
  - Read answers to partner and write any additional ideas
  - Pair shares their best/favorite/most unique answer or teacher circulates and writes some of the ideas on a transparency to share with the group (listing contributor's next to the idea)

Use touch, especially for younger students – touch the word, the heading, problem number 5, etc.

Designate partners and use the "partner check" strategy.

Checklist for teachers to avoid "cognitive floating" in students:
- Opportunities for frequent responses
- Use a "perky" pace
- Use proximity
- Make connections with students by greeting, using names, making eye contact, and use of body language such as nods, signals, etc.
- Use humor (but not sarcasm or jokes) and enthusiasm

TEACH STUDY SKILL STRATEGIES

To improve comprehension and recall

Read the materials and think about what it says

Cover the material

Recite – Say "This paragraph is about_____. It says ____ and _____.

Check – check to see if you forgot anything.

Note taking

Read paragraph

Write the main idea

Write brief phrases to describe details

Review by generating questions about the notes for self or partner study

Teach students to create visual maps of information. Particularly useful for Science where information is often categorical.

In Government and History – compare and contrast maps

Keep a class notebook with all notes, handouts, quizzes, etc.   Make available to ADD, LD, and absent students.

Designate an official note taker for the class notes, use carbon or NCR paper to make a copy.

Have a highlighted class textbook available for study.

Anita Archer, Skills for School Success, Curriculum Associates

TEACH ORGANIZATIONAL SKILLS

Notebooks
Teach the organization and management of the notebook
Use dividers – labeled with subject names
Keep a section with blank paper
Keep pens and pencils in the notebook
Keep a calendar in the notebook

Set expectations:
All materials are kept in the notebook.

The notebook goes home and comes back nightly (to encourage this keep a lender notebook and less desirable lender materials available for student).

Clean notebook out at the end of each unit and move papers to a file or send home.

Calendars/Planners
Most optimal – Month-at-a-Glance – for the year
Teach students how to find dates
Teach students how to record assignments
Teach students to write assignment on date it is due
Have students record special school events as well
Ask parents to review calendars nightly
Use a class calendar to record assignment due dates. Students can check this calendar as needed

Weekly Action Lists
Use as needed to break steps down for long projects

Calendar/Planners – start early to train students and parents to record and review nightly.

Younger students may use a take-home folder. One side designated "bring back".
Calendar is also in this pocket with special events listed. Other side designated "leave at home."

Younger students – use calendar time to teach temporal concepts

Note special events – how many days until?

Discuss study units – list activities on calendar

Anita Archer Skills for School Success, Curriculum Associates

Students with Organizational Problems

1. Establish a daily routine in your classroom. The daily schedule should be recorded on the board. This consistency is very important for students with learning disabilities.

2. Make sure the student's work area is clear of any unnecessary material which may serve as a distraction. The student should gradually accept this responsibility.

3. Ask students to use an assignment book or calendar or set aside a special page of their notebook for recording homework. Initially, the teacher may record assignments. The students should gradually assume this responsibility.

4. Display samples of finished products along with the directions and materials needed for assigned projects. Walk around the room as the students begin working to give guidance where needed.

5. Allow time at the beginning of the period to review previous knowledge in relationship to the present lesson. Similarly, allow time at the end of the period to summarize the lesson and encourage students to ask questions.

6. Give students who will benefit, pages from their workbook one at a time instead of the entire workbook. (More appropriate for elementary level).

7. Ask the factual questions first in a discussion. Then proceed to inferential questioning since abstract thinking is usually more difficult.

8. Consistently post homework assignments on a particular portion of the board. Give students time to copy the assignments and ask questions.

9. Maintain a master list of all in-class and homework assignments for students to check periodically. This master list can be posted in the room or kept in a file folder available to students.

10. Prepare students for a change in daily routine by explaining the unusual circumstances fully so students know what to expect.

11. List the steps to be followed in a particular assignment sequentially on the board or paper for the student's reference.

12. Avoid cluttered, crowded worksheets.

13. Post the due date for a long-term assignment and give a time frame for completing the various parts of the assignment. A calendar may be useful as a visual planning tool.

14.   Establish a standard procedure in your classroom to prevent misplacement of completed assignments. Have student place completed assignments in specific content folders, trays, or specified sections of their notebooks.

INTERVENTION STRATEGIES

LEVEL B – Additional accommodations that may be implemented on a routine basis (Level A) or as a planned intervention strategy as generated through strategy team, child study team, and/or parent conference

Area	Duration	Frequency	Level of Success Rate 1-3 (1 being the lowest and 3 highest)
Organization			
Clock on desk			
Modified Assignments			
Reading			
Timed readings			
Peer tutoring			
Illustration of vocabulary			
Choral reading			
Shortened assignments			
Individual blackboards			
Visual cues for phonics			
Multi-sensory practice			
Written Language			
Modified assignment			
Spelling dictionary			
Letter line on desk			
Behavior			
Point System			
Parent Contact			
Peer pairing			
Self-concept activities			
Counselor contact			
Planned ignoring of specific behavior			
Self-instructional acts: ex.: teacher points to STOP sign. Reminder to child to stop/think.			
Private or classroom problem solving sessions			
Math			
Modified assignments			
Number line on desk			
Use of graph paper			
Flashcards			
Peer partner			
Access to calculator			

SUGGESTED ACCOMMODATIONS

(Reprinted with permission from the ADHD Task Force of the Anchorage, Alaska School District and CASP Today, a publication of the California Association of School Psychologists, 1991).

Although the information provided below is designed to be used with students with Attention Deficit Disorder, much of it is useful for students with a wide range of learning disabilities.

When you see the following behaviors, try these accommodations:

1. Difficulty following a plan (has high aspirations but lacks follow-through), sets out to "get straight A's, ends up with F's" (sets unrealistic goals).
    *   Assist the student in setting long-range goals; break the goal into realistic parts.
    *   Use a questioning strategy with the student. Ask, "What do you need to be able to this?" Keep asking that question until the student has reached an obtainable goal.
    *   Have the student set clear timelines for what he needs to do to accomplish each step. (Monitor the student's progress frequently.)

2. Difficulty sequencing and completing steps to accomplish specific task, e.g. writing a book report, term paper, organizing paragraphs, division problem, etc.
    *   Break the task up into workable and obtainable steps.
    *   Provide examples and specific steps to accomplish the task.

3. Shifting from one uncompleted activity to another without closure.
    *   Define the requirements of a completed activity. For example, "Your math is finished when all six problems are complete and correct; do not begin on the next task until it is finished."

4. Difficulty following through on instructions from others.
    *   Gain the students attention before giving directions. Use alerting cues.
    *   Accompany oral directions with written directions.
    *   Give one direction at a time. Quietly repeat directions to the student after they have been given to the rest of the class. Check for understanding by having the student repeat the directions.
    *   Place general methods of operation and expectations on charts displayed around the room and/or on sheets to be included in the student's notebook.

5. Difficulty prioritizing from the most to the least important.
    *   Prioritize assignments and activities.
    *   Provide a model to help students. Post the model and refer to it often.

6. Difficulty sustaining effort and accuracy over time.
    *   Reduce assignment length and strive for quality rather than quantity.
    *   Increase the frequency of positive reinforcements. Catch the student doing it right and let him or her know it.

7. Difficulty completing assignments.
    *   List and/or post (and say) all steps necessary to complete each assignment.
    *   Reduce the assignment into manageable sections with specific due dates.
    *   Make frequent checks for work/assignment completion.
    *   Arrange for the student to have a "study Buddy" available to the student in each subject area.

8. Difficulty with any task that requires memory.
- Combine seeing, saying, writing and doing; the student may need to subvocalize to remember
- Teach memory techniques as a study strategy (e.g. mnemonics, visualization, oral rehearsal, numerous repetitions).

9 Difficulty with test taking.
- Allow extra time for testing; teach test-taking skills and strategies and allow the student to be tested orally.
- Use clear, readable and uncluttered test forms. Use the test format that the student is most comfortable with. Allow sample spaces for student response. Consider having lined answer spaces for essay or short answer tests.

10. Confusion from non-verbal cues (misreads body language, etc.).
- Directly teach (tell the student) what non-verbal cues mean. Model and have the student practice reading cues in a safe setting.

11. Confusion from written material; difficulty finding the main idea of a paragraph; attributes greater importance to minor details.
- Provide the student with a copy of the reading material with the main ides underlined or highlighted.
- Provide an outline of the important points from the reading material.
- Teach outlining, main idea/detail concepts.
- Provide a tape of the text/chapter.

12. Confusion from spoken material, lectures and AV material. Difficulty in finding the main ideas from a presentation; attributes greater importance to minor details.
- Provide the student with a copy of presentation notes.
- Allow peers to share carbon-copy notes from the presentation. Have the student compare his own notes with a copy of the peer's notes.
- Provide framed outlines of presentations, introducing visual and auditory cues to important information.
- Encourage the use of a tape recorder.
- Teach and emphasize key words. "The following…," "the most important point…." etc.

13. Difficulty sustaining attention to tasks or other activities. Easily distracted by extraneous stimuli.
- Reward attention. Break up activities into small units. Reward for timely accomplishments.
- Use physical proximity and touch. Use earphones and/or study carrels, quiet place or preferential seating.

14. Frequent messiness or sloppiness.
- Teach organization skills. Be sure the student has daily, weekly, and/or monthly assignment sheets; list of materials needed daily; and consistent format for papers. Have a consistent way for students to turn in and receive back papers; reduce distractions.
- Give reward points for notebook checks and proper paper format. Establish a daily routine. Provide models for what you want the student to do.
- Arrange for a peer who will help him with organization.
- Assist the student to keep materials in a specific place, e.g., pencils and pens in a pouch.
- Be willing to repeat expectations.

15. Poor handwriting (often missing cursive with manuscript and capitals with lower case letters).
- Allow for a scribe and grade for content, not handwriting. Allow for the use of a computer or typewriter.
- Consider alternative methods for student responses, e.g., tape recorder, oral reports, etc.

- Don't penalize the student for mixing cursive and manuscript. Accept any method of production.

16. Difficulty with fluency in handwriting, e.g.; good letter/word production but very slow and laborious.
    - Allow for shorter assignments (quality vs. quantity)
    - Allow an alternate method of production (computer, scribe, oral presentation, etc.)

17. Poorly developed study skills.
    - Teach study skills specific to the subject areas – organization (e.g. assignment calendar), textbook reading, note taking (finding main ideas/details, mapping, outlining), skimming, summarizing.

18. Poor self-monitoring; e.g., careless errors in arithmetic, spelling, and reading.
    - Teach specific methods of self-monitoring, e.g., "stop-look-listen".
    - Have the student proof read finished work when it is "cold".

19. Allow fluency or production of written material (takes hours on a 10-minute assignment).
    - Allow for an alternative method of completing the assignment (oral presentation, taped report, visual presentation graphs, maps, pictures, etc., with reduced written requirements).
    - Allow for an alternative method of writing, e.g., typewriter, computer, cursive or printing, or a scribe.

20. Apparent inattention (under active, daydreaming, "not there").
    - Get the student's attention before giving directions. Tell the student how to pay attention: "Look at me when I talk." "Watch my eyes when I speak." Ask the student to repeat directions.
    - Attempt to actively involve the student in the lesson, e.g., cooperative learning.

21. Difficulty participating in class without being interruptive; difficulty working quietly.
    - Seat the student in close proximity to the teacher.
    - Reward appropriate behavior; catch the student "being good".
    - Use a study carrel, if appropriate.

22. Inappropriate seeking of attention. Clowns around, exhibits loud, excessive or exaggerated movements as attention-seeking behavior, interrupts, butts in other children's activities, needles other.
    - Shows the student (model) how to gain other's attention appropriately.
    - Catch the student when appropriate and reinforce.

23. Frequent, excessive talking.
    - Teach the student hand signals and use them to tell the student when and when not to talk.
    - Make sure the student is called when it is appropriate and reinforce listening.

24. Difficulty making transitions (from activity to activity or class to class); takes an excessive amount of time to find a pencil; gives up, refuses to leave previous task; appears agitated during change.
    - Program the child for transitions. Give advance warning when a transition is going to take place, "Now we are completing the worksheet; next we will…" and the expectations for the transition, "and you will need…"
    - Specifically assemble and display lists of materials needed until a routine is possible. List the steps necessary to complete each assignment.
    - Have specific locations for all materials, e.g. pencil pouches, tabs in notebook, etc.
    - Arrange for an organized helper (peer).

25. Difficulty remaining seated or in a particular position when required.
   - Give the student frequent opportunities to get up and move around. Allow space for movement.

26. Frequent fidgeting with hands, feet or objects; squirming in seat.
   - Break tasks down into small increments and give frequent positive reinforcement for accomplishments (this type of behavior is often due to frustration).
   - Allow alternative movement when possible.

27. Inappropriate responses in class often blurted out: answers given to questions before they have been completed.
   - Seat the student in close proximity to the teacher so that visual and physical monitoring of student behavior can be done by the teacher.
   - State the behavior you want. Tell the student how you expect him to behave.

28. Agitation under pressure and competition (academic or athletic).
   - Stress effort and enjoyment for self, rather than competition with others.
   - Minimize timed activities; structure the class from team effort and cooperation.

29. Inappropriate behaviors in a team or large group sport or athletic activity. Difficulties waiting for turn in games or group situations.
   - Give the student a responsible job (e.g. team captain, care and distributing of the balls, score keeping, etc.); consider leadership role.
   - Have the student work in close proximity to the teacher.

30. Frequent involvement with physically dangerous activities without considering the possible consequences.
   - Anticipate dangerous situations and plan in advance.
   - Stress stop-look-listen.
   - Pair with a responsible peer. Rotate responsible students so they don't wear out.

31. Poor adult interactions. Defies authority; sucks up; hangs on.
   - Provide positive attention.
   - Talk with the student about the inappropriate behavior. "What you are doing is…" "A better way of getting what you want is…"

32. Frequent self put-downs, poor personal care and posture, negative comments about self and others, poor self esteem.
   - Structure for success
   - Train the student for self monitoring, reinforce improvements, teach self-questioning strategies. (What am I doing? How is that going to affect others?)
   - Allow opportunities for the student to show his strength.
   - Give positive recognition.

33. Difficulty using unstructured time, recess, hallways, lunchroom, locker room, library, assembly.
   - Provide the student with a definite purpose during unstructured activities. "The purpose of going to a library is to check out…."
   - Encourage group games and participation, e.g. organized school clubs and activities.

34. Losing things necessary for a task or activities at school or at home, e.g. pencils, books, assignments before, during and after completion of a given task.
   - Help the student organize. Frequently monitor notebook and dividers, pencil pouch, locker, book bag, desks.

- Provide positive reinforcement for good organization. Provide the student with a list of needed materials and their locations.

35.   Poor use of time, e.g. sitting, staring off into space, doodling, not working on the task at hand.
   - Teach reminder cues, e.g. a gentle touch on the shoulder, hand signals, etc.
   - Tell the student your expectations of what paying attention looks like. "You look like you are paying attention when…"
   - Give the student a time limit for a small unit of work with positive reinforcement for accurate completion.
   - Use of contract, timer, etc., for self-monitoring.

ADULT ASSISTANCE

Special Education Handbook

Process for requesting 1 on 1 Adult Assistance

The special education team will:

- Collect data on what the student can do independently and what the student cannot do without adult assistance
- Discuss with the building principal how current paraprofessional(s) in the programs are being utilized.
- The principal will attempt to support the student with existing staff by adjusting paraprofessional assignments.
- If an adjustment in current staff can't be made internally by the principal then the principal will contact the Director of Student Services to have an internal meeting to discuss the student's needs and options. The team will complete the **Request for Adult Assistance** form.
- If, as an internal team everyone feels that the student's needs can't be met with existing staff without jeopardizing other students' programs, the Student Services Director will recommend hiring an additional person after an IEP meeting is held.
- An IEP meeting will be scheduled to discuss the need for additional adult assistance for the student with the parent. The IEP team will make the final decision on the need for addition adult assistance for the child.
- The building principal submits a written request for additional support to the Director of Student Services.
- The Student Services Director will make the Decision whether an additional person is hired to meet the student's needs and make that recommendation (via e mail) to the Business Manager and copy the building principal.
- The building principal is then responsible for hiring.
- It is important to insure that the teacher and the paraprofessional work at helping the student be as independent as possible so the child will eventually not required additional adult support.

When a student has adult assistance on their IEP but is able to function independently then the special education teacher needs to do a new para matrix and explore discontinuing the additional support.

Request for Adult Assistance Form

Building: _____ **Date:** _____

Questions to Be Answered When Requesting Additional Adult Support

1.   **What is the issue?**

2.   **Have you tried sharing paras across rooms/programs? What were the results?**

3.   **Have you tried sharing students across teachers? What were the results?**

4.   **Are there students on rosters who could benefit from less adult assistance so that they could develop more independence? Please explain**

5.   **Could any students be grouped together for instruction? Please explain.**

6.   **Are there students who could spend more time in the general education environment?**

7.   **Have you brainstormed with your team and administrator ways to solve the problem? What was the result of the conversation?**

8.   **For each student, state amount of assistance and area/kind of need (ex: John, .5AA for transitioning, keeping focus, toileting):**

Student	Amount of Adult Assistance on IEP	Areas of Need

9.   **For each roster:**
      Number of program paras

      Number of student specific paras

      Number of students on roster, include weightings

10.   **Please include para schedules.**

ALTERNATE ASSESSMENT

Special Education Handbook
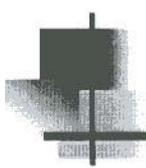
Iowa Alternate Assessment

Teacher Directions
Step-by-Step
2007-2008

1

Purpose of the Iowa Alternate Assessment

The Iowa Alternate Assessment Promotes Fair Measurement of Student Knowledge on the Iowa Core Content Standards and Benchmarks
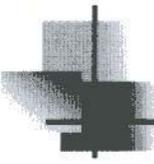
11-Step Process

- Step 1: Review Participation Guidelines
- Step 2: Complete Student Profile
- Step 3: Review Rating Scales
- Step 4: Review Parent and Administrators Guides and Assurance Process
- Step 5: Teach and Collect Evidence
- Step 6: Rate Student Performance (on-line)
- Step 7: Assurance Process
- Step 8: Share Results with Parents
- Step 9: Send Assurance Form to Department
- Step 10: Evidence Review Process
- Step 11: Teacher Survey

8/11/2008   Iowa Alternate Assessment   3
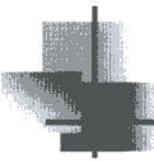
Step 1

- Review Participation Guidelines and IEP Checklist (found on DE Webpage)
- Students with the most significant cognitive disabilities
- Students in Grades 3-8 & 11
    - Reading and Math
- Students in Grades 5, 8, and 11
    - Science
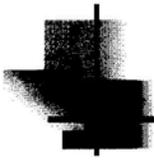
Step 2

- Complete Student Profile
  - Must complete every field
  - Choose <u>best</u> descriptor
  - Complete on-line only
  - Student Transferring Form
- On-line Link: TBA by September 15

5

Student Transferring Form

Iowa Alternate Assessment
Transferring Student Form
2007-2008

Exiting School*

Student Name: _____
First   Middle Initial   Last Name

Grade: _____ Birthdate: _____

School Name: _____

School District: _____

Teacher Name: _____ School Telephone Number: _____
(Please Print)

Date Transferred Out: _____ School Building, District or State Transferred to: _____
(If Known)

8/11/2008   Iowa Alternate Assessment   6
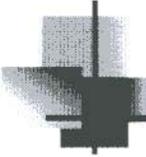
Student Transferring Form

Entering School*

Student Name: _____
First   Middle Initial   Last Name

Grade: _____ Birthdate: _____

School Name: _____

School District: _____

School Telephone Number: _____

Teacher who will be administering the IAA: _____
(Please Print)

Date Transferred In: _____

School Building, District or State Transferred From: _____
(If Known)

Prior Teacher Name: _____
(If Known)

*NOTE: Teachers need to complete the appropriate section of the form. If a student is transferring out of your school, fill the top, **Exiting School** section. If a student is transferring into your school, complete the bottom, **Entering School** section of this form.

FAX to: Steve Maurer at: 515 242-6019

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7
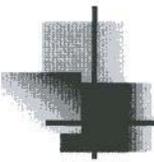
Step 3

- Review Rating Scales (on DE Webpage)
  - Become familiar with directions and items
  - Review evidence rules
  - Review "Exemplars" DVD
  - Completed on-line only

8

What does rating scale look like?

		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 3 trials. Record most recent performance (supporting evidence required)
	2007-2008 Iowa Alternate Assessment *Math Rating Scale* Grades 3-5				
☐ Student was enrolled on March 31, 2007 and is still enrolled as of March 31, 2008					
Math Standard: Students can understand and apply a variety of math concepts					
1	Interprets numerical answers on a calculator or computer display	☐	☐	☐	____ %
2	Uses eye contact, eye gaze, blinking, reaching, head turn, or words, to identify symbols, shapes, or numbers	☐	☐	☐	____ %
3	Matches items with similar attributes	☐	☐	☐	____ %
4	Identifies odd numbers	☐	☐	☐	____ %

8/11/2008   Iowa Alternate Assessment   9

Scoring Conventions 2007-2008

- 3 check boxes
- 1 field for writing performance score
- Use only 1 of the 4 options per item
- Teachers either check boxes or write performance
  - Computer will generate 0, 1, 2, or 3-point rating and will sum the item totals

10
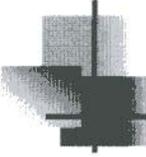
Rating Procedures and Corresponding Scores

- Check Boxes
    - "Mastered"-75% accurate or higher, independent performance. No evidence needed. 3-points
    - "Not Taught"- skill not taught this school year. No evidence needed. 0-points
    - "Fully Prompted"-skill required full physical or verbal prompting (child was given the answer). Evidence required. 1-point
- Written response
    - Student performance in percent accurate. Evidence required. Item rating depends on the performance written by the teacher
        - 0%-25% accurate=1-point
        - 26%-74% accurate=2-points
        - 75% accurate and higher = 3-points

Documenting Mastered Skills

	2007-2008 Iowa Alternate Assessment *Reading Rating Scale* *Grades 9-12*	Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical full verbal prompts were (the child was given the over) (supporting evidence required)	Student Performance in cent Accurate, minimum 3 als. Record most recent rformance (supporting evidence required)
☐ Student was enrolled on March 31, 2007 and is still enrolled as of March 31, 2008					
Reading Standard: Students can comprehend what they read in a va **informational texts**					
1	Student identifies common characteristics among dissimilar items (apples and grapes are fruit; airplanes, trains, and cars are modes of transportation)	☒	☐		
2	Student differentiates small from large (which object is small? which object is large?)	☐	☐		
3	Student orders small-to-large when given 3 same objects of different size (toy dogs, cups, books, etc).	☐	☐		
4	Student describes different characteristics of dissimilar objects, for example, in what ways is a balloon different from a stack of bricks? (heavy/light, round/square, one/many)	☐	☐		

Check the box if the skill was already mastered (75% accurate or higher, not prompted). No supporting evidence is needed. Is scored "3" (highest possible rating)

8/11/2008   Iowa Alternate Assessment   12

Documenting Skills Not Taught

	2007-2008 Iowa Alternate Assessment *Reading Rating Scale* Grades 9-12	Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 3 trials. Record most recent performance (supporting evidence required)
☐ Student was enrolled on March 31, 2007 and is still enrolled as of March 31, 2008					
Reading Standard: Students can comprehend what they read in a varie... informational texts					
1	Student identifies common characteristics among dissimilar items (apples and grapes are fruit; airplanes, trains, and cars are modes of transportation)	☐	☐		
2	Student differentiates small from large (which object is small? which object is large?)	☐	☒		
3	Student orders small-to-large when given 3 same objects of different size (toy dogs, cups, books, etc).	☐	☐		
4	Student describes different characteristics of dissimilar objects, for example, in what ways is a balloon different from a stack of bricks? (heavy/light, round/square, one/many)	☐	☐		

Check the box if the skill was not taught. No evidence is needed. Earns a "0" rating.

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Exclusion

- Students for whom "not taught" is checked for all items are exclusions because this suggests that access to core content standards and benchmarks was not provided to the child
- A minimum of 1 item per content area must be rated (minimum of 3 trials) to count for participation (evidence is required).
  - Teachers may use the check box indicating that full physical or full verbal prompts were used (the child was given the answer)
  - Teachers may write a performance in percent accurate (which may range from 0% - 100% accurate)

Documenting Full Prompts

		Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 3 trials. Record most recent performance (supporting evidence required)

Check the box if full physical or full verbal prompts were given to the child (the child was given the correct answer), otherwise do not check the box. Earns a rating of "1." Evidence is required. Do Not Report Student Performance in Percent Accurate in the next column.

Iowa Department of Education

2007-
Iowa Alterna
Science R
Gra

Science Standard 3: Stu sciences — ...ps in Earth/space

19	Differentiates rocks	☒	___ %
20	Classify earth mate rock	☐	___ %
21	Classify earth mater beaches, rocks to m and rivers)	☐	___ %
22	Identify distinctive lake, beach, mounta	☐	___ %
23	Recognizes that the changes by different events (earthquakes erosion)	☐	___ %

8/11/2008

15

15

Documenting Student's Performance

		(75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 3 trials. Record most recent performance (supporting evidence required)

Write the performance of the student, in % accurate. Performance represents at least 3 trials. The most recent performance is reported. Supporting evidence is required. Rating depends on performance (0-25%=1, 26%-74%=2, 75%+=3)

as of March 31, 2008

...ply a variety of math concepts

1	☐	☐	☐	70 %
2	☐	☐	☐	10 %
3	☐	☐	☒	___ %
4	☐	☐	☐	35 %

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Documenting Performance Accuracy

- The performance score in percent accuracy must be based **now** on at least 3 trials
  - Ratings are not based on **one** instructional trial
- The most **recent** performance is the performance reported
  - Do not take an average
  - Do not report the median
  - Do not report the lowest score
  - Do not report the highest score
  - The most **recent** score will be the performance rated
- If the teacher feels that the last data point is not representative of the student's typical performance, continue to gather data

Example 1

Greg's Performance on Adding Double-Digit Numbers with Carrying

The teacher writes "60" on the rating scale even though the student's average performance was higher than 60%, because 60% was the most recent observation
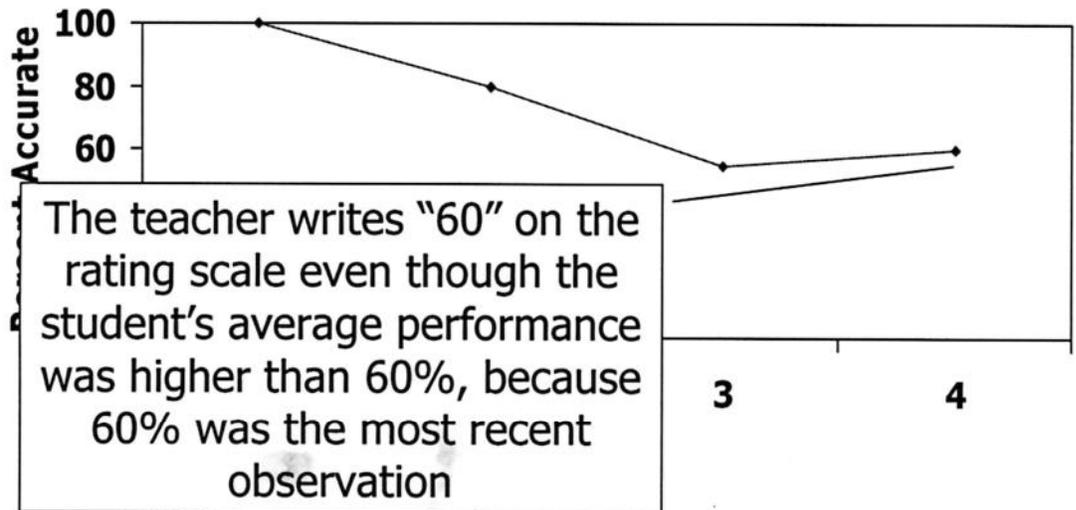
8/11/2008   Iowa Alternate Assessment   18

Example 2

Juanita's Performance on Sequencing 3 Events
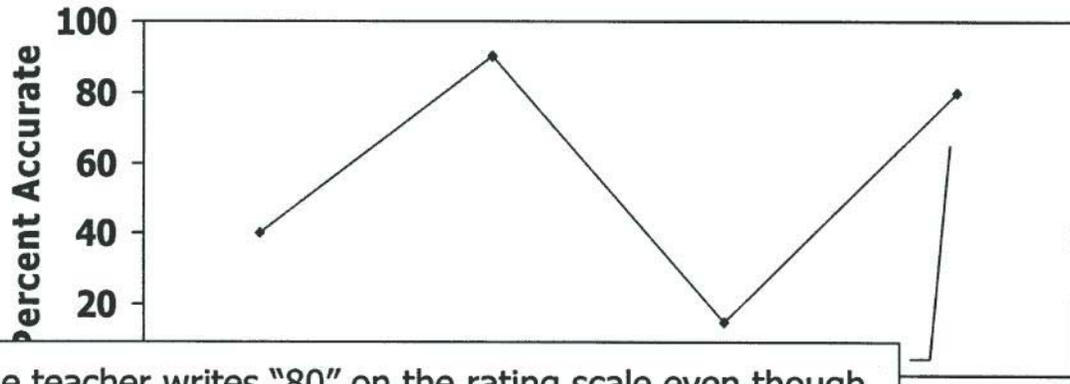
The teacher writes "80" on the rating scale even though the student's average performance was lower than 80%, because 80% was the most recent observation.
However, the teacher could choose to gather additional data.

4

19

Cut-Scores and Proficiency Levels for each grade and content area

- The ratings for all items are added to create a total score for each content area

- Total scores fall within proficiency levels

  - Cut-scores and proficiency levels were set for each grade level in June of 2007 using processes supported in the literature
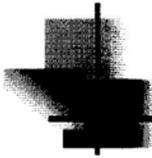
Step 4

- Early in School Year
  - Provide parents with a copy of the "Parent Guide" (on DE Webpage)
  - Provide building administrators with copy of the "Administrator's Guide" (on DE Webpage)
  - Discuss Assurance Process (Assurance Form on DE Webpage) with building administrator
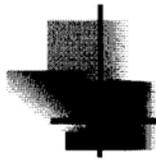
Step 5

- Teach students academic content as part of the daily routine
- Collect evidence – Evidence is generated through everyday instructional activities
- Review Exemplar DVD

22

Evidence Rules

- Evidence should reflect adaptations made to general education instructional materials to allow the student to access the general education curriculum
- Performance accuracy and prompting are evident in the evidence (must use DE Evidence Form found on the DE Webpage)
- The curriculum link is +/- 2 grade levels. Age is not the relevant factor
- If there is one piece of evidence linked to multiple items, there must be a performance accuracy identified for each item (not the average or aggregate of the performance for multiple items)

23
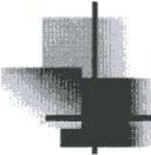
Evidence Rules Continued

- Evidence is produced via worksheets, graphs, checklists, videotapes, etc.
- Evidence is generated from the current school year and during the assessment period (September 4 through March 31)
- All evidence must be labeled using the format provided by the Department of Education
- Label evidence as evidence is generated. Do not wait until the end of the assessment period to label evidence
- Evidence is not a part of the student's cumulative folder. Only proficiency levels should be placed in the cumulative folder

24
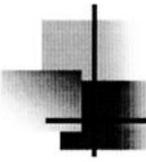
Evidence Form

State of Iowa
Department of Education
Alternate Assessment Evidence Form
2007-2008

Content Area (check all that apply)

☐ Reading   ☐ Math   ☐ Science

Student Name: _____ Grade: _____

Teacher Name: _____ Date: _____

Rating Scale Item	Performance Accuracy	Prompt Level

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Step 6

- Rate student performance on-line towards the end of the assessment period
  - "Mastered" means the teacher knows the student can complete the skill at 75% accurate or higher, independently. No evidence is needed. Checking the box results in a score of "3"
  - "Not taught" means the skill was not taught. No evidence is needed. Checking the box results in a score of "0"
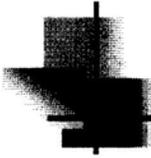
Rate Performance (continued)

- Ratings represent at least 3 instructional trials on a given item
    - "Full physical or full verbal prompt" means the child required full prompting (was given the correct answer). The response earns a score of "1"
    - Report the most recent performance accuracy demonstrated by the student on the item.
        - 0%-25% accurate earns a rating of 1
        - 26%-74% accurate earns a rating of 2
        - 75% accurate and higher earns a rating of 3
- Rating scale items scored using the fully prompted check-box or with a performance accuracy score must be supported with evidence
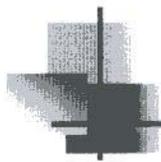
Step 6 continued

- Student scores automatically generated
- Print out reports to share with parents and building administrator
- Print out report for student record
- Print out Assurance Form for each student, for signature of teacher and building principal or designee

28
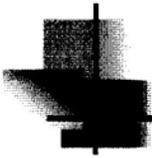
Step 7

- Share all evidence with building administrator or designee
  - Have "conversations" throughout school year about rating scale items and evidence
  - Don't wait until the end of the assessment period to do this!

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Assurance Form: General Information

State of Iowa
Department of Education
Alternate Assessment Assurance Form
2007-2008

Date: _____

Dear: _____

Teacher's Name (Please Print)

I have reviewed the rating scale items and evidence in each academic content area for:

_____

Student's Name (Please Print)

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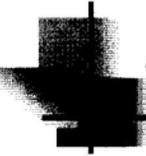
Assurance Form: Check Boxes

One of these two boxes must be checked and returned to the Iowa Department of Education. If not, the student will be counted as an exclusion.

☐ The teacher and I did not have a conversation about this student's alternate assessment. Checking this box means the student will be an exclusion.

☐ The teacher and I have had conversations around this student's performance on the alternate assessment rating scale items and the teacher shared all evidence supporting these ratings.

_____
Signature of Teacher

_____
Signature of Building Administrator or Designee

_____
Title

_____
School District

8/11/2008   Iowa Alterna _____
                                          Phone Number

31

Assurance Form: General Comments

Comments:

Comments: Administrators should note any extenuating circumstances releated to this Collection of Evidence on this document. (i.e., extended medical absence, late transfer students, etc.)

Mail to: Steve Maurer, Iowa Department of Education, Grimes State Office Building, 400 E 14th St, Des Moines IA 50319-0146. Must be post-marked no later than May 1, 2008.

8/11/2008   Iowa Alternate Assessment   32
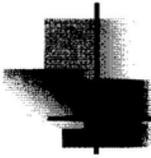
Step 8

- Share results with parents
    - Discuss skills taught and level of prompting
    - Opportunity to discuss "growth over time"
        - Increased performance on items
        - More items with performance reported
        - Lower levels of prompting needed on some items
        - For some students, increases in scores over time (within a grade span 3-5, 6-8)

33
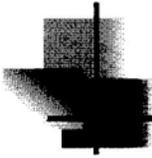
Step 9

- Teachers send to the Iowa Department of Education, by May 1 the signed Assurance Form
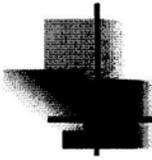
Step 10

- Evidence Review Process
  - Twenty-percent of students will be randomly sampled
    - Teachers affected will receive further information from the Department on or before December 1
    - Go to DE Webpage and review "Evidence Review Process PowerPoint" for additional information
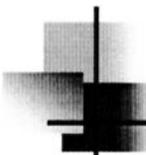
Step 11

- Complete the Teacher Survey on or before May 31, 2008

8/11/2008   Iowa Alternate Assessment   36
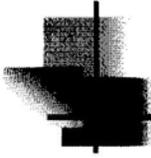
Student Exclusion Rules

- Students without a Student Profile
- Students for whom "not taught" was checked for all items in a content area
  - This means that the student had no exposure to academic content in that content area
- Students for whom an Assurance Form is not filed with the Department of Education by May 1
- Students for whom the building administrator or designee refuses to sign the assurance form

37
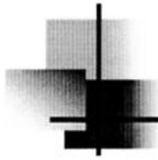
Important Timelines

- September 4: IAA process begins
- September 15 – October 30: Complete Student Profile
- March 31: IAA process ends
- Between March 31 and May 1: Assurance Form is due
- May 31: Teacher Survey completed
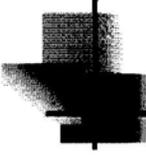
Materials On-line Data Entry Timeline

- Student Profile: Anticipated live by September 15
- Rating Scales: Data entry anticipated live February, 2008
- Student Reports and Assurance Form: Ready for on-line printing, March, 2008
- Teacher Survey: Anticipated live by April, 2008

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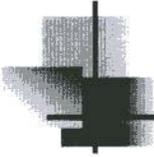
Electronic Materials: Read Only

- Available now on the DE Webpage
  - Rating Scales and Instructions
  - Transferring Student Form
  - Parent Guide
  - Administrator Guide
  - Evidence Form
  - Assurance Form

4C
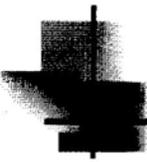
Teacher Expectations

- Read all messages from the IAA Contacts
- Review all materials and directions before implementing the process or asking questions
- Access the Department Webpage at least monthly for new information or updated answers to questions

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Teacher Expectations Continued

- Ask the Department Contact Person for "Official" answers to your questions
- Use only Department approved forms and materials
- Implement the process with integrity

42
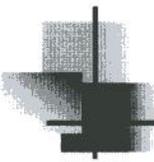
Contact Information

- Steve Maurer
    - Email: steve.maurer@iowa.gov
    - Phone: 515-281-3576
    - Fax: 515-242-6019
- Department Webpage Link:
    - http://www.iowa.gov/educate/content/view/461/926/1/5/

ASSISSTIVE TECHNOLOGY

Special Education Handbook

Assistive Technology

Assistive technology enables children with disabilities to participate more fully in all aspects of life (home, school, and community) and helps them access their right to a free, appropriate, public education (FAPE) in the least restrictive environment (LRE). Although assistive technology is a "tool" or set of "tools" that assists students to benefit from the general education curriculum, it is not solely devices or services. It may also take the form of adaptations or modifications. Because assistive technology takes many different forms, it looks different from student to student. In fact, the provision of assistive technology must be individualized for each student.

