Special Education Quarterly

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## What’s Inside:

* After the IEP
* Disability listed in the IEP
* ESY
* Quick Reference Sheet and Documents Checklist
* Inviting parents to IEP mtgs.
* Upcoming Events
* Links
* Quotes

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# After the IEP

After the IEP meeting, what happens to the paperwork? What do you send and who do you send it to? Here’s an up-to-date checklist of what’s expected to arrive at ACE (included in the interoffice envelope):

\*Signed, original invitations from parents and student (if applicable)

\*Completed original IEP with signatures

\*Completed original RR with signatures (school psych signature will be obtained through your IA)

\*Penn data sheet

\*Progress monitoring quarterly data sheets/copies of what you send home to parents

Your IA will add the meeting report, Parent Consent to Excuse Members, Waiver form (if needed), Permissions and NOREP (if needed) to your packet, and then process everything through the secretaries at ACE.

Send this information to your Instructional Advisor at ACE within 10 school days of the IEP meeting date. The IA will then

review the IEP and file it to be tracked through Penn Data.

\* \*For IEP reviews, please send only the parts of the IEP revised as well as invitations to your IA at ACE.

# Disability Listed in the IEP

As a department, we are trying to be more consistent with listing student’s disabilities in his or her IEP. In the present levels section of the IEP, there is a box that states

“How the student’s disability affects involvement and progress in the general education curriculum”. In this box, you should clearly list the student’s disability. Here are some sample statements that you can use:

The student has several strengths, however, due to student’s disability of an Other Health Impairment\* due to his ADHD, the student will require multiple accommodations and adaptations as described in the specially designed instruction and program modifications section of this IEP, in order to participate and make progress in the general education.

The student has several strengths, however, due to student’s disability of an Intellectual Disability, the student will require multiple accommodations and adaptations as described in the specially designed instruction and program modifications section of this IEP, in order to participate and make progress in the general education.

The student has several strengths, however, due to student’s disability of an Student’s disability of a Specific Learning Disability\*\* in reading fluency, written expression, and math problem solving, the student will require multiple accommodations and adaptations as described in the specially designed instruction and program modifications section of this IEP, in order to participate and make progress in the general education.

Student’s disability of Multiple Disabilities will require her to participate in an alternate curriculum which focuses on functional academic and living skills. The regular education curriculum is not appropriate.

\*List the medical conditions for OHI

\*\*List the specific areas of the learning disability

# ESY

Although it is only First Quarter it is time to address ESY for all students

**The following information is important for all to review:**

For those students who received ESY this past summer, you may need to reconvene an IEP in order to draw any conclusions based on the data that was collected on the specific goals that were addressed during ESY. Information received on previous ESY sessions should help to determine if this service was necessary to prevent regression and recoupment issues.

For all students, analysis of progress monitoring should compare students’ progress, including related service(s) from the end of 2013-2014 school year to the beginning of the 2014-2015 school year during the first 4-5 weeks of school. This information is necessary to determine if a student meets the criteria to receive ESY.

Planning for Extended School Year 2015 begins now. Any student identified in a target group (autism, serious emotional disturbance, mental retardation) must have their ESY determination finalized NO later than February 28, 2015, per Chapter 14 requirements as part of the IEP process. Students in other disability categories should also have ESY determination by 2/28/15 for planning purposes of ESY in the summer of 2015. Schedule all IEP meetings where ESY needs to be discussed before 2/28/15. Please share with your IA if the data supports considering ESY. If the team’s determination is to provide ESY, this must be documented in the IEP and include all of the following information:

* The reason for the determination including the data
* Goal(s) for ESY instruction
* SDI necessary for instruction of the goal
* Location of the intervention (TBD)
* Frequency and duration of the instruction and/or support
* Transportation needs (ex: harness, wheelchair assessable, etc)

Following the IEP meeting where the team determines that a student is eligible, please forward an additional copy of the IEP and the student information form to Brenda Troutman at ACE.

# Quick Reference Sheet and Documents Checklist

The ***Quick Reference Sheet*** was designed by the IA’s to be a guide for you while writing IEPs and RRs. Special education paperwork changes frequently and it is important that everyone keep up with adjustments. Items numbered 13 & 14 specifically refer to sections in the RRs and IEPs where, as a whole, mistakes are made. A copy of the Quick Reference Sheet can be found on the Special Education Website (Resources, WSSD forms).

The ***Documents Checklist*** was also designed by the IA’s as a way to ensure all necessary paperwork has been submitted in a timely manner. It is our hope that this will assist teachers and paraprofessionals who compile the paperwork to make certain that pieces are not excluded and everything is sent at the same time and in the same envelope. Some IA’s are providing this sheet to teachers at the end of each IEP meeting (on yellow paper). Regardless if the IA provides it, or individual teachers supply it, it is required that you send the checklist along with the paperwork to your IA no later than 2 weeks after the IEP meeting has been held. At the bottom of the Documents Checklist there is a space for notes. This space may be used by the IA indicating sections that need attention, questions for the teacher, or a reminder of tasks to be completed. Conversely, the teacher may use this section to communicate with their IA. If you have questions regarding the Documents Checklist, please see your IA.

# Inviting Parents to IEP Meetings

When sending invitations for IEP meetings, be sure to send an invitation to both parents if the parents do not live together. You only need to send the invitations to the parents who are listed in Power School. This information can be found under “Parent Contacts” on the drop down menu in Power School. Be sure to send copies of any invitations that were sent to either parent with your IEP checklist.

# Upcoming Events

\*Elementary / Gifted quarterly training is scheduled for November 12th and January 28th from 4-5 pm.

\*Secondary / Gifted after school session is scheduled for November 12th and January 28th from 3-4 pm.

\*Speech quarterly training is scheduled for November 12th & January 28th from 3:30-5 pm.

# Links

Special education webpage:

<http://www.wssd.k12.pa.us/webpages/specialed/> (password – sewssd)

\*\*Now located on the WSSD professional webpage – left hand side, listed as Special Education Department:

<http://www.wssd.k12.pa.us/webpages/profstaff/>

To access MA lists go to: <http://westshare.wssd.k12.pa.us/default.aspx>

# Quotes:

A teacher affects eternity; he can never tell where his influence stops. - [Henry Adams](http://www.brainyquote.com/quotes/authors/h/henry_adams.html)

Good teachers know how to bring out the best in students. - [Charles Kuralt](http://www.brainyquote.com/quotes/authors/c/charles_kuralt.html)

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