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DIVISIONS FOR SPECIAL EDUCATION SERVICES and SUPPORTS

AUGUST 2008 DL UPDATE

Welcome

The Divisions for Special Education Services and Supports would like to welcome Dr. Margo Habiger to the staff as a program specialist in the Compliance Review Unit. Margo recently retired from the Metro West GLRS where she served as a program specialist. Her experience in the field of special education will be a valuable asset to the GaDOE.

Farewell

Charlette Green, program specialist for speech-language pathology, has accepted a position as a special education supervisor in the Cherokee County Schools. Charlette served as the District Liaison for District 1. She was instrumental in professional learning and support for speech-language pathologists in the determination of speech-language eligibility based on educational impact rather than clinical considerations. Charlette also provided leadership for the GaDOE project, SLPs Collaborating in General Education Classrooms. We will miss Charlette and wish her well in her new role in Cherokee County.

Students Entering High School in 2008-2009

Access courses are intended for students with significant cognitive disabilities who are assessed using the GAA no later than the 8th grade. They are NOT applicable to students who will be assessed in the future using the 2% modified assessment that is currently under development. Access courses are for students who can only access grade level content on an entry or pre-requisite level, and usually just one or two elements of one standard. These courses are NOT appropriate for students who are given instruction on the breadth of the standards for that course and are simply performing below grade level. Access courses are taught using an integrated curriculum model explained in the Guidance for Access Courses for Students with Significant Cognitive Disabilities document available at http://www.gadoe.org/ci_exceptional.aspx.

Course descriptions for all state funded courses, including the Access courses can be found on the GaDOE website at http://www.gadoe.org/ci_services.aspx. Keep in mind as you are scheduling students that only a small percentage of your students will be appropriate for the Access courses. Most of your students with disabilities should be scheduled for the same courses as their typical peers with appropriate instructional supports and services. Credit for courses is not dependent upon WHO teaches the course or WHERE it is taught.

All students with disabilities entering 9th grade in the fall of 2008 should have the goal of a regular high school diploma. The IEP team should plan for this outcome, including support classes and extra courses as needed to meet the requirements of the regular education diploma. Schools should take this into account when advising students of class schedules even though it may take longer than the traditional 4 years to earn the diploma. Although the special education diploma or high school certificate is still an option, it is important for IEP teams to emphasize to parents and students that students are entitled to FAPE until their 22nd birthday or until the student earns a regular diploma.

Access to the GPS for Students with the Most Significant Cognitive Disabilities— Training for New Teachers

To support local systems in providing training to new teachers of students with the most significant cognitive disabilities, the Georgia Department of Education, Divisions for Special Education Services and Supports, will be holding four regional sessions, which will present an overview of providing curriculum access to students with the most significant cognitive disabilities. These sessions will focus on providing access to the curriculum and the related instructional components and will not directly address the requirements of the Georgia Alternate Assessment.

These meetings will be held immediately following some of the *GAA* Pre-Assessment Workshops at the same locations. Keep in mind that the target audience for this training is those teachers who are new to the system and/or who are teaching students with significant cognitive disabilities. This is a beginning level training for those who have little or no experience providing curriculum access to students with significant cognitive disabilities, and covers the same basic information that was provided last year at these sessions. Please see the attached flyer for dates, locations, and registration information.

From Assessment

The 2008-2009 Student Assessment Handbook will be available in August/September 2008. The Student Assessment Handbook provides information and guidelines for the inclusion of students with disabilities in state-mandated tests. The handbook includes sections on accommodations and the *Georgia Alternate Assessment (GAA)*. In conjunction with the Student Assessment Handbook, an *Illuminate* session on the administration of all state-mandated tests will be held in September.

While the *GAA* Participation Guidelines include a discussion and requirement that the student assessed through the *GAA* have a significant cognitive impairment, they also include a discussion and requirement specific to the way in which the student accesses the general curriculum. The *GAA* is designed to assess those students who “require **substantial adaptations and support**” to access the general education curriculum along with instruction focused on application of state standards “**through relevant life skills**”. This group of students can only access a small portion of the grade-level curriculum, and that access is through thoroughly adapted materials and other extensive supports. The *GAA* is not designed to adequately show what those students who are learning skills within the complete *GPS* curriculum know and can do.