In legal terms, an assistive technology device is defined as:

> any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. *IDEA, Title 34 CFR, Sec. 300.5*

In legal terms, an assistive technology service is defined as:

> any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device. Specifically this service includes:

- Evaluation of the technology needs of the individual, including a functional evaluation which takes into account all of the environments within which the individual functions.
- Loaning or leasing, writing prescriptions for third party insurance or Title XIX payment in conjunction with the individual's physician, or direct purchase of assistive technology devices for individuals with disabilities.
- Selecting, designing, fitting/customizing, adapting, applying/maintaining, repairing, or replacing of assistive technology devices.
- Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs.
- Assistive technology training and technical assistance with assistive technology for an individual with a disability, or, where appropriate, the family of an individual with disabilities.
- Training or technical assistance for professionals, employers, or other individuals who provide services to, employ, or otherwise are substantially involved in the major life functions of individuals with disabilities.

Examples of Assistive Technology

IDEA, Title 34 CRF, Sec. 300.6
The following list provides some "educational" examples representing both the low technology-end and the high technology-end of the spectrum of assistive technology:

Handwriting
- raised lined paper
- pencil grip
- alternative keyboard (e.g. AlphaSmart, Intellikeys)
- writing guides
- font software for teacher designed materials

Spelling
- spell checker in word processor
- portable spell checker (e.g. Franklin)
- word prediction software (e.g. Co:Writer)

Reading
- books on tape
- screen reading software
- picture/print software (e.g. PixWriter)
- color filters
- highlighter/highlight tape

Math
- calculator with large numbers, printout or talking capabilities
- touch point numbers
- number line
- on-screen math computer calculators
- Coin-u-lator

Written Expression
- dictation
- story organizers
- graphic organizers
- word prediction software
- electronic dictionary
- talking word processor

Daily Organization
- picture schedule
- electronic memo minder
- color-coded folders

Communication
- pictures
- topic boards
- signing
- voice output communication devices

Mobility
- walkers
- wheelchairs
- automatic door opener

Recreation/Leisure
- crayon grips
- switch adapted toys or tape recorder
- adapted swing

Seating/Positioning
- adapted seating
- bean bag chair
- desk easel
- foot rest

Vision
- large screen monitor
- preferential seating
- high contrast materials
- modified print
- audio materials

Self-Care
- button fastener
- coat hook or locker the student can reach
- handrail

Independence
- picture/print schedule
- assignment book
- NCR paper for note taking
- Alarm watch
- Voice recorder/memo minder
- Web posting of assignments

Hearing
- sign language
- auditory trainer
- interpreter
- TTD
- closed captioning
- hearing aids
- preferential seating

Assistive Technology: Frequently Asked Questions

Service Delivery

In addition to the student, are there individuals who should be trained to use the assistive technology device?

Yes. Provision of assistive technology without integration into the student's individual goals and objectives will result in little, if any, benefit. All individuals who work or play with the student should be part of this process. For a student with a disability it is not enough to have the classroom teacher or related service personnel (i.e., occupational therapist, physical therapist, speech/language pathologist) be the only ones trained in the use of the device. If the device is to be meaningfully integrated into the student's life and curriculum, the significant people with whom he/she interacts needs to be familiar with the significant people with whom he/she interacts needs to be familiar with the assistive technology device. If parents, siblings, or peer mentors are expected to assist the student with class work, homework assignments and/or communication, they must know how to effectively use the device(s). Often, very limited instruction is needed. Nonetheless, if these services are needed to help the student meet the IEP goals and objectives and benefit from the educational program, the school is responsible for providing these services.

How and when will individuals be able to learn how to use technology?

In order to ensure the child is able to receive an appropriate education through the use of assistive technology, it is the responsibility of the school district to provide the time and the opportunity for individuals to receive training. Training should be available to all personnel and family members if their training would help the student to receive educational benefit in the classroom. District personnel, Grant Wood AEA staff, vendors, or other appropriate individuals may conduct the actual training activities.

Can a student take a device home that was purchased by the school district?

Yes. If it is determined by the IEP team that a particular assistive technology device or service is necessary for home use in order for the child to receive FAPE, the technology must be provided in the home by the school district to implement the IEP. This means that the IEP team must determine whether it is necessary for the child to have access to the device at home and at school. If so, it must be documented within the IEP, and the district must allow the student to take the device home, provide another alternative or provide two devices, one for home and one for school.

As a member of the IEP team, how do I determine if the assistive technology a student is currently using needs to be updated?

The evaluation of assistive technology is an ongoing process, so the team working with the child must continue to evaluate if what is in place is continuing to meet the student's needs. Are the criteria which were set for the child being met through the current interventions? Are there criteria which are not being met? The team must consider the current levels of performance, the anticipated levels of performance and the difference a device, service or other modification may make in achieving the anticipated levels. This means that if an assistive technology device is working adequately to meet the student's needs, a newer device does not necessarily need to be acquired. If however, there are skills and activities the student could participate in if a different device was available, the different device may be required to meet the "minimally necessary" standard. It continues to be the school district's responsibility to make

available the assistive technology service(s) or device "minimally necessary" for the child to receive a free, appropriate education.

Where does assistive technology get written on the IEP form?

Assistive technology may be documented anywhere within the IEP; however, there are four places where assistive technology commonly appears: as part of the statement of present level of academic achievement and functional performance; in the annual goals (milestones); in the enumeration of supplementary aids and services necessary to maintain the student in the LRE; and/or in the list of related services necessary for the student to benefit from his or her education.

How is assistive technology integrated into the curriculum?

The IEP team, which includes the general classroom teacher, needs to discuss how the device will be used by the student and how it will be integrated into the curriculum. The IEP team should identify, in the IEP document, how the device will be used by the student in the classroom. Assistive technology should be used to help the student be involved in and progress in the general education curriculum.

What if a student abuses or mistreats equipment?

The behavior of the child does not mean he/she cannot be considered for assistive technology. The severity of a child's behavior is not a valid reason for a school district to elect not to provide the device if the child requires it to receive an appropriate education. The behaviors do, however, needs to be addressed when the team is considering features of the possible devices and or services that will meet the student's needs.

When a student moves from level of school to another, such as from elementary school to middle school, does the assistive technology prescribed for and used by the student follow him/her?

If an assistive technology device is necessary to fulfill the requirements of the student's IEP, such a device must be provided in the school the student attends. The same device may not necessarily follow the student from one school to another, but a comparable device that fulfills the IEP requirements must be provided in the new school.

Responsibility/Legal Issues

Who decides what assistive technology is appropriate?

Deciding what is appropriate must be an IEP team decision. The child's parents, care givers, teachers, direct service providers such as therapists, and assistive technology specialist, should be involved as necessary. The team making the decision must have knowledge and experience in relation to the possible intervention strategies, devices, and services which may help to meet the specific need of the child.

Is a school district responsible for providing "state of the art" equipment for the student?

No. However the school must provide appropriate technology for the student's needs to ensure a free appropriate education. The decision regarding what type of assistive technology is appropriate should be based on the recommendations from the on-going assistive technology assessment and the IEP team decision. If a less expensive device would accomplish the same goals, the IEP team is under no obligation to choose a more expensive one.

How does a school determine if an assistive technology device constitutes a "best" versus an "appropriate" educational program? ("best" and "appropriate" are the words used in case law to describe the difference between providing the absolute "best" technology available to a student versus providing technology that is "appropriate" and meets the needs of the student)

An education program is "appropriate" when it provides "educational benefit". There is no substantive requirement in IDEA which address the degree of benefit that must be provided. What is clear, however, is the expectation that educational programs do more than prevent regression or provide more than zero benefit. The benefit must be meaningful. To address if these benefits are "appropriate" or "best" consider what the student's program is before the recommendation for an assistive technology device is made. Questions to ask include:
- Does the student have access to all the instruction and other activities that are available to his/her nondisabled peers?
- Has the student reached the same level of social maturity, motor development, communication skills, etc., as his/her age peers?
- Is the child who is placed in the regular classroom receiving the regular curriculum?
- Have educational and related service goals been set that will enable the student to achieve the same performance levels as age peers prior to the age of 21 when educational entitlement ends?

Assistive technology would be considered "best" and not "appropriate:"
- If the **current** level of services already provided by the school affords the student the opportunity to develop the same skills to the same degree as his/her peers; *or,*
- If even with the assistive technology device(s) and service(s) the student would not be able to develop these skills at a rate or to a degree significantly greater than he/she would without the device(s) and service(s).

If on the other hand these statements are not true, then assistive technology might be considered appropriate in meeting the educational goals of the student,.

If a device is broken and beyond repair, who replaces the broken device?

If an assistive technology device is necessary for the student's IEP to be implemented, the school district must replace the broken device.

Who owns the assistive technology device that is purchased for the student?

If the school district purchases the equipment, the equipment belongs to the school. If the device is purchased using private insurance or purchased outright by the family, then the device belongs to the parent, and is meant for the exclusive use of the student. If the device was donated to the school, the IEP team decides ownership.

Funding
Who pays for assistive technology?

The school district is responsible for ensuring that assistive technology needs of the child are met. Districts may utilize alternative funding sources for the provision of assistive technology devices or services; however, these funds cannot be used if the results would be a reduction of medical or other type of assistance to the child and the family. Additionally the use of private insurance proceeds must not pose a realistic threat of financial loss to the parents of the child with disabilities. Schools may request but cannot require parents to use private insurance to pay for a child's required services or devices.

In many cases, if assistive technology will be used across home, school, and community environments, families are interested in acquiring the technology so it belongs to their child. The IEP team can assist the family in exploring funding for the technology.

Does the district still have to provide the prescribed assistive technology even though the special education funds are already allocated?

Yes. Cost may be considered but it cannot be a controlling factor. Cost may not be a factor when the alternative is the denial of a free appropriate public education. If more than one option will provide for the provisions of FAPE, then cost may be a legitimate factor in determining which particular device or service is appropriate. The determination, however, must be made on an individual basis and must following the components of IDEA.

Can schools require parents to use their private insurance to pay for necessary assistive technology devices and services?

No. The "free" in "free appropriate public education" is extremely significant regarding children with disabilities who may require assistive technology devises or services. As state in IDEA and its regulations, all aspects of the special education and related services must be provided "at no cost to the parents". The term "free" is interpreted broadly and goes far beyond the simple paying of deductibles and co-payment. The courts have interpreted "free" to apply to a cadre of parameters including but not limited to: future insurability, depletion of maximum lifetime caps, raised premiums, discontinuation of policy, and pre-existing condition exclusions. If the family agrees to allow the school to access their private insurance, this decision must be strictly voluntary.

Can families be asked to purchase the devices or augment the identified assistive technology needs of their child?

Yes. Education is a shared responsibility between school, families, and communities. Schools develop relationships with families and as part of this communication, there are times when parents can be asked what devices or services they could afford to purchase. It is well recognized that assistive devices and services are used across a broad spectrum. These devices and services serve functional as well as educational needs. When viewed in this manner, the possibility of joint funding is entirely appropriate as long as the parents' willingness to share the financial responsibility is voluntary. Schools should always be mindful, however, that if the assistive technology devices and services appear in the IEP, then the school is responsible for ensuring that the assistive technology needs of a student are met. Even if the family does purchase the assistive technology device, the schools cannot mandate that the device be brought to school.

How can a district explore assistive technology if they don't have the equipment?

An assistive technology lending library is available to schools and district in Area 10. Contact the Grant Wood AEA Media Center for more information. For devices not available for loan through the Grant Wood AEA lending library, other resources may include:
- District technology coordinator
- Loans from other districts
- Vendors

REFERENCES: portions were adapted from Maine Department of Education, Division of Special Services, Maine CITE Project, 1996. (Chambers, A.C., p. 8,10,13)

Addressing Assistive Technology on the IEP
A Flowchart of Primary Questions

Step #1
ASK, "What is it we want the student to be able to do within the educational program, that he or she isn't able to do because of his or her disability?"

Step #2:
ASK, "What has been tried to meet the student's special education needs?"

Yes

Step #3:
ASK, "Is it working?"

No

Action
Provide documentation and evidence to support this conclusion.

Step #4
ASK, "What was tried? How long was it tried? How was it tried?"

Step #5
ASK, "Do we as a collaborative team have the necessary knowledge and resources to try and meet the child's special education need through alternative interventions, inclusive of strategies and/or modifications, as well as assistive technology devices and/or services?"

No

Yes

Action
Seek additional assistance

Step #6
ASK, "What will be tried? Under what conditions will it be tried? What is the criteria for determining whether or not the need is being met?"

Step #7
REMEMBER:
Consideration is an ONGOING PROCESS.
Factors which may influence the process:
* Change in environment
* Change in student needs/skills
* New technology

ATTENDANCE

Special Education Handbook

Attendance Issues for
Special Education Students

The school should take action to ensure all students attend school regularly. The following guidelines must be adhered to for compliance with the Iowa State Board of Education attendance policy principles. These principles are:

1.   Demonstrated positive interactions to help the student remain in school.

2.   Documented attempts to improve attendance or documented factors leading to the action to drop the student from the roster.

      a.   After two (2) unexcused absences, the roster teacher and general education teacher(s) should send a letter home (form available from Prairie High School office) addressing attendance concerns.

      b.   After three (3) unexcused absences the roster teacher refers the student to the PHS office (parent/student are notified by an administrator).

      c.   After four (4) unexcused absences, the PHS office should be contacted and a parent conference should be scheduled (by the roster or general education teacher) to document positive interactions and attempts to improve attendance. The conference should be documented on an IEP Additional Information page.

3.   If the child is of compulsory attendance age, the school should pursue truancy requirements according to district policy.

4.   If unexcused absences continue, a phone call should be made to parents for each additional absence. As a rule of thumb, if the student has eight (8) or more unexcused absences the roster teacher should take action and schedule an IEP meeting to discuss alternative educational options. The team may also take action to drop the student from the roster if all other options have been unsuccessful in addressing the attendance concerns.

Note: Before a school takes action to drop a student from a school's roster, the following steps must occur:

      a.   Documentation of at least three attempts to contact parent or guardian and the student to attend an IEP meeting. (It is best practice to send the third "**Meeting Notice**" through a certified letter.)

      b.   Following attempts to get parent or guardian and the student to the IEP meeting, IEP team meets to discuss alternative educational options and takes action to drop the student from the roster.

      c.   An action to drop a student from the roster should be documented on the "**Written Notice of Proposed Action**" form and provided to

parents with procedural safeguards booklet with notice that the student may enroll at any time.

d.   Dropping from the roster does not constitute a dismissal and/or cessation of special education services. The student retains the right to return at any time to the special education program. The student maintains his/her disability and program services on the IEP. If the student returns, special education services as documented may be reinstated. The IEP is then updated. If a student has a break from school of more than one calendar year, a reevaluation with new assessment information may be warranted. If so, parent consent and participation must be obtained.

e.   Pursuant to the IEP team's action to drop the student from the school's roster, the building completes a **Student Change Form** to drop the student from the district roster.

BEHAVIOR

Special Education Handbook

GUIDELINES FOR USE OF PROTECTIVE HOLDS

Definition of a Protective Hold (Physical Restraint): physically holding or otherwise restricting a student's movements.

All staff that is involved in any type of physical restraint is MANDT certified by the district's MANDT trainer on a yearly basis.

I. **Guidelines for use of Protective Holds/Escorts**
   A. Protective Physical Holds/Escorts should be used only:
   - When a student's behaviors are putting themselves in danger.
   - When a student's behaviors are putting others in danger.
   - Escorts will be provided when a student is in need of adult guidance to move between one location to another within the building or when the student is outside of the building and needs to be brought inside.

II. **Safety Precautions**
   A. Training
   - Staff is trained on a yearly basis in the MANDT procedures for de-escalation of student behaviors.
   - A list of staff trained in MANDT is kept at the building level and with the district MANDT trainer.

   B. Student Safety
   - Whenever possible an observer is present during a restraint to insure the safety of the child and staff involved. If an extra person is not available the person performing the restraint is responsible for monitoring student's safety.
   - The observer is responsible for monitoring the student's physical status such as: respiration, skin color, and restraint position to insure the student's safety.
   - The student should be released from the physical restraint as soon as the staff involved determines the student is no longer a danger to themselves or others.
   - A written document is filled out by one of the staff involved in the restraint with a copy being sent to the parent and a copy remaining in the building's office files.

   C. Protective Holds/Restraints should never be used for:
   - Student being non-compliant.
   - If a student uses profanity or verbal disrespect.
   - Verbal threat where the student has no means to carry out the threat at that time.

- To force a student to perform an appropriate behavior that is not dangerous to themselves or others.
- To force a student to stop inappropriate behavior that is not dangerous to themselves or others.
- As a punishment.
- Any type of mechanical restraint (something other than a personal physical restraint) is strictly prohibited.

COLLABORATION

Special Education Handbook

SAMPLE IEP MEETING AGENDA

1. **Introduction**
   Do these even if everyone seems to know one another. For large meetings, or meetings where team members may not know each other, table tents is a good idea.

2. **Overview of process and agenda**
   May establish simple ground rules if this would be helpful to the process.

3. **Review parental rights**
   It is recommended, when possible, that rights be reviewed with parents prior to the start of the meeting as a matter of saving time. If this is not possible, parent rights should be reviewed at the start of the IEP meeting.

4. **Share strengths, needs, questions, fears, or concerns**
   May want to allow parent (or student) to go first with a statement that he/she knows the child best. This is often done by going around table with a person recording what is said on chart paper with three columns.

5. **Create draft IEP with important ideas written down**
   May want to begin with Page B because it provides a good summary of the discussion above. May agree to goal area(s) and then write specific goal(s) after meeting.

6. **Summarize the meeting and clarify expectations and responsibilities**
   Let parent know when to expect the IEP to be shared for their review and feedback—this should be within one week of meeting date

PARENT CONTACT RECORD

Teacher: _____

Date Called	Parent Name	Comments

Parent Contact Card   Student Name:_____

Date	Type of Contact P=Phone N=Note C=Conference	Reason for Contact	Outcome

If I am an Educator or a Parent, How Can I Prepare for an IEP Meeting?

Preparation *before* the IEP meeting is very important. When people come to IEP meetings well-prepared, better interaction occurs and more is accomplished. The preparation process is similar for both parents and educators as well as students and other agency personnel. Suggestions for educators and parents getting ready for an IEP meeting are listed below.

EDUCATORS	PARENTS
• Maintain a log and review it.	• Set up a file for information related to your son or daughter.
• Collect student work samples.	
• Gather data and put the data on a graph.	• Review the IEP form and/or the last IEP, as appropriate.
• Review assessment reports.	• Review any recent evaluation reports you may have.
• Review the last IEP, if the student has one.	• Write down your questions and concerns.
• Talk with other teachers, support services staff, and other agency personnel, as appropriate.	• Visit the school.
	• Talk with teachers, support services staff, and other agency staff, as appropriate.
• Interview and invite the student.	• Talk with other parents.
• Invite the parents to school. Ask the parents about their concerns and wishes.	• Talk with someone at the Parent-Educator Connection (at your Area Education Agency – Grant Wood AEA).
• Provide the parents with a sample IEP form before the meeting.	• Know your rights.
• Talk with the student about long range goals, annual goals, and short-term instructional objectives.	• Fill out any forms from the school.
• Talk with parents about possible long range goals, annual goals, and short-term instructional objectives.	• Talk with your spouse or others important in your child's life.
	• Talk with your son or daughter.
• Share your thoughts on long range and transition goals with the parents and student.	• Write down long range goals, possible annual goals, and short-term instructional objectives for your son or daughter.
• Maintain confidentiality.	• Bring extra information that may be helpful to the IEP team.
• List your priorities for the meeting.	
• Prepare an agenda if appropriate.	• Consider having a relative, a friend, or another person attend with you.
• Keep a positive attitude.	• Keep a positive attitude.

How Can Parents and Educators Help Students Prepare for the IEP Meeting?

Teachers and parents can help students understand the purpose of IEP meetings. They can help youngsters become actively involved in the decisions which affect their education. Often it is helpful for teachers and parents to think about what needs to be done to help the student *before* the IEP meeting, *during* the meeting, and *after* the meeting.

STUDENTS
Before the IEP Meeting: • Discuss the purpose of IEPs with the student. • Explain the roles of the IEP team members to the student. • Review the current IEP or the IEP form with the student. • Assist the student in identifying and prioritizing long range and intermediate range goals. • Have the student select work samples. • Have the student chart data on different skills to share at the IEP meeting. • Teach the student basic communication skills and/or presentation skills. • Have the student talk with other students who have attended or led IEP meetings. • Prepare the student to participate in the IEP meeting in very specific ways and to the fullest extent possible. • Determine if the student wants to invite additional people. • Help the student prepare invitations to send to the IEP team members. **During the IEP Meeting:** • Introduce the student to all team members. • Clarify the role of the student to the IEP team. • Encourage honest expression and active participation by the student. • Be supportive of the student. • Restate or ask the speaker to clarify any comments the student may not have understood. • Have the student summarize future activities for which he or she is responsible. • Praise and thank the student for his or her contribution. **After the IEP Meeting:** • Review and evaluate the IEP meeting with the student. • Clarify any misunderstandings. • Ask the student what he or she liked best and what he or she would change about the IEP meeting. • Ask other IEP team members for ideas to enhance the student's role at the IEP meeting. • Schedule regular times with the student to review the IEP and to discuss her or his progress toward achieving the agreed upon annual goals and short-term instructional objectives. • Support the student in carrying out any of his or her follow-up responsibilities.

A Useful Tool in Child Study Team (CST) Meetings, Individual Education Program (IEP) Meetings, or Parent-Teacher Conferences

...hange of information is essential in understanding and making decisions about children and how they learn best. For sure, listing a child's ...ngths and needs for all team members to see and keep fresh in mind is one effective way to help the team make good decisions. Having ...ents list options, which they would like to see in place to help their child be successful in school, can serve as a springboard for discussion and a ...t from which to negotiate. Also helpful is having the parent(s) list concerns and fears about their child and/or situations the child may be in. ...e people state or hear these concerns, they can better understand all perspectives and take them into account when planning for the child.

STRENGTHS	NEEDS	OPTIONS	QUESTIONS, FEARS & CONCERNS

Positive Student Profile

Fill out this form to provide a "snapshot" of your child which should be reflected in his or her IFSP or IEP.

1. Who is _____? (Describe your child, including information such as place in family, personality, likes and dislikes.)

2. What are _____'s strengths? (Highlight all areas in which your child does well, including educational and social environments.)

3. What are _____'s successes? (List all successes, no matter how small.)

4. What are _____'s greatest challenges? (List the areas in which your child has the greatest difficulties.)

5. What supports are needed for _____? (List supports that will help your child achieve his/her potential.)

6. What are our dreams for _____? (Describe your vision for your child's future, including both short-term and long-term goals.)

7. Other helpful information. (List any pertinent information, including health care needs, that has not been detailed elsewhere on the form.)

8. Parent Questions, Fears and Concerns:

GROUND RULES FOR EFFECTIVE MEETINGS

Come prepared.

•

Start on time.

•

Distribute an agenda.

•

Review the agenda. Add any new items.

•

Establish the time frame. Set time allotments.

•

Look at and listen to whomever is speaking. Do not interrupt.

•

State your opinion if you *do* agree. State your opinion if you *do not* agree.

•

Apologize if you were wrong. Accept apologies from others.

•

Ask for clarification until you understand.

•

Remain on-task during the meeting.

•

Identify the activities which need to occur following the meeting
and set a deadline for completing each one.

•

Clarify who is responsible for which follow-up activities.

•

Summarize decisions.

•

Confirm follow-up activities, dates, and responsibilities.

•

Thank each other.

Basic Consensus

Guidelines on Reaching Consensus

1. Listen: Acknowledge and Validate others.

2. Encourage participation.

3. Share information.

4. Don't agree too quickly.

5. Don't bargain or trade support.

6. Don't vote.

7. Treat differences as a strength.

8. Jointly craft a solution that can be supported.

9. Avoid arguing blindly for your position: focus on satisfying interests.

10. Seek a mutual-gain solution.

Problem Solving

The following model, SOCS, is a method of problem solving that was developed by the University of Kansas Communications Department. SOCS stands for:

Situation
Options
Consequences
Solutions

S— Define the Situation or the problem. To define the situation, the problem solver(s) mu: look at the situation from a number of perspectives which include:

1. social (the relationship)
2. family
3. emotional
4. religious
5. legal
6. financial
7. other.

Besides looking at the preceding perspectives, one should also define the situation from th framework of the goals, motivation and expectations of the parties.

People often tend to spend less time defining the situation than is needed, and therefore they may not resolve the appropriate issues. Accordingly, it is important to spend suffi-cient time defining the situation before moving on to the next step.

O— Explore the Options. To solve the problem one must define a minimum of two option that can resolve the situation. People tend to limit the number of options and in fact tend to create an option which becomes the solution. In exploring options one may differentiate between what is wanted (maximal outcome) and what is needed (the minimum that can b accepted). In developing options, "brainstorm" for the outcome including the develop-ment of outrageous options because they expand the development of creative solutions.

C— Define the Consequences for each option. In defining consequences it is important to look for the positive as well as the negative consequences for every option. However, the development of consequences should be done separately from the option generation. Examining consequences tends to limit the generation of options because one might dis-card an option without looking at possible benefits.

S— Decide on a Solution that has the least negative and most positive consequences.

The Five R's of Successful IEP Teams

❖ Relationships promote trust.

❖ Recognize that everyone has the best interest of the student at heart.

❖ Respect opinions that may differ.

❖ Remember that some compromise may be necessary.

❖ Realize that emotions may surface.

Does my child have a disability?

What is a disability?

A skill deficit, a health or physical condition, a functional limitation, or a pattern of behavior that interferes with educational performance.

A disability could occur in any of the following performance areas: learning, behavior, mental, physical, sensory, or communication.

What does it mean for my child's future?

Children with disabilities can reach their full potential.

What are some early signs of a disability?

If you child is school age and has ongoing problems with the following areas:
* Understanding what s/he has read
* Keeping up in certain subjects
* Coordinating muscles (i.e. to grip a pencil)
* Remembering facts
* Learning new words or skills
* Staying aware of his/her surroundings (accident-prone)
* Expressing wants and needs
* Appropriate behavior response to a situation (aggression, withdrawl)
* Practical daily living skills
* Developing peer relationships
* Adjusting to changes in routine

Look for several of these signs over time

What do I do if I have a concern?

Talk to your child's teacher and/or health care provider. An evaluation may be suggested.

What is involved in an educational evaluation?

The goal is to get a clear picture of how your child performs over time, with different people, in different settings.

Information will be collected through reviewing school and medical records, interviews, observations, and testing.

What are my rights and responsibilities as a parent?

Your written consent is required for an evaluation and for services.
You may ask for an independent evaluation if you disagree with the findings of the school district's evaluation, or if you want a second opinion.
You are part of the team.

What if my child needs services?

The **Individuals with Disabilities Education Act (IDEA)** is a national law to provide support for children with learning disabilities that need special education services. The parent must be included in all decisions regarding evaluation and placement in special education programs. If a child receives special education services, an individualized education plan (IEP) will be written.

Section 504 is a federal law to support children with learning disabilities that can be successful without special education.

What is an IEP?

An individualized education plan (IEP) will be written by a team of experts (including you and your child) to address the educational needs of your child. IEP meetings may be requested by you or the school. You have the right to arrange the meetings at a time convenient for both you and the school.

What type of services can my child receive?

Appropriate special education services in the general education classroom whenever possible.

Where else can I get help?

Learning Disabilities Association of America
        1-412-341-1515, www.ldanatl.org
National Information Center for Children and Youth with Disabilities
        1-800-695-0285, www.nichcy.org
Office of Special Education Programs U.S. Department of Education
        www.ed.gov/offices/OSERS/OSEP
The Arc
        1-301-565-3842, www.thearc.org
American Association on Mental Retardation
        www.aamr.org
Autism Research Institute
        1-866-366-3361, www.autism.com

PARENTAL/STUDENT RIGHTS IN SPECIAL EDUCATION

The parents or guardians of a student who is receiving special education services have rights which are guaranteed by state and federal laws. With these rights come responsibilities for both educators and the parents or guardians. Both are responsible for discussing concerns about the student's education.

Providing for the involvement of parents of children with disabilities has been a cornerstone of IDEA since its inception more than 26 years ago. The 1997 IDEA amendments continue to ensure the parents are at the forefront of the education of their children. Parental involvement may be approached from four main areas:

* the identification and evaluation of disabled children;

* the development, monitoring, and revision of educational programming and services;

* procedural safeguards; and

* input into the special education system.

For complete delineation of parent rights, please refer to Iowa Administrative Rules of Special Education (February 2000), Sections 41.102-41.111. Also refer to the Procedural Safeguards Manual for Parents (April 2000) which is included separately with this Handbook.

1. Identification and Evaluation of Disabled Children

    As under prior law, children must be evaluated to determine whether they qualify as disabled under the Act. An initial evaluation of a child occurs either at the request of a parent or at the request of the school. The initial evaluation must occur before special education and related services can be provided.

    Schools must provide parents notice before conducting an initial evaluation or re-evaluation. The notice must be written in the native language of the parents if

possible, and contain specific information about the evaluation. In particular the notice must describe any evaluation procedures the school proposes to conduct. In conducting any initial evaluation, schools must take into account information provided by the parents. The evaluation must gather functional and developmental information that may assist in determining whether the child is disabled and in formulating the IEP.

As part of an initial evaluation, the school must seek parental input on what additional evaluation data is needed. Parents have a formal role in the determination of whether their child is entitled to special education and related services. Schools must provide parents a copy of the evaluation report and the documentation of eligibility.

2. Development, Monitoring and Revision of Educational Programming

Each child with a disability under IDEA must have an IEP. The IEP is the central document that guides the instructional interventions of disabled students. IDEA 97 adopts new provisions that increase the role of parents in developing, monitoring, and revising the IEP.

The concerns of parents must be taken into account by the IEP team during the IEP process. Parents must be involved in the placement decision for their child. Parents are specifically identified as required member of the IEP team. Parents must receive regular progress reports on their child from the school. At a minimum, disabled students' progress should be reported on the same cycle as non-disable students. A crucial part of the IEP are annual goals and short-term objectives/benchmarks. Progress is measurable against these statements in the IDEA.

3. Procedural Safeguards

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Securing the due process rights of children with disabilities and their parents has been a fundamental principle of IDEA since its inception. IDEA 97 expands on previous procedural safeguards of parents.

First, parents have the right to examine all records on their child. Under the prior version of IDEA, parents had to be afforded the opportunity to examine all relevant records. Now the scope of records that parents may examine has been clarified to include all records relating to their child.

Parents have the right to participate in any school meeting concerning the delivery of special education and related services to their child.

Parents now have a duty to include a notice with any formal complaint they file over the education of their disabled child. Now parents must submit a notice with the complaint that includes 1) the name of the child, his or her address, and name of his or her school; 2) a description of the nature of the problem; and 3) a proposed solution to the problem. States must develop a model form to assist parents with the new notice requirements.

The notice that schools send to parents must contain a new piece of information. As under prior law a school must send parents a written notice whenever it proposes to initiate or change, or refuses to initiate or change the identification, evaluation, or the provision of FAPE to the child. Now the notice also must include sources for the parents to contact to obtain assistance in understanding IDEA.

Schools must provide parents a copy of the procedural safeguards in an easily understandable format. School must provide parents a full copy of the procedural safeguards at initial referral of their child for evaluation. They also must offer to provide a full copy of procedural safeguards in three other instances: 1) IEP

meetings; 2) re-evaluations of their child; and 3) the registration of a formal complaint.

4. Input into the special education system

Parents have a role in the operation and direction of the special education system. School districts must allow for public participation, including the participation of parents of children with disabilities. Parents should be in a position to influence special education planning and service delivery. The parent advisory committee provides an opportunity for parents to learn about district initiatives and special education programming options.

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Parental Rights Summary

This is a *very brief summary* of your rights. In order to assure that you have a full explanation of your rights, you are to receive a copy of the *Procedural Safeguards Manual for Parents (Parental Rights in Special Education)* at least one time each school year. In addition to your rights, the *Procedural Safeguards Manual for Parents* lists sources of assistance for parents and outlines special safeguards related to student discipline.

For each child who is disabled and requires special education, your public school district and area education agency have the responsibility to provide a free and appropriate public education in the least restrictive environment.

Free and appropriate public education (FAPE). *Free* means that special education services are provided at no cost to the parents. You may be charged the same general education fees that are charged to other parents, such as fees for extracurricular activities or lab fees. *Appropriate* means that your child's program must provide the right kind of services and enough services for your child to receive educational benefit. *Educational benefit* is progress towards the goals set for your child. Whenever possible, your child's goals will be the same goals that we have for all children who are the same age or grade.

Least restrictive environment (LRE). Your child will attend classes, participate in nonacademic and extracurricular activities and receive services with children who are not disabled to the maximum extent appropriate.

Parental rights. FAPE and LRE for your child are protected by the rights (called procedural safeguards) you have as parents. Procedural safeguards assure that you are involved in planning and decision-making for your child. These safeguards include:

Participation rights:
(1) your right to provide information for your child's evaluation,
(2) your right to be a member of any group that makes decisions regarding the educational placement of your child, and
(3) your right to participate in meetings related to your child's identification, evaluation, or educational placement.

Notice rights:
(1) your right to be informed of meetings related to your child's identification, evaluation, and educational placement,
(2) your right to be informed of any changes in your child's identification, evaluation, and educational placement,
(3) your right to be informed of any refusal by the school or AEA to make changes that you have requested in your child's identification, evaluation, and educational placement, and
(4) your right to receive notice in a manner you can understand.

Consent rights:

    (1) your right to give consent to an evaluation to determine if your child is eligible for spec education services,

    (2) your right to give consent to reevaluations of your child, and

    (3) your right to give consent to initial placement in special education.

Your consent to an evaluation may be withdrawn before the evaluation is completed. You consent to an initial placement may be withdrawn before the placement is made.

Records rights:

    (1) your right to review educational records,

    (2) your right to ask that records be changed if you believe the records are incorrect or misleading, and

    (3) your right to give your consent before records are disclosed to other agencies or persons.

Independent educational evaluation right:

- your right to request an independent evaluation at no cost to you if you disagree with th evaluation done by the school and AEA.

Dispute resolution right:

- your right to request a preappeal conference, mediation or a due process hearing if a disagreement about your child's identification, evaluation, or educational placement cannot be resolved in other ways. In most circumstances, your child's placement cann be changed without your agreement until the dispute is resolved (Exception: a placement change can be made before a dispute is resolved when a code of conduct violation involves a weapon, drugs or serious bodily injury).

Complaint right:

- your right to file a complaint if you believe that a special education law, rule or regulati has been violated.

Transfer of rights. Parental rights transfer to a student with a disability at the age of majority unless the parent(s) or someone else becomes the student's legal guardian. In Iowa, a student reaches the age of majority either on the student's 18th birthday, the date of marriage of a studer under age 18, or the date a student under age 18 who has been convicted and sentenced as an adult begins the jail or prison term.

Remember, this is a *very brief summary* of your rights. A full description of your rights can found in your copy of the *Procedural Safeguards Manual for Parents (Parental Rights Special Education).*

STUDENT SUPPORT NOTEBOOK

In this notebook I would like for the para supporting the class to indicate to me the following information for <u>each student on my roster</u> that you are currently providing support to:

- **Date of class**
- **Any assignments that are not turned in on the due date**
- **Test/quiz scores**
- **Any behavior problem/issue in that particular class**
- **Difficulty with assignment-time spent on helping student**
- **Any positive comments about that class period would also be helpful**
- **Questions for me on accommodations, etc.**

This notebook is a way to help me understand what my students are doing/not doing in class. As their teacher I am responsible for reporting information back to parents/guardians on how they are meeting their goals. This information is extremely important for me to communicate with parents. It also provides documentation that can be followed up on if problems continue to exist. This notebook will be kept in my classroom so that it can be easily referred to when needed.

General Ethical Considerations for Working with Students with Disabilities

As an integral part of the educational team, paraeducators have a commitment to maintain ethical standards of behavior in their relationships with students, parents, their supervisor, and other school personnel. Teachers have a responsibility to help the paraeducator develop ethical responses to situations that arise. A code of ethics, such as the one provided below, can establish guidelines for appropriate behavior.

