

# Special Education Department Meeting

November 3, 2015



Think about a student you work with who has made significant improvement since the start of the year. We will partner up with someone from across the room and share the story.

# Special Education Meeting Norms

(created August 2015)

- On Time / End Early
- Electronic Devices only as necessary
- Stay on Topic/Productive/ Efficient / Engaged
- Be Supportive
- Limit Talking



# Special Education Staff will...

KNOW: Areas of emphasis on IEPs and stuff

UNDERSTAND: New or modified processes and things of that nature

BE ABLE TO: Complete the Transition Tab like a boss

Have you contacted all  
parents of students on your  
caseload?



# Check your IEP portfolio



Are your students in the correct location in your portfolio?

## Annual Review

Students who have an IEP due this school year.

## Reevaluation

Students who have both an IEP and MDT due this school year.

If a student is misplaced, let your appraiser know so he/she can move the students.

# Finalizing Meeting Requests- Coordinators

Coordinators will finalize the meeting requests



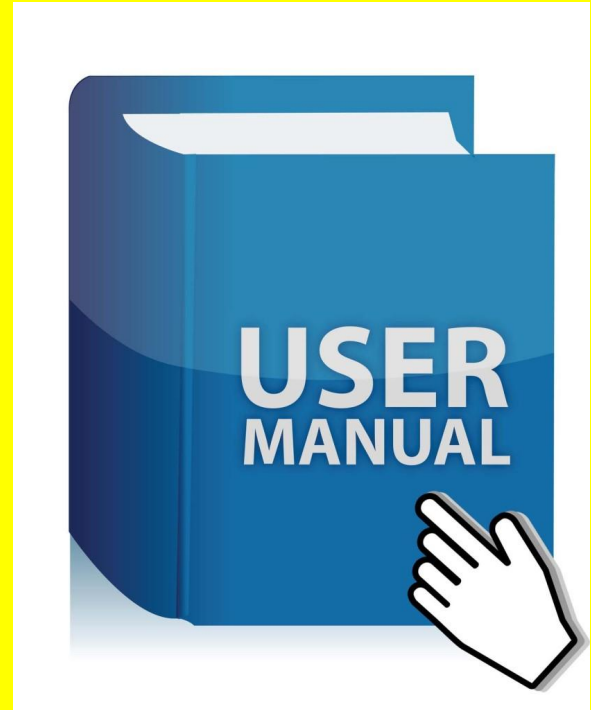
IEP Managers will upload the meeting request to historical docs (the copy with parent signatures)



# The Manual

Who is using it?

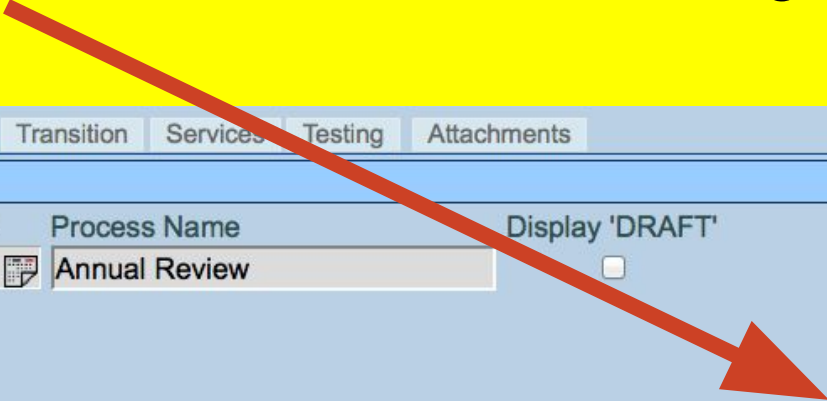
Comments?







# Documentation of efforts to schedule the IEP meeting.



**Cover** | Parent Statement | Special Considerations | Needs & Goals | Transition | Services | Testing | Attachments

**Dates**

Re-evaluation Due Date	IEP Date	Next IEP Date	Process Name	Display 'DRAFT'
11/15/2016	11/06/2015	11/05/2016	Annual Review	<input type="checkbox"/>

Interpreter:

IEP Meeting Purpose: Annual Revi

**Documentation of efforts to schedule the IEP Meeting:** Add

Line	Date	Description
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**Eligibility**

Primary Eligibility: Intellectual Disability

# Parent Statement

SE Student: Parrott, Jakob C.: StudentIEP: Parrott, Jakob C.

https://synergy.lps.org/Render.aspx

Northeast High School (2015-2016 : Show only active) User: David Koe

Menu Save Undo Validate This IEP Print Preview Finalize Make Amendment Status: Ready