As the new school year begins, please remind your teachers of students with significant cognitive impairments of the Access to the GPS Resource Board. The resource board contains free, downloadable materials that can be used to provide access to the GPS in all content areas. In addition, teachers can find GAA information and updates that are useful as they complete portfolios. On other areas of the board, teachers can view student videos, review PowerPoint presentations, see frequently asked questions and answers, and get other classroom supports. Teachers and others interested in the Resource Board can e-mail either Kayse Harshaw (sharshaw@doe.k12.ga.us) or Toni Bowen (tbowen@doe.k12.ga.us) for their user name and password.

Dispute Resolution - Tip of the Month

The Dispute Resolution Subcommittee of the State Advisory Panel (SAP) completed an important project during the 2007-2008 school year. They developed Dispute Resolution- A Guide to Resolving Disputes for Families of Students with Disabilities in both brochure and booklet format. These publications provide excellent information for parents of special education students regarding the state dispute resolution processes. In addition to providing information to parents, they could be used as training materials for school administrators and new special education teachers. The publications provide good factual information regarding the IDEA required state processes, as well as, suggestions for resolving disputes at the local level. The brochure or booklet could be included in special education parent information packets or as available when resources in this area are needed.

These resources are available at http://www.gadoe.org/ci_exceptional.aspx?PageReq=CIEXCParentsRights. If you have difficulty accessing this link, visit the Special Education page on the GaDOE website and select parent rights in the middle column. In addition, each system will be receiving a packet of printed brochures in the mail in late August.

Office of Special Education and Rehabilitative Services: Georgia's IDEA Implementation Determination

The U.S. Department of Education's Office of Special Education Services (OSEP) released Georgia's determination on implementation of IDEA for federal fiscal year 2006 (2006-2007 school year) in June 2008. Georgia's determination was Needs Assistance. This determination was based on Georgia's Annual Performance Report (APR) and revised State Performance Plan (SPP). The APR and SPP are posted on the Georgia Department of Education web site at http://www.gadoe.org/ci_exceptional.aspx?PageReq=CIEXCStatePlan. You'll find the APR and SPP for the last two years as well as details on how OSEP makes the state determinations and a copy of the OSEP determination letter.

In their determination letter, OSEP noted that Georgia reported high levels of compliance for Indicators 9 (disproportionality in special education overall), 10 (disproportionality by disability category), 15 (general supervision), 16 (formal complaint timelines), and 17 (hearing timelines.) Full and timely correction of the noncompliance finding for Indicator 13 (post school transition) was also noted.

The specific factors affecting OSEP's determination that Georgia "needs assistance" in meeting the requirements of Part B of the Individuals with Disabilities Education Act (IDEA) were Indicator 11 (timelines for initial placement) and Indicator 12 (timely transition from Babies Can't Wait for preschool children with disabilities). OSEP noted that data for both Indicator 11 and 12 had improved. The percentage of students evaluated within the 60 day timeline statewide improved from 85% to 88%. The percentage of preschool students with a timely transition from Babies Can't Wait statewide improved from 78% to 84%. However, there were school districts that did not meet the 100% target for these indicators for two years in a row. Noncompliance must be corrected within one year.

OSEP has advised the state, as a result of having a "needs assistance" determination" for two consecutive years, of the available sources for technical assistance that may help the state address the areas in which assistance is needed. The state will report in the APR due in February 2009 the sources from which technical assistance was received and the actions taken as a result.

Special Education Directors' Discussion Forum

Kim Hartsell and Nancy O'Hara, directors of the Divisions for Special Education Services and Supports held the first Special Education Directors' Forum on May 14, 2008. Directors representing each of the 18 districts in the state were invited to discuss special education issues and concerns. Issues discussed included the increasing number of students with autism and the resulting training and funding issues; the use of restraint and seclusion; regional services for students with sensory impairments; the possibility of statewide IEP software; response to intervention leadership needs; the proposed rule for Hospital/Homebound services; and assessment issues. Action steps were established to address each of these major issues.

The 2008-2009 meetings of the Special Education Discussion Forum are scheduled for: October 7, 2008; January 6, 2009; April 30, 2009. Each GLRS region is asked to select a representative to attend these meetings.