Accepting Responsibilities

- Engage only in non-instructional and instructional activities for which qualified or trained.
- Do not communicate progress or concerns about students to parents.
- Refer concerns expressed by parents, students, or others to your teacher or supervisor.
- Recognize that the supervisor has the ultimate responsibility for the instruction and behavior management of children and follow the directions prescribed by him/her.

Relationship with Students and Parents

- Discuss a child's progress, limitations, and/or educational program only with the supervising teacher in the appropriate setting.
- Discuss school problems and confidential matters only with appropriate personnel, and only when students are not present.
- Refrain from engaging in discriminatory practices based on a student's handicap, race, sex, cultural background or religion.
- Respect the dignity, privacy, and individuality of all students, parents, and staff members.
- Present yourself as a positive adult role model.
- Use behavior management strategies which are consistent with standards established by the local school district and classroom teacher.

Relationship with the Teacher

- Recognize the role of the teacher as supervisor.
- Express differences of opinion only when students are not present.
- Establish communication and a positive relationship with the teacher.
- Discuss concerns about the teacher or teaching methods directly with the teacher.
- If issues are not resolved, then discuss concerns only with the teacher's supervisor.

- Do not discuss teacher problems with students, other teachers, paraeducators or parents.
- Follow the behavior management approach as established by the teacher.

Relationship with the School

- Accept responsibility for improving skills.
- Become familiar with school policies and procedures.
- Represent the school and its programs in a positive manner.
- When problems cannot be resolved utilize the grievance procedures outlined by the local school district.
- The paraeducator should refrain from:
  1. Airing school problems and confidential matters, including personalities, outside of school circles;
  2. Discussing administrative, interdepartmental and interschool problems in the presence of pupils; and
  3. Gossiping about problems with those who cannot assist in the solution.

Ultimately these ethical guidelines mean that both the teacher and the paraeducator must take responsible action to insure that the best interests of individual students are being met. The ethical responsibility for the proper use of paraeducators rests with the special education teacher and administrator. The paraeducator must be specifically prepared to uphold the ethics of the teaching community

Intensive Needs Checklist

					Yes	No
Is there a safety concern for self or others? Please describe						
Does the student require continual teacher prompts: during instruction and/or after instruction (e.g. during independent work)?						
Does the student require assistance with basic functional skills?						
Toileting						
Mobility						
Feeding						
Dressing						
Following Basic Safety Rules						
Is the student's performance consistent with her or her aptitude?						
Do his or her peers include the student in classroom activities?						
Is the student receptive to peer tutoring and support?						
Is the student currently receiving specialized small or individualized group instruction in specific academic areas?						
Please describe:						
Please note what interventions or program changes you have tried and describe their rate of success (e.g., cooperative learning, behavior management plan, re-grouping within the classroom, pairing with other students).						
If these interventions are not an option, please explain why?						

Has an administrator observed the student?		
Does the team recommend that this position be job-shared?		
If yes, why?		

Date of Review: _____**Date Amended:** _____

Team Members: _____
_____

Plan for Paraeducator Assistance

Specific Class Activity	Identify need for paraeducator	Identify areas to increase socialization (utilize natural supports, peers)	Identify how independence will be encouraged	Specific information/instruction needed for paraeducation	Goal for reducing paraeducator support by annual review

Student's Abilities and Assistance Needs Matrix					
Activity	**What Student can do without assistance**	**What student cannot do and needs accommodation to complete**	**What student cannot do and needs assistance with**	**Identify areas to promote social acceptance and how peers will be utilized**	**Identify areas you will target for independence (should be identified in IEP)**
Arrival/Time					
Block 1/Time					
Block 2/Time					
Lunch/Time					
Seminar					
Block 3/Time					
Block 4/Time					
Departure/Time					

Collaboration between Special Education and General Education
On-going Communication on Objectives and Support Needs

Student Name: _____

Teaching Points/Strategies/Processes	Book Title – Materials Used *(indicate Level and Guided vs. Core)*	Upcoming Test/Project *(indicate due date and give your #1 priority)*	Help needed from Special Ed Teacher/s *(prioritize needs)*
Reading — ☐ Summarizing ☐ Predicting ☐ Retelling ☐ Questioning ☐ Clarifying / ☐ Decoding ☐ Fluency ☐ Other			☐ Reinforce and review taught skills ☐ Provide guided practice on independent work ☐ Complete assignments or projects ☐ Organize ☐ Prepare for test
Math — ☐ Computation ☐ Problem solving ☐ Numeration ☐ Operation ☐ Pattern/Rules / ☐ Geometry ☐ Measurement ☐ Data Analysis ☐ Other			☐ Reinforce and review taught skills ☐ Provide guided practice on independent work ☐ Complete assignments or projects ☐ Organize ☐ Prepare for test
Social			
Science			

Other information: _____ Field trip _____ Other _____

Student Name: _____

Teaching Points/Strategies/Processes	Book Title – Materials Used *(indicate Level and Guided vs. Core)*	Upcoming Test/Project *(indicate due date and give your #1 priority)*	Help needed from Special Ed Teacher/s *(prioritize needs)*
Reading — ☐ Summarizing ☐ Predicting ☐ Retelling ☐ Questioning ☐ Clarifying / ☐ Decoding ☐ Fluency ☐ Other			☐ Reinforce and review taught skills ☐ Provide guided practice on independent work ☐ Complete assignments or projects ☐ Organize ☐ Prepare for test
Math — ☐ Computation ☐ Problem solving ☐ Numeration ☐ Operation ☐ Pattern/Rules / ☐ Geometry ☐ Measurement ☐ Data Analysis ☐ Other			☐ Reinforce and review taught skills ☐ Provide guided practice on independent work ☐ Complete assignments or projects ☐ Organize ☐ Prepare for test
Social			
Science			

Other information: _____ Field trip _____ Other _____

EXTENDED SCHOOL YEAR

Special Education Handbook

EXTENDED SCHOOL YEAR
(ESY)

A few salient points regarding ESY-

- **The need to provide ESY is considered the exception and not the rule.**

- The purpose of ESY is not to address IEP goals/objectives that the student has failed to achieve or to simply provide some type of new educational benefit; rather, **its purpose is to ensure that the student's IEP benefits achieved during the regular school year will not be significantly jeopardized by the lapse in educational programming during the summer months.**

- The significant jeopardy must be **something more than wanting to avoid adequately recoupable regression.** In other words, it is recognized that it is common for students to evidence some regression in achieved skills following long breaks from educational programming, and that most students will be able to adequately recoup these skills during the early part of the new school year.

- In determining the need for ESY, the IEP team must consider predictive expert opinion as well as any empirical data on whether past regression was or was not adequately recouped by the student. Relevant circumstantial factors such as the severity of the student's disability, rate of progress during the school year, evidence of emerging skills/breakthrough opportunities, and the effect of medical/behavioral problems. Changes in the educational opportunities provided by the student's parents/community may also be considered by the IEP team.

- While the type of necessary ESY services must be determined on an individual student basis through the IEP process, school districts are not expected to have maintained the full or same continuum of placements and services that are normally available during the regular school year. Nor are districts expected to always be able to provide ESY within the district. Several districts may collaborate in order to provide the necessary ESY opportunities. It should also not be expected that the IEP relating to ESY services will look the same as the student's IEP for the regular school year. This is particularly true because even though some need for ESY may have been found for a student, many or most aspects of the student's IEP for the regular school year may not necessitate ESY.

Extended School Year Services

How Do We Know We're Doing it Right?

1. IEP Team meets at least 45 days prior to the extended school year period in order to determine entitlement to ESY Services. The Director of Student Services should be at the ESY meeting when a final determination is likely to take place.

2. If before the ESY Services begin there is a change anticipated in services, providers or goals, the IEP Team would need to meet to document any changes.

3. Service providers or case coordinator send the white copy of the ESY forms to the Student Services Director, ESC, to document entitlement to ESY services.

4. ESY Services are provided and progress is monitored through data collection. Beginning level of performance is recorded.

5. Service provider or case coordinator updates level of performance at end of ESY period and sends a copy to the Student Services Director. This copy will then be forwarded to the roster teacher for the next school year.

6. Service provider or case coordinator updates levels of performance as close to the beginning of the school year as possible.

7. Service provider or case coordinator updates levels of performance at the end of the first quarter in the school year and completes the rest of the ESY form information.

8. Service provider or case coordinator sends a copy of the completed form to the Student Services Director, ESC.

Note: If the student moves before or during provision of ESY Services, every attempt should be made to notify the receiving district/AEA of the ESY Services. If the student is unable to complete the ESY Services the service provider or case coordinator should document that on the form in the Date Services Begin/ End section.

EXTENDED SCHOOL YEAR SERVICES INFORMATION
College Community School District

Extended School Year Services are special education instructional and/or related services that the IEP team determines needs to be provided to an eligible student beyond the normal school year. This might be during the summer or any break during the year. Some students may need continuous skill instruction in order to receive a Free Appropriate Public Education (FAPE). This instruction may help students learn new skills during a critical time or help students maintain skills throughout the year. Other students may regress during the interruption of school services and require significant recoupment time when school resumes.

Under IDEA, the following three components must be followed when determining the provision of ESY services:
1. All children who are eligible for special education and related services are to be considered for ESY services.
2. All relevant information relating to the individual needs of the child must be considered.
3. Parents have the right of full participation in the development of the IEP, which includes the ESY services decision, and they must be fully advised of their rights.

Each state develops standards to help IEP teams make a decision as to whether a student requires ESY services. In Iowa, the IEP team should address these four standards:

1. **Need for continued skill acquisition and maintenance without interruption:**
   Are there goal areas of concern that need to be acquired or maintained without interruption for the student to meaningfully benefit from a free, appropriate public education? There must be a goal area where significant concern exists. If the current IEP does not contain identified goal areas of concern but there are new concerns not addressed, a new IEP may need to be written to reflect new goals.

2. **Regression/Recoupment concern:**
   Has there been (or is there a potential for) significant regression during periods of interruptions that would require significant recoupment? This is primarily considered on the basis of the nine-week regression and recoupment status. The IEP team may also consider the implications of the child's stage of development and rare and unusual circumstances. These secondary factors should be considered in relationship to the nine-week regression and recoupment data, and not as isolated factors.

3. **Rare and Unusual Circumstances:**
   Are there rare and unusual circumstances that necessitate continuous instruction for service? ESY services may be awarded when the child is in a critical state of development or when there is a window of opportunity that will be lost if services are not provided. ESY services may be awarded when continuous or year-round treatment is an integral part of the methodology deemed to be appropriate for the child.

4.   Other Considerations:
Are there other factors to be considered in determining the need for ESY services? ESY considerations may occur at anytime during the school year; however, they must be made at least 60 days prior to the end of the school year. This allows time for due process to occur if there is disagreement about the ESY decision made at the IEP meeting. The Coordinator of Student Services should be at the ESY meeting when a final determination is likely to take place. The Coordinator of Student Services or designee must be present to encumber district resources.

When considering a student for ESY services, follow these steps:

1. Schedule the ESY meeting concurrently with the student's annual IEP review meeting, if possible.

2. Provide notification using the "Notification of Parent conference" form. As with any potential IEP change, if the student is a non-resident, the resident district must be invited to participate in the meeting. If additional ESY meetings are necessary before the IEP team can reach a decision, use the "Notification of Parent Conference" form for each subsequent meeting.

3. If the ESY meeting is part of the Annual Review, follow the normal sequence of steps. The annual review should generally provide the team with enough information to determine the goal areas of concern and if the child is making progress toward the goals and objectives over time and that ESY services are not necessary. In instances where progress toward the goals and objectives is questionable over time, the IEP team should conduct a thorough analysis of performance and related data before determining if the student needs ESY services. If the meeting is strictly an ESY review, similar annual review data should be available to the IEP team as well as other relevant data.

4. IEP team action relative to ESY must be reflected in the IEP under Special Education Services (page G). Check the appropriate box to indicate whether or not these services will be provided. If yes, you must specify the goals that require ESY services and complete the Extended School Year Services (ESY) Program Description for each identified goal. This form should be completed through the question, "Who will monitor progress?" at which time it should be submitted with the IEP to Student Services, ESC. Immediately prior to the delivery of ESY service the beginning level of performance should be completed on the building copy of this form. A copy of this and an updated copy of the current IEP should then be sent to the Student Services Director, Sandy Merritt, ESC. Subsequent performance levels should be filled in, as identified on the form, by the appropriate service providers. This information will then become part of the data used for subsequent decisions regarding the need for ESY services.

Please refer to the following pages for a copy of the form to be used when identifying ESY services.

Extended School Year Services: Guidance for Decision Making and Documentation
Grant Wood AEA—Winter/Spring 2008

Definition of Extended School Year (ESY) Services

ESY services are special education services provided beyond the regular school year by the LEA and/or AEA at no cost to the parent. The decision to provide ESY services is made by the IEP team on an individual basis when there is a need for such services to ensure a fair and appropriate public education for the student with a disability. Beyond the school year is typically in the summer, but may also include breaks during the year.

Special education services include instructional services, support services, and related services such as transportation that are required for the eligible student to benefit from special education. Transportation must be discussed and provided, if needed, for the student to be able to access ESY services setting.

ESY services are the exception, not the rule. A guiding presumption of public education is that the educational needs of most children, both disabled and non-disabled, can be met within the normal school year of 180 days.

Decision Making for ESY Services

General Guidance

All students who are eligible for special education and related services are to be *considered* for ESY services. *The ESY services decision should be based on data.* The data considered should be from multiple sources (RIOT) and should include progress monitoring data for the IEP goal(s) under consideration. Data may also include past ESY services data, data provided by parents, and/or reports from an outside agency. Parents have the right to full participation in the development of the IEP, which includes the ESY services decision, and they should be advised of their *parental rights* prior to the IEP meeting where ESY services are discussed.

Timeframe and Team Composition

The ESY services decision may be made at the IEP annual review, but must be made by the IEP team *at least 45 days before the end of the school* year to allow for resolution of any disagreements should these arise. For this reason, meeting *at least 60 days prior to the end of the school year is recommended.* In most cases, this means that the ESY services decision will need to be made prior to April 1. The required IEP team members are the same as for all meetings—general education teacher, special education teacher and/or provider, parent, LEA representative or designee, and, a team member able to interpret the results of evaluations, if needed.

Part C Early Access to Part B Special Education Services Transition

For children who turn three prior to their participation in a special education program, the IFSP team must address transition issues and include ESY services if these are determined necessary. If ESY services are needed, the IFSP team will develop an IEP and describe ESY services as part of the transition plan between Part C and Part B services.

<u>Four Considerations</u>
The IEP team has *four considerations* in making the ESY services decision. These considerations may be inter-related:

1. THE STUDENT'S NEED FOR CONTINUED SKILL ACQUISITION AND MAINTENANCE WITHOUT INTERRUPTION: The team considers if there are *IEP goal area(s) of concern*, which need to be acquired or maintained without interruption for the student to meaningfully benefit from a free and appropriate public education (FAPE). Goal area(s) should represent skill(s) essential to the progress of the student.

   Possible scenarios: a). A student with a degenerative eye condition that is learning to read and learning Braille at a standard rate of acquisition according to progress monitoring data may receive ESY services so that she can continue acquisition of these skills prior to significant vision loss; b). An Early Childhood student that has been electively mute demonstrates emerging sounds and may receive ESY services from the teacher or SLP to maintain this skill over the summer break.

2. THE STUDENT'S RISK FOR REGRESSION AND RECOUPMENT NEEDS: The team considers student's risk for *regression and the length of time for the recoupment of acquired skill(s)* by discussing if there has been, or is the potential for, significant regression in IEP goal progress during periods of interruption of IEP services. Regression is the inability of a student to maintain an acquired skill as a result of the interruption of special education services. Recoupment refers to the amount of time it takes to regain the prior level of functioning, and considering recoupment includes use of both retrospective and predictive data. In cases of team concerns about regression and recoupment, the ESY services programming would be designed to provide for maintenance of a skill level.

   Possible scenario: A student with significant self-injurious behaviors in the school setting has learned to respond appropriately to teacher directions and classroom demands. Progress monitoring data from winter and spring breaks demonstrate significant regression in his behavior upon return to school over those periods.

3. STUDENT'S RARE AND UNUSUAL CIRCUMSTANCES: The team considers if there rare and unusual circumstances that necessitate continuous instruction or service. This may occur when the student is in a *critical stage of development with a window of opportunity that would be lost if services were not provided,* when *changes in the student's medical, physical, or sensory status make it possible to predict an accelerated rate of learning during the ESY services,* when *continuous or year round treatment is an integral part of the instructional* methodology, and when there is a *need to facilitate significant gains with independent functioning to decrease reliance on and necessity of an assistant, as with mobility.*

   Possible scenario: A student with upper and lower body paralysis from an infection begins to regain use of her legs and arms. She is learning to use a walker for independent mobility in the school environment. Progress monitoring data show consistent skill level increases, and neurological reports state that this is a critical stage for intensive skill building and generalization of learned skills. Furthermore, if student continues to progress at his current rate, she may not need adult support for mobility in the fall.

4. OTHER CONSIDERATIONS ARISING OUT OF THE STUDENT'S INDIVIDUAL CIRCUMSTANCES: The team consider if there are there other factors relevant to the ESY services decision such as the child's rate of educational progress, the child's frequency of behavioral and physical problems, and the availability of alternative resources.

Documentation of ESY Services

The form used for documentation of ESY services, in addition to the basic IEP, is the *Extended School Year (ESY) Services Program Description* form. This form and an accompanying directions document are available on the AEA website under *Special Education*. The *Written Prior Notice* form is completed if the ESY services decision is made in a separate meeting outside of the annual review.

1. If the ESY services decision is made as *part of the annual review IEP meeting*, then the question on IEP page G, "Are extended school year (ESY) services required?" should be answered by checking the Yes or No box. Note that the Yes box requires an explanation of the decision. Complete other IEP forms as required by the annual review meeting.

2. If the ESY services decision is made in a *separate meeting*, this meeting would be considered an amendment meeting and a *Meeting Notice* would be completed. This amendment meeting requires all team members to be present, so an *IEP page A* would need to be completed. The parents should also be provided with a *Procedural Safeguards manual* at the start of the meeting.

   The *Written Prior Notice* form is completed to summarize the team's discussion and decision regarding ESY services if this occurs in a separate meeting outside of the annual review meeting. This form is *not* required if the team makes the decision during an annual review.

3. If the team decision is to provide ESY services, then the *Extended School Year Services (ESY) Program Description* form would be completed to include the first two parts—demographic and goal data, the basis for the ESY services decision, and plan details such as what services, provider, begin and end date, progress monitoring plan, and beginning level of performance. This form is duplicated and provided to the AEA or district IMS, to the parent, to the school file, and to the AEA Regional Administrator if AEA support services are being provided. Note that school districts may have specific guidance about the distribution of this form internally as well.

4. Service provider or coordinator updates the student's level of performance on the *ESY Program Description* three times: a). *End to the services*; b). *Beginning of the school year*; and c). *End of the first quarter (9 weeks)*. The question, "Was regression observed in the ESY services goal area between the end of the ESY services period and beginning of school year?" Once this information is completed, the form is duplicated and provided to the AEA or district IMS, to the parent, to the school file, and to the AEA Regional Administrator if AEA support services were provided. Note that school districts may have specific guidance about the distribution of this form internally as well.

5. AEA support service provider and/or district health, behavior, or transportation provider complete and submit Medicaid claim forms for any billable services provided during the ESY services period.

Resources for Additional Information

Chapter 7, Extended School Year Services, in the GWAEA Procedural Manual for Special Education, available on the AEA website under Special Education.

Iowa Department of Education brochure, Extended School Year Services: Questions and Answers, May 2002. This brochure is very helpful for parental understanding of ESY services.

GRANT WOOD
AREA EDUCATION AGENCY

EXTENDED SCHOOL YEAR (ESY) SERVICES
PROGRAM DESCRIPTION

Student			Birthdate __ / __ / ____	Today's date __ / __ / ____
Last	First	MI	MM DD Year	MM DD Year

Building/ District student attends _____	Case coordinator: _____

Goal area with need for ESY services as stated on current IEP: _____

Goal code (*only one goal area and code per Program Description*): _____

Complete all information to the solid line before ESY begins

ESY consideration based on:

☐ Need for maintenance of skills   ☐ Regression and recoupment needs
☐ Need for acquisition of skills   ☐ Rare and unusual circumstances
☐ Other (describe)

What services are required and will be provided? _____

Who will provide services (name and position)? _____

Where and when (time and frequency) will service be provided? _____

Date services begin: _____	Date services end: _____

How will progress be monitored? And how often? _____

Who will monitor progress? _____

__ / __ / ____ Date	Beginning level of performance _____
	(Data documented by ☐ ESY service provider or ☐ case coordinator – *please check one*)

__ / __ / ____ Date	**End of ESY:** Describe student's level of performance in goal area using progress monitoring data: _____
	(Data documented by ☐ ESY service provider or ☐ case coordinator – *please check one*)
__ / __ / ____ Date	**Beginning of school year:** Describe student's level of performance in goal area using progress monitoring data: _____
	(Data documented by ☐ ESY service provider or ☐ case coordinator – *please check one*)
__ / __ / ____ Date	**End of first quarter (9 weeks):** Describe student's level of performance in goal area using progress monitoring data: _____
	(Data documented by ☐ ESY service provider or ☐ case coordinator – *please check one*)

☐ Yes   ☐ No   Was regression observed in the ESY goal area between end of the ESY period and beginning of school year?

If Yes, indicate the length of time needed for student to regain end of the year skill levels: _____

Extended School Year (ESY) Services Program Description Directions

Section	Directions
Demographic Information	Complete all demographic information.
Goal area	List goal area(s) from the current IEP to be addressed by ESY services. If more than one goal is addressed, use a second Program Description form. The purpose of doing this is to maintain documentation clarity and separateness monitoring procedures.
Goal code	Indicate the goal code. As above, only one per form.
Case coordinator	Indicate the student's case coordinator for the ESY services. The Case Coordinator is the person responsible for ensuring ESY services are provided, monitored, and documented according to the Program Description. This person may be the service provider, another IEP team member, or a person that the AEA or district has identified to fill this role.
ESY consideration	Determine whether the plan will be based on: Need for maintenance of skills; Need for acquisition of skills; Regression and recoupment; Rare and unusual circumstances; or Other (describe). The IEP team discussion should focus on at least one of these considerations as the basis for their ESY services decision.
What services are required and will be provided?	Indicate type of service, e.g., special education teacher specially designed instruction in behavior, OT direct and consultative services for self-feeding skills.
Who will provide services?	Indicate the person's name and position, e.g., Sara Peace, Special Education Teacher.
Where and when services will be provided (time and frequency)?	Indicate location of services. Time and frequency should be indicated by time per session and number of sessions, e.g., 30 minutes per session for 12 sessions.
Beginning and ending dates	Indicate the date services will begin and the date they will end.
How will progress be monitored? How often?	**NOTE: Progress monitoring is a critically importance part of the ESY services. A best practice is to have the progress monitoring graph attached to the final, completed form.** Document the indicators used to monitor progress, e.g., the number of feet walked, percentage (%) of acquisition of articulation skills. Frequency of monitoring must be expressed clearly, e.g., weekly, twice per month, or at every other session.
Who will monitor the progress?	Record the name and position of the person monitoring the progress.
Performance levels (see both above and below the solid line)	Note the four timelines for recording the performance data: **1. Beginning (above line); 2. End of ESY; 3. Beginning of the return to school year; and 4. End of the first quarter (after 9 weeks) of the year.** The person responsible for documenting the levels of performance is indicated under each line (*check one*). The data collected should be documented in numeric form and reported as indicated on the progress monitoring graph.

FORMS

Special Education Handbook

Specialized Transportation Information Form
2008-2009 School Year

Student Name _____   Age_____   Grade_____

Parent Name _____   Height_____   Weight_____

Address_____   Contact telephone #_____

Pick/Drop Address _____   Contact telephone #_____

Program_____   Teacher_____

Program Start Time _____   Program End Time_____

Explain disability or limitations, indicated on the student's IEP, that dictate a certain type of transportation. Based on your information the Transportation Department will assign an appropriate vehicle type and route assignment. Please be as specific and detailed as possible so that we are sure to meet the student's IEP needs.

_____

_____

_____

_____

_____

_____

Has "Specialized Transportation" been denoted in this student's IEP? _____ If not, please change IEP prior to completing this form.

After completion, return this form to Student Services Director, ESC. Also, if special transportation is required ATTACH IEP PAGE G (SERVICES PAGE). After review transportation will contact the parents directly with busing information.

- Please do not obligate Transportation to specific bus details such as specific start date/time, type of vehicle, etc.
- **If you have received this form and "Specialized Transportation" is not required, please note why and return this form so we can take the student off of our roster (please change the IEP to reflect that "No Specialized Transportation" is required).**
- If the pick-up/drop-off address is different than the residence, please note. **Transportation will deliver a student to only one address Monday thru Friday.**
- Be very specific about student needs. If you have a question about what equipment Transportation has to offer, feel free to call at any time - 848-5204.

Rev. 05/21/07

STUDENT CHANGE FORM
College Community School District

STUDENT INFORMATION

LastName_____FirstName_____M.I._____DOB_____Grade_____

Gender: _____ Race: _____Resident District (district where parent resides) _____

Current Bldg._____ Have parents legal rights been terminated?   Yes_____ (attach court document)
                                                                              No_____

Parent Information

Parent(s) 1 name – Student's Place of Residence	Parent(s) 2 name
Last_____First_____	Last _____First_____
Address_____	Address_____
City, Zip_____	City, Zip_____
Home Phone_____	Home Phone_____
Cell_____	Cell_____
Work Phone_____ ____	Work Phone_____
Relation to Student: Parent_____ Foster Parent_____	Relationship to Student (be specific)_____
Other (be specific) _____	

CHANGE INFORMATION (Check and complete as appropriate)

_____**Demographic Change** (student/parent name(s), address, grade, etc.) Effective Date:_____

_____**Change of Resident District** (where parent resides): From_____ ___to _____Date_____

_____**Initial Placement in Special Education** (Staff In): Services Start _____Assigned teacher_____

_____**Staff out of Special Education:** Services end: _____

_____**Drop:** Effective Date: _____ Reason: _____

_____**Program Change:** From_____ __to _____ ___Effective Date: _____

_____**Teacher Change:** From _____ to _____Effective Date: _____

_____**Building Change:** From: _____ to _____Effective Date: _____

_____**New Move In:** Start Date: _____ Assigned Special Education Teacher: _____

DISABILITY CODES(check)	PROGRAM CODES	BASIS FOR ENROLLMENT
☐ Entitled Individual (EI)	☐ Level 1	(Check one)
☐ Behavior Disability (BD)		☐ RD (resident)
☐ Learning Disability (LD)	☐ Level 2	
☐ Mental Disability (MD)		☐ OE (open enrolled)
☐ Physical Disability (PD)	☐ Level 3	
☐ Communication Disability (CM)		☐ FC (foster care)
☐ Hearing Impaired (HI)		
☐ Severe/Profound (SP)		☐ RP (Four Oaks)
☐ Visual Impairment (VI)		
☐ Autism (AT)		☐ RP (Heart of Iowa)
☐ Head Injury (HJ)		
☐ Other Health Impaired (OHI)	LRE%_____	

Building or Guidance Secretary Signature: _____Date:_____

Race Codes
A –Asian or Pacific Islander
B – Black not of Hispanic Origin
H – Hispanic
I – Native American or Alaska native
W – White not of Hispanic Origin

Forms

SEND BLUE COPY TO STUDENT SERVICES DIRECTOR, ESC

For Office Use Only

SSD_____
Date_____
Rev. 07/10/07

PRAIRIE EDGE INTEGRATION FORM

Student Name: _____

DOB:_____   Grade:_____

Prairie Edge Teacher: _____

Receiving Teacher and Building: _____

Initial Meeting date for Integration: _____
- Registration forms Delivered?   Date:_____
- Transportation Arranged?   Date:_____
- Parents Notified?   Date:_____

Schedule for Transition (Classes):   Beginning Date:

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

Suggestions for working with this student successfully:

_____

_____

_____

Was integration successful? Yes No   Date Integration pulled:_____

Date full integration occurred:_____

Comments:_____

Copies to:
Receiving Principal_____
Receiving Teacher_____
Four Oaks_____
Guidance_____
Student Services_____

Forms

This letter verifies _____ has officially been staffed out of all special education services at Prairie High School. The above named student is eligible to receive his or her diploma.

IEP staff out date: _____

PHS Representative Signature: _____

Reason for exiting services (circle one below):

Completed VITAL program

Completed Career Connections program

Declined Special Education services

CCSD Administrative Office Representative Signature:

_____   _____
(Issuer of diploma from ESC)   Date

_____   _____
Student Signature   **Date**

Please give signed copy to Student Services Director, ESC

Special Education Teacher End-of-Year Checkout List
2008-2009

Name:

Position:

Building:

Building Rep:

- ➢ **Initialed by Building Secretary**

_____ A copy of the current IEP for all roster students must be submitted to the guidance office and be filed in the orange psychological file

_____ End of Year Progress Reports completed and turned in to guidance office

- ➢ **Initialed by Building Representative**

_____ Working Folders organized (Notes on Special Education Folder System)

O Red Folder

O Blue Folder

O Green Folder

_____ All IEPs are entered on the WEB system and are coded "IMP"

_____ Back up all 3-year paperwork, FBA's and BIP's with the building rep/dept. chair in a flash drive

_____ Individual student specific supplies/equipment is given to the receiving teacher (i.e., Alpha Smart, adapted keyboard, computer software, gait trainer, etc.)

- ➢ **Initialed by Building Secretary or Special Ed. Building Representative**

_____ All Professional materials returned

IEP MEETINGS
& PROCEDURES

Special Education Handbook

<div align="center">

INITIATING INDIVIDUALIZED EDUCATION PROGRAMS
GUIDE TO INSTRUCTIONAL DECISION MAKING

</div>

The College Community School District's <u>Instructional Decision-Making Manual</u> contains information on interventions that must be implemented prior to any consideration for special education services.

A.   Process
When data indicates that all interventions have been exhausted in the general education curriculum and the student is not making adequate progress, the IDM team should meet to make recommendations. If the recommendation is to consider the need for special education services, a **Full and Individualized Evaluation** is initiated as the first step toward entitlement.

1.   When do we move from Intensive Instruction to eligibility?
In many situations, supplemental and intensive instruction will be successful, and there will be no need to consider special education services. When it becomes evident that additional resources may be needed to resolve difficulties that a student is experiencing, special education eligibility may be considered. Special education eligibility should be considered when any of the following occurs:

- The identified problem has been demonstrated to be resistant to general education instruction, and the resources necessary to further analyze the problem and develop special instruction exceed the capacity of general education programs.
- The general education instruction is successful, but the resources necessary to maintain the instruction exceed the capacity of the general education program to maintain the instruction without the ongoing assistance of special education resources.
- Parents have made a request for an evaluation and the team feels that an evaluation would be appropriate.

2.   Explain the 60-Day Timeline.
Evaluations must be completed within 60 calendar days of receiving parent consent to evaluate. This timeline does not apply

- If a child enrolls in a school service by the local educational agency after the 60-day period has begun and prior to a determination by the child's previous local educational agency as to whether the child is a child with a disability. If the LEA is making sufficient progress to ensure a prompt completion of the evaluation, the parent and the LEA must agree to a specific time when the evaluation will be completed.
- If the parent of the child repeatedly fails or refuses to present the child for the evaluation.

If is acceptable to have a parent sign a Consent for/Notice of Evaluation on the same day that the meeting is held to determine eligibility as long as the parent has been involved in ongoing conversations about their child's performance during the Instruction Decision-Making process. The parent must have time to consider all relevant information prior to providing informed consent.

3.   Please discuss "rare and unusual" circumstances for going directly to an IEP. Does this include children birth to five who are diagnosed within the autism spectrum, children who are severe and profoundly mentally/physically disabled, or children with severe speech disorders?

In rare and unusual circumstances, an individual may be determined to be in immediate need of special education and related services. In these situations, the IEP team gathers and reviews the data and other information that clearly defines the disability and the need for special education and related services. This data and information is documented on the Intensive Instruction and Educational Evaluation Report (EER) forms.

Children who are diagnosed within the autism spectrum, children who are severely and profoundly mentally/physically disabled, or children with severe speech disorders do not automatically fall within the "rare and unusual" definition. This terminology was originally conceived when discussing children who experience a "rare and unusual" event that dramatically alters their ability to be successful in an educational setting or that changes the trajectory of the child's development, i.e., a child who experiences a traumatic brain injury. In the event that a "rare and unusual" event occurs, data still needs to be collected and documented to substantiate eligibility for special education services. This data may include medical records, discrepancy from standards, interviews with parents, teachers, and service providers, and formative data. The data is organized and documented on the Intensive Instruction form and the EER form.

PROTOCOL FOR IEP MEETINGS

- **Sit beside the parent(s) and the student to help establish a collaborative environment.**

- **Open the meeting by having those around the table introduce themselves**

- **Parent rights should be reviewed at the beginning of the meeting. You must also offer a parent rights book at EVERY meeting.**

- **Give the family your business card to communicate your intent to have good communication between school and home.**

- **Make every attempt to begin the meeting on time and end it within an hour.**

- **Pass Page A around the table to have people sign indicating their presence at the meeting. Remind those in attendance that their signature is only an indication of presence not agreement.**

- **If there are members of the team absent, read any written inputs they have provided to you when it is appropriate to include the information.**

- **Check to make sure that information on Page A is accurate.**

- **Make sure that everyone has a copy of the IEP. State that what has been written is only a draft and that additional information from the meeting will be added.**

- **It is critical that you get team input on EVERY page. The decisions made about the IEP are TEAM decision. Make certain that the family has a voice and that their suggestions/opinions are heard.**

- **If the student is present, make sure that you get input from him/her.**

THINGS TO REMEMBER WHEN WRITING IEPS

PAGE A
- Mandatory IEP team members present at the meeting
- Completed on or before the due date
- Resident district was invited to attend
- Date on meeting notice matches date of meeting recorded on IEP
- Procedural safeguards were reviewed
- Date of next reevaluation is noted

PAGE B
- Strengths, interests, and preferences indicate that information was gathered from parents and student
- If behavior is checked, there is a behavior plan and/or goal
- The effects box for students younger than 13 should include information regarding the effect of student's disability in their participation in the general education setting and/or curriculum. For students 13 and up, there should also be a statement of how the disability affects post-secondary goals.
- For students aged 13 and up, information on Page B should present a clear picture of what skills the student **has and does not have** in the areas of living, working, and learning to help him/her achieve post secondary goals.
- For students aged 13 and up, there must be a statement whether specially designed instruction or support is needed in areas of living, learning, and working. Learning must address reading, math, written language, and behavior. If no support is needed, it must be stated so.

PAGE D
- Current functioning, baseline, goal statement, and evaluation must align. For example, if the goal deals with reading fluency and uses CWS, then all sections of the goal page must also discuss CWS.
- Current functioning should include data related to district achievement tests and curriculum-based measurement. There should be a comparison to peers included.
- Evaluation procedures should state only the assessments that will be used to monitor progress of this goal. It should also state how often assessments will be given.
- All goals will be graphed using the graphing tool on the web IEP system. Graphs must include evidence of routine progress monitoring as per district expectations. (See progress monitoring section for specifics)

PAGE F
- Accommodations and adaptations include a statement of what specifically is needed, why it is needed, and when it is needed. This should not be a laundry list of everything that might be helpful but specific and only those things that are necessary for the student to be successful.
- Testing accommodations are stated in accordance with the current district policies for classroom assessments (see Accommodation section).
- Time and frequency should not be stated as "as needed". It should be as specific as possible.
- Provider should state the position not the name of the teacher.
- Specially designed instruction should state the focus in the content area (ex: reading comprehension, writing mechanics, math problem solving).
- If there is a health plan, support necessary must be noted on this page. This is **support or related services.**
- If there is a behavior plan, it should be noted.
- Para educators are listed as adult assistance. Specifically state in what ways they will be utilized and for what classes or times needed.
- Adult assistance is listed under **supports for school personnel.**
- There must be a statement about collaboration. Indicate who is collaborating and how often. If collaboration is typical for most students, **there must still be a statement made to that effect. This should be included in supports for school personnel.**
- LRE and time in GE equal 100%

PAGE G
- Testing on district assessments on this page refers specifically to district wide assessments, not classroom assessments (see Accommodations section).
- If the student requires testing accommodations, state specifically what they are based on current district guidelines (see Accommodations section).
- ESY must be pre-approved by the Director of Student Services.
- If specialized transportation is required, the transportation director must be invited to the meeting and a form requesting specialized transportation filled out and submitted to the Director of Student Services.
- If the student needs to be removed from the general education classroom, it is necessary to describe when and why this is a need.