## StudentIEP

Student Name:

Cover **Parent Statement** Special Considerations Needs & Goals Transition Services Testing Attachments

10	Yes	<input type="checkbox"/> I/We have been offered a copy of my parental rights at no cost.	10
11	Yes	<input type="checkbox"/> I/We would like to receive an electronic copy of my child's IEP.	11
12	No	<input type="checkbox"/> I/We understand as a parent of a 3-5 year old with a disability that I may have services provided in a preschool or daycare setting, but I waive that right and elect to have special education services in my home as set forth in this IEP.	12
13	Yes	<input type="checkbox"/> I/We understand that my signature will be kept on file.	13
14	Yes	<input type="checkbox"/> Special Education records for my child will be retained for five (5) years after completion of his/her special education services.	14

### Consent for Placement

To the maximum extent appropriate, your child will be educated with other children in the general education environment. Your child will be moved from the general education environment only when the nature or severity of needs are such that the education in general education classes with supplementary services cannot be achieved satisfactorily.

Parent Signature  Date

### Validation Warnings

Line	Number	Warning Description	Ignore Warning
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# IEP Manual update - Special Considerations Tab

Uncheck all boxes. Include testing results in “Results of Initial/Recent Evaluation”.

## Summary of Present Levels of Academic Achievement and Functional Performance

Line	Test Name	Test Date	Print Test
1	District Literacy		<input type="checkbox"/>
2	District Literacy		<input type="checkbox"/>
3	NeSA Reading		<input type="checkbox"/>
4	NeSA Math		<input type="checkbox"/>

**IMPORTANT:** This section is not needed at this time. Uncheck each section as noted above. This information is shared in the "Results of Initial/Recent Evaluation" text box example above.

District Literacy

District Literacy

NeSA Reading

NeSA Math

# Special Considerations Tab - Results of Initial/Recent Evaluation

- **Use global MDT Report results.**
- Explain your measures of performance (percentiles, stanines) in common language such as above average, average or below average.
- DO NOT USE IQ SCORES.
- Do NOT COPY the entire MDT Report into the IEP.
- District Common Assessments (DCA)
- **Graduation Demonstration Exam (GDE)**
- ABLLS
- Formative assessments (curriculum reading assessments, district curriculum assessments, etc.)
- **Report cards (e.g., academic progress, study skills, work habits, Transition: progress on course of study)**
- **Behavior goal sheets percentages**
- Curriculum placement information
- Any evaluations completed within the last year (i.e. hearing, vision, health)
- For a Triennial Review, enter actual test results along with the test name and score; do not give extensive details from the MDT.  
For example:
  - TORC-3      SS=75 (e.g., STUDENT is below average in reading comprehension.)
  - TOWL-3      SS=82 (e.g., STUDENT is slightly below average in written language.)
- **Include a statement about the impact of the disability on education**
- Include current examples from curriculum checklists, rubrics, rating scales, etc.
- **NeSA Reading, Math, Writing, Alternate Assessment**
- **Include EC GOLD assessment information (general education component)**

# Needs and Goals

SE Student: Parrott, Jakob C.: StudentIEP: Parrott, Jakob C.

https://synergy.lps.org/Render.aspx

Northeast High School (2015-2016 : Show only active) User: David Koenig

Menu Save Undo Validate This IEP Print Preview Finalize Make Amendment Status: Ready

## StudentIEP

Cover Parent Statement Special Considerations **Needs & Goals** Transition Services Testing Attachments

Include Transition in IEP

Category Add Category Delete Category

### Area of Need Goals & Objectives/Benchmarks

Behavior

Area of Need Behavior View Order 1

Progress on Prior IEP Goal/Objective/Benchmark

Line	Goal Name	Description	Progress	Level Achieved
1	Organization and Completion	Classroom Skills: Given instructional strategies and supports, Jakob will increase classroom skills by earning a low	Has not shown growth in this area.	C-

Present Level of Performance (from assessment, observation, work samples and/or progress on prior goals)

Strengths Jakob is great to have in class. His behavior is doing okay. He has done alright academically this semester, but there is room for improvement. Carries out tasks effectively, respectful in class, and takes initiative. Jakob has a lot of positives to add to discussions.

Needs Jakob needs to try more problems in math class and at home. He needs practice with math work so that he can be more successful on tests. Also, Jakob needs to use class time better. Jakob's electronic device is a big distraction in class. Jakob can do quality work when distractions are away.