Special Education Directors' Elluminate Sessions

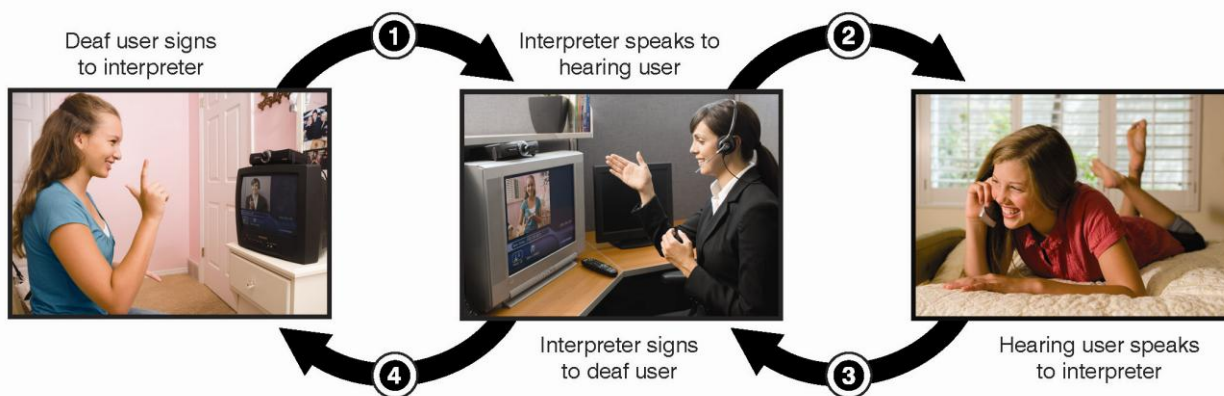
The Elluminate sessions with Kim Hartsell and Nancy O'Hara for special education administrators will be held again during the 2008-2009 school year. These sessions provide an opportunity for GaDOE updates related to services and supports for students with disabilities as well as time for questions from local special education directors. The Elluminate sessions are scheduled for 10:00-11:00 a.m. on September 8, 2008; December 8, 2008; February 9, 2009; and May 11, 2009. Please mark your calendars so you can participate in these interactive sessions.

Focused Monitoring

For FY09, the priority indicators for the FM are student performance on statewide assessments in reading/math and dropout rate. Systems receiving a focused monitoring visit will be notified in early August. Selected systems will be required to attend an orientation on September 3, 2008 in Forsyth.

Deaf and Hard of Hearing

Free Telecommunications Technology: SVRS is a free service that enables individuals with a hearing loss, who understand sign language, to place relay calls with their hearing family members, friends, and any other contacts. Calls are placed and received through a video relay interpreter via a high-speed Internet connection, a TV, and a videophone. The individual with a hearing loss watches the interpreter sign the responses of the hearing user. Then, the user signs his or her response back to the interpreter who immediately voices this response to the hearing user. Alternately, the individual with a hearing loss can use SVRS with Voice Carry Over (VCO). They watch the interpreter sign the responses of the hearing user and voice their own responses through a standard telephone. Sorenson Communications also provides free 24-hour technical support once the VRS equipment is installed.



If you are interested in this free communication technology, a specialist from Sorenson Communications, Rose Hurd, will work with you and your staff to make SVRS available at school. Additionally, students with a hearing loss can also receive VRS equipment (i.e., a Sorenson VP-200 videophone) in their homes at no cost. The implementation and use of this technology is made possible and funded by the Americans with Disabilities Act (ADA) and has already been adopted by many schools throughout the nation. For additional information, contact Rose Hurd at 614-787-8822 or through email at rhurd@sorenson.com.

Georgia Vision Educators Professional Learning Opportunities

The Georgia Vision Educators Statewide Training (GVEST)/Georgia AER Conference will be held October 15-17, 2008 at Epworth by the Sea on St. Simons Island, GA. Vision educators attending this conferences will receive information on a variety of topics related to providing services for students who are blind and visually impaired.

Georgia Vision Educators Consortia Meetings are scheduled for the following dates: August 29, 2008; January 16, 2009; and May 1, 2009 from 1:00 to 4:00 p.m. at the following ETTTC locations:

Armstrong Atlantic State University ETC (Host site May 1st)
Macon State College ETC (Host site August 29th)
Pioneer RESA ETC
UGA Gwinnett ETC (Host site January 16th)

National Science Center
Dalton State College ETC
Valdosta State University ETC
West Georgia ETC

Participants must submit their prior approval form for professional learning units (PLUs) to Kathy Segers before August 29th in order to receive up to 2 PLU's for attending GVEST and all Consortia meetings. Please contact Kathy Segers for questions or further information at ksegers@doe.k12.ga.us or by phone at 478-751-6078.