IEP TEAM MEMBERS AND PARTICIPATION IN MEETINGS

IEP teams are assembled to initiate and conduct IEP meetings. The case manger is responsible for facilitating meeting arrangements. Initial IEP meetings must be held within 30 calendar days of eligibility and entitlement determination from the Full and individual Evaluation. After the initial special education placement, IEP meetings are held to review services periodically and at least annually. Annual review meetings shall be held on or before the IEP due date. The case facilitator is responsible for sending Parent Notification and inviting appropriate participants to IEP meetings. Every effort should be made to hold the meeting at a time convenient for the parent(s) and student.

Participants in each IEP meeting include:
- A parent or guardian
- Principal or designee
- General education teacher(s), even if the student does not participates in general education classes
- Special Education teacher(s) if the student is receiving or is likely to receive special education services
- A representative of the student's resident district if the student is not considered a resident of the College Community School District (the case facilitator should determine this and is responsible for inviting the appropriate representative
- Support staff, as appropriate
- The student, when appropriate
- The Director of Student Services should be invited and may participate in IEP meetings where out of building placements, placements into behavior disabilities' classrooms, placement to more restrictive programs will be considered, initial placements, 3 year re-evaluations, or at meetings when it is anticipated that significant district resources (greater than $100) may be encumbered
- Others at parent request

All team members are equal participants and decisions are based on consensus of opinion. When parents disagree with the consensus decision of the IEP team, they may appeal the decision to the Iowa Department of Education by filing an affidavit of appeal.

General Education Participation in IEP Meetings:
The Individuals with Disabilities Education Act (IDEA) Amendments of 2004 emphasize that general education teachers play a central role in the education of children with disabilities. The amendments also emphasize the importance of students with disabilities making progress in the general education curriculum and reporting their progress. General education teachers have important expertise regarding the general education curriculum and how it relates to providing the disabled students with an appropriate public education.

The IDEA amendments of 2004 require that each student's IEP team must include at Least one general education teacher **if the child is or may be participating in the general education environment during the time of the current IEP.** To comply with the IDEA amendments, at least one general education teacher must attend that portion of the IEP meeting where decisions

are made regarding the student's participation in the general education curriculum and environment. The final regulations implementing the IDEA amendments provide that the general education teacher must to the extent appropriate participate in the development, review, and revision of the student's IEP.

The general education teacher representative must be present when changes are made to the general education parts of the IEP such as the goals or accommodations. When general education teachers are not in attendance, their IEP comments should forwarded to the case facilitator prior to the meeting and an excusal form must be completed. Parent preferences for general education teacher participation should be considered.

In the middle school and high school where the student sees multiple general education teachers, teachers representing the goal areas identified in the IEP should be invited. In the rare case that the general education teacher is not able to attend, he/she must submit a written report to the special education teacher.

The building principal may need to designate which general education teacher will attend the meeting. The IEP case manager will ensure that all general education staff are informed regarding their responsibilities for IEP implementation. General education teachers will be notified where they may access a current copy of the IEP, or will be provided with a copy of the relevant portions of the IEP (IEP-At-A-Glance).

When a student is placed in a separate school, and/or participates only in meals and recess with non-disabled peers and is not otherwise participating in the general education environment during the time of the current IEP, a general educator is not necessarily required on the IEP team. If the student participates only in PE, the general education PE teacher should attend. When integration becomes a possibility, a general education teacher is required to attend the meeting. When a student's IEP is changed from no participation to participation in general education, the IEP shall be modified and the IEP team will include a general education teacher. For students in ECSE, a general education teacher is required to attend. If the ECSE teacher is also certified general education, he/she can represent both special education and general education. If the student will be entering Kindergarten during the following year, the kindergarten teacher should attend representing general education. It is expected that the circumstance would be rare in which a general education teacher representative would not be required to participate in a student's IEP meeting.

IEP Forms Distribution Process:
The following IEP forms distribution system will be used throughout the District:
A.   Initial Placement IEPs:
        The original copy of the complete initial IEP is sent to the Students Services Director. For each individual student all IEP pages listed below are required and should be packaged together and sent to the Student Services Secretary in a cohesive bundle.
- Blue Student Change Form
- Service Matrix
- IEP pages A-G
- Agreement to Excuse

- Consent For/Notice of Evaluation
- Entitlement Decision
- Consent for Initial Special Education and/or related services
- Written Prior Notice of Proposed or Refused Action
- IEP Additional Information (if needed)
- Justification for Special School Placement (if needed)
- Intensive Instruction Plan
- Education Evaluation Report
- Meeting Notice

A copy of the **Meeting Notice** is sent to parents ten (10) calendar days prior to the IEP meeting. If the conference time has been scheduled via telephone conversations, this should be documented on the Notification before it is sent to parents. Parents may not "waive" their rights to having the ten (10) day notification time, but may agree to an earlier meeting date rather than waiting for the duration of the ten (10) day notice time. This should be documented on the Meeting Notice.

A **Procedural Safeguards for Parents** manual (October, 2005) must be provided to parents each and every time the IEP team meets to discuss any aspect of the IEP.

IEP-At-A-Glance

Student: _____   Grade: _____

Special Ed. Roster Teacher: _____   School Year: _____

IEP Annual Review Date: _____

Teacher: _____   Class: _____

Teacher: _____   Class: _____

Teacher: _____   Class: _____

Teacher: _____   Class: _____

Teacher: _____   Class: _____

Teacher: _____   Class: _____

Teacher: _____   Class: _____

Teacher: _____   Class: _____

Teacher: _____   Class: _____

IEP Goal Area(s)/Current Level of Performance:

Strengths/Interests:

Accommodations (including for district-wide assessment(s)/ITBS/ITED:

Additional Comments:

SPECIAL EDUCATION FOLDER SYSTEM

Working Folders (Red):
- Current IEPs
- Progress Updates
- Home/School contact form
- Phone contact log form
- Transcripts
- Other Agencies Contact log/information shared
- Other services – Hearing, Vision, SLP, PT, OT

Progress Monitoring Folder (Blue):
- Data related to goals (academic/behavior)
- Graphs
- Probes (1 sample for each grading period in each goal area)
- Assessments – BRI, Gates, Woodcock Johnson
- Work samples for each grading period

Transition Folder (Green):
- Junior Interview
- Resume
- Job application
- Work experience summary/evaluation
- Career Connections
- Vital (Person-centered plans, KCC application, Teacher questionnaire, VITAL application, Compass scores, VITAL referral, release form)
- Job Shadows
- Internships
- Essay/Reflection
- College/Post-secondary visits
- Compass
- Plan Test
- Vocational Rehabilitation referral
- Linkages (Adult Service Providers)
- 4 year plan
- 8th grade career reflection
- 8th grade document (Natalie develop?)
- Transition activities
- Transcript
- ASVAB report
- Modalities
- ITBS Career Explorer report
- Application to high school
- Possible Selves folder
- TPI documents

IEP CHECKLIST

Roster
Teacher:_____School:_____Student:_____DOB:_____

TYPE: Initial ☐   Review/Annual ☐   Re-eval/3 yr.☐   Amendment ☐   Interim ☐   Duration of this
IEP:_____

Meeting Notice

A. Meeting Notice Attached?   YES   NO   B. Meeting Notice Appropriately filled out?   YES   NO

C. Resident district invited?   YES   NO

D. Does the date of the IEP meeting match the date the IEP was scheduled?   YES   NO

If meeting was rescheduled, is there documentation as to why (Additional Information page)?   YES   NO

COVER SHEET (PAGE A)

	Roster Teacher		Special Ed. Colleague		Administrator	
	Yes	No	Yes	No	Yes	No
A. Date/Meeting Type Meeting type is accurately recorded. Date of meeting is listed						
B. Demographics Regarding Student and Parents All information accurately recorded. Check with family for accuracy.						
C. Teacher Service Provider Roster teacher and support service providers with IEP responsibilities are listed. General education teachers are not to be listed.						
D. Duration of this IEP, Review, and Re-evaluation Complete and accurate, 3-year date is listed (dates consistent with goal period).						
E. Procedural Safeguards Name of person sharing procedural safeguards and methods (in person or by phone) documented.						
F. Transfer of Rights Documented; date provided in all three spots						
G. Documentation of Persons Present Names of all attending with position or relation to student. *General education teacher and LEA designee is listed or excusal form attached.						
H. Outside Written Input Person(s) name or agency with written input is listed and date written. This input also noted on Written Prior Notice form if needed. Or NA is written on lines.						

Present Levels of Academic Achievement and Functional Performance
(Page B2)

	Roster Teacher		Special Ed. Colleague		Administrator	
	Yes	No	Yes	No	Yes	No
A. Strengths, Interests and Preferences Clearly describes all 3 areas. (Strengths, Interests, Preferences) using student's and/or parents wording.						
B. Parent's Concerns for Enhancing Child's Education Parent's concerns are summarized or "None" is written in space. "None" is to be rarely used.						
C. Special Considerations All areas addressed by checking Y or N. Appropriate information for all "Y's" included with or embedded in the IEP. Decisions are based on available information.						
D. Other Information Information in this section is relevant and not appropriate for any other section of the IEP, or NA entered.						
Page B3 **E. Effect of the Disability** All areas of concern are addressed in the statement including reading, math, writing, and behavior. Each area of concern is linked to progress in GE curriculum or activities. At age 14, describe the impact of disability **for postsecondary expectations.**						

Goal Page (Page D1)

	Roster Teacher		Special Ed. Colleague		Administrator	
	Yes	No	Yes	No	Yes	No
A. Goal Numbers, Area, and Code Each goal is numbered, labeled, and assigned a code						
B. Current Academic Achievement and Functional Performance Student performance is summarized in specific observable terms. There is a **comparison to peers** including results of evaluation and district-wide assessments (DWA) including ITBS/ITEDS and MAP. Application of student skills is addressed along with functional implications of skill development.						
C. Baseline Documented (Individual's Current Performance) All baselines are specific, measurable and observable, and related to behaviors discussed in current functioning. It contains a number.						
D. Goal Components All goals contain components of conditions (how and when), behaviors (what), and criteria. Goals relate to baseline data and current academic performance. Each goal contains a time frame. Goal represents a meaningful behavior/skill. For age 14 and up, a transition statement is included. All goals will be graphed goals. There must be clear alignment from current function, to baseline, to goal statement.						
E. Evaluation Procedures All goals contain evaluation methods clearly defined, frequency of monitoring, consistent with behavior in goal. Tools listed are only those that will be used to evaluate progress on goal.						
F. District Standards and Benchmarks Relevant district standard and benchmark stated completely, extended benchmark identified or clear statement regarding lack of district standard in content area of goal.						
G. Position(s) Responsible for Services Positions responsible clearly identified (list by position, not name). If different positions, pair with task.						
H. Major Milestones/Short Term Objectives/Dates (Only required for Students on Alternate Assessment) Major milestones or short-term objectives reflect a logical progression toward the goal. Dates expected are included in narrative and on a graph.						
I. Goal Monitoring Data are collected frequently (minimum of monthly). A graph is kept; the goal line is on the graph. Phase changes are indicated as needed. Graph will be shared at IEP meeting.						
J. Progress Report An update is completed for each goal for each reporting period, as identified on the IEP. Updates should be specified and include data to support the decision. **Send every time a grade report is sent to general education student.**						

Special Education Services (Page F)

	Roster Teacher		Special Ed. Colleague		Administrator	
	Yes	No	Yes	No	Yes	No
A. Services, Activities, and Supports Respond with a yes or no to all services						
B. Service Activity and Supports Each area marked "yes" has a corresponding description below. Corresponding description passes stranger test. If specially designed instruction, the content area is specified. Accommodations are specific. Extended time should say maximum time and a half, tests read when material is above instructional level (student 2+ years below grade level) and only if comprehension is not being assessed. Calculators are used for application, not computation. There should only be accommodations listed in goal area. Support or Related Services: if adult assistance is needed, it must state for what purpose and % of day. Assistive Technology: if student needs special equipment (low tech or high tech), training for student or teacher.						
C. Providers/List Position of Beginning date, providers (list position i.e., special ed./general ed. teacher) and time frequency (i.e., number of times per week or list of classes where the support is provided). Should not say "**as needed**". Time and frequency is used for services, where provider is used for activities.						
D. Minutes in Setting Minutes are indicated for all services, not activities. Minutes are listed beside the correct setting (according to the description). Day, week, or month is indicated. (Community setting is considered general education setting.) Total minutes should be listed at the bottom of the page.						
E. Support for School Personnel Collaboration time should be addressed.						
## Special Education Services ## (Page G)						
A. Extended School Year ESY is addressed "yes" or "no". If yes, goals that require ESY are indicated. Data should exist to substantiate the "yes" decision.						
B. Transportation Answered. Description provided if receiving special transportation and marked "yes" on page F for supplemental services. If adult support or special equipment (restraint) is needed on bus, it must be stated. If special transportation is provided, a district form must be completed.						
C. Physical Education Answered. Modified requires a description and specially designed PE requires a goal page.						
D. District-Wide Assessment How student will participate in DWA is indicated. Accommodations are described or alternative assessment justified. **Test read when student is 2+ years below grade level. Calculator can be used on problem solving and data interpretation only. Extended time is limited to time and a half.**						
E. Alternative Assessment If student is evaluation by Alternate Assessment, it						

	must be clearly stated why he/she cannot do DWA and why he/she needs AA.						

Least Restrictive Environment Consideration (Page G)

	Roster Teacher		Special Ed. Colleague		Administrator	
	Yes	No	Yes	No	Yes	No
A. All Services in General Education Environments Answered accurately. If "no", clear explanation given that is consistent with the "no" response						
B. Participation in Non-Academic and Extra-Curricular Activities Answered. If "no", clear explanation given that is consistent with the "no" response.						
C. Neighborhood School Answered accurately. If "no", clear explanation given.						
D. Special School Answered. If "yes", special school form attached with questions answered.						
E. Progress Reports All sections answered completely.						

Tips for Completing the Special Education Services Page F

- The intent of these descriptions is to make services, supports, and activities clear to all, particularly to parents. Give concise but clear, specific, and complete descriptions of what the services, supports, and activities will look like. Consider the "stranger test.

- All students eligible for special education must have "Specially Designed Instruction" checked.

- Use of labels from the top of the page—Accommodations, Assistive Technology, Specially Designed Instruction—clarifies the descriptions that follow. Any label that is checked "Yes" must have a description below.

- Services, supports, and activities should be linked to the **PLAAFP, goals**, and post high school **living, learning, and working** needs for students fourteen and older.

- The content area, e.g. reading instruction with a focus on decoding fluency and comprehension or job acquisition skills, should be specified for Specially Designed Instruction.

- Accommodation descriptions should include the specific conditions under which they will be provided, e.g. use of structured, visual problem solving process (attached) after episodes of disruptive behavior or use of calculator for math assignments and tests.

- Time and Frequency need to be clear. Do not use generic statements like "as needed". Services that involve personnel time should be specified in minutes/day, week, or month. Supports and activities that are not provided on a regular basis should indicate the setting or conditions under which the support would be provided.

  Any setting where 50% or more of the students are non-disabled is considered a general education setting.

- Setting information references the student's peers, not the room or location. Services require documentation of minutes/day, week, or month.

Definitions and Examples
Accommodations: Supports and services that provide the student access to the general education curriculum. Ex: teacher notes, books on tape, extended time

Modifications: changes made to the content curriculum and district standards. Ex.: using another textbook for instruction, modifying the standards and benchmarks, modifying the requirements/expectations for the general education class.

Specially Designed Instruction: instruction that has been adapted in content, methodology, or delivery and provided by or under the direction of a certified and licensed special education teacher. Ex.: special education teacher provides instruction/consultation in general or special education setting, special education teacher designs and directs adult assistant/general education teacher to deliver instruction. **Note: THERE MUST BE SPECIALLY DESIGNED INSTRUCTION NOTED ON THE F PAGE.**

Supports for School Personnel: supports or services needed for the teacher to implement the IEP. Ex.: adult assistant, collaboration time, training, consultation with the AEA.

Support or Related Services: services provided by the AEA in the form of instruction or activities that augment, supplement, and support the programming. Ex.: speech, counseling, OT, PT.

Procedures for Writing IEPs

INITIAL PLACEMENT IEPS:

- <u>Refer</u> to *Flow Chart for Forms in GWAEA*, **August 2007,** for required forms.
- The *Procedural Safeguards Manual for Parents* includes rights and must be offered to parents.
- Meeting Notice is sent out 10 days in advance to all participants (student, parents/family, special and general education teachers, school rep who can commit resources, Grant Wood AEA/support staff, **resident district**, if parent/family is not a resident of CCSD, and outside agencies as appropriate.

  If the conference time has been scheduled via telephone conversations, this should be documented on the Notification before it is sent to parents. Parents may not "waive" their rights to have the ten (10) day notification time, but may agree to an earlier meeting date rather than waiting for the duration of the ten (10) day notice time. This should be documented on the Meeting Notice.
- If a **resident district** is invited, please include the purpose of the meeting on the notice, specifically if discussing a change in programming, a significant increase/decrease in level of services, or if a student specific adult assistant is being considered.
- When the IEP is completed, use a specially designed account (IEPreview@prairiepride.org) to let us know that your IEP should be reviewed. Simply type a message indicating that the IEP is ready for review. Please state the student's name, date of birth, and building. *Follow the IEP checklist sheet for instructions.*
- The original copy of the complete initial IEP is sent to the Student Services Director at the ESC. Below is a complete list of the IEP pages that should be included in the Initial IEP packet:
  - Blue Student Change form
  - Service Matrix
  - IEP pages A-G
  - Agreement to Excuse
  - Consent for/Notice of Evaluation
  - Entitlement Decision
  - Consent for Initial Special Education and/or related services
  - Written Prior Notice of Proposed or Refused Action
  - IEP Additional Information (if needed)
  - Intensive Instruction Plan
  - Education Evaluation Report
  - Meeting Notice
- A copy of the IEP should be placed in the student's cum folder (orange folder).

- The Special Education teacher may keep a copy in his/her working folder (red) in the classroom. Please place in a locked file cabinet/desk drawer.
- It is appropriate for general education teachers to have copies of student's goals and relevant information (i.e., accommodations) as it pertains to the general education setting. It is not advisable to copy the entire IEP.
- Please have this information to the Student Services Secretary (Linda Bruch, Prairie Edge) within 5 days of the IEP meeting.
- See "Regarding when a service matrix will be completed."

ANNUAL REVIEW OF AN IEP (NO SIGNIFICANT CHANGES)
- Refer to *Flow Chart for Forms in GWAEA*, **8/07**) for required forms.
- The *Procedural Safeguards Manual for Parents* includes rights and must be offered to parents
- Meeting Notice is sent out 10 days in advance to all participants (student, parents/family, special and general education teachers, school rep who can commit resources, Grant Wood AEA/support staff, **resident district**, if parent/family is not a resident of CCSD, and outside agencies as appropriate.
- If a **resident district** is invited, please include the purpose of the meeting on the notice, specifically if discussing a change in programming or a significant increase/decrease in level of services, or a student specific adult assistant is being considered.
- When the IEP is completed, use a specially designed account (IEPreview@prairiepride.org) to let us know that your IEP should be reviewed. Simply type a message indicating that the IEP is ready for review. Please state the student's name, date of birth and building. *Follow the IEP Checklist sheet for instructions on submitting and distributing the IEP.*
- A copy of the completed **IEP** is sent to the Student Services Secretary through your building secretary or guidance secretary. The Student Services Secretary will then forward a copy to GWAEA. If there are demographic changes such as change of address, change of teacher, complete a blue change form and attach to the IEP.
- A copy of the IEP should be placed in the student's cum folder (orange folder) with previous IEP.
- The Special Education teacher may keep a copy in his/her working folder (red) in the classroom. Please place in a locked file cabinet/desk drawer.
- It is appropriate for general education teachers to have copies of student's goals and relevant information (i.e., accommodations) as it pertains to the general education curriculum. It is not advisable to copy the entire IEP.
- Please have this information to the Student Services Secretary within 5 days of the IEP meeting.
- See "Regarding when a service matrix will be completed"

STUDENTS WHO MOVE INTO THE DISTRICT WITH IEPS:

- The Director of Student Services will review the IEP and place the students according to the services described. An IEP packet will then be sent to the assigned building/special education teacher.
- The completed IEP packet (**IEP, green Incoming Student IEP Review Sheet, blue Change Form**, should be returned to the Student Services Director through your building secretary or guidance secretary. A Grant Wood AEA Service Matrix may need to be completed and attached to the IEP, see "Regarding when a service matrix will be competed." The Student Services secretary will then forward the IEP to GWAEA. Please have this information to the Student Services Director within 10 days of the student's start date. *All out-of-state IEPs will need to be rewritten.*
- Place a copy of the IEP in the student's cum folder (orange folder).
- The Special Education teacher may keep a copy in his/her working folder (red) in the classroom. Please place in a locked file cabinet/desk drawer.
- It is appropriate for general education teachers to have copies of student's goals and relevant information (i.e., accommodations) as it pertains to the general education curriculum. It is not advisable to copy the entire IEP.

MORE OR LESS RESTRICTIVE SERVICES:

- Refer to *Flow Chart for Forms in GWAEA*, **(8/07)** for required forms.
- If a student's level of service increases or decreases significantly and a change of weighting should be considered, **a blue Change Form, Grant Wood AEA Service Matrix and a copy of the IEP** should be sent to the Student Services Director through your building secretary or guidance secretary. The IEP will then be forwarded to GWAEA. Please send to the Student Services Director within 5 days.
- If a student is moving to a more restrictive setting due to **behavior** the new IEP should include a **Functional Behavioral Assessment (FBA) and a Behavioral Intervention Plan (BIP).** These are found in the Special education handbook, the Prairie Website, or the AEA website.

WHEN PARENTAL RIGHTS HAVE BEEN TERMINATED:

- Resident District is listed on the IEP as **District Court Placed**. There will be no resident school listed.
- Please notify the Student Services Director to arrange for a surrogate parent to invite to **all** IEP meetings.
- If a DHS worker is involved, invite them to the IEP meetings.

REPORT CARDS/PROGRESS REPORTS:

- Based on the IEP, an IEP progress report page should be completed. If the student is not a resident of CCSD, a copy of the IEP progress sheet should be sent to the Student Services Director Student Services who will forward to the resident district. The IEP progress report should be included with the report card that goes to the parent(s)/family.

A Grant Wood AEA Service Matrix will be completed in these situations:

- A student is initially staffed into an instructional program
- A student moves in from out of state
- A student's service(s) has increased/decreased significantly and a change of weighting should be considered
- A student moves into the district (from anywhere) and the IEP needs to be rewritten to document needed/appropriate services
- A student is going into a 5th year program (Career Connections) and a change of weighting should be considered
- A student is up for a 3 year re-evaluation.

A Grant Wood AEA Service Matrix will NOT be completed in these situations:

- A student moves in from **another district in AEA10**. This implies, however, that the receiving team has reviewed the IEP and that the IEP will be implemented as written.

Legal IEP Forms Needed (per GWAEA Flowchart for Special Education Forms):
- **Meeting Notice – hard copy sent at least 10 days prior to meeting. Remember to invite the resident district and respective adult services providers.**
- **Written Prior Notice of Proposed or Refused Action**
- **IEP page A. Remember to UPDATE all demographic information one last time.**
- **IEP page K, two pages (Summary for PS Living, Learning & Working). You will have to look up past 3 years' goal areas using family friendly language.**

District Forms Needed:
- **Blue Student Change form – complete and attach copy of IEP staff out paperwork.**
- **Final transcript – print from Campus and attach to IEP staff out paperwork.**

Parental Rights:
Even though it is a staff out and final meeting, you must review the parent/student rights at the BEGINNING of the staffing and give them a copy of the manual, if they would like. Document this step on page A of the IEP form.

Possible Adult Service Providers:
Feel free to list any of the following adult service providers on page K that may be helpful in the future.

- **Prairie HS Guidance office,** 401-76th Avenue SW, Cedar Rapids, IA 52404 (319)848-5344 FAX (319) 848-5428
- **Iowa Workforce Development Center,** 800 7th Street SE, Cedar Rapids, IA 52401, (319) 365-9474
- **Linn Co MH/DD,** 305 2nd Avenue SE, Cedar Rapids, IA 52401 (319)892-5620
- **Linn Co DHS,** 411 3rd Street SE, Cedar Rapids, IA 52401 (319)892-6900
- **Iowa Vocational Rehabilitation**, 4403 1st Avenue SE L-10, Cedar Rapids, IA 52402 (319)294-9308
- **ARC of East Central Iowa**, 680 2nd Street Suite 200, Cedar Rapids, IA 52401 (319)365-0487
- **Kirkwood Community College Dislocated Worker Center**, 6301 Kirkwood Blvd. SW, Cedar Rapids, IA 52404 (319)398-5523
- **Johnson Co. DHS,** 911 N. Governor Street, Iowa City, IA 52245 (319)356-6050
- **Johnson Co. MH/DD**, 911 N. Governor Street, Iowa City, IA 52245 (319)339-6169
- **Foundation II**, 1540 2nd Avenue SE, Cedar Rapids, IA 52403 (319)362-2174

- **Free Community Health Care Clinic**, 947 14th Avenue SE, Cedar Rapids, IA 52401 (319)363-0416

Be sure final copy is filed in Guidance Office with the words *Staff Out* written across paperwork.

Procedures and Guidelines for Adding an IEP Goal Area

Procedures

Steps:
1. A new area of concern with student's progress in the general education curriculum is identified. General education and/or special education teacher assessment data related to this area; that describes discrepant need.

2. The new area of concern, as well as existing data, is discussed with parent(s), teachers, and other IEP team members.

3. Team documents the discussion from this meeting on the Written Prior Notice of Proposed or Refused Action form. Form is sent to the Student Services Director for IMS entry and filing in the AEA Central File.

Documentation Requirements for Adding a Goal Area:
1. Consult the **GWAEA FLOW CHART FOR SPECIAL EDUCATION FORMS**. The forms required are: Written Prior Notice of Proposed or Refused Action, Page A (Cover), IEP Page D (Goal page), Page B (if needed), Page F, G (if changed). All forms must be sent to the Student Services Director.

2. Adding a goal area is done through an IEP **amendment** process. While this process does not require an IEP team meeting, it does require that both the parent and the school agree to make the IEP changes without a meeting. Should either the parent or the school request a meeting, the team must proceed this way:

   - IEP page A (Cover), with the Amendment box checked, should be sent with other IEP paperwork as listed in #1 above to the Student Services Director.

   - Page A should list team members present if meeting was held.

3. Parents should receive copies of all documentation.

4. See the Prior Written Notice of Proposed or Refused Action sample form (in the Special Education handbook) for what information to include under each numbered statement.

Guidelines

1. Because an individual with an IEP is already entitled to special education services, the decision to add an IEP goal is **not** about whether she/he is eligible for help in the area of concern. The decision is about whether there is the **need** for special education services specific to a new goal area. Further, by virtue of her/his eligibility for special education, the individual has a legal right to special education services to meet her/his needs. Best practices require that student's

needs be met in the least restrictive environment in which the student is able to be successful.

An intensive plan is not required when adding a goal area. However, evidence of need must be provided.

2.   For individuals that have an IEP for support or related services only (speech, OT, PT, hearing/vision, and nursing), adding an instructional goal area requires an Intensive Instruction Plan wherein progress monitoring, discrepancy, and need data are demonstrated. Because the individual is already eligible for special education services, the "Educational Evaluation Report" is not required.

Special Education Services

Indicate the special education and related services, supplementary aids and services, based upon peer-reviewed research to the extent practical,
that will be provided in order for this individual: 1) to advance appropriately toward attaining the annual goals 2) to be involved and progress in the
general curriculum; 3) to be educated and particpate with other individuals with disabilities and nondisabled individuals. 4) to participate in extracurricular and other nonacademic activities; and 5) by age 14, to pursue the course of study and post-high school outcomes (living, learning &
working);

☑Y ☐N Accommodations   ☐Y ☑N Linkages/interagency responsibilities   ☐Y ☑N Supplementary aids and services
☑Y ☐N Assistive technology   ☑Y ☐N Program modifications   ☐Y ☑N Supports for school personnel
☐Y ☑N Community experiences   ☑Y ☐N Specially designed instruction   ☐Y ☑N Support or related services
☐Y ☑N Development of work and other post-high school living objectives   ☐Y ☑N Other

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity or support will occur	Minutes in Settings	
ACCOMMODATIONS:Use of teacher prepared outline to support note taking in social studies and literature classes	Beginning Date: 2/ 8/ 2008 Provider(s): General Ed. teachers Time & frequency/when provided: Prepared prior to each class	0	General Education
		0	Special Education
		0	Community
ACCOMMODATIONS:Use of story webbing and other organizational strategies with writing	Beginning Date: 2/ 8/ 2008 Provider(s): General Ed. and Special Ed. Teachers Time & frequency/when provided: For designated writing assignments	0	General Education
		0	Special Education
		0	Community
ASSISTIVE TECHNOLOGY: Use of Word Prediction software for writing assignments of one page or more.	Beginning Date: 2/ 8/ 2008 Provider(s): General Ed and Special Ed teachers Time & frequency/when provided: For all assignments of one page or more	0	General Education
		0	Special Education
		0	Community
PROGRAM MODIFICATIONS:Special education teacher will develop/identify extended curricular standards and benchmarks in the area of _____ and develop instructional plans. Both teacher and trained adult assistant will provide services.	Beginning Date: 2/ 8/ 2008 Provider(s): Special Education Consultant Time & frequency/when provided: ___t___	0	General Education
		0	Special Education
		0	Community
SPECIALLY DESIGNED INSTRUCTION: Direct reading and written language instruction with focus on fluency, comprehension, organization strategies for essays and other writing assignments (e.g. story webbing), and use of software	Beginning Date: 2/ 8/ 2008 Provider(s): Special Ed. Teacher Time & frequency/when provided: 90 minutes per day		General Education
		90	Special Education
			Community
			Minutes per Day

Support Services SD __ __ __ __ __ __ __ __	Total minutes removed from general education per month: 1800
Minutes in School Day: 405 Month: 8100	LRE: Removal from GE 22 % plus Time in GE 78 % = 100%

Special Education Services

Indicate the special education and related services, supplementary aids and services, based upon peer-reviewed research to the extent practical,
that will be provided in order for this individual: 1) to advance appropriately toward attaining the annual goals 2) to be involved and progress in the
general curriculum; 3) to be educated and particpate with other individuals with disabilities and nondisabled individuals. 4) to participate in
extracurricular and other nonacademic activities; and 5) by age 14, to pursue the course of study and post-high school outcomes (living, learning &
working);

- ☐ Y ☑ N Accommodations
- ☑ Y ☐ N Assistive technology
- ☐ Y ☑ N Community experiences
- ☐ Y ☑ N Development of work and other post-high school living objectives
- ☐ Y ☑ N Linkages/interagency responsibilities
- ☐ Y ☑ N Program modifications
- ☑ Y ☐ N Specially designed instruction
- ☑ Y ☐ N Supplementary aids and services
- ☑ Y ☐ N Supports for school personnel
- ☑ Y ☐ N Support or related services
- ☐ Y ☑ N Other

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity or support will occur	Minutes In Settings	
ASSISTIVE TECHNOLOGY: Use of word prediction software for class writing assignments, math, and test taking.	Beginning Date: 2/ 8/ 2008 Provider(s): Special Ed. teacher and adult assistant Time & frequency/when provided: Bi-monthly newsletter/2-4times weekly writing,math	0 0 0	General Education Special Education Community
SPECIALLY DESIGNED INSTRUCTION:Direct instruction in reading comprehension strategies, pre-teaching of math skills and concepts from core curriculum, self-help and functional skills including...problem-solving, communication, and vocational exploration.	Beginning Date: 2/ 8/ 2008 Provider(s): Special Ed. teacher and adult assistant Time & frequency/when provided: 315 min./day	315	General Education Special Education Community Minutes per Day
SUPPLEMENTARY AIDS AND SERVICES:Trained adult assistant will support participation in general education exploratory classes (art, music, shop, and PE), special school activities (e.g. assemblies), and lunch/recess. See attached Behavior Intervention Plan (BIP) for description of specific supports and services.	Beginning Date: 2/ 8/ 2008 Provider(s): Adult Assistant Time & frequency/when provided: 90 minutes/day and 6-8 times/year with assemblies	0 0 0	General Education Special Education Community
SUPPORT FOR SCHOOL PERSONNEL:AEA autism consultant will provide trainings for special education, general education, and adult assistant staff 4 times per year in behavior strategies, communication, and options for post-high school living, learning and working environments. Teacher will contact consultant for support of BIP.	Beginning Date: 2/ 8/ 2008 Provider(s): AEA Autism Consultant Time & frequency/when provided: 480 min./year	0 0 0	General Education Special Education Community
SUPPORT FOR SCHOOL PERSONNEL: Speech Language pathologist will provide support for special education teacher in use of communication and visual strategies.	Beginning Date: 2/ 8/ 2008 Provider(s): SLP Time & frequency/when provided: 30 min./week	30	General Education Special Education Community Minutes per Week

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity or support will occur	Minutes In Settings	
SUPPORT OR RELATED SERVICES: RN will participate in annual review of the Individual Health Plan (attached) and Emergency plans. She will provide training to teachers and adult assistant in seizure precautions at start of school year.	Beginning Date: 2/ 8/ 2008 Provider(s): _____ Nurse _____ Time & frequency/when provided: Start of school year and IEP reviews	0	General Education
		0	Special Education
		0	Community
Support Services SD SS ___ ___ ___ ___ ___ ___ ___	Total minutes removed from general education per month: 6420		
Minutes in School Day: 405 Month: 8100	LRE: Removal from GE 79 % plus Time in GE 21 % = 100%		

F   Copies: School, AEA, Parent(s)   July 1, 2005w

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Special Education Services

Indicate the special education and related services, supplementary aids and services, based upon peer-reviewed research to the extent practical,
that will be provided in order for this individual: 1) to advance appropriately toward attaining the annual goals 2) to be involved and progress in the
general curriculum; 3) to be educated and particpate with other individuals with disabilities and nondisabled individuals. 4) to participate in extracurricular and other nonacademic activities; and 5) by age 14, to pursue the course of study and post-high school outcomes (living, learning & working);

☑ Y ☐ N Accommodations ☐ Y ☑ N Linkages/interagency responsibilities ☐ Y ☑ N Supplementary aids and services

☑ Y ☐ N Assistive technology ☐ Y ☑ N Program modifications ☐ Y ☑ N Supports for school personnel

☐ Y ☑ N Community experiences ☑ Y ☐ N Specially designed instruction ☐ Y ☑ N Support or related services

☐ Y ☑ N Development of work and other post-high school living objectives ☐ Y ☑ N Other

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity or support will occur	Minutes In Settings	
ACCOMMODATIONS:Use of handwriting bypass strategies--highlighting correct answers in photocopied text and dictation of written assignments for science and Practical World History to a peer or adult (teacher or adult assistant).	Beginning Date: 2/ 8/ 2008 Provider(s): General Ed. teacher and adult assistant Time & frequency/when provided: When written responses required	0 0 0	General Education Special Education Community
ACCOMMODATIONS:Use of calculator and math fact chart for classroom activities that involve math calculations.	Beginning Date: 2/ 8/ 2008 Provider(s): General Ed. and Special Ed. Teachers Time & frequency/when provided: During math work and tests	0 0 0	General Education Special Education Community
ACCOMMODATIONS:Use of daily schedule with class name/location/teacher photo for transitions and to facilitate independence in building mobility	Beginning Date: 2/ 8/ 2008 Provider(s): Special Education teacher Time & frequency/when provided: Daily at transition times	0 0 0	General Education Special Education Community
ASSISTIVE TECHNOLOGY: Use of spelling checks on word processing documents	Beginning Date: 2/ 8/ 2008 Provider(s): General Ed and Special Ed teachers Time & frequency/when provided: With computer writing assignments	0 0 0	General Education Special Education Community
SPECIALLY DESIGNED INSTRUCTION:Small group, modified math instruction in the general education classroom. Special education teacher uses adaptation of general education instruction and curriculum	Beginning Date: 2/ 8/ 2008 Provider(s): Special Education Consultant Time & frequency/when provided: 45 min./day	45 Minutes per Day	General Education Special Education Community

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity or support will occur	Minutes In Settings	
SPECIALLY DESIGNED INSTRUCTION: Direct and modified instruction for Reading, Practical English, Practical World History, and Learning Support. Instruction for Practical world History includes pre-teaching of general education assignments	Beginning Date: 2/ 8/ 2008 Provider(s): ___ Special Ed. Teacher ___ Time & frequency/when provided: ___ 180 min./day ___		General Education
		180	Special Education
			Community
			Minutes per Day
Support Services __SD__ ___ ___ ___ ___ ___ ___ ___ ___	Total minutes removed from general education per month: 3600		
Minutes in School Day: ___405___ Month: ___8100___	LRE: Removal from GE ___44___ % plus Time in GE ___56___ % = 100%		

F   Copies: School, AEA, Parent(s)   July 1, 2005w

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Special Education Services

Indicate the special education and related services, supplementary aids and services, based upon peer-reviewed research to the extent practical,
that will be provided in order for this individual: 1) to advance appropriately toward attaining the annual goals 2) to be involved and progress in the
general curriculum; 3) to be educated and particpate with other individuals with disabilities and nondisabled individuals. 4) to participate in extracurricular and other nonacademic activities; and 5) by age 14, to pursue the course of study and post-high school outcomes (living, learning &
working);

☐ Y ☑ N Accommodations   ☐ Y ☑ N Linkages/interagency responsibilities   ☐ Y ☑ N Supplementary aids and services

☐ Y ☑ N Assistive technology   ☑ Y ☐ N Program modifications   ☑ Y ☐ N Supports for school personnel

☐ Y ☑ N Community experiences   ☑ Y ☐ N Specially designed instruction   ☑ Y ☐ N Support or related services

☐ Y ☑ N Development of work and other post-high school living objectives   ☐ Y ☑ N Other

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity or support will occur	Minutes In Settings		
PROGRAM MODIFICATIONS: An alternative scoring rubric for speeches will be utilized during speech class.	Beginning Date: 2/ 8/ 2008 Provider(s): General Ed. Teacher Time & frequency/when provided: In all content areas	0	General Education	
		0	Special Education	
		0	Community	
SPECIALLY DESIGNED INSTRUCTION: Peter will receive direct instruction on math application concepts. He needs to receive instruction on how to solve a variety of personal and business finance problems.	Beginning Date: 2/ 8/ 2008 Provider(s): Special Education Teacher Time & frequency/when provided: 45 min./day		General Education	
		45	Special Education	
			Community	
			Minutes per Day	
SPECIALLY DESIGNED INSTRUCTION: Student receives instruction in a co-taught classroom using the consultative model. The special ed. teacher provides lesson plans and consults with the general education teacher and an adult assistant. The general education teacher/adult assistant delivers the instruction designed and under the supervision of the special education teacher.	Beginning Date: 2/ 8/ 2008 Provider(s): _____ Time & frequency/when provided:	0	General Education	
		0	Special Education	
		0	Community	
SPECIALLY DESIGNED INSTRUCTION: In a co-taught classroom setting, teachers provide instruction in the area of algebra. The special education teacher will, in addition, provide re-teaching, individual assistance, and strategy instruction.	Beginning Date: 2/ 8/ 2008 Provider(s): General and Special Education teachers Time & frequency/when provided: 45 min.day	45	General Education	
			Special Education	
			Community	
			Minutes per Day	
SUPPORT FOR SCHOOL PERSONNEL: Special education teacher and general education teacher will collaborate for 30 minutes each week to determine adaptations needed.	Beginning Date: 2/ 8/ 2008 Provider(s): _____ Time & frequency/when provided:	0	General Education	
		0	Special Education	
		0	Community	

Describe each service, activity and support indicated above:	Provider(s) & when the service, activity or support will occur	Minutes In Settings	
SUPPORT OR RELATED SERVICES: Peter will receive speech services. He will begin the year skill-building and work toward integrating skills in classroom setting.	Beginning Date: 2/ 8/ 2008 Provider(s): _____ SLP _____ Time & frequency/when provided: _____ 80 min./month _____		General Education
		80	Special Education
			Community
			Minutes per Month
Support Services SD SS ___ ___ ___ ___ ___ ___ ___	Total minutes removed from general education per month: 980		
Minutes in School Day: 405 Month: 8100	LRE: Removal from GE 12 % plus Time in GE 88 % = 100%		

F   Copies: School, AEA, Parent(s)   July 1, 2005w

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New IEP Data Collection Procedures for Students with Low-Incidence Disabilities
(Autism {AT}, Deaf-Blindness {DB}, Deafness {DF}, Hearing Impairment {HI}, and Visual Impairment including Blindness {VI})

Last year we attempted to gather student ID numbers in order to collect and analyze achievement data for students identified with low-incidence disabilities. This proved to be time consuming and inefficient for AEA staff. This new procedure will allow necessary achievement information to be collected via the current IMS system. In addition, these data will provide more accurate baseline data in order to answer the State Performance Plan Essential Questions #2 "Are students with disabilities achieving at high levels?" for students with low-incidence disabilities.

