Special Education Quarterly

January 15, 2016

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# **Must Do’s**

**You Must:**

* Notify related services

providers of a meeting at least 4

weeks in advance of the scheduled meeting (S/L, OT, D/HH, VI, PT, Behavioral Specialist).

* Write the date in the box at the top right hand corner of the invite (*For LEA Use Only*) once you received it back from the parent, student, or other member. This is very important as it is checked during compliance monitoring. See below:

|  |
| --- |
| *For LEA Use Only:* |
| Date of Receipt of Parental Response to Invitation |
|  |
|  |

* Indicate you have sent the

procedural safeguards to the parent if the parent has not signed the line indicating so.

i.e. (Procedural Safeguards mailed with invitation on 11/21/15)

# **Does your IEP make sense? Present Educational levels, goals, & SDI**

Present Levels (culminating in a list of needs related to the student’s disability) drive goals and Specially Designed Instruction. All sections must / relate flow throughout the IEP.

# **Wording in IEP / RR**

\*See last three pages.

# **ESY Reminder**

Students who have a severe disability are required to have ESY determination by February 28th, 2016. For all other students, ESY determination must be completed no later than March 15th, 2016.

# **Upcoming Events**

January Quarterly Training SE / Gifted teachers is on January 25th (3pm-4pm for Secondary & 4pm-5pm for Elementary)

March Quarterly Training for SE / Gifted teachers is on March 16th (3pm-4pm for Secondary & 4pm-5pm for Elementary)

# **Links**

# <http://www.pbisworld.com/>

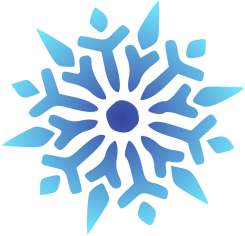
# **Quotes:**

[Teaching is a priceless gift to any determined learner. Good teachers are therefore priceless gifts to eager learners.](http://www.searchquotes.com/quotation/Teaching_is_a_priceless_gift_to_any_determined_learner._Good_teachers_are_therefore_priceless_gifts_/708467/)

-Terro Mark

[If a child can't learn the way we teach, maybe we should teach the way they learn.](http://www.searchquotes.com/quotation/If_a_child_can%27t_learn_the_way_we_teach%2C_maybe_we_should_teach_the_way_they_learn./15746/)

-Ignacio Estrada



**By:**

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Wording for IEP

**SECTION: How the student’s disability affects involvement and progress in the general education curriculum**

Things to remember:

* The student’s disability must be listed in this section!
* Please ensure that you are listing the correct disability by double checking the most current ER or RR for the student.
* If the student’s disability is a Specific Learning Disability, be sure to include the areas in which they are learning disabled. If the student’s disability is an Other Health Impairment, be sure to include the medical diagnosis that they have (examples- ADHD, ODD, etc.).
* Make sure that you spell out the disability category. Do not write ED for Emotional Disturbance or OHI for Other Health Impairment.
* Specify whether or not the student needs accommodations, adaptations, and/or modifications to the curriculum.
* Specify whether or not the student follows an alternate curriculum or the regular education curriculum with accommodations, adaptations, and/or modifications.

Sample Language / Examples- USE THE STUDENT’S NAME IN THE IEP!!

Student’s disability of an Other Health Impairment due to his ADHD will require him to have 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 curriculum.

Student’s disability of an Intellectual Disability will require him to have multiple accommodations, adaptations, and modifications 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 a Specific Learning Disability in reading fluency, written expression, and math problem solving will require her to have 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.

Wording for IEP (Continued)

**SECTION: State and Local Assessments (PASA)**

Things to Remember:

* A student must meet the following criteria in order to qualify for the PASA:
  + Is the student in a grade that takes the PSSA?
  + Does the student have significant cognitive disabilities?
  + Does the student require intensive instruction to learn?
  + Does the student require extensive adaptation and support in order to perform and / or participate meaningful and productively in the everyday life activities of integrated school, home, community, and work environments?
  + Does the student require substantial modifications of the general education curriculum?
  + Does the student’s participation in the general education curriculum differ substantially in form and / or substance from that of most other students (i.e. different objectives, materials, or activities?

Sample Language / Example

|  |
| --- |
| Explain why the student cannot participate in the PSSA or the Keystone Exam for Reading/Literature, Math/Algebra 1, Science/Biology, and Composition: |
| \_\_\_’s ability in reading, writing, and math cannot appropriately be assessed using the PSSA. The student requires significant modifications to the curriculum in order to participate and make progress. |
|  |
| Explain why the PASA is appropriate: |
| The PASA will allow the student to demonstrate \_\_\_\_\_\_\_ skills in a variety of ways other than a paper and pencil test. |

Wording for IEP (Continued)

**SECTION: Extended School Year Services**

Things to Remember

* Determination for ESY must be made by 2/28 for students with severe disabilities (Autism, Intellectual Disabilities, Emotional Disturbance, and Multiple Disabilities).
* All other students must have ESY determined by 3/15.
* Refer to the annotated IEP for more information on how to determine if a child qualifies for ESY.
* If a student qualifies, make sure that all the information in the ESY section is completed, to include dates of services, amount of sessions, the instruction to be provided, and the location of services.
* Classroom based ESY is provided in 1.5 or 3 hour increments for 1, 2, or 3 days per week over a period of 5 weeks.
* Individual instruction is scheduled at the availability of the instructor/therapist.

Sample Language / Example

After reviewing the seven factors above and outlined in Chapter 14.132 (2), the IEP team has determined that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is / is not eligible for Extended School Year based on the above factors.