Dates to Remember

August

- 1 Due Date for Early Intervening Services (EIS) Documentation
- 12-13 Team Members Training for Focused Monitoring FY09
- 31 Due Date for District Consolidated Application CLIP

September

- 3 New Special Education Directors' Academy Preconference, 3-6 p.m., Callaway
- 3 Focused Monitoring Orientation for Systems Selected for Monitoring in FY09
- 4-5 New Special Education Directors' Academy, Callaway Gardens
- 8 Directors' Elluminate Session with Kim Hartsell/Nancy O'Hara 10-11 a.m.
- 22 Secondary Summit, Macon Centerplex

October

- 7 Special Education Directors' Discussion Forum
- 22-26 Touch the Future/Transition and SERID Conference and Expo, Atlanta Hilton

November

- 5 New Special Education Directors' Academy, Savannah Riverfront Hotel
- 6-7 G-CASE Fall Conference, Savannah Riverfront Hotel
- 16-18 National Dropout Prevention Center Conference, Ravinia Hotel, Atlanta

Annual Calendar for Special Education Reports and Data

July:

- Submit Timelines Report
- Federal budget begins IF the system's Consolidated Application/Update and budgets are approved
- Proportionate Share services for private/home schooled students with disabilities decision made by the school district
- Annual public notification for Child Find and Special Education Records Destruction in the media

August:

- Submit Discipline Report
- Submit Early Intervening Services data and plans, if required or if district has opted to provide EIS
- Notification of Data Collection Workshops (Elluminates)
- Deadline for submitting/updating the CLIP

September:

- Report preschool outcomes on the GaDOE portal
- Budget completion reports to Grants Accounting for the previous fiscal year

October

- FTE 1 begins

November

- Recommended: School district stakeholders' meeting to review/revise local targets/goals

December

- FTE 2 begins and Special Education Level Student Records open
- Private/home school count to determine proportionate share
- Check with Testing Coordinator about GAA 1% exceptions for March
- Consolidate Application budgets must be completed.

January

- Data verification of demographic data for April system profile release
- Submit Residential Reintegration Grant for Students with Disabilities if >\$30,000
- GAA participation form with 1% exception for testing

February

- Parent Mentor participation letting for upcoming fiscal year
- Required district stakeholder meeting to review goals/targets for Consolidated Application/Updates for the upcoming fiscal year
- Check QBE report for mid-term adjustment and estimated local budget
- Prepare local estimated budgets for submission to include the three grants from DSESS
- Postsecondary Transition survey begins

March

- Application for Grants for Residential and Reintegration Services (GRRS) due
- FTE 3 begins

April

- Postsecondary Transition survey closes
- EIS end of year report
- Student record submittal
- Begin Consolidated Application/Update for initial submission

May

- Low Incidence Grant application for a first teacher if <60 % of salary of teacher earned

June

- Postsecondary Transition survey closes
- EIS end of year report
- Student Record submittal

GEORGIA'S CONTINUOUS IMPROVEMENT MONITORING PROCESS (GCIMP)

The Division for Special Education Services monitors local school system in many different ways to ensure that federal and state regulations are being implemented and to meet the general supervision requirements. Focused Monitoring, record reviews, timelines, determinations, Data Profiles, facility self-review, and dispute resolution are monitoring components of GCIMP.

Focused Monitoring and Record Reviews are different.

Focused Monitoring and record reviews are both components of GCIMP and necessary for the department's responsibility for general supervision of local school systems. The difference is every system will have a record review since the reviews are on an annual rotation. In Focused Monitoring, school systems are selected based on their data in the priority indicator to be monitored and their need for improvement.

Focused Monitoring (FM)

For FY 09, the priority indicators for the FM are student performance on statewide assessments in reading/math and dropout rate. Systems receiving a Focused Monitoring will be notified in early August. Selected systems will be required to attend an orientation on September 3, 2008 in Forsyth.

Record Review (RR)

Record reviews will occur between September and May. Selected systems will be notified a month in advance and asked to submit a special education enrollment roster. The system is not expected or required to conduct any other preparation activities for this visit. A random selection of student records that represent various disabilities, grade levels, schools, teachers and related service providers will be made. The number of records for review will be determined by the size of the school system. Ten records will be reviewed for transition plans to determine if coordinated, measurable annual IEP goals and transition services have been developed to enable the student to meet the post-secondary goals for the student. The random selection of student names will be given to the special education director on the day of the visit unless student records are not housed in a central location.

For FY 09, the noncompliance report will be submitted through the portal. The system will have one year to correct the noncompliance. For determinations and other data, noncompliance for a system is only reported when a system fails to correct the noncompliance within one year.

The top ten due process noncompliance citations for FY08 were:

1. Measurable post-secondary goals are not specific and written for after graduation.
2. Age appropriate transition assessments are not addressed in the needs, interests, and preferences section of transition plans.
3. Annual goals do not relate to child's needs identified in the present levels.
4. Annual goals and objectives are not written for educational benefit.
5. Eligibility reports do not contain progress monitoring results.