The primary disability on the IEP will remain Entitled/Eligible Individual (EI). The Iowa IEP allows for collection of a secondary and tertiary disability. The second and sometimes the third disability areas will be coded as follows:

Autism (AT): the second disability area is coded for students with 1) a medical diagnosis of autism or 2) when the team interprets the student's needs fall in the known autism strategies arena and is coded AT. *This AT designation is not used to code the spectrum disorders including Asperger's Disorder or those with Pervasive Developmental Disorders Not Otherwise Specified (PDD-NOS).* The third disability area is used if the student, in addition, has 1) a significant cognitive disability (severely disabled {SP}) or 2) is identified with a concomitant disability (vision and hearing loss) and coded as Deaf-Blindness (DB). IEP teams may find it easier to identify students with special education needs due to autism by reviewing the six categories from the Educational Description for Autism (language, social participation, sensory, developmental rates and sequences, and cognitive differences).

Deaf-Blind: The second disability area for students who are identified with a concomitant disability (vision and hearing loss) is coded Deaf-Blindness (DB). The third disability area is used if the student, in addition to being deaf-blind, has a significant cognitive disability (severely disabled {SP}).

Deafness and Hearing Impairment (DF or HI): The second disability area is for students with a significant hearing loss and coded with either Deafness (DF) or Hearing Impairment (HI). A significant hearing loss is defined as: 1) a unilateral permanent hearing loss of moderate or greater (Pure Tone Average {PTA}), or 2) a bilateral, permanent hearing loss mild or greater (PTA). The third disability area is used if the student, in addition, has a significant cognitive disability (severely disabled {SP}) with normal vision.

Visual Impairment including Blindness (VI): The second disability area for all students who meet the state eligibility requirements for visual impaired is coded VI. The third disability area is used if the student, in addition, has significant cognitive disability (severely disabled {SP}) with normal hearing.

The Web IEP Data Summary Page has a drop-down menu for disability(ies) designation. The primary or first drop-down menu (double click on the drop-down menu to find the drop-down box) is marked EI. The second and third lines are for coding the secondary and tertiary disabilities as described above. The low percentage of staff who continue to use the written IEP forms may continue to hand write the identified codes.

Some students may have three codes. Others will only have two codes. In order to collect accurate data, we need at a minimum the second disability-specific code identified. This new coding procedure applies only to students identified with Autism (AT), Deaf-Blindness (DB), Deafness (DF), Hearing Impairment (HI), and Visual Impairment including Blindness (VI).

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INDEPENDENT
EVALUATIONS

Special Education Handbook

Independent Evaluations

An "independent education evaluation" is an evaluation conducted by a qualified examiner who is not employed by the agency (local district) responsible for the education of the individual in question.

A parent has the right to request an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the local district/AEA. A team may also recommend an independent evaluation when they feel the complexity or specialized nature of the student's needs cannot be assessed with AEA or LEA resources. *Grant Wood Area Education Agency may request that family insurance, if available and appropriate, be used and the agency will cover costs not paid by insurance.*

When parents or a school team determine that an independent evaluation is necessary, a request is made through the Regional Administrator and the Director of Student Services. The request should identify the reason for the independent evaluation, estimated costs, list of the evaluation instruments to be used and the place where the evaluation will be obtained. GWAEA will provide to parents and district information about where an independent educational evaluation may be obtained.

If the IEP team determines that the original evaluation is appropriate, the district/GWAEA may initiate a hearing. Additional information on independent educational evaluations may be found in the Administrative Rules of Special Education (Iowa Department of Education, February 2000) 41.109.

Occasionally, there is a need to gather more precise or more comprehensive data to make a decision regarding a student's educational placement and/or service. It is the position of the GWAEA, Division of Special Education, that when such need is identified and authorized, the Agency will fulfill its responsibility by facilitating a referral to the appropriate resource and paying for the appropriate costs incurred **after expenses have been processed by available insurance.**

In order to determine if a referral to an outside agency is appropriate, the referent should consider the following questions:
- Can the desired information be gathered through another AEA service?
- Is the information sought crucial for decisions related to educational planning?
- Is the evaluation to be conducted of a student who is receiving or may require special education programs and/or services?

Upon receipt of the request, a review will be made to:
- Determine eligibility
- Outline areas for which the Agency may assume fiscal responsibility; and
- Make recommendation to the Student Services Director and AEA Regional Administrator

Following are the procedures used in seeking approval:

- IEP team will notify the Student Services Director and the AEA Regional Administrator that the team or parent is requesting an independent evaluation. It should be noted that parents can request an independent evaluation at anytime in the IEP process.
- The request for evaluation is reviewed at the AEA to determine eligibility and any fiscal responsibilities.
- The recommendation will be communicated back to the team through the district Student Services Director or AEA Administrator.

Medical/surgical costs, prescribed medication, and/or routine follow-up clinic visits are <u>not</u> allowable AEA expenses. The outside agency providing the evaluation will send a copy of the report to the Student Services Director if parents have signed a release of information.

MORE RESTRICTIVE ENVIRONMENT

Special Education Handbook

Prairie High School's
LEVEL III BEHAVIOR DISORDER PROGRAM

PURPOSE
The Level III Behavior Disorder Program is designed to provide behavioral and academic support to students grades 9-12 who require the most restrictive special education program model (Level III) based upon their behaviors. The program is transitional, offering students the opportunity to develop behavioral strategies that will enable them to be successfully reintegrated into a less restrictive setting. This program is designed to be the final intervention rather than the first, in providing support to students with severe behavior disorders.

REFERRAL PROCESS
A student is referred to the program by the IEP Team. This team includes the parent, special education teacher, general education teacher, building principal or designee, and designated AEA support staff. The Team must document the interfering behaviors and the array of behavioral interventions tried **and** their results. This can be done by providing the program teacher with the student's Functional Behavioral Assessment and Behavior Intervention Plan. In addition, the referring team must complete the Student Team Education Plan and the Information Related to Area of Concern page, documenting the student's need for a Level III program.

Finally, the Department of Education has developed guidelines that must be documented on the IEP to staff a student into a restrictive setting. The IEP Team must provide answers to the following questions and document their responses on the IEP.

> 1. What are the reasons that the student cannot be provided his/her educational program in a less restrictive school setting?
> 2. What supplementary aids and services are needed to support the student in the special education program?
> 3. Why can't these aids and services be provided in a less restrictive setting?
> 4. What is the continuum of alternative placements available for this student?

Prior to placement in the program, the student, his/her parent or guardian, and a representative from the previous school setting are invited to attend a planning meeting with the program teacher. At this meeting, specific behavioral and academic outcomes will be identified. An IEP will be developed or the present one will be reviewed to ensure that it reflects the student's needs. The school will designate a contact person to receive daily student "take-homes", attend IEP meetings, and assist in the transition planning for the student's ultimate return to a less restrictive, Level II setting.

ACADEMIC AND RELATED PROGRAMMING
The Level III program provides educational programming in accordance with the regular Prairie High School schedule. The program follows a slightly modified version of daily class periods. Classes are offered in academic and functional content areas including math, social studies, language arts, science, careers, social skills, anger management, and independent living. Students attend a Physical Education class daily with the supervision and support of a para-educator and a general education teacher. Students' coursework is adjusted according to their individual abilities and academic requirements.

Academic grades and IEP goal updates are sent home each grading period (4 times per school year). Other teachers and support staff may meet individually or with small groups of students as needed. These meetings will be geared towards the student's individual needs in areas such as anger management, conflict resolution, goal setting, and accessing community resources and services. Students will receive all of their classes within the level III program until they have demonstrated the ability to begin the transition process.

WORK EXPERIENCE

Prairie High School has a Transition Coordinator who will assist students in exploring their vocational interests. Students are encouraged to participate in the work experience program when they have achieved the appropriate level. Activities include, Work Readiness class, Transition class, Tours of local businesses, Career Interest Inventories, Job Shadows, and Work Based Learning Internships. Opportunities are dependent on student school attendance and classroom performance, including conduct, student availability, and level of independence in and out of the classroom.
Credit is available to those who qualify for an internship. 45 hours on the job = .25 credits. 90 hours on the job = .5 credits.
Transportation is provided by the school and the student must utilize this aspect of the program during school hours. This is an excellent opportunity for student's to prepare for a successful transition into post-high school career settings.

BEHAVIOR MANAGEMENT

Prairie High School's Level III BD program incorporates a 4-tiered, systematic leveled plan to reinforce appropriate behaviors. Students have individualized goal areas that reflect their IEP goals, as well as their areas of difficulty. They receive immediate and clear feedback regarding these goals by means of a point sheet that is signed by the teacher at the end of each class period. Students track their own progress, using a graph, on a weekly basis. The level system consists of a minimum of 3 weeks per level, with an increasing level of responsibility and privileges, dependant upon student behavior. The Green Level (1), the highest level, reflects positive and appropriate behaviors. A student on the Green Level is consistently a positive role model for other students. This level includes the highest number of classroom privileges. A student's level is also directly connected to his/her academic achievements. New students will begin on the Red Level (4) and begin moving through the level system as they demonstrate positive behaviors and successful academic performance. The following information outlines the level system. Each student tracks behavior points on a daily point sheet and a weekly percentage graph. Teachers award points at the end of **each** class period based on the student's individual behavior goal areas and pre-defined classroom expectations. **Each level consists of a minimum of 3 weeks. Students MUST maintain the appropriate weekly point average to continue moving up the level system!**

Gold Level (4)
On the Gold Level you are expected to:
~Follow classroom expectations
~Make your BEST effort

~Treat others with kindness & respect
While on Gold, you may:
~Buy things from school store after school
~Earn a free period when you move up to Level 3.
***To move up to Level 3, you must earn a weekly point average of <u>80%</u> (or more) for 3 consecutive weeks.

<u>*Purple Level (3)*</u>
To remain on the Purple Level you are expected to*:*
~Follow classroom expectations
~Maintain a minimum weekly point average of 85%
~Accept staff-directed time-outs
~Take NO walk-aways
~Have NO out-of-school suspensions

While on Purple, you may:
~Buy things from school store at lunch & after school
~Buy computer time when work is done
~Earn a free period when you move up to Level 2
***To move up to Level 2, you must earn a weekly point average of <u>85%</u> (or more) for 3 consecutive weeks.

<u>*Blue Level (2)*</u>
To remain on the Blue Level you are expected to*:*
~Follow classroom expectations
~Maintain a minimum weekly point average of 85%
~Have no more than 2 staff-directed time-outs
~Take NO walk-aways
~Have NO in- or out-of-school suspensions
While on Blue, you may:
~Buy from school store at breaks, lunch & after school
~Buy computer time when work is done
~Have unsupervised hallway privileges
~Earn a free period when you move up to Level 1
***To move up to Level 1, you must earn a weekly point average of <u>90%</u> (or more) for 3 consecutive weeks.

<u>*Green Level (1)*</u>
To remain on the Green Level you are expected to*:*
~Be a ROLE MODEL for peers
~Maintain a minimum weekly point average of 90%
~Have NO staff-directed time-outs or walk-aways
~Have NO in- or out-of-school suspensions
While on Green, you may:
~Buy from school store at breaks, lunch & after school
~Buy computer time/headphone time when work is done

~Buy out of 1 class period per week, your choice!
~Have unsupervised lunchroom privileges
~Have unsupervised hallway privilege
***With 3 consecutive weeks of SUCCESS you will be eligible to begin the transition process, which is outlined below!!!!
***To be eligible for transition, you must earn a weekly point average of 95% (or more) for 3 consecutive weeks.

CLASSROOM EXPECTATIONS
~Respectful interactions with teachers and peers. (Treat others the way you want to be treated.)
~Follow directions without arguing.
~Keep hands and feet to yourself.
~No gang-related dress, talk, gestures, handshakes, or drawings.
~Raise your hand and wait to be called on BEFORE speaking.
~Complete all assigned work to a minimum of 80% accuracy.
~Ask for help in an appropriate manner.
~Be in the right place at the right time, with the right people, doing the right thing!

TIME OUT
If a student is having a difficult time behaving appropriately in the classroom setting, the student OR teacher may initiate a request for a Cooling Off period, or Time Out. The student may leave the group and go to a designated area for a reasonable (ten minute) period to calm down. After the student is calm, the teacher will take the opportunity to meet with the student to discuss the behaviors prior to returning to class. Teachers will assist the student in identifying the problem and choosing alternative behaviors to resolve the issue. The student is not penalized for using a self- directed time out. Students are encouraged to use time out as a strategy to reduce inappropriate responses to a stressful situation.

IN-SCHOOL SUSPENSION
"In-school suspension is considered a removal of the student from his/her educational placement **unless** the student is afforded the opportunity to continue to appropriately progress in the general curriculum (which **need not** be in the regular education classroom), continue to receive the services specified in his/her IEP and continue to participate with non-disabled children to the extent he/she would have in his/her current placement." (Procedural Manual for Special Education, Grant Wood AEA, August 2006) Within the Level III program, a modified version of an in-school suspension is incorporated as a proactive reinforcement tool, and shall not be used as a punishment. An in-program, in-school suspension may be required when the student earns three zeroes in one or more of their individual goal areas, is continually disrupting the learning of the class, takes a walk-away (leaving without permission) from the classroom, or is returning from an out- of-school suspension. The student is placed in an isolated area of the classroom for part or all of the day to complete academic assignments. All classroom privileges are eliminated until the suspension is successfully completed by the student

earning a minimum of 80% of their behavioral points during the course of the suspension period. All students **will** have access to the curriculum and continue to receive all special education services. "Special education students are entitled to educational services regardless of whether the behavior is related or unrelated to their disability." (Procedural Manual for Special Education, Grant Wood AEA, August 2006)

Prairie High School's Alternative Program houses a suspension program. If students are unable to fulfill the in-school suspension requirements of the Level III program, they will serve their suspension in the regular suspension setting.

OUT-OF-SCHOOL SUSPENSION

"The decision to suspend a student is beyond the scope of the IEP team. This decision is the responsibility of a school administrator. The IEP team must engage in discussions of educational options by developing appropriate behavioral goals and objectives, revising the student's IEP, determining when reevaluations are necessary and what information needs to be provided to plan appropriately for a student. School personnel may remove a child with a disability for violation of the code of conduct for up to ten school days." (Procedural Manual for Special Education, Grant Wood AEA, August 2006)

A student may be suspended from the Prairie High School Level III program if the administration determines that there is a risk of physical aggression, the student is presenting continuous disruptive behaviors, or that illegal activities or physical aggression has occurred. The parent or guardian will be notified that the student has been suspended and the rationale. The administration will follow best practice procedures following an out-of-school suspension of a special education student. Prior to returning to school, the student will be required to participate in a meeting with his/her parent, the program teacher, and a member of the administrative team.

A special education student will be suspended out-of-school for **no more** than 10 cumulative days. If a special education student exceeds 10 days of suspension, it is considered to be a disciplinary change of placement. An IEP meeting **must** be held prior to the 10th day, to determine an appropriate Interim Alternative Educational Setting (IAES) for special education services to take place.

"Disciplinary changes of placement require several actions including convening of the IEP team to review the student's IEP and to conduct a Manifestation Determination Review." (Procedural Manual for Special Education, Grant Wood AEA, August 2006)

PHYSICAL INTERVENTION

Physical intervention or restraint is used as a last resort to ensure the safety of students and teachers. Teachers will physically intervene **only** to prevent a student from injuring him or herself or others. Teachers have received training in the MANDT technique, with a certified trainer. Physical intervention will **never** be used as a punishment and will be used only after all non-physical intervention techniques have been utilized.

POLICE ASSISTANCE

Occasionally, the police may be called to assist a student to regain control or leave the school premises. The police and educational staff will use their discretion in determining whether the student will be removed from the program and taken to the police station or escorted to another location to await transportation. Whenever property damage or an

assault occurs, charges will be pressed in cooperation with the police department. Prairie High School will request financial restitution from the student for any damages.

WORK COMPLETION EXPECTATION

The goal of the academic programming is for students to master skills and gain essential learning. Students are expected to complete all assigned work to the best of their ability. If they do not understand an assignment, or are unsure of directions, it is their responsibility to ask for assistance. Students will be expected to make corrections on any assignment that falls below 80%.

EXCUSED SICK DAYS

If a student is ill, the parent/guardian must call the main office of the high school the morning of the absence to excuse the student. If the student is employed in a community work site, it is the student's responsibility to call the employer and provide the necessary information regarding their absence. (If a student has more than 2 excused absences in one week, this week will not be counted toward advancement up the level system. Unexcused absences are included as **zero** percent in the weekly behavior graph total.)

TRANSITION PLANNING

Prairie High School's Level III BD Program is designed to be a transitional program offering specific skills training to students in managing their behavior. The goal for each student is a successful return to a less restrictive school program, such as the Level II BD program. The level II program teacher will be an active member of the transition planning process assisting to identify supports necessary to maximize the student's successful reintegration. The teacher will be asked to describe the expectations for the student's reintegration prior to placement in the program. A transition planning meeting will be scheduled when the student's behavior reflects readiness to begin the transition process. Transitions are most successful when they begin at the start of a 6-week grading period. Every effort will be made to stick to this schedule.

A Transition Plan outlining the necessary supports and accommodations will be developed prior to the student's integration into the Level II program. A Transition Plan holds students to Level 4 expectations. Students on Level 4 must maintain a weekly point average of 95% for 3 consecutive weeks before being considered for trial entry into the Level II program. A student begins with 1 class in the Level II BD program. An additional class may then be added every 3 weeks depending upon the students ability to meet their behavior goals and expectations. **Each level and trial class period consists of a minimum of 3 weeks. Students MUST maintain the appropriate weekly point average to continue moving up the level system!**

Moving to More Restrictive Services
L1 to L2 or L3
Academic Reasons

There are times when students need to be considered for more restrictive services. When that is being considered, there are specific steps that must be followed. Please remember that our goal is for students to be in the least restrictive environment for as much of the day as possible. Such a move should be considered carefully and only after all other alternatives have been explored and documented.   The steps are as follows:

Step 1. A member of the student's IEP team, typically the special education teacher, will call a meeting to discuss the issue.
- **Participants:** Building Principal, Student Services Director, Special Education Teacher, any other staff member who has valuable data/information
- **Materials that should be brought to the meeting**:   current IEP, 3 weeks of progress monitoring data that demonstrates the need, and a documented list of specific interventions and strategies that have been attempted and the impact on the student's learning.
- **Purpose of the meeting:** to offer suggestions of other strategies/interventions and establish a time frame, to determine if there is sufficient data to discuss a change of placement and/or what else is needed to make a decision.

Step 2. When the team believes there is a case for more restrictive services, an IEP meeting is called. NOTICE OF MEETING IS SENT OUT 10 DAYS PRIOR TO THE MEETING DATE
- **Participants:** mandatory IEP team members
- **Materials brought to the meeting:** all progress monitoring data demonstrating the current status, all documentation of prior interventions, strategies, and progress monitoring data must be brought to the meeting in hardcopy form.
- **Purpose of the meeting:** to determine student goals, to complete the following pages:
    1. **Written Prior Notice**
    2. **Pages A, B, D, F, G**
    3. **Service Matrix**
    4. **Change Form**

Step 3. The completed pages are sent to Student Services Director within 5 days. The paperwork will then be forwarded to GWAEA.

Moving to More Restrictive Services
Behavior Only

In this case, it is *essential* to be able to discuss the frequency, intensity, and duration of the behavior.

Step 1. A member of the student's IEP team, typically the special education teacher, will call a meeting to discuss the issue.
- **Participants:** Building Principal, Student Services Director, Special Education Teacher, any other staff member who has valuable data/information
- **Materials that should be brought to the meeting:** current IEP, 3 weeks progress monitoring data that demonstrates the need, and a documented list of specific interventions and strategies that have been attempted and their impact on the behavior, including frequency, duration, and intensity of the behaviors and the impact on the learning of that student and of peers.
- **Purpose of the meeting:** to offer suggestions of other strategies/interventions and establish a time frame, to determine if there is sufficient data to discuss a change placement and/or what else is needed to make a decision.
- **Kathy Miller should be invited to all meetings**. **The current FBA/BIP should be brought that has been developed or revised prior to the first meeting.**

Step 2. When the team believes there is a case for more restrictive services, an IEP meeting is called. NOTICE OF MEETING IS SENT OUT 10 DAYS PRIOR TO THE MEETING DATE
- **Participants:** mandatory IEP team members
- **Materials brought to the meeting:** all progress monitoring/point sheet data demonstrating the current status, office referrals data, number of transitions per day the student has, where the behaviors typically occur and how staff respond to these behaviors; all documentation of prior interventions, strategies, and data must be brought to the meeting in **hardcopy** form.
- **Purpose of the meeting:** to determine next steps, to complete the following pages:
  1. Written Prior Notice
  2. Pages A, B, D, F, G
  3. Service Matrix
  4. Change Form
  5. **The FBA and BIP are added to the IEP, with a notation made on page B of the IEP.**

Step 3. The completed pages are sent to the Student Services Director within 5 days. The paperwork will then be forwarded to GWAEA.

More Restrictive Services
Behavior/Safety Issues
Probable Placement at Prairie Edge

WHEN THE BEHAVIOR BECOMES AN ISSUE OF SAFETY FOR THE STUDENT AND/OR THE CLASSROOM COMMUNITY

Step 1. A member of the student's IEP team, typically the special education teacher, will call a meeting to discuss the issue.
- **Participants:** Building Principal, Student Services Director, Special Education Teacher, any other staff member who has valuable data/information
- **Materials that should be brought to the meeting:** current IEP, 3 weeks of progress monitoring data that demonstrates the need for placement at Edge, and a list of what interventions and strategies have been attempted and their impact.
- **Kathy Miller should be invited to all meetings**. **The current FBA/BIP should be brought or developed prior to the first meeting**

Step 2. When the team believes there is a case for more restrictive services, an IEP meeting is called. NOTICE OF MEETING IS SENT OUT 10 DAYS PRIOR TO THE MEETING DATE
- **Materials brought to the meeting:** all data demonstrating the current status, **office referral data, revised or new FBA and BIP, and Justification for Special School Placement Form**
- **Purpose of the meeting:** to determine next steps, to complete the following pages:
    1. Written Prior Notice
    2. Pages A, B, D, F, G
    3. Service Matrix
    4. Change Form
    5. The FBA and BIP are added to the IEP, with a notation made on page B of the IEP
    6. Justification for Special School Placement

Step 3. The completed pages are sent to the Student Services Director, within 5 days. Paperwork will then be forwarded to GWAEA.

Transitioning from EDGE back to the MAIN CAMPUS

Recommendation for transition back to the main campus will be made when:
- The student has been able to meet his/her goal(s) at 9o% for 5 weeks with no Intervention room referrals or school removals
- Edge staff is in agreement that the student is ready
- Edge staff discusses the recommendation with the Edge principal who agrees with the recommendation to start transitioning back

Step 1: Edge principal contacts Student Services Director about the recommendation.

Step 2: If the Student Services Director agrees with the recommendation the Director notifies the appropriate administrator on the main campus and the student services secretary to set up a transition meeting.

Step 3:   Building prepares for the transition

Step 4: Student Services Secretary sets up an IEP meeting

Step 5: IEP meeting is held to discuss transition. The Edge Principal and teacher bring the IEP, current progress monitoring data regarding behavior and academics, an integration form, and any other pertinent information. A plan for integration is developed detailing when and the amount of time the student will attend classes on the main campus.

Step 6: Time is increased as deemed appropriate by the special education teachers and the building administrator and documented on the additional information page attached to the IEP. Parents are informed as time increases.

Step 7: After 30 days of successful full integration back to the main campus, an IEP meeting is held to rewrite the IEP and change the weighting if necessary.

INTEGRATION FROM EDGE TO MAIN CAMPUS SCHOOLS

Edge teacher discusses the student with Principal.

Edge student has earned a minimum of 5 weeks at 90% or higher on a daily basis and the teacher feels the student is ready to begin the integration process.

Principal agrees and tells teacher to contact Student Services Director.

Edge teacher contacts Student Services Director about the possible integration need.

Student Services Director gives OK to set up a meeting. Edge office sends out an email to the building principal requesting date and time to discuss an integration meeting. Student Services Director will contact building principal and teacher(s) regarding the request with her approval to proceed..

Edge teacher brings a copy of current IEP, Registration paperwork & Integration form to the meeting. Building Special Ed. Teacher should bring a copy of his/her schedule.
Campus Administrator and Counselor should be present.

Integration meeting occurs and decisions are recorded on the Integration form regarding the schedule of Integration and the start and review dates.

Edge teacher provides a copy of the Integration form to the Bldg. Guidance Secretary, to Edge office, and to the Student Services Director.

JUSTIFICATION FOR SPECIAL SCHOOL PLACEMENT

Student Name:_____ Birthdate: _____/_____/_____

Meeting Date: ___/___/___

Resident District/Building: _____

Attending District/Building: _____

Special School: _____

The Individualized Educational Program (IEP) team must provide written justification for the placement of an eligible individual in a special school by responding to the questions below. These questions must be addressed in writing before an initial placement in a special school and must be addressed in writing at each subsequent IEP review or reevaluation, if the special school placement will continue.

1. *Reasons*: What are the reasons that the eligible individual cannot be provided an educational program in an integrated school setting?

2. *Support Needed*: What supplementary aids and services are needed to support the eligible individual in the special education program?

3. *Integrated Setting*: Why can't these aids and services be provided in an integrated setting?

4. *Continuum of services available*: What is the continuum of services available for the eligible individual?

Functional Behavior Assessment (FBA)

1. **Assessment Date.** Document the date the FBA was completed.

2. **Individuals completing this Functional Behavior Assessment.** List the individuals who contributed to the writing of this report. Do not list those who contributed information but did not actually assist in the writing. Where it is important to note the sources of information, do so in relevant parts of the report (e.g., "Based on parent interviews" "John's third grade teacher reported that …"

3. **Contact person for this report.** Identify and provide contact information for the individual who would best be able to respond to any questions regarding this assessment.

4. **Behavior(s) of concern.** State a clear, measurable, and observable description of the behavior or behaviors of concern. Be specific. There are many, many ways to be aggressive, inattentive, disruptive, etc. The definition should allow someone who is unfamiliar with the student to be able to recognize when the behavior is and is not occurring.

5. **Problem analysis.** The descriptive assessment of the behavior should answer the questions: How different is this student's behavior from the behavior of others in *intensity or frequency*? Is there a *pattern of behavior over time* and/or across settings? Have changes in student behavior occurred over time?

Functional Behavior Assessment

Assessment Date: ___ / ___ / ___   [1]

Name: _____   _____   __   ☐ **Male**   ☐ **Female**
Last (legal)   First (no nicknames)   M.I.

Birthdate: __ / __ / ___   **Grade:** ____

Resident District: _____   **Building:** _____

Attending District: _____   **Building:** _____

Attending Area Education Agency: _____   **Attending Building Phone:** (___) ___ -

☐ Parent   **Name:** _____   **Home Phone:** (___) ___ -
☐ Foster Parent   **Address:** _____   **Work/Cell Ph:** (___) ___ -
☐ Guardian   _____
☐ Surrogate   _____   **E-mail:** _____ @ _____ .
☐ Student

☐ Parent   **Name:** _____   **Home Phone:** (___) ___ -
☐ Foster Parent   **Address:** _____   **Work/Cell Ph:** (___) ___ -
☐ Guardian   _____
☐ Surrogate   _____   **E-mail:** _____ @ _____ .
☐ Student

[2]

Individuals completing this Functional Behavior Assessment:

Name	Position	Name	Position
	[3]		

Contact person for this report: _____

[4]   **Phone:** _____   **E-mail:** _____

Behavior(s) of concern. State a clear, measurable, and observable description of the behavior or behaviors of concern.

[5]

Problem analysis. Provide a descriptive assessment of the behavior (include information from a variety of approaches and data sources – record review; interviews; observation; and graphic displays such as scatterplots, ABC analysis, etc.). Include:

How different is this student's behavior from the behavior of others in intensity or frequency?

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5. **Problem analysis continued.** Are there student strengths that may provide a foundation for addressing the behaviors of concern? What conditions make the behavior more or less likely to occur? What consequences maintain the behavior? Answering the last two questions will include information related to

- **Setting events** (the conditions that make the behavior more likely to occur, but do not directly or immediately trigger the behavior – e.g., time of day, certain classes, particular adults or peers present, poor sleep, receiving medication, missing medication, missed breakfast, thoughts, feelings, or beliefs of the child, etc.).
- **Antecedents** (the events that directly and immediately trigger the behavior – e.g., teasing, specific classroom demands, etc.).
- **Consequences** (the actions and events that follow occurrences of the behavior(s) of concern).
    - Positive consequences (actions and events that follow the occurrences of the behavior(s) of concern and appear to reinforce that behavior – "positive" means potentially reinforcing and not necessarily desirable in the general view of others).
    - Negative consequences: (actions and events that follow the occurrences of the behavior(s) of concern and appear to discourage that behavior – "negative" means potentially punishing in the behavioral sense and not necessarily undesirable in the general view of others).

6. **Hypothesis statement.** The Problem Analysis identifies things that *might* trigger and maintain the behavior. The Hypothesis Statement is our current, best guess of what *does* trigger and maintain the behavior.

    Presumed function (purpose) of the behavior. State clearly and succinctly the conclusion related to the behavior's function. Escaping or avoiding something undesirable or receiving attention from peers or adults are the most common functions. Also consider reasons related to: power and control; acceptance or affiliation; expression of self; gratification; justice or revenge.

    Conditions that make the behavior more likely. Include the setting events, antecedents and consequences that are presumed to trigger and maintain the behavior.

7. **Implications for interventions.** Briefly describe prevention and consequence strategies and needed supports for team members. This may include: teaching and reinforcing potential replacement behaviors that serve the same function as the behavior of concern, teaching and reinforcing skills that need to be taught, changes in antecedents and consequences, a crisis plan and quality of life enhancements.

8. **Note on hypothesis testing.** Frequently, we are dealing with a time frame that does not allow hypothesis testing prior to the development and implementation of a Behavior Intervention Plan (BIP). Therefore, we implement, frequently review and adjust the BIP, as needed. Is there a pattern of behavior over time and/or across settings? Have changes in student behavior occurred over time?

5, continued

What student strengths may provide a foundation for addressing the behaviors of concern?

What conditions make the behavior more or less likely to occur? What consequences maintain the behavior? Include:

- Setting events (the conditions that make the behavior more likely to occur, but do not directly or immediately trigger the behavior – e.g., time of day, certain classes, particular adults or peers present, poor sleep, receiving medication, missing medication, missed breakfast, thoughts, feelings, or beliefs of the child, etc.).

- Antecedents (the events that directly and immediately trigger the behavior – e.g., teasing, specific classroom demands, etc.).

- Consequences, both positive and negative that are related to the occurrence and maintenance of the behavior.

6

Hypothesis statement. State the current, best understanding of what triggers and maintains the behavior. Include:

Presumed function (purpose) of the behavior. Why is the behavior occurring? What is the child gaining or avoiding?

Conditions that make the behavior more or less likely. What are the conditions and events that trigger the behavior and the consequences that follow the behavior? What are the conditions and events that make the behavior less likely to occur?

7

Implications for interventions. Describe potential strategies, potential alternative skills or replacement behaviors, and needed supports for team members that will be considered in developing a Behavior Intervention Plan.

8

Note:	The hypothesis may need to be tested through the development, implementation and frequent review of a behavior intervention plan.

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Behavior Intervention Plan (BIP)

NOTE: The Behavior(s) of Concern, Student Strengths and Functional Behavioral Assessment will often be the same information contained in a Functional Behavioral Assessment report. Summarize or use the same text.

1. **Behavior(s) of concern.** State a clear, measurable, and observable description of the behavior or behaviors of concern. Be specific. There are many, many ways to be aggressive, inattentive, disruptive, etc. The definition should allow someone who is unfamiliar with the student to be able to recognize when the behavior is and is not occurring.

2. **Student strengths.** Describe the skills (academic, interpersonal, etc.) that may help support positive behavioral change.

3. **Functional behavioral assessment.** This section will often represent excerpts from an FBA. Repeat or summarize that information.

4. **Implementation plan.** Each section of the Implementation Plan calls for a clear description of the action to be taken, the individual(s) who will be responsible for the action and the timeframe for the action. Some actions will already be occurring (indicate: "already in place"), some will be necessary as soon as possible (indicate "immediately"), and some will have some logical starting point in the future (specify the future date of implementation). Each section also allows for the documentation of team decisions across time ("continue", "modify", or "discontinue").

5. **Environmental changes that make undesirable behavior(s) less likely to occur.** Actions might include:

   - Adaptations to procedures, schedules, routines, behavioral expectations, room or seating arrangements, or materials.

6. **Building and reinforcing alternative skills and replacement behaviors.** Actions might include:

   - Direct teaching (explanation, demonstration, feedback related to correct responding) of behavioral expectations, new skills, acceptable behaviors that serve the identified function of the behavior(s) of concern.

   - Structured assessment of the effects of potential reinforcers.

   - Reinforcement of desirable behaviors, those directly taught or others desirable behaviors that are demonstrated.

   - Reinforcement of progressively lower rates of the behavior(s) of concern.

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Behavior Intervention Plan

Student: _____ [1] _____   Date: _____ / _____ / _____

Behavior(s) of Concern. State a clear, measurable, and observable description of the behavior or behaviors of concern.

Student Strengths. Identify student strengths that may provide a foundation for addressing the behavior(s) of concern.

[2]   [3]

Functional Behavioral Assessment (FBA). Summarize or attach a current FBA.