Goal(s) Needed Yes

## Transition Tab

- 4 year plan
- Goals
- Transition Interview Form
- Example page
- Manual



X	Line	Order	Accommodation	Anticipated Location	Amount of Time		Start Date
					Minutes	Frequency	
<input type="checkbox"/>	1	9	Provide frequent review of math skills and vocab	General or special educ		As Needed	10/27/2015
<input type="checkbox"/>	2	2	Check for understanding	General or special educ		As Needed	10/27/2015
<input type="checkbox"/>	3	4	Provide class notes (if appropriate)	General or special educ		As Needed	10/27/2015
<input type="checkbox"/>	4	1	Preferential seating	General or special educ		As Needed	10/27/2015
<input type="checkbox"/>	5	5	Provide Graphic organizer	General or special educ		As Needed	10/27/2015
<input type="checkbox"/>	6	6	Use of calculator	General or special educ		As Needed	10/27/2015
<input type="checkbox"/>	7	8	Allow to refer to math notes on tests	General or special educ		As Needed	10/27/2015
<input type="checkbox"/>	8	3	Extended time	General or special educ		As Needed	10/27/2015
<input type="checkbox"/>	9	7	Provide notes on math vocabulary and processes	General or special educ		As Needed	10/27/2015



# Testing Tab - Please change to appropriate grade

Cover Parent Statement Special Considerations Needs & Goals Transition Services **Testing** Attachments

**Participation In Statewide Assessments**

Will the student participate in any Statewide Assessment?  
No

**Tests** Add Show Detail

Line	View Order	Testing Grade	Assessment Area	Administration Method	Explanation: Why student cannot participate in regular assessment and why alternate assessment was chosen.	Accommodation
10		190	GDE- Writing	Standard without Accommodations		The IEP team determined that accommodations are

**Participation In Districtwide Assessments**

Will the student participate in any Districtwide Assessment?  
Yes

**Tests**

Line	View Order	Testing Grade	Assessment Area	Administration Method	Explanation: Why student cannot participate in regular assessment and why alternate assessment was chosen.	Accommodation
10		190	GDE- Writing	Standard without Accommodations		The IEP team determined that accommodations are

# Testing Tab - Please change to appropriate grade

Cover Parent Statement Special Considerations Needs & Goals Services **Testing** Medicaid Attachments

**Participation In Statewide Assessments**

Will the student participate in any Statewide Assessment?  
No

**Tests** Add Show Detail

X	Line	View Order	Testing Grade	Assessment Area	Administration Method	Explanation: Why student cannot participate in regular assessment and why alternate assessment was chosen.	Accommodation
	1	1	09	GDE- Readin	Standard with Accommodations		-Extended Time -Small Group Setting
	2	2	10	GDE- Readin	Standard with Accommodations		-Extended Time -Small Group Setting

**Participation In Districtwide Assessments**

Will the student participate in any Districtwide Assessment?  
Yes

**Tests**

X	Line	View Order	Testing Grade	Assessment Area	Administration Method	Explanation: Why student cannot participate in regular assessment and why alternate assessment was chosen.	Accommodation
	1	1	09	GDE- Readin	Standard with Accommodations		-Extended Time -Small Group Setting
	2	2	10	GDE- Readin	Standard with Accommodations		-Extended Time -Small Group Setting

# No explanation needed unless alt assessment or addressing IAP

## Student IEP

Menu ▾ Save ✓ Undo ↶ Delete ✕ Validate This IEP Print Preview Print Preview Finalize Make Amendment

Cover Parent Statement Special Considerations Needs & Goals Transition Services Testing Attachments

### Participation In Statewide Assessments

Will the student participate in any Statewide Assessment?  
No ▾

### Tests

+ Add Show Detail ...

✕	Line	View Order ▾	Testing Grade ▾	Assessment Area ▾	Administration Method ▾	Explanation: Why student cannot participate in regular assessment and why alternate assessment was chosen. ▾	Accommodation ▾
■	1	2	09	GDE- Reading	Standard with Accommodations	If Chase does not pass the RGDE, they will meet this graduation requirement by	Extended time

### Participation In Districtwide Assessments

Will the student participate in any Districtwide Assessment?  
Yes ▾

### Tests

+ Add Show Detail ...

✕	Line	View Order ▾	Testing Grade ▾	Assessment Area ▾	Administration Method ▾	Explanation: Why student cannot participate in regular assessment and why alternate assessment was chosen. ▾	Accommodation ▾
■	1	2	09	GDE- Reading	Standard with Accommodations	If Chase does not pass the RGDE, they will meet this graduation requirement by	Extended time

Feedback

# Meeting the RGDE (& WGDE for Seniors)

-What to write in the Explanation Box:

The student will pass a general or special education writing class for five (5) credits in second semester of 11th grade or anytime during 12th grade to satisfy the LPS Writing Graduation Demonstration Exam.