6. Eligibility reports do not contain all of the required criteria for the specific disability established. For example, student was determined SLD, however work samples and classroom observation were not addressed in the eligibility.
7. Present levels do not contain specific needs (weaknesses) to write appropriate goals.
8. Impact of the disability on involvement and progress in the general education curriculum is not explained. What about the student's disability explains why they need special education services (goals and accommodations) to access the core curriculum?
9. An explanation of the extent, if any, to which the child will not participate with peers without disabilities in the regular class must be documented. After the team selects the placement, if the student gets any service outside of the regular class room, there must be an explanation of why. (Information from the impact of disability could be used in this section.)
10. Statewide assessment determinations are not specific for each assessment and subtest area.

It is recommended that the directors review the Elluminate session on the web with their staff to ensure compliant IEPs. The record review contact is Karen Hike at 404-657-9962 or email khike@doe.k12.ga.us. This DL update includes some recommendations to ensure due process compliance. Directors are encouraged to share this information with their teachers and to provide follow-up activities.

Revised GCIMP Manual

The revised GCIMP manual will be on the GaDOE website by mid August. Systems will be notified when the manual is available for viewing. Detailed GCIMP information will be available in the manual. Each system will receive one copy of the manual. Additional copies will only be available by download from the website.

Suggestions for Due Process Compliance: Special Education Records Reviews

The following information contains suggestions for compliance in some of the most cited noncompliance areas using the due process checklist. This information is compiled from the Special Education Implementation Manual and Elluminate Sessions which can be located on the GaDOE website at www.gadoe.org

The number by each section coincides with the number of the item on the due process checklist.

4. Eligibility or Redeterminations

- Eligibility must contain evaluations that are sufficiently comprehensive to identify all of the child's special education and related services needs.
- Eligibility reports must be completely filled out. Refrain from putting "see attached". The intent is for the report to be comprehensive and support the disability or disabilities identified for the student. Providing all of the attached information to parents or when a student transfers, such as the progress monitoring, medical reports, psychological, can be almost impossible. Parents must be part of the evaluative process.
- Parent input can be secured through interviewing, completing adaptive and behavioral scales or completing a social history information form. Once the eligibility team makes the final disability decision, they must make sure that all criteria for that disability have been included in the report. The state rules provide the required components needed for each disability category.

7 A. Required participants at the IEP Meeting

- The person acting as the LEA representative at the IEP meeting must be identified.
- Special education teachers may serve as the LEP representative, but must sign both as teacher and LEA representative if they are acting in dual roles. The department's original position was that special education teachers could not act as the LEA representative, if the meeting was for one of their own students. This position has changed; however, it is still best practice to have a school administrator act as the LEA representative, when possible.
- Excusal Letter: If you put the names of the participants on the invitation by the required participant title, and they are not going to be able to be present, an excusal letter must be signed by the parent to give permission to excuse. If you do not put a specific name by the required participant, then any person who meets the criteria of the member may be present at the meeting.

7. B. Present Levels of Academic Achievement and Functional Performance

The results of the initial or most recent evaluation of the child: This should include a very brief summary of the relevant information from the child's evaluation (not just a listing of scores). Only the information that directly impacts the child's performance in the general education curriculum or environment needs to be included. You do not want to rewrite the eligibility report. If you do not have current psychological/eligibility information within the last two years put other forms of evaluation information, such as current grades, benchmark testing or end of unit assessment that would assess the student's needs.

Sample: Mark was reevaluated on 3/20/07 and continues to qualify for EBD based on the information provided in the eligibility report. He demonstrated an average IQ as measured by the WISC-IV. WIAT results indicated academic deficits in reading comprehension and solving math

word problems. Analysis of the behavior assessment (Devereaux/BASIC) revealed significant problems in interpersonal skills and also indicated signs of depression.

The results of system or statewide assessments: This information may include test scores but should also provide a frame of reference for how the child is performing in comparison to same age peers. For example, the results on the CRCT should include whether the child did not meet, met, or exceeded standards and the strengths and weaknesses as indicated by the domains. Other statewide assessments to discuss could be the EOCT, GHSGT, GKAP and GAA.

Samples:

Fourth grade CRCT results for 2007:

- Reading: 858 (Exceeds expectation)
- English/Lang. Arts: 781 (Did not meet expectations) Grammar and sentence construction were significant weaknesses
- Mathematics: 778 (Did not meet expectations) Number operations and math process skills were significant weaknesses
- Science (810) and Social Studies (822) were within the *meets expectation* range.