   Hypothesis on which this Behavior Intervention Plan is based:

   Function of the behavior:

   Setting events, antecedents & consequences that trigger and maintain the behavior:

   Potential alternative skills or replacement behaviors:

Goal. State the behavioral goal for this student in measurable and observable terms that include the **conditions** (when and how the individual will perform); **behavior** (what the individual will do); and **criterion** (acceptable level of performance).

[4]

Implementation Plan

Environmental changes that make undesirable behavior(s) less likely to occur

   Action 1:
      Who will be responsible for this action?   [5]
      When this action will be implemented: ☐ already in place   ☐ immediately   ☐ _____ / _____ / _____
      Decision - _____ / _____ / _____ :   ☐ continue   ☐ modify   ☐ discontinue
      Decision - _____ / _____ / _____ :   ☐ continue   ☐ modify   ☐ discontinue
      Decision - _____ / _____ / _____ :   ☐ continue   ☐ modify   ☐ discontinue

   Action 2:
      Who will be responsible for this action?
      When this action will be implemented: ☐ already in place   ☐ immediately   ☐ _____ / _____ / _____
      Decision - _____ / _____ / _____ :   ☐ continue   ☐ modify   ☐ discontinue
      Decision - _____ / _____ / _____ :   ☐ continue   ☐ modify   ☐ discontinue
      Decision - _____ / _____ / _____ :   ☐ continue   ☐ modify   ☐ discontinue

---

Building and reinforcing alternative skills and replacement behaviors

   Action 1:
      Who will be responsible for this action?   [6]
      When this action will be implemented: ☐ already in place   ☐ immediately   ☐ _____ / _____ / _____

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7. **Teacher/parent/caregiver responses.** In a prioritized order, these classroom, home or community actions might include:

   - Reinforcement of specifically targeted replacement behaviors or alternative skills.
   - Reinforcement of acceptable behavior, whether or not the behavior is a specifically targeted replacement behavior or alternative skills.
   - Ignoring occurrences of targeted undesirable behaviors.
   - Prompting or redirecting undesirable behavior to desirable behavior.
   - Providing a negative consequence for an undesirable behavior.

8. **Safety plan.** When the behaviors of concern may pose a danger to the individual, other students or adults, a safety plan may be required. Actions might include:

   - Assuring that any necessary assistance is available when needed.
   - Appropriately preparing (with information, training, etc.) all responsible adults to implement the safety plan.
   - Establishing a system of timely communication.

9. **Other actions that are needed to meet the needs of this individual.** Certain life circumstances do not directly trigger or make more likely an undesirable behavior, but rather place an individual generally at-risk for various undesirable outcomes. This item is intended to stimulate discussion of this potential. Actions might include:

   - Referral to outside resources.
   - Promoting success in other aspects of the individual's life.

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Decision - _____ / _____ / _____ : ☐ continue ☐ modify ☐ discontinue
Decision - _____ / _____ / _____ : ☐ continue ☐ modify ☐ discontinue
Decision - _____ / _____ / _____ : ☐ continue ☐ modify ☐ discontinue

Action 2:

Who will be responsible for this action?

When this action will be implemented: ☐ already in place ☐ immediately ☐ _____ / _____ / _____

Decision - _____ / _____ / _____ : ☐ continue ☐ modify ☐ discontinue
Decision - _____ / _____ / _____ : ☐ continue ☐ modify ☐ discontinue
Decision - _____ / _____ / _____ : ☐ continue ☐ modify ☐ discontinue

Teacher/parent/caregiver responses 7

Action 1:

Who will be responsible for this action?

When this action will be implemented: ☐ already in place ☐ immediately ☐ _____ / _____ / _____

Decision - _____ / _____ / _____ : ☐ continue ☐ modify ☐ discontinue
Decision - _____ / _____ / _____ : ☐ continue ☐ modify ☐ discontinue
Decision - _____ / _____ / _____ : ☐ continue ☐ modify ☐ discontinue

Action 2:

Who will be responsible for this action?

When this action will be implemented: ☐ already in place ☐ immediately ☐ _____ / _____ / _____

Decision - _____ / _____ / _____ : ☐ continue ☐ modify ☐ discontinue
Decision - _____ / _____ / _____ : ☐ continue ☐ modify ☐ discontinue
Decision - _____ / _____ / _____ : ☐ continue ☐ modify ☐ discontinue

Safety plan 8

Action 1:

Who will be responsible for this action?

When this action will be implemented: ☐ already in place ☐ immediately ☐ _____ / _____ / _____

Decision - _____ / _____ / _____ : ☐ continue ☐ modify ☐ discontinue
Decision - _____ / _____ / _____ : ☐ continue ☐ modify ☐ discontinue
Decision - _____ / _____ / _____ : ☐ continue ☐ modify ☐ discontinue

Action 2:

Who will be responsible for this action?

When this action will be implemented: ☐ already in place ☐ immediately ☐ _____ / _____ / _____

Decision - _____ / _____ / _____ : ☐ continue ☐ modify ☐ discontinue
Decision - _____ / _____ / _____ : ☐ continue ☐ modify ☐ discontinue
Decision - _____ / _____ / _____ : ☐ continue ☐ modify ☐ discontinue

Other actions that are needed to meet the needs of this individual 9

Action 1:

Who will be responsible for this action?

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10. **Additional Supports for Team Members.** Note any supports needed by those who will implement and monitor the plan that have not been described already. Actions might include:

- Training for school staff, parents, caregivers, community providers.
- Materials (e.g., reinforcers, reference materials).

11. **How will progress towards the goal be monitored?** Actions might include:

- Monitoring materials.
- Training.
- Scheduling of observations by someone other than the primary caregiver or educator.

12. **How will implementation of the plan be monitored?** Implementation often "drifts" away from the intent of the plan over time. Review, through brief contacts or formal meeting is often necessary. Actions might include:

- Scheduled meetings (see #13).
- Scheduled points of a contact with someone other than the primary caregiver or educator.
- Notations regarding implementation in lesson plans.

13. **Review.** Specify the dates of scheduled review by the team.

When this action will be implemented: ☐ already in place   ☐ immediately   ☐ _____ / _____ / _____

Decision - _____ / _____ / _____ :   ☐ continue   ☐ modify   ☐ discontinue

Decision - _____ / _____ / _____ :   ☐ continue   ☐ modify   ☐ discontinue

Decision - _____ / _____ / _____ :   ☐ continue   ☐ modify   ☐ discontinue

Action 2:

Who will be responsible for this action?

When this action will be implemented: ☐ already in place   ☐ immediately   ☐ _____ / _____ / _____

Decision - _____ / _____ / _____ :   ☐ continue   ☐ modify   ☐ discontinue

Decision - _____ / _____ / _____ :   ☐ continue   ☐ modify   ☐ discontinue

Decision - _____ / _____ / _____ :   ☐ continue   ☐ modify   ☐ discontinue

Additional Supports for Team Members

Action: 10

Who will be responsible for this action?

When this action will be implemented: ☐ already in place   ☐ immediately   ☐ _____ / _____ / _____

Decision - _____ / _____ / _____ :   ☐ continue   ☐ modify   ☐ discontinue

Decision - _____ / _____ / _____ :   ☐ continue   ☐ modify   ☐ discontinue

Decision - _____ / _____ / _____ :   ☐ continue   ☐ modify   ☐ discontinue

How will progress towards the goal be monitored? Include the method and frequency of monitoring the individual's behavior.

Action: 11

Who will be responsible for this action?

When this action will be implemented: ☐ already in place   ☐ immediately   ☐ _____ / _____ / _____

Decision - _____ / _____ / _____ :   ☐ continue   ☐ modify   ☐ discontinue

Decision - _____ / _____ / _____ :   ☐ continue   ☐ modify   ☐ discontinue

Decision - _____ / _____ / _____ :   ☐ continue   ☐ modify   ☐ discontinue

How will implementation of the plan be monitored? Include the method and frequency of monitoring plan implementation.

Action: 12

Who will be responsible for this action?

When this action will be implemented: ☐ already in place   ☐ immediately   ☐ _____ / _____ / _____

Decision - _____ / _____ / _____ :   ☐ continue   ☐ modify   ☐ discontinue

Decision - _____ / _____ / _____ :   ☐ continue   ☐ modify   ☐ discontinue

Decision - _____ / _____ / _____ :   ☐ continue   ☐ modify   ☐ discontinue

Review. Specify the dates of scheduled review by the team.

_____ / _____ / _____   _____ / _____ / _____   _____ / _____ / _____

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PROGRESS
MONITORING

Special Education Handbook

Student name/grade:

Grade Level for Monitoring Reading_____

Date	Jamestown #	cwpm	% comp.	% word/acc.
Date	Jamestown #	cwpm	% comp.	% word/acc.
Date	Jamestown #	cwpm	% comp.	% word/acc.
Date	Jamestown #	cwpm	% comp.	% word/acc.
Date	Jamestown #	cwpm	% comp.	% word/acc.
Date	Jamestown #	cwpm	% comp.	% word/acc.
Date	Jamestown #	cwpm	% comp.	% word/acc.
Date	Jamestown #	cwpm	% comp.	% word/acc.
Date	Jamestown #	cwpm	% comp.	% word/acc.
Date	Jamestown #	cwpm	% comp.	% word/acc.
Date	Jamestown #	cwpm	% comp.	% word/acc.
Date	Jamestown #	cwpm	% comp.	% word/acc.
Date	Jamestown #	cwpm	% comp.	% word/acc.
Date	Jamestown #	cwpm	% comp.	% word/acc.
Date	Jamestown #	cwpm	% comp.	% word/acc.
Date	Jamestown #	cwpm	% comp.	% word/acc.
Date	Jamestown #	cwpm	% comp.	% word/acc.
Date	Jamestown #	cwpm	% comp.	% word/acc.
Date	Jamestown #	cwpm	% comp.	% word/acc.
Date	Jamestown #	cwpm	% comp.	% word/acc.
Date	Jamestown #	cwpm	% comp.	% word/acc.
Date	Jamestown #	cwpm	% comp.	% word/acc.
Date	Jamestown #	cwpm	% comp.	% word/acc.
Date	Jamestown #	cwpm	% comp.	% word/acc.

Student name/grade:

Written Language Monitoring:

_____ •When given a story starter with one minute to think and three minutes to write

_____ •Other_____

Date_____ TWW #_____ % accurate for mechanics_____ % accurate for spelling_____

Date_____ TWW #_____ % accurate for mechanics_____ % accurate for spelling_____

Date_____ TWW #_____ % accurate for mechanics_____ % accurate for spelling_____

Date_____ TWW #_____ % accurate for mechanics_____ % accurate for spelling_____

Date_____ TWW #_____ % accurate for mechanics_____ % accurate for spelling_____

Date_____ TWW #_____ % accurate for mechanics_____ % accurate for spelling_____

Date_____ TWW #_____ % accurate for mechanics_____ % accurate for spelling_____

Date_____ TWW #_____ % accurate for mechanics_____ % accurate for spelling_____

Date_____ TWW #_____ % accurate for mechanics_____ % accurate for spelling_____

Date_____ TWW #_____ % accurate for mechanics_____ % accurate for spelling_____

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Date_____ TWW #_____ % accurate for mechanics_____ % accurate for spelling_____

Date_____ TWW #_____ % accurate for mechanics_____ % accurate for spelling_____

Date_____ TWW #_____ % accurate for mechanics_____ % accurate for spelling_____

Date_____ TWW #_____ % accurate for mechanics_____ % accurate for spelling_____

Student name/grade:

Grade Level for Monitoring **Math** _____

Materials Used:_____.

Date _____ 2 min. Comp. Drill: + - x ÷ _____ # correct / # attempted _____/_____ % correct

Date _____ Skills Drill: _____ # correct / # attempted _____/_____ % correct

Date _____ 2 min. Comp. Drill: + - x ÷ _____ # correct / # attempted _____/_____ % correct

Date _____ Skills Drill: _____ # correct / # attempted _____/_____ % correct

Date _____ 2 min. Comp. Drill: + - x ÷ _____ # correct / # attempted _____/_____ % correct

Date _____ Skills Drill: _____ # correct / # attempted _____/_____ % correct

Date _____ 2 min. Comp. Drill: + - x ÷ _____ # correct / # attempted _____/_____ % correct

Date _____ Skills Drill: _____ # correct / # attempted _____/_____ % correct

Date _____ 2 min. Comp. Drill: + - x ÷ _____ # correct / # attempted _____/_____ % correct

Date _____ Skills Drill: _____ # correct / # attempted _____/_____ % correct

Date _____ 2 min. Comp. Drill: + - x ÷ _____ # correct / # attempted _____/_____ % correct

Date _____ Skills Drill: _____ # correct / # attempted _____/_____ % correct

Date _____ 2 min. Comp. Drill: + - x ÷ _____ # correct / # attempted _____/_____ % correct

Date _____ Skills Drill: _____ # correct / # attempted _____/_____ % correct

Date _____ 2 min. Comp. Drill: + - x ÷ _____ # correct / # attempted _____/_____ % correct

Date _____ Skills Drill: _____ # correct / # attempted _____/_____ % correct

Date _____ 2 min. Comp. Drill: + - x ÷ _____ # correct / # attempted _____/_____ % correct

Date _____ Skills Drill: _____ # correct / # attempted _____/_____ % correct

Date _____ 2 min. Comp. Drill: + - x ÷ _____ # correct / # attempted _____/_____ % correct

Date _____ Skills Drill: _____ # correct / # attempted _____/_____ % correct

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RECORDS MAINTENANCE

Special Education Handbook

Maintenance of Special Education Records

Access to Special Education Student Records

One person in each building will be designated as the **Records Technician**, and will have primary responsibility for ensuring the confidentiality of records. Additional staff may be assigned as Technician's Assistants.

Each school will post listing of persons, agencies and organizations who may have **limited** access to student records without prior consent of parent or student over 18 years of age. A current listing, by name and position, of building and AEA staff that are authorized to access records should also be posted to the outside of each file cabinet holding confidential records and IEPs. Staff members listed may access student records at any time, at the discretion of the Records Technician. Their names should be recorded on the access cards.

If a person requesting access to a student's file is unknown to the Records Technician, the Technician must require him/her to produce appropriate identification. The Records Technician will then consult the listing of those who are allowed limited access to verify whether the requesting person is allowed access. Persons requesting access to student records, which do not appear on the notice are required to have a court order, a legally issued subpoena or signed release of information from the parent, guardian, or adult student.

The following persons, agencies and organization may have restricted access to special education records without prior written consent of the parent or student over the age of 18 years:
- School officials, teachers and AEA personnel with a legitimate educational interest;
- Officials of other schools in which the student proposes to enroll;
- Representatives of state and local government when auditing and evaluating federal education programs;
- Officials connected with a student's educational financial aid applications;
- Governmental officials to which information is to be reported under state law adopted prior to November 9, 1974;
- Organizations which process and evaluate standardized tests;
- Accrediting organizations for accrediting purposes;
- Parents of dependent children, regardless of child's age; and
- Appropriate parties in a health and safety emergency

Buildings may choose to organize special education records and access cards in different ways. In setting up and maintaining records, these legal considerations must be adhered to at all times:
- Confidentiality must be ensured. This includes confidentiality of all records and of the names of people who have checked out the records, as recorded on the access cards. At no time should anyone be allowed to view the access record(s), except for the Records Technician, parent and adult student.
- Each time it is determined that access to records may be granted to someone who is not on the listing of authorized building and AEA staff, the Records Technician must record the name, date, and purpose of that person on the access card(s)

- If special education records (current IEP, confidential files) are not kept in a single location, they must be all cross-referenced and maintained at the specified location. A cross-referencing notice must be affixed to all file cabinets containing such records. (see example)

The current IEP is considered a working document and a copy should be housed in a file drawer in the classroom. The classroom teacher should then be designated as the Records Technician for the current IEP and should consult his/her copy of the listing to determine who may access the current IEP.

Additional Considerations:
- Should a parent request to see access cards, the Records Technician is responsible for collecting the cards from all locations within the building for the parent to view.
- If someone requests records and those records are checked out via an access card, the Records Technician may not divulge the name of the person who currently has them. This would be a violation of confidentiality.
- AEA personnel have been instructed to have the access sheet indicate their entrance into a student file. If an access sheet is placed in the child's record folder, it must be removed by the Records Technician when an authorized person accesses a record. The access sheet is then reinserted when it is returned.

Release of Special Education Records:
Section 99.31 of the Family Education Rights and Privacy Act (FERPA) addresses the disclosure of personally identifiable information from a student's education record. The following point should be adhered to:
- Such disclosure may be made, **without** parental consent, to other school officials and teachers within the District, who have a legitimate educational interest;
- Such disclosure may be made, **without** parental consent, to agencies involved in the financial support of the student while attending school in the District. Only information relating to the student's attendance at an educational institution may be disclosed to agencies involved with the student's financial support. DHS may not obtain special education records without consent; and
- Such disclosure **may** be made to a district in which the student has enrolled or seeks to enroll. Parents must be notified when records are transmitted.

The **special education programs** operated by the Board of Regents, Department of Corrections, and Department of Human Services are subject to all the requirements of the Iowa Rules of Special Education (IAC 41.1) and thus may be considered an education agency.

Therefore, upon receiving from the education agency at the Board of Regents, Department of Corrections, and Department of Human Services institutions a written request for special education records of a student enrolled in the education agency, the local education agency shall send that student's special education file as soon as possible to the requesting agency. Parental consent is not necessary before sending the student's special education file.

Contents of Special Education File:

The following procedures are to be followed for filing and maintaining special education students' school records. The special education teacher who is assigned to write the student's Individualized Education Program (IEP) is responsible for IEP folder maintenance activities.

There are several different folders that our district required on special education students. Below is a brief description of each:

- Speech folder (yellow): The speech/language pathologist is responsible for starting and maintaining this folder on each of his/her students. At the end of each school year, the entire folder is filed in the cumulative folder, removing it at the beginning of the following year.
- Confidential folder (orange): this folder is to be started at the time a child is individually tested or referred for any special testing or required services. The folder should contain all referrals, agency reports, staffing reports, placement reports, Child Evaluation Clinic (CEC) reports, and any other pertinent data dealing with psychological well-being of the student.
- Working IEP folder (Red): see Special Education Folder System sheet
- Progress Monitoring folder (Blue): see Special Education Folder System sheet
- Transition folder (Green): see Special Education Folder System sheet

Each special education teacher must order each student's IEP folder in the following manner prior to the beginning of the summer break. These IEP folders should be stored in the main office or in the counseling area, or sent to the student's next school if changing building, for safekeeping through the summer months.

1. IEPs are to be arranged in chronological order. The initial IEP should be on the bottom and current IEP on the top.
2. All test protocols may be discarded if the scores have been recorded somewhere on the student's current IEP. If not, the summary pages of the tests administered should be kept as part of the student's IEP.
3. The unified IEP including support services shall be kept together and appropriately maintained throughout the year.
4. Other reports from agencies outside of the school should be placed in chronological order in the student's confidential folder. These reports should not be discarded.
5. All intensive and supplemental plans, progress monitoring data and team decisions should be placed in the confidential folder.

Accurate and factual records on IDM (Instructional Decision Making) when students are eligible for special education services and IEP meetings, interventions used, parent contacts, and team decisions must be maintained so they are available in case of due process hearings. Meeting dates, persons in attendance and decisions made are important data. All meetings, whether official yearly IEP meetings or informal discussions involving the team should be documented either on IEP forms or additional information forms and attached to the current IEP.

SERVICE MATRIX

Special Education Handbook

A Grant Wood AEA Service Matrix will be completed in these situations:

- A student is initially staffed into an instructional program
- A student moves in from out-of-state
- A student's service(s) has increased/decreased significantly and a change of weighting should be considered
- A student moves into the district (from anywhere) and the IEP needs to be rewritten to document needed/appropriate services
- A student is going into a 5th year program (Career Connections) and a change of weighting should be considered
- A student is up for a 3 year re-evaluation

A Grant Wood AEA Service Matrix will NOT be completed in these situations:

- A student moves in from **another district in AEA10.** This implies, however, that the receiving team has reviewed the IEP and that the IEP will be implemented as written.

Date:____/____/____
Student Name: _____
Birth date: ____/____/____
Reviewer's Initials: _____
Level of Service: _____

WEIGHTED ENROLLMENT: Assigning Level of Service

- **Level I**:   A student's IEP must document that the student's level of service requires the services of special education instructional staff or supplemental aids and services and has a total of 1-5 points.
- **Level II**:   A student's IEP must document that the student's level of service requires the services of special education instructional staff or supplemental aids and services and has a total of 6-9 points.
- **Level III**:   A student's IEP must document that the student's level of service requires the services of special education instructional staff or supplemental aids and services and has a total of 10-12 points.

NOTE: This instrument is not designed to be used for assigning weights to preschool aged children.
There will be unique circumstances, e.g., medically fragile, hearing interpreters, Braille instruction in which weightings should be assigned using other processes.

	Curriculum Modifications * Use Score of Highest Rated Area (Reference IEP Pgs. B, D, E, F, G and/or BIP)	Specially Designed Instruction related to all goal areas regardless of setting (Reference IEP Pg. F)	Support for School Personnel and LRE Efforts * Use Score of Highest Rated Area (Reference IEP Pg. F and/or BIP)	Supplementary Aids & Services/Specialized Transportation * Use Score of Highest Rated Area (Reference IEP Pgs. F, G)
Zero Points	Student is functioning in the general curriculum at a level similar to peers.	Student requires no specially designed instruction	Joint planning typical for that provided for all students.	Technology use, classroom assistance, and transportation are similar to peers.
One Point	Student is functioning in the general curriculum 1-2 years below peers **or** student requires limited modifications to the general curriculum that allow for social skills instruction, **or** student has academic or behavioral goals in 1 or 2 goal areas.	Specially designed instruction **regardless of setting** that is designed by and/or delivered by special education personnel for less than 55% of the school day. Could include teaching, co-teaching, and collaborative instruction.	Special education teachers engage in joint planning for 1 hour or less per month with general education teachers and/or para-educators to support involvement and progress in the general education curriculum, **or** special education teachers conduct joint planning with 1 general education teacher or para-educator over the course of each month.	***Assistive Technology*** Requires limited individualization and/or training for the student, **or** ***Instructional Associates*** Additional individual support from an adult is needed for 55% or less of the school day, **or** ***Transportation*** Transportation needs require a special route.
Two Points	Student is functioning in the general curriculum 3 or more years below peers, **or** student requires significant modifications to the general curriculum to allow for extensive social skills instruction, **or** student has academic or behavioral goals in 3 or more goal areas.	Specially designed instruction **regardless of setting** that is designed by and/or delivered by special education personnel for 56% to 85% of the school day. Could include teaching, co-teaching, and collaborative instruction.	Special education teachers engage in joint planning for 1 to 2 hours per month with general education teachers and/or para-educators to support involvement and progress in the general education curriculum, **or** special education teachers conduct joint planning with 2 to 3 general education teachers and/or para-educators over the course of each month.	***Assistive Technology*** Requires extensive individualization and/or training for the student, **or** ***Instructional Associates*** Additional individual support from an adult is needed for 56% to 85% of the school day, **or** ***Transportation*** Transportation needs require attendant services, or the purchase of special equipment for safe transportation on a vehicle.
Three Points	Curriculum that reflects extended standards and benchmarks is required for meaningful instruction. Alternate assessment is used to measure progress.	Specially designed instruction **regardless of setting** that is designed by and/or delivered by special education personnel for 86% to 100% of the school day. Could include teaching, co-teaching, and collaborative instruction.	Special education teachers engage in joint planning for more then 2 hours per month with general education teachers and/or para-educators to support involvement and progress in the general education curriculum, **or** special education teachers conduct joint planning with more then 3 general education teachers and/or para-educators over the course of each month.	***Assistive Technology*** Is "high end" individualized and requires extensive training for the student. Significant maintenance and/or upgrades for continued effective use are anticipated, **or** ***Instructional Associates*** Additional individual support from an adult is needed for 86% to 100% of the school day, **or** ***Transportation*** a. Requires specialized route and attendant services, **or** b. Requires specialized vehicle (e.g. with lift device)

Final Proof and Edit 5/31/07 – Weighted Enrollment Task Force

	Curriculum Modifications * Use Score of Highest Rated Area (Reference IEP Pgs. B, D, E, F, G and/or BIP)	Discussion/Guidance/Instructions
Zero Points	Student is functioning in the general curriculum at a level similar to peers.	The former matrix included a column for Curriculum and another column for Social/Emotional and Behavioral functioning. Column One takes into account needs related to both academic and behavioral functioning.

*Sometimes, the information on a given IEP may not fall cleanly into one box or another. For example, the IEP may indicate that a student is functioning1-2 years behind (one point), but has goals in 3 areas (two points). Our suggestion is to use the highest rating, but this requires some degree of rater judgment.

Behavioral goals mean behavior instruction, and not just a behavior management plan that may be attached to the IEP. Behavior management plans tend to include reinforcement schedules and consequences, but have limited or no behavior instruction. These simple plans may require little or no effort on the part of special education personnel to manage and, thus, should not be assigned a high point value for this item. On the other hand, behavior intervention plans that include heavy doses of instruction in replacement behaviors along with reinforcement schedules, etc. will likely require more time on the part of special education personnel. These plans should therefore be assigned a higher point value. |
One Point	Student is functioning in the general curriculum 1-2 years below peers **or** student requires limited modifications to the general curriculum to allow for social skills instruction, **or** student has academic or behavioral goals in 1 or 2 goals.	
Two Points	Student is functioning in the general curriculum 3 or more years below peers, **or** student requires significant modifications to the general curriculum to allow for extensive social skills instruction, **or** student has academic or behavioral goals in 3 or more goal areas.	
Three Points	Curriculum that reflects extended standards and benchmarks is required for meaningful instruction. Alternate assessment is used to measure progress.	

Weighted Enrollment Matrix Instructions

Zero Points	Student requires no specially designed instruction	Emphasis is intentionally placed on the provision of specially designed instruction *"regardless of the setting"* in which the service is received. Specially designed instruction may be provided in a special education setting using a "pull out" model if appropriate and necessary. In other situations, a student may receive specially designed instruction in a general education setting as part of a collaborative or co-teaching arrangement. In co-teaching situations, the student must have a goal and need instruction in the curricular area that is being co-taught in order for the class to "count" on the matrix.
One Point	Specially designed instruction **regardless of setting** that is designed by and/or delivered by special education personnel for less than 55% of the school day. Could include teaching, co-teaching, and collaborative instruction.	
Two Points	Specially designed instruction **regardless of setting** that is designed by and/or delivered by special education personnel for 56% to 85% of the school day. Could include teaching, co-teaching, and collaborative instruction.	
Three Points	Specially designed instruction **regardless of setting** that is designed by and/or delivered by special education personnel for 86% to 100% of the school day. Could include teaching, co-teaching, and collaborative instruction.	

Percentages are to be calculated by
1) adding up the total number of minutes devoted to specially designed instruction (SDI) regardless of setting as specified on Page F;
2) identifying the total number of minutes in the school day (Starting bell to ending bell = total minutes per school day; this includes lunch, recess and transportation between buildings midday);
3) dividing total SDI minutes by total school minutes = Percentage

If the only specially designed instruction is provided in a pullout setting, the LRE percentage may be used to assign points. If not, further review and consideration of service time in co-teaching and/or collaborative settings will be necessary.

Weighted Enrollment Matrix Instructions

	Support for School Personnel and LRE Efforts * Use Score of Highest Rated Area (Reference IEP Pg. F and/or BIP)	Discussion/Guidance/Instructions
Zero Points	Joint planning typical of that provided for all students.	The collaboration efforts and joint planning time that should be taken into consideration here involve LEA staff collaborating and planning with other LEA staff. It does not include time spent collaborating with AEA personnel. The rationale for this distinction is to ensure that the local district has adequate resources to meet its obligations to the student as outlined in the IEP. AEA services are not a district expense, so while important, they are not considered in the assignment of the weighted enrollment factor.
One Point	Special education teachers engage in joint planning for 1 hour or less per month with general education teachers and/or para-educators to support involvement and progress in the general education curriculum, **or** Special education teachers conduct joint planning with 1 general education teacher or para-educator over the course of each month.	Joint planning is defined as regularly scheduled, ongoing, structured planning efforts aimed at addressing an individual student's needs. Topics to be addressed in such planning include instruction, accommodations, modifications or other aspects of the student's program.
Two Points	Special education teachers engage in joint planning for 1 to 2 hours per month with general education teachers and/or para-educators to support involvement and progress in the general education curriculum, **or** Special education teachers conduct joint planning with 2 to 3 general education teachers and/or para-educators over the course of each month.	It is likely that many teachers will need additional training in this area to ensure the proper documentation of planning efforts on Page F of the IEP. If Page F includes little or no mention of joint planning, then it may be necessary to make inferences about whether or not joint planning is in place. For example, if Page F does not include mention of collaborative or co-taught instruction, then formal joint planning may not be necessary for that student. As another example, if few general education accommodations and/or modifications are described, then joint planning may not be necessary either. In the absence of specific information, raters should assume that the point value here is either a (0) or a (1). If necessary, IEP teams should be asked to write an amendment clarifying the extent of support for school personnel.
Three Points	Special education teachers engage in joint planning for more then 2 hours per month with general education teachers and/or para-educators to support involvement and progress in the general education curriculum, **or** Special education teachers conduct joint planning with more than 3 general education teachers and/or para-educators over the course of each month.	

Weighted Enrollment Matrix Instructions

	Supplementary Aids & Services/Specialized Transportation * Use Score of Highest Rated Area (Reference IEP Pgs. F, G)	Discussion/Guidance/Instructions

Zero Points	Technology use, classroom assistance, and transportation are similar to peers.	Students may have variable needs across the three factors described in this column. Raters should use the point value associated with the highest need. For example, if a student requires a special route for transportation (one point), and also requires an instructional associate for the entire school day (three points), then this column should be rated a (3).
		
		Assistive Technology:
		
		   One Point: requires limited individualization and/or training for the student
		   Examples: Equipment costs under $500, such as auditory trainer, software, Kurzweil reader
		
		   Two Points: requires extensive individualization and/or training
		   Examples: Equipment costs $500-$7000, such as mid-level augmentative alternative communication devices or mid-level systems for alternative access to computer
		
		   Three Points: is "high end" individualized and requires extensive training for the student. Significant maintenance and/or upgrades for continued effective use are anticipated
		   Examples: Equipment costs above $7000, such as "high-end" augmentative alternative communication systems, or alternative input systems for computer use (e.g., touch screens, dynamic display)
		
		Instructional Associates:
		Reflects the need for additional individual support from an adult for specific activities.
		The use of instructional associates must be based on specific individual instructional needs as specified in the IEP.
		Individual instructional needs can include a plethora of services including support for academic activities, implementation of behavioral intervention plans, physical assistance, feeding, toileting, etc.
		The matrix may not be applicable in certain rare instances.
		
		Transportation:

One Point	*Assistive Technology* Requires limited individualization and/or training for the student, or … *Instructional Associates* Additional individual support from an adult is needed for 55% or less of the school day, or … *Transportation* Transportation needs require a special route.	
Two Points	*Assistive Technology* Requires extensive individualization and/or training for the student, or … *Instructional Associates* Additional individual support from an adult is needed for 56% to 85% of the school day, or … *Transportation* Transportation needs require attendant services, <u>or</u> the purchase of special equipment for safe transportation in a vehicle.	
Three Points	*Assistive Technology* Is "high end" individualized and requires extensive training for the student. Significant maintenance and/or upgrades for continued effective use are anticipated, or … *Instructional Associates* Additional individual support from an adult is needed for 86% to 100% of the school day, or … *Transportation* a. Requires specialized route <u>and</u> attendant services, or b. Requires specialized vehicle (e.g. with lift device)	

Service Matrix

Career Connections Services Matrix
Directions

The <u>Level of Services Matrix</u> documents information in a student's IEP related to the following areas: district standards and benchmarks, instruction, social/emotional/adaptive behavior, and learning environment. This information is used by the AEA Director of Special Education (or designee) to assign a weighting based on the accommodations or modifications needed for a student in each of these areas.

To complete the matrix an appointed IEP team member determines which of the four descriptors under each area best describes the accommodations or modifications found in the student's IEP. The team then indicates the page or page(s) of the IEP where the accommodations or modifications are documented.

A companion document titled <u>Guide to Using the Grant Wood AEA Level of Services Matrix</u> is available for IEP teams to use in assisting them in this process. The guide provides definitions for each of the four areas listed above; questions a team may want to consider prior to completing the matrix; and appendices which include examples of supplemental aids and services, assistive technology and services, and related services. To obtain a copy of the guide, please contact your AEA Regional facilitator.

Note: *If there are special circumstances not covered by the matrix that result in considerable expenditure of resources (money, equipment, time) describe and document these circumstances in the IEP. There is place at the bottom of page 4 of this Matrix where this information may be provided in writing as well.*

	0	1	2	3
STANDARDS/ BENCHMARKS	<u>Little or no accommodation of the district's curriculum is required.</u> .	<u>A limited amount of the district's curriculum is accommodated, modified, or extended</u>.	<u>A majority of the district's curriculum is accommodated, modified, or extended</u>.	<u>Most or all of the district's curriculum is accommodated, modified, or extended</u>**.**
Career Goal SKILL	*Student has a specific career goal that is attainable within 1 year.*	*Student needs limited additional work exper-ience to refine career goal*	*Student needs short-term job tryouts & several wk exper-iences to develop goal*	*Student needs Interests survey (e.g., Choices.), job shadows, short-term job tryouts & several wk experiences to develop goal*
Career Goal BEHAVIOR	**OR** *Consistently partici-pates in activities to develop career goal*	**OR** *Frequently participates in activities to develop career goal*	**OR** *Inconsistently participates in activities to develop career goal*	**OR** *Seldom participates in activities to develop career goal*
Job Search SKILL	*Student identifies businesses to approach and completes apps without staff assistance*	*Student needs staff feedback to refine list of employers to contact, applications and resumes.*	*Student needs staff assistance in identifying employers to approach, explanation of job possibilities and modeling of application/resumes*	*Student needs staff to identify employers to contact, complete applications and resumes.*
Job Search BEHAVIOR	**OR** *Consistently follows through on job search activities*	**OR** *Frequently follows through on job search activities*	**OR** *Inconsistently follows thru on job search activities*	**OR** *Seldom follows through on job search activities*
Interviewing SKILL	*Little or no support needed to interview for internship/job.*	*Need for practice, role playing and prepping for interview(s).*	*Student needs role-playing/ practice and on-site interview support, interpret (assist) with questions, etc.*	*Student needs adapted interview process, alternatives (e.g. working interviews).*
Interviewing BEHAVIOR	**OR** *Consistently follows-through on interview activities*	**OR** *Frequently follows-through on interview activities*	**OR** *Inconsistently follows-through on interview activities*	**OR** *Seldom follows-through on interview activities*
Job Duties/ Productivity SKILLS	*Student is assigned all duties of the position and requires no help in reaching productivity standards*	*Student/employer needs occasional/time-limited assistance in modifying some duty assignments/ productivity standards*	*Student/employer needs extended (4-8 wk) assistance in substantially modifying duty assignments/ productivity standards*	*Student/employer needs long-term (8+wk) assistance in substantially modifying duty assignments/produc-tivity standards*
Duties/Productivity BEHAVIOR	**OR** *Consistently performs at his/her maximum productivity level*	**OR** *Frequently performs at his/her maximum productivity level*	**OR** *Inconsistently performs at his/ her maximum productivity level*	**OR** *Seldom performs at his/her maximum productivity level*
	IEP Page(s) _____	IEP Page(s) _____	IEP Page(s) _____	IEP Page(s) _____

Student Name: _____DOB: _____

INSTRUCTION	General education teacher(s) is accommodating the instructional methods and activities used for this student. Little or no assistance provided by special educator to modify or deliver instruction.	A limited portion or part of the school day consists of specially designed instruction* delivered or monitored by a special educator and/or through supple-mental aids or services. Most of the gen. educa-tion curriculum is appropriate.	A majority of the school day consists of specially designed instruction	Most or all of the school day consists of specially designed instruction
Linkages SKILL:	*Demonstrates skills for securing living arrangements, financial assistance, interagency linkages.* **OR**	*Needs repeated assis-tance (directions, app-lications, etc) to pursue living, interagency linkages. Needs biweekly consult-coaching,* **OR**	*Needs repeated assistance (escort, on-site support etc) to secure living, financial services, interagency linkages. Needs personal organizer with coaching.* **OR**	*Needs direct on-site consul-tation for contact, support, completion of paperwork for financial and living arrangements, interagency linkages. Working to use personal organizer (adapted)* **OR**
Linkages BEHAVIOR:	*Consistently follows through in making community linkages or using community services*	*Frequently follows through in making community linkages or using community services*	*In**consistently** follows through in making community linkages or using community services*	*Seldom **follows through in making community link-ages or using community services***
Job Skill Acquisition SKILL:	*Student requires no job task instruction beyond that received from employer* **OR**	*Staff provides consul-tation to employers on strategies for teaching job skills and/or time-limited coaching (1-4 wks.* **OR**	*Student needs staff 1:1 on-site job skill instruction/ coaching for extended time period (4-8 weeks).* **OR**	*Student requires long-term (8+ weeks) of on-site, 1:1 instruction at the job, and/or additional instruction/prac-tice outside the workplace.* **OR**
Job Skill Acquisition BEHAVIOR:	*Consistently accepts & uses feedback when learning job skills*	*Frequently accepts & uses feedback when learning job skills*	*Inconsistently accepts & uses feedback when learning job skills*	*Seldom accepts & uses feedback when learning job skills*
Travel Training SKILL:	*No assistance needed in learning to travel to/from work* **OR**	*Student needs time-limited (1-4 weeks) 1:1 assistance in learning to travel to/from work* **OR**	*Student needs extended assistance (4-8 weeks) in learning to travel to/from work and/or regular support in scheduling specialized transportation (e.g., SEATS/ LIFTS)* **OR**	*Student needs long-term assistance (8+ weeks) in learning to travel to/from work and/or regular support in scheduling specialized transportation (e.g., SEATS/ LIFTS) and/or staff/ district transportation* **OR**
Travel Training BEHAVIOR:	*Consistently follows through in using transportation to travel to/from work*	*Frequently follows-through in using trans-portation to/from work*	*Inconsistently follows-through in using trans-portation to/from work*	*Seldom follows-through in using transportation to/from work*

IEP Page(s) _____   IEP Page(s) _____   IEP Page(s) _____

IEP Page(s) _____

* "Specially designed instruction" means adapting content, methodology, or delivery of instruction to meet the unique needs of an individual that result from the individual's disability.