\*Please do not put this statement in the IEP until the student is a junior or senior.

# Purpose of discontinuation form (No Need to Meet)

Please sign this sheet that states that you understand that should your student graduate in May the IEP will no longer be the responsibility of LPS.



# Change of Placement



Is the transition meeting from Yankee Hill back to LNE an IEP?

No, Change of Placement w/ addendum, unless close to IEP date

Also, complete a Discontinuation for students going from special education to general education

# VOICE

-This is my “Every Meeting” Encouragement to sign kids up!

VOICE is LPS’s 18-21 Vocational Program for students who have completed four years of high school and are aged 18 or above.

-Possible students on your caseload?

I sent you all a goog doc yesterday. Please look at your seniors/juniors for possible candidates for VOICE.

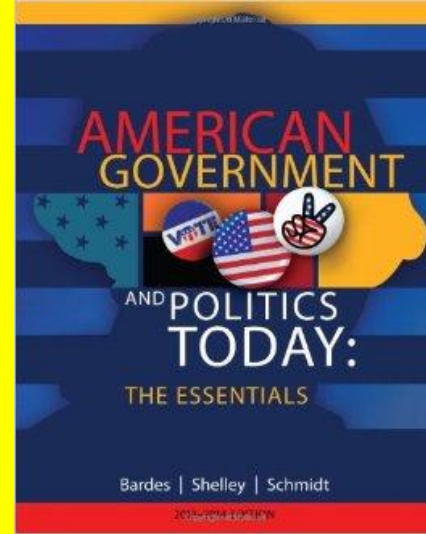
Paperwork must be completed and Signed by Parent and Student before January.



## Alternate Government & Politics Volunteer Hours

Under adult supervision, the student will meet required community service hours by contributing to the school community by assisting with meaningful and appropriate contributions

(e.g. providing technology supports for the school community; supporting athletics/custodial/kitchen staff; assisting with environmental and recycling projects for school; supporting peers in academic or social tasks; contributing to communication processes; mail delivery, delivering items, posting flyers; and other appropriate contributions).





# Preparing for IEP meetings

Send reminder to teachers to attend the meeting

Give enough notice to teachers so they can make arrangements to come early or stay late.

Joe Manley's doc form for teacher input

Come to the meeting with at least 7 copies of the agenda.

**Updated Agenda coming soon...**



# IEP Meetings: Effective input from general education teachers

At an IEP meeting it is important for the teachers to share:

- \*Strengths and Needs

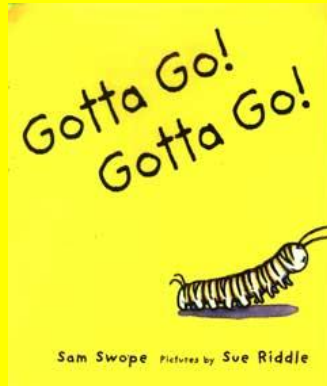
- Accommodations needed in the classroom

- \*IEP goal progress as seen in their classroom

# How do we do this and still be sensitive to time?

Create an agenda that allows teachers to address these issues at the start of the meeting. If a teacher needs to leave, ask them these questions:

1. Describe their performance in your class.
2. The current accommodations are ( ), do you feel these are needed in your class? Do you feel there is a need for a different accommodation?
3. How is their progress towards (read goal that pertains to that class)?



## Grades discussion at IEP's

1. Remember that this is not a teacher conference that focuses on passing classes, but is a conference that should be focused on IEP goals and accommodations.
2. Grades should not be the focus unless it is part of the IEP goal.
3. A discussion of grades can be done at the end of the meeting when graduation requirements are the focus. Grades can affect graduation.



# Schedule Changes

Communication before the change is made.

-phone call home?

Schedule				
5				
2				
2				
3				
2				

✓ Check Schedule

Cell phone plan in adjusted classrooms

Let's discuss...

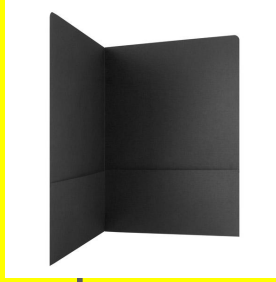




# Synergy

points and max the same

# Sub plans



Place your black sub folder somewhere on your desk so it is easily found. When Jean is looking for plans, the folder is where she goes first. Put a copy of your daily schedule so if there is an emergency and you have to leave, someone can cover for you. If your lesson plans are somewhere other than the black folder, include that statement somewhere in the folder.





# Living Above the Line



Academics → Media Center → (Teacher Sites)

Interactive Forms