Not this:

- 1/17/02 WISC III Full Scale IQ: 81, Verbal IQ: 79, Performance IQ: 82
- 3/8/04 WRAT3 Reading SS: 62 Spelling SS: 68 Arithmetic SS: 57
- 3/28/07 Brigance Word Recognition: 3rd grade, Reading Comprehension: 2nd grade, Spelling: 3rd grade, Math: 4th grade
- CRCT (Spring 2006) Reading 799, Math 282

What does any of this tell us?

Description of academic, developmental and functional strengths refers to areas of strengths in **academic** subjects such as reading, language arts, math, etc., **developmental** areas such as communication, motor, cognitive, social/emotional, etc., **functional** areas such as self-care, social skills, daily living, communication, social/emotional, etc.

Samples:

- Emma is detail oriented and organizes her materials well. Reading is a strength for Emma. She is a fluent reader and has good comprehension of grade level materials.
- Chris is an auditory learner. He is able to listen to lectures, instruction, and directions and retain the information. He participates in class discussions and has good recall for tests and quizzes. He has great interest in science and social studies and performs very well in those classes.
- Ray's math calculation and word problem skills are very strong. He is able to accurately complete two-step word problems and addition and subtraction with regrouping up to two digits.

Not this:

- Seth is a sweet and loving boy who loves to talk to his teachers and visitors who come into the room. He loves attention. His reading skills are stronger than his math skills. He has good computer skills.

Description of academic, developmental and functional needs is a critical component of the IEP. By analyzing the assessment and classroom information, areas of need can be identified for the student. From these identified needs the annual goals will be written to assist the student to access the general curriculum (standards). In order to write goals, the needs should be specific.

Samples:

- **Ben's organizational skills are weak and he loses his completed class work which he stuffs loosely in his book bag or in the back of his books. He completes homework at home but he can't find it to turn it in 50% of the time. He accurately completes addition and subtraction problems in math but has only mastered multiplication facts of 2, 5 and 10 which negatively impacts his accuracy and speed in completing multiplication and division problems.**
- **Mary is frequently off task in class and she does not complete assignments 75% of the time. When redirected to complete her work she becomes frustrated and angry and disrupts classroom instruction with shouting and refusing to complete her work.**
- **Joshua is unable to write a complete sentence using capitalization and punctuation.**
- **Samantha is unable to read for understanding. When she reads a passage, she has not demonstrated the ability to answer questions using who, what, when, where, or why.**

Not this:

- **Seth's weakest areas are math and written comprehension.**
- **Johnny's reading skills are below grade level.**
- **Susie spends a lot of time in ISS due to behavior problems.**
- **Sabrina has weaknesses in processing speed, concept formation and visual motor integration skills. (These are weaknesses identified in the psychological. Would you be writing goals for this?)**

Parental concerns regarding their child's education: What is written should be a result of ongoing communication with the parent regarding the child's academics, behavior, performance on goals, and/or future plans. Even if the parent does not attend the meeting or does not provide input at the time of the meeting, this information should be drawn from communication that has occurred over the previous school year.

Samples:

- **Johnny's parents have serious concerns about his low reading skills and want reading instruction to be a priority for the next school year.**
- **Sally's mother is concerned that her daughter will be unable to pass the science portion of the GHSGT.**
- **Billy's parents expect him to attend college and they are concerned that he's not taking the required courses.**

Not this:

- **Seth's mother is happy with his program.**
- **Seth's mother was unable to attend the meeting.**
- **Seth's mother has no concerns at this time.**

Impact of the disability on involvement and progress in the general education curriculum: This section should describe individual characteristics of the child's disability that affect his classroom performance. Examples of specific characteristics include short term memory problems, poor organizational skills, and auditory and/or visual processing problems, fine and gross motor deficits, etc. Given specific characteristics or deficits, this section should explain what classroom activities are impacted. Merely stating the student's eligibility category does not adequately describe the impact on involvement and progress in the general education curriculum. Statements should reflect individual needs and not be applicable to a large group of students.

Samples:

- Sally's deficits in auditory processing make it difficult for her to understand verbal instruction and directions. She requires written directions and frequent checks for understanding.
- Due to Michael's deficits in decoding he cannot comprehend grade level materials, when reading independently.
- Maria frequently cries, yells and refuses to work when she doesn't understand a new concept or assignment. Once upset, she requires time away from instruction to calm down, resulting in many interruptions to her learning. When new lessons or assignments are being presented, Maria needs extra time with a teacher to assure she understands the material before working independently.