Note: All specially designed instruction and/or supplemental aids or services provided in the general, special education, or community settings should be documented on the appropriate page of the IEP. **DO NOT** list general education or community settings where no special education services are being provided:

Student Name:_____ DOB: _____

	0	1	2	3
SOCIAL/ EMOTIONAL/ ADAPTIVE BEHAVIOR	*Positive interventions or supports designed and delivered by general education teacher (may include consultation by special educator or others).*	Social/emotional behavior goal(s) documented on IEP. Meets minimal expectations in educational settings due to a classroom or individualized intervention plan developed as a result of a functional behavioral assessment (FBA).	Social/emotional behavior goal(s) documented on IEP. Substantial departure from social, emotional, orkpl-ioral expectations when compared to same-age peers in a majority of educational settings. Need for sustained & systematic individualized intervention plan developed as a result of a functional behavioral assessment. (FBA)	Social/emotional behavior goal(s) documented on IEP. Extensive departure from expected social, emotional, or adapted behaviors when compared to same-age peers for most or all educa-tional settings. Even with sustained & systematic individualized intervention plan based on a functional behavioral assess-ment, does not consistently meet minimal expectations in most or all education settings.
Co-Worker/ Supervisor interaction	*No staff assistance required to develop/ maintain appropriate social interactions* **OR** *Consistently demonstrates appropriate social interactions in the workplace*	*Student needs Initial/ Occasional (weekly) verbal rehearsal and/or on-site emotional "coaching" from staff. May have had positive behavioral support (PBS) plan in previous setting.* **OR** ***Frequently demonstrates appropriate social interactions in the workplace***	*Student needs direct instruction on social skills, extended (4-8 weeks) ver-bal rehearsal &/or on-site "Emotional Coaching" from staff. May have had PBS Plan and/or FBA in previous setting.* **OR** *Occasionally demonstrates appropriate social interactions in the workplace.*	*Student needs extended (8+weeks) direct instruction on social skills and 1:1 "Emotional Coaching" and/or referral to outside agency for behavioral management/counseling assistance. Had PBS and/or FBA plan* **OR** *Seldom demonstrates appropriate social interactions in the workplace*
Stress Management	*Student requires no staff assistance to handle day-to-day life stressors* **OR** *Consistently manages stress successfully in the workplace*	*Student needs occasional (weekly) or time-limited (1-4 weeks) staff consulta-tion/"Emotional coaching" to handle day-to-day life stressors.* **OR** *Frequently manages stress successfully in the workplace*	*Student needs frequent (2-3 times/week) and/or extended (4-8 weeks) staff consultation/"Emotional Coaching" to handle day-to-day life stressors.* **OR** *Occasionally manages stress successfully in the workplace*	*Student needs daily and/or extended (8+weeks) staff consultation/"Emotional Coaching" to handle day-to-day life stressors or referral to outside agency for counseling assistance.* **OR** *Seldom manages stress successfully in the workplace*

IEP Page(s) _____   IEP Page(s) _____   IEP Page(s) _____   IEP Page(s) _____

(OVER)

StudentName:_____DOB:_____

LEARNING ENVIRONMENT	Accommodations or modifications to the learning environment are being made by the general education teacher(s) with little or no assistance from special educators.	Accommodations or modifications to the learning environment are needed for a limited portion or part of the school day. A majority of the general education learning environment is appropriate. Additional resources (equipment or personnel) are provided in the gen. education setting.	Accommodations or modifications to the learning environment are needed for a majority of the school day. Additional resources (equipment or personnel) are provided in the general or special education setting.	Accommodations or modifications to the learning environment are needed for most or all of the school day. For example, in the areas of classroom structure, transportation/ mobility, assistive technology, collaboration with community service providers, etc. Additional resources (equipment or personnel) are provided in the gen. or special educ. setting.
Self-Evaluation	*Minimal accommodations in work, living settings. Student correctly "self-evaluates" performance.* **OR** *Consistently self evaluates work performance accurately*	*Visual and/or verbal reminders needed for success; checklist used for quality monitoring, guidance needed for self-eval.* **OR** *Frequently self evaluates work performance accurately*	*Checklist required & monitored regularly with adult support/redirection at each new task, transition; reminders for quality performance.* **OR** *Occasionally self evaluates work performance accurately*	*Checklist required with job coach and/or supervisor regularly, transportation assistance needed.* **OR** *Seldom self evaluates work performance accurately*
Assistive Technology	*Assistive technology (AT) not likely to be needed.* **OR** *Consistently uses provided AT*	*May need AT support.* **OR** *Frequently uses provided AT*	*AT support likely needed for proficiency on job site.* **OR** *Occasionally uses provided AT*	*AT support needed for proficiency on job site.* **OR** *Seldom uses provided AT*
Job Retention Assistance	*Minimal employer follow-up needed* **OR** *Consistently participates in job retention activities*	*Weekly follow-up employer contact needed* **OR** *Frequently participates in job retention activities*	*2-3 weekly follow-up employer contact needed for student to retain job* **OR** *Occasionally participates in job retention activities*	*Daily follow-up employer contact needed for student to retain job.* **OR** *Seldom participates in job retention activities*

IEP Page(s) _____   IEP Page(s) _____   IEP Page(s) _____   IEP

Page(s) _____

** Adaptive behaviors are behaviors which need to be mastered by an individual to be successful in the following areas: communication, community use, functional academics, home living, health and safety, leisure, self-care, self-direction, social, and work.

DESCRIPTION OF SPECIAL CIRCUMSTANCES NOT DOCUMENTED IN MATRIX THAT MIGHT AFFECT NEEDED SERVICE LEVEL

_____
_____
_____
_____
_____
_____
_____
_____

Regional Administrator's Initials: _____ Weighting Assigned_____

THREE YEAR RE-EVALUATION

Special Education Handbook

Additional Information: Reevaluation IEPs

Reevaluations of eligible individuals are required:

- Every three years, or sooner –
    - If the IEP team determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or
    - If the child's parent or teacher requests a reevaluation; or
    - If the IEP team will be considering whether a child is no longer an eligible individual; or
    - If AEA procedures require the reevaluation of a transfer student from out-of-state.

Reevaluations *are not* to occur more than once a year, unless the parent and the LEA and/or AEA agree otherwise. Also, a reevaluation *is not* required to exit a student from services due to graduation with a regular diploma.

For all reevaluations, the IEP team must document answers to the following questions on an Additional Information page:

1. What progress has the student made, compared to peers or the expected standard, since the last evaluation?

2. What discrepancy, if any, still exists between the student's performance and that of peers or the expected standard?

3. What evidence is there that the student continues to need special education and related services in order to be successful?

4. What additions or modifications to the special education and related services are needed to enable the student to meet the IEP goals and to participate, as appropriate, in the general education curriculum?

5. Does the student continue to be eligible for special education services, based on the information contained in Questions 1-4?

6. Under what conditions will the IEP team consider exiting the student from special education services?

If answering these questions requires the collection of new information, parental consent is required (see Pages 54-57).

Consent for/Notice of Evaluation, Page 1

1. **Complete all identifying information.**
2. **Language:** Identify the language spoken in the home. Indicate interpreter needs (for the child/student for the evaluation and/or for the parent(s) at meetings)
3. **Complete district and building information.**
4. **Parent/Student Address.** Complete name, address and telephone number information for the identified ([**X**]) parties. The person(s) with whom the student resides must also have "Student" marked next to their address. Some examples:

Eligible individual lives at home with both parents or a single parent	Primary custody with one parent; second divorced parent	Eligible individual placed in a foster home	Eligible individual placed in a residential facility
[X] Parent	[X] Parent	[X] Parent	[X] Parent
[ ] Foster Parent	[ ] Foster Parent	[ ] Foster Parent	[ ] Foster Parent
[ ] Guardian	[ ] Guardian	[ ] Guardian	[ ] Guardian
[ ] Surrogate	[ ] Surrogate	[ ] Surrogate	[ ] Surrogate
[X] Student	[X] Student	[ ] Student	[ ] Student
[ ] Parent	[X] Parent	[ ] Parent	[ ] Parent
[ ] Foster Parent	[ ] Foster Parent	[X] Foster Parent	[ ] Foster Parent
[ ] Guardian	[ ] Guardian	[ ] Guardian	[ ] Guardian
[ ] Surrogate	[ ] Surrogate	[ ] Surrogate	[ ] Surrogate
[ ] Student	[ ] Student	[X] Student	[X] Student

5. **Explanation of why the school or AEA proposes to initiate an evaluation:**

   One: Provide the foundation in the Iowa *Administrative Rules of Special Education* for the evaluation:

   General education interventions have not been effective in solving problems your child is experiencing and special education services may be needed

   General education interventions have been effective but require continued and substantial efforts that may include special education services

   Your child's injury has created an immediate need for specialized services

   A team including you, the parent(s), has determined that general education interventions are not appropriate for your child's needs and special education services need to be considered

   It has been three years since your child's last evaluation: Date due: _____/_____/_____

   Your child has moved to Iowa from another state and AEA procedures require a reevaluation

   You have requested an evaluation

   The IEP team including you, the parent(s), believes that your child's services needs warrant a reevaluation

   Two: State –

   This evaluation will assist us in understanding your child's needs in the areas of instruction, curriculum, the learning environment and other areas.

6. **Description of other options the school or AEA considered and the reasons why those options were rejected.**

   For example:

   Continuation of general education interventions was rejected due to lack of success

   No other options were considered [**Note:** This is always the correct response for *required* reevaluations — i.e., three-years, parent or teacher request, consideration of exit from all services, etc.]

3

1. **Complete all identifying information.**
2. **Language:** Identify the language spoken in the home. Indicate interpreter needs (for the child/student for the evaluation and/or for the parent(s) at meetings)
3. **Complete district and building information.**
4. **Parent/Student Address.** Complete name, address and telephone number information for the identified ([**X**]) parties. The person(s) with whom the student resides must also have "Student" marked next to their address. Some examples:

Eligible individual lives at home with both parents or a single parent	Primary custody with one parent; second divorced parent	Eligible individual placed in a foster home	Eligible individual placed in a residential facility
[**X**] Parent	[**X**] Parent	[**X**] Parent	[**X**] Parent
[ ] Foster Parent	[ ] Foster Parent	[ ] Foster Parent	[ ] Foster Parent
[ ] Guardian	[ ] Guardian	[ ] Guardian	[ ] Guardian
[ ] Surrogate	[ ] Surrogate	[ ] Surrogate	[ ] Surrogate
[**X**] Student	[**X**] Student	[ ] Student	[ ] Student
[ ] Parent	[**X**] Parent	[ ] Parent	[ ] Parent
[ ] Foster Parent	[ ] Foster Parent	[**X**] Foster Parent	[ ] Foster Parent
[ ] Guardian	[ ] Guardian	[ ] Guardian	[ ] Guardian
[ ] Surrogate	[ ] Surrogate	[ ] Surrogate	[ ] Surrogate
[ ] Student	[ ] Student	[**X**] Student	[**X**] Student

5. **Explanation of why the school or AEA proposes to initiate an evaluation:**

    One: Provide the foundation in the Iowa *Administrative Rules of Special Education* **for the evaluation:**

    General education interventions have not been effective in solving problems your child is experiencing and special education services may be needed

    General education interventions have been effective but require continued and substantial efforts that may include special education services

    Your child's injury has created an immediate need for specialized services

    A team including you, the parent(s), has determined that general education interventions are not appropriate for your child's needs and special education services need to be considered

    It has been three years since your child's last evaluation: Date due: ____ / ___ / ____

    Your child has moved to Iowa from another state and AEA procedures require a reevaluation

    You have requested an evaluation

    The IEP team including you, the parent(s), believes that your child's services needs warrant a reevaluation

    Two: State –

    This evaluation will assist us in understanding your child's needs in the areas of instruction, curriculum, the learning environment and other areas.

6. **Description of other options the school or AEA considered and the reasons why those options were rejected.**

    For example:

    Continuation of general education interventions was rejected due to lack of success

    No other options were considered [**Note:** This is always the correct response for *required* reevaluations — i.e., three-years, parent or teacher request, consideration of exit from all services, etc.]

4

7. **Type of Assessment Needed: For example:**

Review of relevant educational records
Academic skills (all areas) *or list individually:*
    Reading
    Writing
    Math
    Study skills
Social skills/emotional status
Attention span
Behavior

Communication (all areas) *or list individually:*
    Articulation
    Language
    Fluency
    Voice
Health
Hearing
Vision
Orientation & mobility
Adaptive skills

Transition (all areas) *or list individually:*
    Preferences and interests
    Community use/Daily living
    Career/vocational
Cognitive/intelligence
Assistive technology
Motor functioning
Development (social, emotional, physical, cognitive, adaptive, communication, pre-academic)

8. **Person(s)/Position(s) Responsible.** Identify the individuals involved in the evaluation both by name and by position.

9. **For reevaluations.** In the case of a reevaluation, indicate the decision of the team regarding additional assessments.

10. **Procedural Safeguards were reviewed by.** Identify the individual who provided the parents with their procedural safeguards and the method used.

11. **Signature.** Both parents may sign, but only one parent* signature is needed.

* **"Parent" means:**
    a. A biological or adoptive parent of a child;
    b. A foster parent, unless state law, regulations, or contractual obligations with a state or local entity prohibit a foster parent from acting as a parent;
    c. A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child, but not the state if the child is a ward of the state;
    d. An individual acting in the place of a biological or adoptive parent including a grandparent, stepparent, or other relative with whom the child lives or an individual who is legally responsible for the child's welfare; or
    e. A surrogate parent who has been appointed in accordance with rule 41.519(256B,34CFR300) or 20 U.S.C. 1439(a)(5).

Important Notes:
- When more than one party is qualified to act as a parent, the biological or adoptive parent must be presumed to be the parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child.
- If a judicial decree or order identifies a specific person or persons under paragraphs to act as the parent of a child or to make educational decisions on behalf of a child, then such person or persons shall be determined to be the parent.
- "Parent" does not include a public or private agency involved in the education or care of a child or an employee or contractor with any public or private agency involved in the education or care of the child in that employee's or contractor's official capacity.

Description of the evaluation procedures, tests, records, or reports that were used as a basis for the proposed evaluation:

- Results of previous interventions (e.g. general education intervention, current IEP, etc.)
- Reviews of relevant information (school records, work samples, previous evaluations, etc.)
- Interviews of individuals with knowledge of your child (teachers, parents, your child, etc.)
- Observations completed by team members
- Tests (classroom-based, district-wide, and individually administered)

Assessment areas may include: health, vision, hearing, social and emotional status, general intelligence, reading, mathematics, written language, communicative status, adaptive behavior, motor ability, transition, and other areas, as needed.

Type of Assessment Needed	**Person(s)/Position(s) Responsible**
7	8

For reevaluations: — 9

☐ ***The IEP team has not recommended additional assessment.*** You (as the parent) <u>do not</u> need to sign this form. However, you have the right to request additional assessment to determine whether your child has or continues to have a disability and a need for special education and related services. If you want additional assessment, please contact your child's teacher or service provider.

☐ ***The IEP team has recommended additional assessment.*** Please carefully read the information below and, if you consent to the evaluation, sign and date your signature.

PARENT/GUARDIAN CONSENT TO EVALUATE

I understand that this evaluation may provide useful information for educational planning for my child. I have received a copy of the *Procedural Safeguards Manual for Parents.* I understand that I have certain protections under the procedural safeguards of the Individuals with Disabilities Education Act and that these rights are detailed in the *Procedural Safeguards Manual for Parents.* I understand that this manual contains information about whom to contact to obtain assistance in understanding my rights. I understand that I may also contact my child's school administrator or AEA Director of Special Education if I have any questions or wish to obtain an additional copy of *Procedural Safeguards Manual for Parents.*

Procedural Safeguards were reviewed by: _____ 10 ____ / ____ / ____   ☐ In person   ☐ Via Phone
Name   Date

**I understand my rights related to this evaluation and
I give my permission for the evaluation to begin as soon as possible.**

_____   Date: ____ / ____ / ____
(Signature of Parent/Guardian)

11

7

TRANSITIONS

Special Education Handbook

Transition IEP

IEPs for students 14 and over require us to look at the services and supports needed to prepare a student for post secondary success. These services and supports are documented throughout the IEP.

- Multiple assessments are given to identify the student's strengths and needs in the area of living, learning, and working. These measures are stated on Page B.
- The results of these assessments and needs for goals, services, and activities to prepare the student for living, learning, and working after high school are documented on Page B..
- The student and family are asked to identify expectations in the areas of living, learning, and working on Page B.
- Requirements for graduation, current status, and coursework and activities needed in order to achieve the post secondary expectations are stated on Page B.
- Goals on Page D are related to the living, learning, and working needs addressed on Page B.
- Services, supports, and activities needed to prepare the student for meeting post secondary goals in the areas of living, learning, and working are stated on Page F,

This document provides suggestions for ensuring that IEPs are written with quality assurance. These are areas that will be addressed through the IEP review process.

Page A
Dates must align with the meeting notice page.

The IEP is a legal document that identifies who was present to make decisions and what decisions were made. It is therefore critical that **only those persons attending the meeting are listed on this page.** Persons **present** at the meeting must be listed with a signature or initials beside their name.

Boxes must be marked noting the relationship of the person(s) to the student.
.
Page B
Strengths, Interests, Preferences
Make a statement about all three (strengths, interests, and preferences). The statements must reflect **what the student and/or parent** indicates. Use the following sentence starter: **Sue states** that her strengths include _____. **She states** that she is interested in _____. **She state**s that she prefers _____. We are asking that this section be divided into 3 parts to provide clarity:
STRENGTHS:
INTERESTS:
PREFERENCES:

Parent concerns

The IEP team is required to consider the concerns of the parents for enhancing the education of their child. Typically, these are general statements ("We would like more help in the area of math", "We don't think her reading is coming along as well as it could"), but may be quite specific ("We would like another hour of associate help for Susan"; "Jeremy needs access to a computer at all times"). At this point in the IEP process, it is not time to set goals or define services, activities and supports. First, assure the parents that their concerns will be addressed as the IEP is developed and record their concerns in their own words. Second, make sure that the parents' concerns are addressed as the IEP is developed.
If the parents have no concerns, state "The parents have no concerns."

Consideration of the parents' concerns for enhancing their child's education is a *required* component of the IEP process. An effort needs to be made to obtain parent input any time it is known that the parents will be unable to attend the IEP meeting.

There should be reference to preparation for life after high school.

Other information

Document information that establishes the need for activities and supports that *is not* directly related to a goal of the IEP.

Example: "Juan is ambulatory, but walks and goes up and down stairs very slowly" This information establishes the need for an accommodation. **Service, activity or support** (Page F) "Juan is allowed six minutes to make class changes without being considered tardy."

"Jill benefits from being in co-taught classes and is currently enrolled in a co-taught biology class

Document information that the IEP team believes is useful to an understanding of the eligible individual's current status and needs, or may require future action through the IEP.

Example: "Tina has been diagnosed as having attention deficit disorder. Past IEPs have included behavioral goals and services. She currently receives medication which effectively controls problems of attention and work completion."

A child's attendance at a regular preschool at the choice of the parents *is not* a part of the child's publicly-provided educational program and *should not* be documented in the Services sections of the IEP (Page F). However, a child's attendance at a regular preschool at the choice of the parents is used in determining an appropriate early childhood setting code. This information *may be* documented in the IEP. If you choose to document the parent-determined attendance of a three- to five-year-old at a regular preschool, document that information *here*.

Example: "Tim attends Playland Preschool Tuesdays and Thursdays from 10:00
AM to Noon."

Special Considerations
Marking "Y" for behavior indicates that the student's behavior is to the degree that it interferes with his learning or the learning of others. If "Y" is marked, there should be an FBA and BIP included in the IEP.

Transition assessments: For each area (living, working, learning) you must address the assessments given and the information gleaned from them.

Transition Assessments
Information Sources
This section refers to what was used to determine where the student is in preparing for living, working, and learning. Suggested resources include: parent and student interviews, observations, school records, classroom data, questionnaires, adaptive skills inventories, CBM probes, ITBS/ITEDs, MAP, RIOT (from the 3 year re-evaluation form) etc. Mary McWilliams is a great resource for informal assessments.

Results
Results must include data and skills information that indicate the area has been assessed and a statement that indicates if there is a need for services, supports, or activities. There should be a reflection on skill levels relating to reading, math, and writing. **The main part of the results section is analysis of the assessments and how you will use the information to develop the IEP.**   If the student is demonstrating proficiency in an area, state it. Appropriate sentence would be-Sue does not need specially designed instruction in _____at this time. Assessments indicate no concerns in _____ at this time. She has the ability to learn this skill in the natural environment. If it is an area of need, address specifically what the student needs. Example-Sue needs _____. Sue cannot _____. **This section should drive the rest of the IEP. All areas of need must all be followed up later in the IEP as either a goal (D page) or a service or activity (F page).**

Living Results-must include information about skills needed to live independently and take care of himself. These include making purchases, transportation, self care, laundry, cooking, etc.   After addressing these areas, there must be a statement about whether or not support is needed and how it will be addressed

Learning Results must include information about reading, math, writing, and behavior. The box should be divided into 4 sections:
READING:
MATH:
WRITING:
BEHAVIOR:

For each section, there must be **data** that states where the student is currently and in comparison to peers and then an explanation of needs and how they will be addressed. If there is no need, there must be a statement that says there is no need.

Working Results must address work skills in addition to work experiences. Skills must include those needed to obtain and keep a job. Academic skills may be necessary but there must also be statements about work completion, attendance, working in a group, social skills, and work habits. Needs must be addressed with a statement of how they will be addressed. If there are no needs, it must be stated so.

Examples: Jared has a job through the school work experience at the hospital where he helps transport patients and deliver lab results. At work, he is friendly and completes his assignments on time. At times, however, he does not accept changes in assignments well and is occasionally late or absent without calling in. At home, Jared has a number of chores for which he receives an allowance. He needs reminders to complete those tasks and can be explosive when asked to redo tasks. He expresses a keen interest in continuing to work and receive further education in the area of health care. He cannot complete a resume or job application nor does he know how to contact employers for potential work

Suzy can attend to tasks for up to ten minutes and can remain in the same physical position for up to 45 minutes. She has difficultly with extremely fine motor tasks, but can follow a three step picture routine (match-to-sample). She works well with others and prefers socially active environments with bright, active physical attributes.

Effects:
In describing the effect of the disability, think about functional implications and post-secondary needs. The intent is to define the effects on accessing the general education curriculum. There must be a statement about the effect on post secondary goals

Make a general statement regarding the impact of the individual's disability on curriculum involvement, pursuit of the post-secondary expectations. ***You must include*** information that describes the functional implications of the effect of the student's disability. Include both in school and out of school implications.

Examples: Simon is progressing through the general curriculum at a level expected for his grade in math, science and social studies, but significantly below his peers in language arts. He does not independently acquire content through reading and requires assistance in creating written products in subject areas. Accommodations will be required on job placements where reading and writing skills are necessary.

Maria's physical limitations do not interfere with acquiring the content of the general curriculum. However, she is not always able to fully participate in all learning tasks and activities (e.g., she can use a microscope to observe the cellular structure of a leaf but requires assistance to prepare a slide) and does not always participate in the same manner as peers (e.g., she creates written products with a voice-activated computer system). Maria is very mobile in her wheelchair, but at times physical barriers interfere with access to places and activities.

Torrance's behavior does not interfere with his ability to be involved and make progress in the general curriculum. Interpersonal relationships with school peers and with adults, both in and out of school, have been affected. Job placements while in school and employment after graduation could be affected.

Tana's progress in the general curriculum is significantly below peers in all areas. She does not always recognize potential danger in the community (traffic, strangers, etc.) In order to live independently, she will require self-help skills and assistance in accessing the community.

Gerald (age four) is developing at an age-expected rate and is able to participate in all age-appropriate activities but cannot always be understood by age peers and unfamiliar adults.

It is not necessary to repeat information that has been provided in the Transition Assessments sections. Note "See Learning Results", "See Living, Learning, and Working Results," and so forth as appropriate. Then add any *additional* effects of the disability such as effects on the impact on involvement in nonacademic and extracurricular activities.

Post Secondary Expectations- Address what the student expects to do after high school. Statements should be written in terms that are observable and state the actual result not the process of doing it. For example "will work at …" rather than "will apply for jobs".

Living: Josh will live in an apartment with roommates.

Learning: Josh will complete an associate degree in landscaping

Working: Josh will work as a greenhouse/landscaping business.

Checking "yes" for any box indicates that you will be addressing this issue through a goal, service, or activity. Checking "no" indicates that there were no concerns

identified earlier through the assessments or that they will be addressed later in the student's school career. For example: There are no courses/activities available in this area this year. They will be available and considered in a future year.

Course of study(be specific):
Graduation Requirements Example: "___ credits are required for graduation from CC, MAP scores of ____, completion of portfolio and senior presentation" or "Sue's performance must meet her IEP goals." Include a statement of how many credits are required in each content area.

Current Status: "Sue has completed ___ credits as of _____ and list the courses that have been completed Or "Sue must meet her IEP goal stating _____. She has (indicate current %)

Target Graduation Date: State the anticipated month and year

Courses and Activities needed (be specific):
Example: Sue will need to complete___credits in (content area) listing each area according to CC guidelines. Sue will need specific courses to prepare her for her post secondary expectation of _____. Some of these could include _____. List other experiences that will be beneficial to her (work experiences, extra curricular, etc.) or Sue will participate in the general education curriculum with modified expectations. She will have community based experiences in the areas of ____to help in developing real life situations for living, learning, and working.

Goal Pages
Goals must be meaningful, measurable, and be able to be monitored. Goals must include the time frame (in 36 weeks), the conditions (given a sixth grade reading passage), the behavior (Sue will read), and the criterion (100 words per minute with 95% accuracy). **Goals must support the pursuit of post-secondary expectations as defined on the B page.**

Current Functioning: This section should include district wide assessment data (ITBS/ITED, MAP, CBM). There also must be a comparison to peers.

Baseline: refers to where the student is at the time of the new IEP and typically includes CBM data.

Goal Statement: must include all of the components listed above and **aligned** with the current functioning and baseline. This means that if you discuss fluency in one of the areas, you must discuss it in all.

Evaluation Procedures: are **only** those assessment tools you will be using to progress monitor this goal. District assessments are not appropriate.

Graph: must be set up and align with the goal statement and evaluation procedure

<u>Services Page</u>
All areas of concern described on page B must be addressed on this page. This page should be a summary of all services that will be provided. Areas that should be marked: Development of work and other post-high school living objectives (for HS), specially designed instruction, accommodations, and support for school personnel The 8th grader's F page might say "will meet with counselor to develop her 4 year plan" "will go through Choices."

Accommodations must include statements describing why each accommodation is needed and in what setting. **Please refer to the district guidelines for testing. To qualify for testing accommodations, the student must be at least 2 years discrepant. Maximum extended time for tests is time and a half and must be stated as such.**

Specially Designed Instruction must be specific. Reading, math, behavior is not acceptable. It must state the focus area reading comprehension, math application of basic processes into problem solving, behavior making appropriate choices. Best practice is to divide the box into each content area and describe what the instruction will include in each area or use multiple boxes. Courses that are co-taught should be listed.

Development of Work should include activities and experiences described as a need on Page B.

Support for School Personnel is to be used to describe collaboration with general education teachers, paras, and/or other special education teachers. **This box must always be there. If there is no need for extra amount of time for collaboration, state "collaboration time is similar to other students".**

Page G
<u>District wide assessments</u> must align with testing accommodations from page F. In other words, if there are no testing accommodations on page F, there should not be any listed on this page. **The testing accommodations listed on this page refer to only district wide assessments and must be aligned with district guidelines stated in "Guidelines for Testing Accommodations"**

<u>Receiving all instruction in general education</u>
 If the box is checked no, there must be an explanation and it should align with the LRE percentage. In other words; if on this page the explanation states that the student needs to be pulled out for all academic areas and the LRE on Page B is 10%, there is no alignment.

Meeting notice must be included. If multiple attempts were made to have the meeting, include documentation of such. Remember, there should be 10 days notice of the meeting.

Transition IEP Planning Document

Student Name:_____ Date:_____

Grade: 7   8   9   10   11   12

In order to write a quality transition IEP, please complete the following questionnaire with your roster teacher.

LIVING: Where and how do you plan to live after high school? (Check all that apply)

_____Own a house/condo   _____Rent a house/apartment   _____Out of State   _____CR
                                                                                            Area

_____Alone   _____With Roommates   _____W/Parents or relatives

_____Enlist in military   _____Supported Employment   _____Sheltered employment

WORKING: What job shadows, internships, and jobs have you had? Paid and non-paid?

              Business   Tasks

_____   _____
_____   _____
_____   _____

Are you currently working?   Yes   No   Where?_____

CAREER PLANNING:

What pathway(s) are you interested in? _____
What career(s) have you been preparing for?
_____

What classes have you taken to help you reach your career and living goal?
_____
_____
_____

What classes would help you reach your career and living goals?
_____
_____
_____

What activities have you participated in and out of high school (clubs, sports teams, civic groups, etc.)?

_____
_____
_____

LEARNING: Describe what kind of a learner you are – visual, audio, kinesthetic, or combination

_____

Are you willing to continue to attend school after high school? Yes   No
If yes, where would you like to attend? _____ Major: _____

What accommodations/modifications work best for your learning style?

_____
_____

READING: What skills do you know how to do? What skills do you still need to learn?

Know: _____   _____ _____
Need: _____   _____ _____

WRITING: What skills do you know how to do? What skills do you still need to learn?

Know: _____ _____ _____
Need: _____ _____ _____

MATH: What skills do you know how to do? What skills do you still need to learn?

Know: _____ _____ _____
Need: _____ _____ _____

PERSONAL INVENTORY:

List your strengths (Things you are good at in & outside of school):

_____ _____ _____
_____ _____ _____
_____ _____ _____

List your interests & preference (things you prefer to do, things you are curious about):

_____ _____ _____
_____ _____ _____

PARENTS: List or describe concerns you have about your son or daughter's education (hopes, fears, dreams, etc.)

_____

_____

_____

COMMUNITY LINKAGES/SUPPORTS: (check currently receiving or want to receive information on)

	Receiving	Want Info	Notes
Linn/Johnson/Benton County MHDD Services	_____	_____	_____
Social Security Income	_____	_____	_____
Vocational Rehabilitation	_____	_____	_____
Career Connections	_____	_____	_____
V.I.T.A.L.	_____	_____	_____
Guardianship/Trusts/Wills	_____	_____	_____

Notes:

PAST GOAL AREAS (please keep this section up to date for future reference/IEP forms):

7th 8th

_____ _____

_____ _____

_____ _____

9TH 10TH

_____ _____

_____ _____

_____ _____

11TH 12TH

_____ _____

_____ _____

_____ _____

ASSESSMENTS:
Present Level of Functioning: Math _____
                                             Reading _____
                                             Language Arts _____

ALT/MAP DATA	**8TH**	**9TH**	**10TH**	**11TH**	**12TH**
Math	_____	_____	_____	_____	_____
Reading	_____	_____	_____	_____	_____
L. Arts	_____	_____	_____	_____	_____

ITEDS	**9th**	**10th**	**11th**
Comprehension	_____	_____	_____
Reading Total	_____	_____	_____
Revising Written Material	_____	_____	_____
Computation	_____	_____	_____
Core Total	_____	_____	_____

Other Assessments:

Attach copy of Transcript (check for all required classes/credits)

Notes:

Parent Involvement in IFSPs and IEPs

The IFSP (Individualized Family Service Plan) or the IEP (Individualized Education Plan) is as much a process as a document. It serves as a communication tool among families, educators, student, and service providers. IFSP/IEPs are vehicles for planning and making decisions which will assure that a child's needs are being addressed.

The IFSP/IEP conference can be a very intense time for those involved. SO much is at stake. Different people with different perspectives, who don't necessarily know each other well, come together to decide one child's future. What happened before, during and after the meeting can help families feel more comfortable and contribute to an effective outcome.

Before the meeting:

- Regular contacts with the family help to create rapport and trust.
  - Informal chats – in the hallways, in the community, etc.
  - Sharing information regularly.
  - Regularly requesting information from families

- Providing families information about the IEP/IFSP process, their role and the role of other team members, avoids assuming that the parents are familiar and know what to expect.
  - Utilizing existing pamphlets and brochures available through the Iowa Department of Education, GWAEA, or the PEP Resource Library.
  - Offering a parent one on one contact from another parent who is knowledgeable about the process and who would be willing to help them prepare.

- Inventories/Checklists/Questions provided before the conference help families come prepared to contribute to the IFSP/IEP planning process. They could cover:
  - Child's interests, strengths, needs, goals
  - Parent's concerns, questions, fears, hopes, expectations, desired options

- Families do best when they don't encounter surprises at the meeting; information ahead of time; such as, test results, possible options to be considered, other agenda items, etc., can be helpful.

- Invite parents, and the student, when appropriate, to give input as to who they would like to have attend the IFSP/IEP meeting. Students may enjoy sending out invitations.

- When the student will be involved, give families information about the preparation and expectations for the student's involvement; invite parents to give input or ask questions about their son or daughter's involvement.

- Schedule to meet at a convenient time and mutually agreed upon location is important to the comfort level and success of IFSP/IEP meetings.

During the IFSP/IEP Meeting

- Have everyone introduce themselves, even though it appears all know each other.

- Having table tent nametags that can be seen from across the table is very helpful.

- Overview the process and the agenda; clarify roles and time factors. Offer alternatives should additional time be required.

- Give parents the option of not deciding of signing agreement at this meeting should they want to have time to think about it. It's amazing how that can reduce the pressure and even eliminate or minimize the need for taking more time.

- When talking to families about their rights, it helps to provide them with a written summary. (PEP has a user-friendly copy that includes Parent Responsibilities)

- Turn to family members frequently to invite them to ask questions, check need for clarification, etc., as each aspect of the IFSP/IEP is discussed and developed. Such encouragement will assure understanding and greater involvement from parents, affirm their role and show professional appreciation for the expertise.

- Be supportive of family ideas; affirm their strengths as a family. They may not see themselves as having any.

- Discuss progress checking; many families leave conferences wondering how they will find out about how their child is doing.

- Summarize the meeting, clarify expectations and responsibilities.

- Remind families that the IEP plan is in place for a year, but that doesn't preclude taking a look at it before then should there be a need. It assures those who worry about sealing something in concrete that may not turn out to be right for their child.

After the Meeting

- Contacting families with 24-72 hours after an IFSP/IEP meeting could revolutionize how families feel about the process.

- Checking in with them sends parents a strong "we care, we value you" message.

- Listen and clarify as needed. Where there are concerns or doubts, empathize with the anxiety or hesitation. Offer encouragement, a "let's try" approach, and remind parent of established progress checkpoints.

- Follow up at regularly agreed upon times to review progress.

- Contacts to report "good news" or "good days" are very meaningful to families, and don't happen frequently. It's also a good rapport builder and will enhance your relationship.

