Special Education Quarterly

May 31st, 2013

## What’s Inside:

\*When to do an RR

\*Transitioning Paperwork

\*Paperwork-who?

\*ESY Monitoring

\*Upcoming Events

\*Rosters

\*Links

\*Quotes

\*Upcoming Events



**When to do an RR:**

\*Change in level of intervention

\*Change in placement

\*Dismiss from speech

\*After issuing a permission to reevaluate

\*Adding a disability category

\*Taking away a disability category

\*Change in disability category

\*Dismissing from services altogether

**Transitioning Paperwork**

Just a reminder – if you are passing a student on to another teacher for any reason, please remember to send them the progress monitoring data, current up to the end of the fourth quarter.

# **ESY-**

Factors to consider when determining if students meet criteria for ESY.

You should review these factors each quarter when you have completed progress monitoring so the IEP team can make a decision on ESY before Feb. 28th.

1. Regression – student reverts to a lower level of functioning as evidence by decrease of skills

that were due to an interruption of educational programming.

1. Recoupment – if the student has the capacity to recover skills already mastered before the break in instruction in a minimal amount of time.
2. Whether the student’s difficulties with regression and recoupment make it unlikely that the student will maintain the skills in the IEP goals.
3. Whether the students disability is severe - Autism, ID,MDS, ED
4. The extent to which the student has mastered the goal at the point when instruction would be interrupted.
5. The extent to which the skill is crucial to mastering the goals and support independence and self-sufficiency.

Sources to review - Progress on goals in current IEP and previous IEP, Progress reports from therapists, Reports from parents Reports from medical providers, Results from testing or assessments of skills.

# **Rosters**

Each month, you receive a list of students on your roster. Please make sure you verify the student’s type of support, level of intervention, and exceptionality codes (the codes are listed below). If there are errors, please note them on the roster AND email your Instructional Advisor. The IA’s need to send out the buffs to make any changes. Keep in mind that any changes to type of support, level of

intervention, and/or exceptionality must be done through a re-evaluation. Contact your IA if you have any questions.

2105- Gifted without disability

2106- Gifted with disability

2121- Autism

2122- Deaf-Blindness

2123- Hearing Impairment; Deafness

2124- Intellectual Disability

2125- Multiple Disabilities

2126- Orthopedic Impairment

2127- Emotional Disturbance

2128- Specific Learning Disability

2129- Speech or Language Impairment

2130- Traumatic Brain Injury

2131- Visual Impairment including blindness

2132- Other Health Impairment

2134 Developmental Delay

# **Upcoming Events**

Review the end of the year checklist!

See attached.

# **Links**

<http://pattan.net-website.s3.amazonaws.com/images/2012/05/17/TDR_Shared_Respons_3_12.pdf>

<http://pattan.net-website.s3.amazonaws.com/images/2012/10/16/TDR_Support_Sys0912.pdf>

# **Quotes:**

"If you are going to do anything, you must expect criticism. But it's better to be a doer than a critic. The doer moves; the critic stands still, and is passed by." –Bruce Barton

The ultimate measure of a man is not where he stands in moments of comfort, but where he stands at times of challenge and controversy." –Martin Luther King, Jr.



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