Not this:

- Seth's learning disability hinders his ability to progress in the general curriculum. He needs resource help to progress academically.
- Johnny's academic levels are below grade level.
- Billy's behavior problems interfere with his learning.

C. Considerations of Special Factors

- If the IEP team checks any of the special factors "Yes", there must be a statement describing the student's need and how it is addressed.
- If the system orders any large print or other materials from NIMAS, it must be documented in the student's IEP in the section called **alternative formats for instructional materials**.

D. Measurable Annual Goals and Short-Term Objectives/Benchmarks

IEP goals are written to address an individual student's deficits (needs) to enable that student to make progress in grade level standards. All students are expected to be working toward grade level standards so it is not necessary to list those standards in the IEP. The goals should address the **needs described in the present levels of academic achievement and functional performance to enable the child to progress in the grade level standards based curriculum.** The goals should be written in measurable form and should describe what the student can be reasonably expected to accomplish within one school year.

Short term objectives or benchmarks are not required for all students. Only those who participate in the GAA are required to have either benchmarks or short term objectives. However, there is nothing that prohibits a system from requiring short term objectives or benchmarks for all students.

Samples:

- Alex will improve his written language skills so that he can write a clear, cohesive and readable paragraph consisting of at least 3 sentences to include compound and complex sentences.
- Johnny will establish and use a system for organizing his work so that he completes assignments and turns them in on time 80% of the time.

Not this:

- Seth will pass the 5th grade CRCT test in reading.
- Seth will improve his academic performance while in the general education classroom.
- Seth will represent and interpret the relationships between quantities algebraically. M5A1
- Seth will maintain satisfactory progress in his core academic classes (C average or higher)
- Seth will maintain successful participation in a collaborative setting for reading/language arts and math.
- Seth will pass all areas of the GHSGT.
- Seth will improve his reading skills from 1.5 to 2.0 as measured by the Brigance.

Present level states that Charlotte has a weakness in reading comprehension which hinders her ability to access the standards. Her goals would be the following.

Annual Goal: Charlotte will improve her reading comprehension skills.

Objectives:

Given a reading selection, Charlotte will identify and state the main idea. (80%, 4 out of 5 times, tests and class work)

Given a reading selection, Charlotte will identify and state the cause-effect relationships. (80%, 4 out of 5 times, tests and class work)

Present level indicates that Mickey is unable to perform math computation with regrouping.

Annual Goal: Mickey will improve math skills by adding and subtracting three digit numbers with regrouping with 80% accuracy 8 out of 10 times as measured by class work, teacher-made tests and homework completion.

E. Student Supports

- **Supplemental aids and services** should include supports that are provided in general education classes or other education-related settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate. Examples include tutoring, adult assistance, note-taking, peer helper, pre-teaching/re-teaching or reinforcing concepts, behavior intervention plan, point sheet, assigned seating, etc.
- **Supports for system personnel** should be included when training or support are being provided to system staff regarding a specific student's need. Examples may include training on an assistive technology device, workshop on a content area or disability area, crisis prevention training, etc.

F. Statewide and districtwide assessments determination

- Accommodations specific for each **subtest** and **assessment**. Each assessment should be listed, content area-by-content area so that accommodations may be individualized. It is permissible to indicate all subtests. ECOT should be identified by the course subject.
- Accommodations must relate to student's needs.
- Testing accommodations must be used as an instructional accommodation within the classroom.

G. Transition Services Plan

The successful transition of students with disabilities from school to post-school environments should be a priority of every IEP Team. The purpose of a Transition Service Plan is to assist students to build the skills and supports they need to reach their post-school goals.

Desired Measurable Post-Secondary Outcome/Completion Goals should be measurable related to what the student wants to achieve *after* graduation. They should be "major life accomplishments" or "completion goals." Goals should be written in the areas of Education/Training, Employment and Independent Living (if appropriate). They should be clear and understandable, positively stated and based on academic achievement and functional performance. They must be based on age appropriate assessments and be practical and relevant to transition needs. Outcome/completion goals can change and become more refined as the student has more experience and gets closer to graduation.

Samples:

Education/ Training: After graduation from high school, Taylor will become involved in an apprenticeship training program in the automotive services field through his employer.

Employment: Taylor will acquire full-time employment at a local automobile dealership after graduation from high school.

Independent Living (as appropriate): Taylor will live independently in an apartment soon after graduation from high school.

Education/ Training: After graduation from high school, Melissa will participate in on-the-job training to help her gain experience in child care.

Employment: Melissa will be employed in the childcare profession within one year.

Independent Living (as appropriate): After graduation from high school, Melissa will live independently.

Preferences, Strengths, Interests and Course of Study Based on Present Levels of Performance and Age Appropriate Transition Assessments - An assessment of the skills and interests related to education, employment, training, and independent living skills (as appropriate) should be conducted in conjunction with the development of the transition components. The initial transition assessment may be prior to the eighth grade and could occur when a re-evaluation consideration is conducted. It should also be ongoing and fluid. Assessment tools that clearly describe a student's strengths and weaknesses and document a student's interests and perceptions about their skills should be utilized. Aptitude tests, surveys and interviews work well for this type of assessment.

Samples:

Taylor is interested in pursuing automotives as a career. According to his transition questionnaire, he has aspirations of opening his own automotive repair shop or becoming a manager of one of these shops.

According to a recent vocational evaluation, Carly's interests are in the human services occupational cluster. She has strong verbal, organizational, and computer skills. Carly is pursuing a college prep diploma and is in the top 1% of her graduating class. She has successfully completed several Advanced Placement courses and received top scores on all AP exams.

Measurable Transition IEP Goals are based on age appropriate transition assessment, including transition activities and services appropriate to attain the Post-Secondary Outcome/Completion Goals. **This section should include measurable transition IEP goals that directly relate to the how, when, where and what is needed to complete each post-secondary outcome/completion goal.** They should be relevant to "how to get to" the desired post-secondary outcomes. They must be meaningful. There must be at least one measurable transition IEP goal for Education/Training and Employment. Measurable transition goals for Independent Living should be addressed if appropriate.

J. Special Education/Related Services

To indicate that the IEP team has considered varied options, put a check in the box beside the consideration. When the IEP team provides the information of frequency, etc., then that indicates the final decision(s). **Due to lack of space not all of the placement sections are included in the sample.**

Options Considered ✓		Frequency	Initiation of Services (mm/dd/yy)	Anticipated Duration (mm/dd/yy)	Provider Title	Content/Specialty Area(s)
	Consultative					
✓	Collaborative					
✓	Co-teaching					
	Supportive Services					
	Related Services					
✓	Paraprofessional Support	1 segment daily	2/8/2008	2/7/2009	Para	Science

III. SPECIAL EDUCATION: Instruction/Related Services Outside of the General Education Classroom

Options Considered ✓		Frequency	Initiation of Services (mm/dd/yy)	Anticipated Duration (mm/dd/yy)	Provider Title	Content/Specialty Area(s)
✓	Separate Class	3 segments per day				Language Arts Reading Math
	Supportive Services					
✓	Speech/Language	.05 segments/week	2/8/2008	2/7/2009	SLP	Language/ Articulation

There has been some confusion for those systems using **SEMs** because the program has the title **Participation with Peers**. Teachers are putting when the student will participate with peers. This is not the intent. The statement below must be addressed to explain the extent to which the student is not participating with peers. If the student is getting all classes with peers, make that statement or say NA.

But if the student is getting any service outside the general curriculum, the statement below must be addressed to explain the reason.

An explanation of the extent, if any, to which the child will not participate with peers without disabilities in the regular class and/or in nonacademic and extracurricular activities must be addressed.

After the options have been considered and placement selected with frequency, initiation/duration of services and location identified, there needs to be a statement as to why the student will not participate in the regular class, if any.

Samples:

- **Billy will receive supplemental instruction in reading one period per day outside of the general education setting to address his deficits in reading fluency and comprehension.**
- **Sally will receive 1 period daily outside of the general education setting for instruction in language arts. Sally's skills in written expression are far below grade level and she will receive individualized instruction to address deficits in grammar, spelling and sentence structure.**
- **Charlie will receive 5 periods of instruction daily outside of the general education setting to provide specialized instruction in academics utilizing adaptive and assistive technology and daily living skills requiring one on one instruction and repeated practice to increase independence.**
- **Mary receives all academic instruction within a general education setting with accommodations and support.**

Not This:

- **The team continues to agree that the resource setting is the appropriate and least restrictive environment for Seth.**
- **The committee agreed that Seth should receive one segment SLD co-teaching services in the areas of Language Arts and Reading with Math resource.**
- **Seth will participate in two regular classes geared towards his academic strengths and two resource special education classes for remediation of his weaknesses.**

8. Prior Notice to Parents

If the parent does not attend the IEP meeting, the date to initiate the recommended services for the student must be projected to a date that will give the parent a reasonable amount of time to review the IEP and respond, if desired, prior to the implementation of the student's IEP.