Transition IFSP to IEP

Transition meeting at least **90 days prior to student's 3rd birthday**:
(held in the home from 7:30-8:30 a.m. or after 3:00 p.m.)
- ✔ ECSE teacher, SLP, Student Services Director, and Principal attend
- ✔ Goal Review
- ✔ Talk about Transition options and any additional evaluations needed

SC has FIE signed 2 months prior to EA exit

Family may schedule a school visit

Early Access Assessment:
- ✔ DAYC
- ✔ Speech & Language
- ✔ Health history/immunizations

AEA staff completes the Educational Evaluation Report (EER

At IDM meeting discuss possible IEP meeting dates

Three weeks prior to the IEP meeting:
- ✔ AEA staff review EER with the family
- ✔ Recommendation for special education
- ✔ Service coordinator provides ECSE teacher folder that contains:

Mtg. Notice for IEP   Health form
EER   Waiver Status
Eligibility Worksheet   Release
Transition Checklist

IEP meeting is scheduled

Service Coordinator contacts Student Services Director to add child to roster

One week prior to the IEP meeting:
- ✔ A draft IEP is provided to ECSE Staff
- ✔ Review IEP meeting agenda

IEP meeting conducted by AEA and LEA staff **within 45 days of Signing FIE**

✔ Parents complete registration process

Transition from IDM to IEP

Referral of 2.9 – 5 year old

Early Childhood Social Worker:
- ✔ Contact parent/teacher/provider, obtain history and current strengths/concerns
- ✔ Child observations, screenings/evaluations as appropriate (DECA, DAYC)

Support Service:
- ✔ OT/PT/Vision/Hearing
- ✔ Autism Team
- ✔ School Social Worker
- ✔ Psychologist
- ✔ Itinerant Preschool Teacher
- ✔ Speech Language

Intensive Instruction Plan

Special Education eligible FIE Signed

Continue Intensive Instruction

Three weeks prior to the IEP meeting:
- ✔ AEA staff review EER with the family
- ✔ AEA staff provides ECSE teacher folder that contains:
  Mtg. Notice for IEP   Health form
  EER   Intensive
  Plan
  FIE
  Transition Checklist

IDM Meeting:
- ✔ EC team: teacher, principal, AEA, Student Services Director attend
- ✔ Intensive Instruction plan review
- ✔ Talk about options & additional evaluations needed
- ✔ School visit may be scheduled

IEP meeting is scheduled

AEA staff adds child to teacher roster

One week prior to the IEP meeting:
- ✔ A draft IEP is provided to ECSE staff
- ✔ Review IEP meeting agenda

IEP meeting conducted by AEA and LEA staff ***within 45 days of signing FIE**

- ✔ Parents complete registration process
- ✔ Child and parent visit classroom before start date

COLLEGE COMMUNITY SCHOOLS

DISTRICT SPECIAL EDUCATION PLAN

INSTRUCTIONAL SERVICES DELIVERY SYSTEM (ISDS)
2008-2009

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COLLEGE COMMUNITY SCHOOLS

<u>*Mission*</u>

The mission of the College Community School District is to ensure quality learning today for tomorrow.

<u>*Core Values*</u>

- We believe that each student is a unique individual who must be encouraged and provided opportunities to reach his or her full potential.
- We believe basic learning skills are the foundation for lifelong learner and meeting new challenges in a diverse and changing world.
- We believe that each child develops an enthusiasm for learning through positive, safe, and healthy experiences in home, school, and community activities.
- We believe integrity shown through responsibility and respect to all people is fundamental to the community.
- We believe the success of the school and community depends on open communication, interaction, commitment, and planning for the future.

<u>*Vision*</u>

Success For All

<u>*Common Beliefs*</u>

- All students can and want to learn.

- Student learning must be driven by outcomes of significance and be assessed in authentic ways.
- Learning must be purposeful, challenging, stimulating, and rewarding for both students and staff.

<u>*Priorities*</u>
Our performance-based learning system, data collection and reporting process will:

- Increase student academic achievement and improve student performance on district's outcomes of significance
- Increase student understanding of careers and lifelong learning responsibilities.
- Increase parent and public involvement in student learning.
- Increase student and staff use of integrated technologies as productive learning tools.

College Community School District

Instructional Services Delivery System

Assurances:

We understand that any interpretation of our district's special education plan that violates the provisions of the *Iowa Administrative Rules of Special Education* will result in our district being out of compliance.

We provide assurance that our district will:

- Provide a free and appropriate public education to individuals who require special education between birth and the age of 21 (and beyond 21) in accordance with the Iowa Code.
- Maintain Least Restrictive Environment (LRE) provisions.
- Maintain full educational opportunity to individuals requiring special education. All students, including those in separate facilities, have available the opportunity to participate in nonacademic and extracurricular activities with students who are not disabled;
- Provide a continuum of instructional services and placement to meet the needs of students requiring special education.
- Support the provision of instructional services to each student in accord with his or her Individualized Education Program (IEP).
- Maintain the procedural safeguards or due process afforded students and their parents.

_____   _____
Superintendent   Date

_____   _____
Director of Student Services   Date

Continuum of Services

✓ This continuum of services supports students being served in general education classrooms and settings with non-disabled peers to the maximum extent appropriate.

✓ The continuum provides for supplementary aids/services in conjunction with the eligible individual's educational plan and general education class placement using the two models approved by state department of education, co-teaching model and consultative model.

✓ The continuum supports students being served to the extent appropriate in the school they would normally attend if not disabled.

When making a placement decision, the IEP team, including parents, will determine the least restrictive environment for students in accordance with the following priorities using either co-teaching or consultative model:

1. General classroom instruction for the entire school day, with individualization of instruction by the classroom teacher for part of the day.
2. General classroom instruction for the entire school day, with individualized instruction or services by a special education teacher or support and related service staff member for part of the day.
3. General classroom instruction for most of the day, with individualized instruction or services provided in another setting for part of the day.
4. General classroom instruction for most of the school day with special education instruction in basic skill areas and/or support and related service provided in a special education room for part of the school day.
5. Special education instruction for most of the school day with instruction in the general classroom for part of the school day.
6. Self-contained classroom instruction for most of the school day with instruction in the general classroom for part of the school day.
7. Full-time instruction in self-contained classroom with opportunities for participation with students without disabilities in nonacademic and extracurricular activities.
8. Full-time instruction in a self-contained classroom.
9. Full-time instruction in a self-contained (separate) school.
10. Instruction provided in a hospital or residential facility setting on an individual or group basis.
11. Instruction provided on an individual basis in a home (homebound) or special secure setting.
12. Other setting.

Levels of Service

The level of service refers to the relationship between the general education program and specially designed instruction for an eligible individual. The level of service is determined based on an eligible individual's educational need and independent of the environment in which the specially designed instruction is to be provided.

As the need for support increases, the level of services provided intensifies. Levels of service are determined through input of the IEP team using a matrix (Appendix A) developed by the State of Iowa.

Level I   This is a level of service that provides specially designed instruction for a limited portion or part of the educational program. A majority of general education is appropriate. Services include modifications and accommodations to the general education program.

Level II   This is a level of service that provides specially designed instruction for a majority of the educational program.

Level III   This is a level of service that provides specially designed instruction for most or the entire educational program.

Provision of services

The specific design of the instructional services delivery system will vary according to the services delivery plan of each building and the individual needs of students within each school.

The following district provision of services describes how College Community addresses the needs of diverse learners:

Learning is the essential purpose of our education programs. College Community Schools takes a proactive approach in meeting the needs of students experiencing learning and/or behavior difficulties or problems accessing the general education curriculum. Professional development programs are provided to assist teachers in making modifications and accommodations to the general education curriculum. In addition to providing opportunities for teachers to expand their skills, College Community offers a variety of programs or approaches designed to assist learners with basic skill acquisition, including:

To the fullest extent appropriate, special education services are provided in the least restrictive setting. Special education services are provided for eligible individuals having difficulty accessing the general education curriculum. Services may include co-teaching in the general education setting, monitored study halls, and adult assistance supported instruction under the direction of the special education teacher.

Special educators may provide for the learning needs of eligible individuals through "pull-out" instruction. A special education teacher may preteach concepts, reteach concepts, or provide extended learning opportunities for eligible individuals requiring a varied approach and over more time.

When a student requires more intense services, it may be necessary to meet the child's needs in an environment outside of the general education classroom. Special educators may provide for the learning needs of eligible individuals through instruction in special education classrooms. Curriculum may be altered or at varied levels and students may be pulled from the general education classroom. Various instructional approaches and additional behavioral/social/emotional supports are provided as needed.

As needs become more significant, special education services increase. Services may include increased support in the special education classroom (instructional, curriculum, and social/emotional assistance substantially departs from the general education program). Additional district services that require significant modifications include:

- Extensions of the general ed curriculum
- Adult Assistant support
- Special transportation
- Community training
- Transition
- Crisis management
- Adaptive PE
- Home Schooling
- Home bound instruction
- Social Skills training

Eligibility and Programming

Eligibility:
The determination of eligibility relies on the professional judgment of an Instructional Decision-Making team, including the student's parents or guardians. The team arrives at this decision based on a thorough assessment of the student's disability (based on educational progress and discrepancy), instructional and/or behavioral need.

Progress:
In determining educational progress, the team considers performance data in relation to interventions that have been provided over time and the rate of progress compared to the expected rate of progress.

Discrepancy is the difference between the individual's level of performance and the expected level of performance for individuals of the same age, grade, or other established standards. Multiple sources of data are used to determine the significance of the discrepancy.

Instructional needs are the services, activities, supports, accommodations, and modifications required in order for the individual to receive an appropriate education. The team must determine if these needs are beyond what typical general education resources alone can provide.

Consideration for eligibility for special education and related services is addressed with the following questions:

- Does the individual have a disability?
- Are special education resources required to meet the individual's educational needs?
- Is the individual eligible for special education services?

Information regarding educational progress, discrepancy, instructional need and eligibility for special education services is detailed on the *Educational Evaluation Report* (found on the GWAEA website **www.aea10.k12.ia.us**).

ELIGIBILITY FOR SPECIAL EDUCATION SERVICES PROCESS

A student is considered for eligibility to special education services in the following manner:

1) The student has been on an Intensive Instructional Plan through the Instructional Decision-Making Model (IDM) and has not made significant progress or it is determined by the IDM team that the student requires a level of support that is beyond what the typical general education services can provide. This data and information is documented on the Intensive Instructional Plan, the FIE (completed and signed by parent) and on the Education Evaluation Report (EER) forms.

   In rare and unusual circumstances, an individual may be determined to be in immediate need of special education and related services. In these situations the IEP team gathers and reviews the data and other information that clearly defines the disability and the need for special education and related services. This data and information is documented on an Intensive Instruction Plan and Educational Evaluation Report (EER) forms.

2) Eligibility is based on:

| Progress | Discrepancy | | + | Instructional Need | = | Eligibility Decision |

Disability   +   Need   =   Eligibility

3) The IDM team and parent(s)/guardians meets to review the EER form and makes a decision regarding eligibility for special education services.

   Parent consent is required for initial placement.

4) Upon parent consent, the initial IEP is developed.

Grades Served: 9–12

Organization

The high school special education program is organized by teams to meet the diverse needs of students. Level I, Level II, and Level III services are available to provide a continuum of services.

A student is assigned to a special education teacher's roster, but may receive special education services from more than one special education teacher if the IEP team determines that to meet the needs of the student.

Service Delivery

Special education teachers provide a continuum of services ranging from co-teaching, to the consultative model with some degree of pull out, to more intensive services in a special education setting for most or all of the day. Students in special education classes earn graduation credit towards a general education diploma.

Level I teachers provide services in the general education setting to the maximum extent appropriate using the co-teaching model. Students are also enrolled in an Instructional Strategies course that provides them specific skill instruction in goal areas identified on the IEP.

As the level of need for services increases, students may require extensive or substantial academic or behavioral support; consideration is then given to serving the student in the least restrictive environment which may be a Level II program or co-teaching. Level II teachers provide direct instruction in the core academic areas, as well as provide social/emotional or adaptive behavioral skill instruction to students. Students are enrolled in an Instructional Strategies course that provides them specific skill instruction in goal areas identified on the IEP.

Students who require a self contained classroom for moderate to severe learning and/or behavioral support are served in the level III program. Students receive direct instruction in the core academic areas, as well social/emotional or adaptive behavioral skill instruction. They are integrated into other classes deemed appropriate by the IEP team.

Special Education Collaboration/Team Planning

Special education teachers collaborate with general education teachers and adult assistants to ensure appropriate programming for students. Special education staff meets routinely to continue to improve the skills required to serve IEP students, write IEPs, and maintain the communication needed for IEP student progress.

Building Plans

Grades Served: 6-8

Program: Level I
Students served: Students with mild disabilities

These programs serve students with mild disabilities through skill acquisition, remediation of skill deficits, modifications and/or accommodations of general education curriculum, and support in the general education classroom. The teachers provide direct instruction to students in addition to consultation with general education teachers and families. Students have varying needs and spend varying amounts of time in the special education classroom. The special education teachers work together and pool their resources to provide students the most effective and efficient support possible in the least restrictive environment.

Program: Level II
Students Served: Students with moderate disabilities

These programs emphasize academic improvement while providing social skills instruction and behavior management support. Students' varying academic and social needs are addressed. Differing amounts of time is spent in the special education setting depending upon individual student needs.

Some Level II programs use an extension of the general education curriculum addressing the domains of daily living skills, prevocational and personal self-help skills in small groups. The students generalize and transition these skills from the school setting to home and community

Building Plans

Grades Served: 6-8

Organization

The middle school special education program is organized by teams to meet the diverse needs of students. Level I, Level II, and Level III services are available to provide a continuum of services and are organized through a grade-level team model. Four teams are created as described below. One team will serve entitled individuals in all grades and three teams will serve students at each specific grade level.
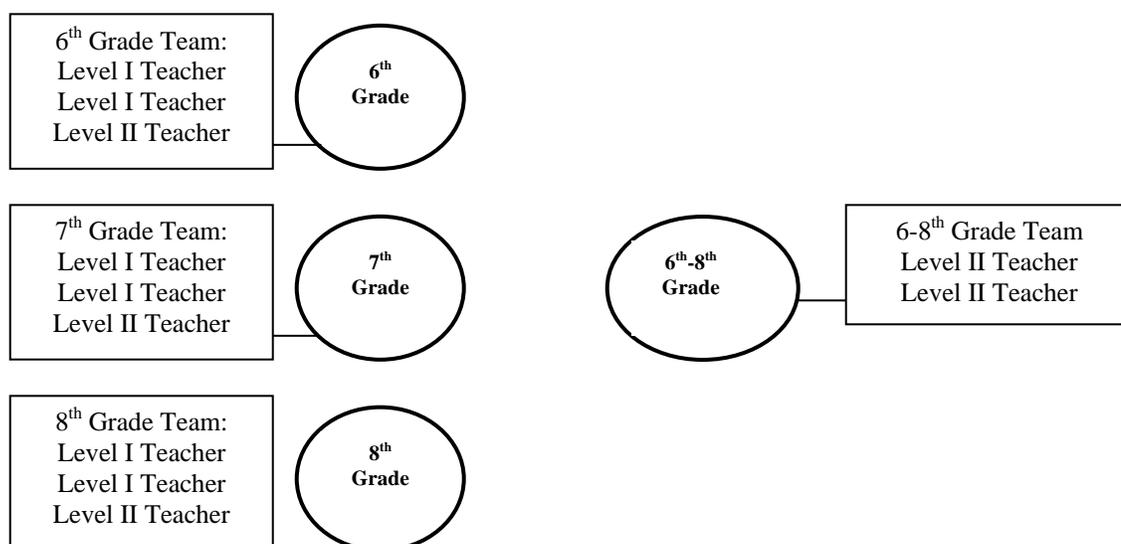
Service Delivery

Special education teachers provide a continuum of services ranging from co-teaching, to the consultative model with some degree of pull out, to more intensive services in a special education setting for most or all of the day.

Level I teachers provide services in the general education setting to the most extent possible using the co-teaching model. Students are enrolled in a Learning Strategies course that provides them specific skill instruction in goal areas identified on the IEP.

As the level of intensity for services increases and the student requires extensive or substantial academic or behavioral support, consideration is made to serve the student in the least restrictive environment which may be a Level II program or co-teaching. Level II teachers provide direct instruction in the core academic areas, as well as provide social/emotional or adaptive behavioral skill instruction to students. Students are enrolled in a Learning Strategies course that provides them specific skill instruction in goal areas identified on the IEP.

Level III services are provided within the district for students with the most significant needs. The IEP team, Director of Student Services, GWAEA and building administration determine the most appropriate placement for these students.

Special Education Collaboration/Team Planning

Special education teachers collaborate with general education teachers and adult assistants to ensure appropriate programming for students. Special education staff meets routinely to continue to improve the skills required to serve IEP students, write IEPs, and maintain the communication needed for IEP student progress.

Building Plans

Grades served: K-5

Organization

Elementary special education services are organized according to the child's level of services needed and/or the type of services required. All elementary buildings have Level I and Level II programs. Services may be provided in the general education setting using the co-teaching model, or in one of the special education classrooms or in a combination of both.

Service Delivery

More than one special education teacher may serve students eligible for special education service. Blending of services affords the student the opportunity to capitalize on individual teacher strengths and areas of expertise. Services may be organized by grade level, subject matter, or specific skill instruction. Building teams, in collaboration with the Director of Special Education, GWAEA, and building administration, determine the most appropriate service delivery model.

Level I teachers provide services in the general education setting to the most extent possible using the co-teaching model or the collaborative model with varying percentages of pull out time. Students have specially designed instruction with the special education teacher that provides them specific skill instruction in goal areas identified on the IEP.

As the level of intensity for services increase and the student requires extensive or substantial academic support, consideration is made to serve the student in the most appropriate Level II program. Level II teachers often provide direct instruction in functional academic areas, as well as provide social/emotional or adaptive behavioral skill instruction to students.

Level III services are provided within the district for students with the most significant needs. The IEP team, Director of Student Services, GWAEA and building administration determine the most appropriate placement for these students.

Special Education Collaboration and Team Planning

Special education teachers collaborate with general education teachers and adult assistants on a weekly basis to ensure appropriate programming for students. Special education staff meets routinely to continue to improve their teaching skills.

Students served: Students with severe social/emotional and/or behavioral disabilities

Organization/Classrooms
Prairie Edge School serves students ranging from kindergarten through twelfth grade. Depending on the population of students for the academic year, the classes are usually divided into elementary (lower and upper), middle school, and high school. These Level III classrooms are part of the College Community School District, but are housed in a segregated facility from the main public school campus, the most restrictive of school-based settings in the continuum of services provided in our district.

Integration
The elementary students are integrated into the public school setting for art, music, physical education, and world language with adult assistance. The middle school and high school students attend physical education with adult assistance. All students are considered for integration into the public school setting when they meet their individual goals at 90% or better for at least 5 weeks and the IEP team feels the integration would be successful for the student.

Academic Expectations
Each student's academic day is designed to meet the individual needs, academic and behavioral, as dictated by his/her IEP. The teachers utilize the same general education curriculum, standards and benchmarks that are used on the main campus. The classrooms are highly structured with a low teacher-to-student ratio (4-11 students per teacher and adult assistance). Educators and support staff establish positive relationships with the students and provide the intensive behavioral/academic support and services needed for the students. The goal is to help the students learn positive behaviors, and be able to move into a less restrictive educational setting when appropriate.

Placement
A flow-chart has been developed to assist the decision-making process when teams are considering a referral and/or placement at Prairie Edge. Please refer to Appendix D of this manual.

Integration to a Less Restrictive Setting
Students attending Prairie Edge in a Level III Program will be considered for integration into either a Level II or III Program in one of the main campus buildings at College Community based on the following criteria:

1. Five weeks attaining 90% or better on daily point sheet goals.
2. Prairie Behavior Checklist for skills necessary to be successful in the public school setting.
3. No school removals or Intervention Room placements.
4. A meeting will be held between Prairie Edge and the campus school teachers and administrators to discuss the possibility for and the extent of time the student will be integrated.
5. A copy of the student's IEP, all district school registration forms, and transition sheet will be provided at this meeting to the receiving school.

Integration time will increase as the student is successful in a less restrictive setting. The final step in this process is moving the student to full time on the main Prairie campus and changing the IEP.

__Moving from a Prairie campus building to Prairie Edge__
When a student attending a program in one of the main College Community campus buildings has significant ongoing behaviors that place him/herself or others at risk of injury, or severe disruption to the learning environment, the IEP team will meet to discuss the need for further behavioral assessment and intervention in that setting. If that assessment determines that the student's behaviors have increased in intensity, frequency and duration to the point that the student's learning and the learning of others is being significantly impacted or the student's behaviors are becoming too dangerous to remain in the public school setting, the IEP team will meet to determine if a placement at Prairie Edge is appropriate. The IEP team, including the parent and resident district, if appropriate, will meet to determine if a placement at Prairie Edge is in the best interest of this student. The team will review the following items to facilitate the decision making process.

1. Current IEP goals
2. Current special education programming
3. Number of transitions the student has during the day
4. Documentation of intensity, frequency, and duration of the behavior
5. Findings from the Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP)
6. Modifications already attempted in the building to meet the child's needs
7. Safety concerns
8. Parental input

At the meeting, the team will make the decision after considering the above data. If the decision is made to place the student at Prairie Edge, the IEP will be changed to reflect the need for more intensive services in a segregated facility. The IEP will contain an updated FBA and BIP based upon the current behaviors that led to this IEP team decision. The team also needs to complete the special school questions to support the need for the segregated school placement. The revised IEP, district school registration forms, and cum folder will be sent to Prairie Edge prior to the student beginning Edge's Level III program.

__45 Day Interim Alternative Educational Setting__
If a student with an IEP brings drugs or a weapon to school or has a significantly dangerous behavior at school, the building principal can invoke a 45 day interim classroom placement for up to 45 school days in order for the IEP team to hold a manifestation determination hearing and determine an appropriate program placement for the student. This interim placement can be Prairie Edge.

In situations involving special education students being suspended or expelled for more than 10 school days, the IEP team may consider Prairie Edge as a location for the educational program provided for special education students during the period of suspension or expulsion. At the end of the suspension or expulsion, the IEP team will meet again to determine if it is appropriate for that student to return to their previous campus building.

Ages Served 3-6

Organization

The Early Childhood Special Education (ECSE) classroom serves children ages 3-6. The program emphasizes communication, social and pre-academic skills in a fully integrated model. The children attend the program full or half days depending on age and needs.

Service Delivery

Students are served in fully inclusive environments so that they can learn alongside and from their typical peers.   The curriculum is focused on best practice for early childhood education. Teachers use routine large group and small group classroom activities to work on social and cognitive skills. Individualized time may be allotted to work on specific goals identified on the IEP.

Special Education Collaboration/Team Planning

Special education teachers collaborate with general education teachers and adult assistants on a weekly basis to ensure appropriate programming for students. Special education staff meets routinely to continue to improve their teaching skills.

A description of how the caseloads of special education teachers will be determined and regularly monitored to ensure that the IEPs of eligible individuals are able to be fully implemented.

A case-weighting procedure will be used to determine teacher caseloads using the Teacher Caseload Monitoring Worksheet below. Differential weight is given to students to reflect the intensity of instructional services required, and a maximum cumulative weight is identified which may prompt a caseload review. Caseload weighting is determined by the % of day support is needed for SE services (as defined by the state's service matrix).

TEACHER CASELOAD MONITORING WORKSHEET

Caseload weighting	SE Support needed % of day*
1	0-30%
1.5	31-55%
2	56-85%
3	86-100%

*Special education support needed for the percentage of day that the student receives specially designed instruction regardless of the setting. This includes instruction provided in a special education setting in a "pull out" model and/or time in a general education setting in a collaborative or co-teaching arrangement.

The ISDS committee agrees to use the following guidelines when determining a special education teacher's caseload:

For all programs the recommended caseload weighting is 18. This would mean eighteen (18) Level 1 students, twelve (12) Level 1.5 students, nine (9) Level 2 students and six (6) Level 3 students.

<u>District Guidelines for Program Adult Assistants</u>

The Student Services Director and building principal(s) shall consider the need for program adult assistants based upon the following guidelines:

- One program adult assistant shall be assigned to every two Level I instructors within a building.
- One program adult assistant shall be assigned to each Level II instructor within a building.
- One program adult assistant shall be assigned to each Level III instructor within a building.
- Administrators shall reference the considerations identified in "**Procedures for Resolving Concerns about Caseload**", when determining the need for program adult assistants.

A description of the procedures a special education teacher can use to resolve concerns about caseload. The procedures shall specify timelines for the resolution of a concern and identify the person or persons who are responsible for reviewing a concern and rendering a decision, including any corrective actions.

Timeline
Formal reviews will be conducted every semester, or as needed, by the Director of Student Services. Caseloads are a consideration when placing students on a teacher's roster. Caseload information will be shared with the building and district administration on a regular basis.

Informal Problem Solving
When teachers have concerns about their caseload, they should make their building principal aware of the situation and engage in a problem-solving discussion. The Grant Wood AEA staff may assist as needed.

If the issue can't be resolved, the teacher shall submit the concern in writing using the College Community Caseload Review form found in Appendix E and utilize the following process:

Process for Caseload Review

Building Administration Level
The principal will review the caseload concern, as documented on the Caseload Review Form, gather additional information as necessary, review the considerations below, and work with building staff to resolve the concern or determine a plan of action within ten (10) working days.

District Level
If a satisfactory solution cannot be found or resolved within ten (10) working days, College Community's Director of Student Services, Building Administrator, Grant Wood AEA's Regional Administrator, and the Caseload Review team shall review the caseload review form, other information gathered and considerations as listed below. A recommendation will be made within ten working days to the Superintendent. The caseload review team will be appointed and will include appropriate representatives from the special education staff, the administration, and general education.

Considerations
The following factors may be considered when determining reasonable caseloads:

- Number of eligible individuals on caseload. In the case of ECSE the caseload is to include SE and typical peers.

- Caseload weighting
- Number of prep periods
- Number of IEPs
- IEP Level of Service
- Grade/Age span
- Time involved and the number of collaborations needed between general education, special education, and adult assistants
- Amount of direct instructional contact with students
- Supervision and planning related to adult assistants
- Staff to student ratio
- Number of periods co-taught and number of content areas co-taught
- Additional training required to implement services on IEPs

A description of the process that will be used to evaluate the effectiveness of the system.

Principles
Providing quality special education services for eligible individuals attending College Community Schools is necessary and essential.

 The effectiveness of the ISDS plan will be measured by:

- **Student Performance**
  How well are eligible individuals achieving IEP goals and progressing in general education curriculum and standards?

  How many students are being staffed to less restrictive services and/or exited from services?

- **Customer Satisfaction**
  How satisfied are our customers-- parents, teachers, and administration with the special education services provided?

- **Personnel Performance/Integrity of Implementation**
  From a systemic perspective, how well is the plan being implemented? Are we doing what we said we would do? Are we providing the necessary tools and skills to the primary service providers (teachers and Adult Assistants)? Are all service personnel focused upon student achievement of IEP goals and district student performance standards? Are all service personnel evaluated per district's professional practice standards?

Methods Used
Student Performance will be measured by:
- Measures of Academic Progress (MAP), ITBS/ITED, Alternate Assessment
- Disaggregated district information (graduation rates, staffing to less restrictive programs, special education weighted enrollment growth rates, curriculum based measurement – CBM, and progress monitoring)

Customer Satisfaction will be evaluated by:
- Surveys (Appendix G, H, I and J) will be given to each group (Parents/Guardians, Teachers, Administration) at 3 yr. re-evaluations

Personnel Performance/Integrity of Implementation will be determined through:
- Review of Individual Education Plans (IEPs) and alignment with district curriculum standards
- Monitoring participation in and implementation of staff development opportunities
- Monitoring staff certification
- Monitoring of Annual Professional Learning Plans (PLP) of special education teachers

Appendix

Date:____/____/____
Student Name:

_____
Birth date: ____/____/____
Reviewer's Initials: _____
Level of Service: _____

Weighted Enrollment: Assigning Level of Service

- **Level I**:   A student's IEP must document that the student's level of service requires the services of special education instructional staff or supplemental aids and services and has a total of 1-5 points.
- **Level II**:   A student's IEP must document that the student's level of service requires the services of special education instructional staff or supplemental aids and services and has a total of 6-9 points.
- **Level III**:   A student's IEP must document that the student's level of service requires the services of special education instructional staff or supplemental aids and services and has a total of 10-12 points.

NOTE: This instrument is not designed to be used for assigning weights to preschool aged children.
There will be unique circumstances, e.g., medically fragile, hearing interpreters, Braille instruction in which weightings should be assigned using other processes.

	Curriculum Modifications * Use Score of Highest Rated Area (Reference IEP Pgs. B, D, E, F, G and/or BIP)	Specially Designed Instruction related to all goal areas regardless of setting (Reference IEP Pg. F)	Support for School Personnel and LRE Efforts * Use Score of Highest Rated Area (Reference IEP Pg. F and/or BIP)	Supplementary Aids & Services/Specialized Transportation * Use Score of Highest Rated Area (Reference IEP Pgs. F, G)
Zero Points	Student is functioning in the general curriculum at a level similar to peers.	Student requires no specially designed instruction	Joint planning typical for that provided for all students.	Technology use, classroom assistance, and transportation are similar to peers.
One Point	Student is functioning in the general curriculum 1-2 years below peers **or** student requires limited modifications to the general curriculum that allow for social skills instruction, **or** student has academic or behavioral goals in 1 or 2 goal areas.	Specially designed instruction **regardless of setting** that is designed by and/or delivered by special education personnel for less than 55% of the school day. Could include teaching, co-teaching, and collaborative instruction.	Special education teachers engage in joint planning for 1 hour or less per month with general education teachers and/or para-educators to support involvement and progress in the general education curriculum, **or** special education teachers conduct joint planning with 1 general education teacher or para-educator over the course of each month.	**Assistive Technology** Requires limited individualization and/or training for the student, **or** **Instructional Associates** Additional individual support from an adult is needed for 55% or less of the school day, **or** **Transportation** Transportation needs require a special route.
Two Points	Student is functioning in the general curriculum 3 or more years below peers, **or** student requires significant modifications to the general curriculum to allow for extensive social skills instruction, **or** student has academic or behavioral goals in 3 or more goal areas.	Specially designed instruction **regardless of setting** that is designed by and/or delivered by special education personnel for 56% to 85% of the school day. Could include teaching, co-teaching, and collaborative instruction.	Special education teachers engage in joint planning for 1 to 2 hours per month with general education teachers and/or para-educators to support involvement and progress in the general education curriculum, **or** special education teachers conduct joint planning with 2 to 3 general education teachers and/or para-educators over the course of each month.	**Assistive Technology** Requires extensive individualization and/or training for the student, **or** **Instructional Associates** Additional individual support from an adult is needed for 56% to 85% of the school day, **or** **Transportation** Transportation needs require attendant services, or the purchase of special equipment for safe transportation on a vehicle.
Three Points	Curriculum that reflects extended standards and benchmarks is required for meaningful instruction. Alternate assessment is used to measure progress.	Specially designed instruction **regardless of setting** that is designed by and/or delivered by special education personnel for 86% to 100% of the school day. Could include teaching, co-teaching, and collaborative instruction.	Special education teachers engage in joint planning for more then 2 hours per month with general education teachers and/or para-educators to support involvement and progress in the general education curriculum, **or** special education teachers conduct joint planning with more then 3 general education teachers and/or para-educators over the course of each month.	**Assistive Technology** Is "high end" individualized and requires extensive training for the student. Significant maintenance and/or upgrades for continued effective use are anticipated, **or** **Instructional Associates** Additional individual support from an adult is needed for 86% to 100% of the school day, **or** **Transportation** a. Requires specialized route and attendant services, **or** b. Requires specialized vehicle (e.g. with lift device)

College Community School District
Caseload Review Form

Teacher Name _____   **Today's Date** _____

Building _____   **Level of Program** (circle one):   I   II   III

A case-weighting procedure will be used to determine teacher caseloads using the Teacher Caseload Monitoring Worksheet found in Part Two, "Special Education Teacher Caseloads" of the District Special Education Plan.

Differential weight is given to students to reflect the intensity of instructional services required, and a recommended caseload weighting is determined based on these needs When a teacher's caseload exceeds the recommendation, there may be a need for a caseload review as determined on page 20. Utilization of the informal problem-solving techniques shall be used prior to requesting a formal caseload review.

Caseload weighting	SE Support needed % of day*
1	0-30%
1.5	31-55%
2	56-85%
3	86-100%

1. Using the guidelines above, please indicate the
   caseload point value assigned to your program.   **_____**

2. What is your current caseload point value?   **_____**

3. Please describe your concern, including special circumstances to consider (use back if necessary):

Please sign and submit to your building principal for review.

Teacher's Signature _____Date _____

Caseload Review Team

When a caseload review is not resolved informally at the building level, the Caseload Review team will convene to review the information. Using a guideline of ten working days, the team will discuss how to resolve the concern. The Director of Student Services and the Regional Administrator will review all concerns.

The Caseload Review team shall review the special education teacher's Caseload Review form, visit with the building administration, gather additional information as necessary, and review the considerations below:

Considerations

- Number of entitled individuals on caseload. In the case of ECSE the caseload is to include SE and typical peers
- Caseload weightings
- Number of prep periods
- Number of IEPs
- Level of service of IEPs
- Age span & grade span
- Time involved and the number of collaborations needed between general education, special education and adult assistance
- Amount of direct instructional contact with students
- Supervision and planning related to adult assistants
- Staff to student ratio
- Number of periods co-taught and number of content areas co-taught
- Additional training required to implement services on IEPs

The Director of Student Services shall communicate with the Superintendent about the team's recommendation.

PARENT SURVEY
College Community School District

Instructions: The purpose of this survey is to obtain information about special education services in our district. The information will be confidential and help us improve special education services. Please mark one (1) response and briefly answer each question. Additional comments may be written on the back of the page.

What grade level is your child currently? _____
                                                                (PK-12)

Please check the area(s) which your child currently receives special education services:

___a) Speech & Language	____f) Study Skills & Self Advocacy
___b) Reading	____g) Self Help
___c) Math	____h) Not sure
___d) Written Language	____i) Other
___e) Behavior	

How satisfied are you with the Individualized Education Program (IEP) conferences you attend?

Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Very Dissatisfied
5	4	3	2	1

How satisfied are you with your child's/children's special education services?

Very Satisfied	Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied
5	4	3	2	1

How satisfied are you with your child's participation in the general education classroom?
(only answer if your child is currently receiving instruction in the general education classroom)

Very Satisfied	Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied
5	4	3	2	1

I have been given a copy of my Procedural Safeguards Manual for Parents.

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___Yes
___No

I feel comfortable asking questions about my rights, known as procedural safeguards.

     ___Yes
     ___No

I would be interested in attending parent information meetings.

_____**Yes**

_____**No**

What do you like most about your child's/children's special education services?

In what ways would you like to see special education services improved?

Additional Comments:

Parent name: _____ (optional)

SPECIAL EDUCATION TEACHER SURVEY
College Community School District

Instructions: The purpose of this survey is to obtain information from you regarding special education services. Your comments are important in helping us continue to improve our services. Please check one (1) response and briefly answer each question. Additional comments may be written on the back of the page.
An electronic version is available on the special education page of the Prairiepride website.

What level of instruction do you teach?
___a) Early Childhood
___b) Elementary School
___c) Middle School
___d) High School
___e) Other, specify _____

What level of service do you primarily provide?
___a) Level I
___b) Level II
___c) Level III

How many years of teaching experience do you have?
___a) 0-5 years
___b) 6-15 years
___c) 16-25 years
___d) 26 plus years

How satisfied are you that the current instructional service delivery system allows you to meet the needs of students?

Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Very Dissatisfied
5	4	3	2	1

Do you feel your students are being served in the least restrictive environment?
___Yes
___No

What are the strengths of special education services in your building?

In what ways could special education services be improved?

Are your students are making progress toward their IEP goals?
       ___Yes
       ___No

Additional Comments:

GENERAL EDUCATION TEACHER SURVEY
College Community School District

Instructions: The purpose of this survey is to obtain information from you about the instructional needs of your students and how special education assists in supporting general education. Your comments are very important in helping us continue to improve services.
An electronic version is available on the special education page of the Prairiepride website.

What level of instruction do you teach?
      ___a) Early Childhood
      ___b) Elementary School
      ___c) Middle School subject(s) teach _____
      ___d) High School subject(s) teach _____
      ___e) Other, specify _____

How many years of teaching experience do you have?
      ___a) 0-5 years
      ___b) 6-15 years
      ___c) 16-25 years
      ___d) 26 plus years

How satisfied are you with the continuum of special education services available within your building/district?

Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Very Dissatisfied
5	4	3	2	1

How satisfied are you with the communication, collaboration, and support for students on IEPs in your classroom?

Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Very Dissatisfied
5	4	3	2	

What are the strengths of special education services in your building?

In what ways could special education services improved?

Are your students are making progress toward their IEP goals?
      ___Yes
      ___No

Additional comments:

ADMINISTRATION SURVEY
College Community School District

Instructions: The purpose of this survey is to obtain information from you about the instructional needs of our students and how special education assists in supporting general education. Your comments are very important in helping us continue to improve services.
An electronic version is available on the special education page of the Prairiepride website.

What level of school do you oversee as principal?
    ___a) Early Childhood
    ___b) Elementary School
    ___c) Middle School
    ___d) High School
    ___e) Other, specify _____

How many years have you been a principal?
    ___a) 0-5 years
    ___b) 6-15 years
    ___c) 16-25 years
    ___d) 26 plus years

How satisfied are you that the current instructional service delivery system allows you to meet the needs of the students?

Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Very Dissatisfied
5	*4*	*3*	*2*	*1*

What are the strengths of special education services in your building?

In what ways could special education services be improved?

Are your students are making progress toward their IEP goals?
    ___Yes
    ___No

Additional Comments: