Special Education Quarterly

October 27th, 2016

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# IEP Writer

Procedures for submitting IEPs / RR are still being established since the implementation of IEP Writer. Changes will be communicated as we finalize our procedures. Continue the procedure that has been established until further notice.

**Please review the Quick Reference Sheet periodically to avoid errors. It may help to check off bulleted items.**

Child Count

The Penn Data Collection and Reporting System collects students’ special education data across the state of Pennsylvania.  The

December Child Count data is reported for active students with a valid IEP as of December 1st.  The information is again collected in June of the school year.   **Students must have a current active IEP as of December 1, 2016 to be counted by the school district**.   It is the responsibility of the special education teacher to make sure all IEPs are current and new annual IEPs are sent to ACE so that Penn Data can be updated in the district’s Penn Data system before

December 1, 2016.



Lack of Instruction Statements in the RR

Please use the following statement accordingly for reading / math in the Reevaluation Report’s section, “Lack of Instruction.”

\*\*Please note these statements below are a change from what you received earlier in the year.\*\*

Reading:

Student receives reading instruction in the West Shore School District.  The research based reading programs utilized by the district include the essential components of reading.  Data is gathered on a regular basis.  Interventions are selected for individual students when needed based upon multiple measures, which include formative and summative assessments.  Professional development is provided for all staff through summer academies, faculty meetings and targeted staff development days, with a focus of supporting student growth and achievement.  There is no evidence of lack of appropriate instruction in reading.

Mathematics:

Student receives mathematics instruction in the West Shore School District through research based instructional programs.  Data is gathered on a regular basis.  Interventions are selected for individual students when needed based upon multiple measures, which include formative and summative assessments.  Professional development is provided for all staff through summer academies, faculty meetings and targeted staff development days, with a focus of supporting student growth and achievement.  There is no evidence of lack of appropriate instruction in mathematics.

Thank you Mr. Burnheimer and Dr. Whye for providing us with this wording for this section.

# Progress Monitoring

 Progress Monitoring

The purpose of progress monitoring is to see how your instruction is affecting a student’s mastery of their IEP goals.  The data gathered from progress monitoring should be routinely reviewed and your instruction should be adjusted according to how the student is progressing.  As a teacher, you should be looking at the probes that you give your students to find out in which areas they are weak.  What do they consistently get wrong on the probes?  You should identify these areas of need and then teach the skills that they need to master the goal.  Progress monitoring is NOT just a task that you have to get done every other week.  The data does no good sitting in a binder on your desk.  It must be analyzed and instruction must be adjusted accordingly.  We are seeing too many students not meeting their IEP goals because no one is using the information to teach deficit skills.

Also, we have more and more students who may be getting instruction from a teacher other than their IEP case manager.  The teacher who is doing the instruction in a goal area should be the teacher who is completing and analyzing the progress monitoring.  Students should NOT be progress monitored twice (once by their case manager and once by their classroom teacher) on the same goal.  This is a waste of time and the students will get burnt out.

Finally, it is a great idea to get your students involved in their goals.  They should know what goals they are working towards and they should be getting feedback on their progress.   You can even have your students graph or chart their own progress.

# Transition Reminder

The beginning of each IEP should start with a paragraph that introduces the student. Things to include in this paragraph are the student’s:

• Age

• Grade

• Disability (diagnosed disability--- needed by agency)

• Current program

• Anticipated graduation date (and if they are graduating on credits or goals)

• Current number of credits (High school only)

• Related Services (OT/PT/Speech)

• Brief mention of post-secondary goals

Middle School Example:

Ethan is a 14 -year old 8th grade student at New Cumberland Middle School.  He receives itinerant learning support services for math and support with organization.  He has been identified as a student with a specific learning disability in mathematics problem solving.  He is also diagnosed with ADHD.  He is anticipated to graduate in 2020.  Ethan is interested in a career in the military after graduation.

High School Example:

John is seventeen-year-old junior at Red Land High School where he receives core subjects and testing accommodations in the learning support supplemental classroom. He is mainstreamed for elective courses.  John has been identified as a student with the academic classification of Other Health Impaired – due to his ADHD. John currently has 17 credits towards his graduation requirement of 22 credits. He will graduate in 2017 on credits. Based on previous transition assessments, John has expressed an interest in obtaining further education, possibly at HACC to study criminal justice, and hopes to work in security or related field.

# Reminders

Please remember:

 \***Students who continue to be**

 **eligible or who may be eligible for**

 **ESY must have his/her IEP**

 **annual review prior to February**

 **28th, 2017.**

 \*Please forward Reevaluation

 Reports to your school psychologist

 A minimum of 3 days in advance of the

 meeting.

 \*Please remember to fill in the date

 of receipt of an invitation in the top

 right hand corner.

\*Woodcock-Johnson Tests of Educational Achievement Reminder: Please remember by the language in the Woodcock – Johnson Tests of Educational Achievement Administration Manual, administrators must be certified teachers.

# Upcoming Events

November 9th

 After School Session

 3pm for Secondary

 4pm for Elementary

November 21st

 Staff Development

# Links

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

# Quotes:

“We have no special needs children. Just children…with special needs.” – Uwe Maurer

“Most people see what is, and never see what can be”- Albert Einstein

 “The disability is not the problem. The accessibility is the problem”- Mohamed Jemni

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