



Welcome to Session Five of Creating Collaborative Standards-Based IEPs. If you have not reviewed Sessions One and Two, Three, and Four please go back and complete these first.

If you have completed these first four Sessions or if you have completed the entire 5 Session training and are interested in a refresher on this section of the IEP called Putting It All Together, you are at the right place.



This is the final session of our training on collaborative, Standards-based IEPs. As a quick recap, we started with THE COLLABORATIVE PROCESS AND COLLABORATIVE SKILLS, we next discussed PREPARING FOR THE IEP, where we looked at a process that can be used to support participation by all members of the IEP team, especially the student and his or her parents. Then we looked at using all of the information gathered to put together the PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE, often referred to as the PLOP. Next we looked at using the information on the student and the organized in the PLOP to DEVELOP STANDARDS-BASED IEP GOALS.

Today our purpose is to add the final sections of the IEP and to put IEP development together into an inclusive and collaborative process that has been identified through much of your hard work.

Session Five: 3

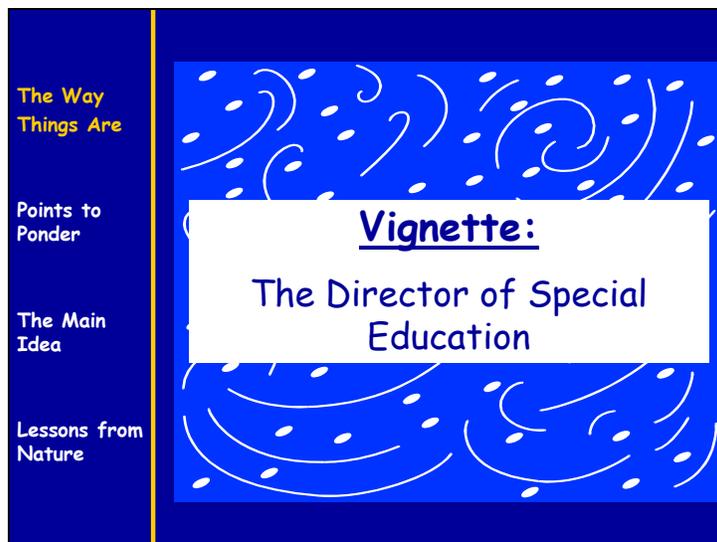


"Tales in Colors" by Robert Doval

*"In the middle of difficulty lies opportunity"*

*Albert Einstein*

The above work of "Tales in Colors" was created by Robert Doval.



## THE WAY THINGS ARE

### THE DIRECTOR OF SPECIAL EDUCATION

It's a busy time of year in the department of special services. Administrative retreats and meetings really cut into the time I have to spend on planning how to prepare for disseminating new information about the changes in the formats for IEPs, the SPP, and child study team referral forms. Two days, each consisting of three hours, is all the time I have to go over with special education teachers and other staff all of the information about the upgrade to our existing on line IEP program, writing appropriate IEPs, inclusive practices, staff development opportunities, the referral process, new eligibility forms, the child study process, and the SPP.

In addition, I have to be at this IEP meeting later today because the team is worried about services that the parents are requesting. I have a hard time balancing the individual needs of the child with the ever increasing demands on our budget. We get so many unfunded "mandates" from the federal government passed on to us through the state. I know we can't and should not consider financial limitations when making decisions about what is good for students, but the reality of limited funds is always there. Hopefully we can reach consensus at the meeting and not be there until midnight. I have another meeting at 7:00 am tomorrow.

The Way Things Are

Points to Ponder

The Main Idea

Lessons from Nature

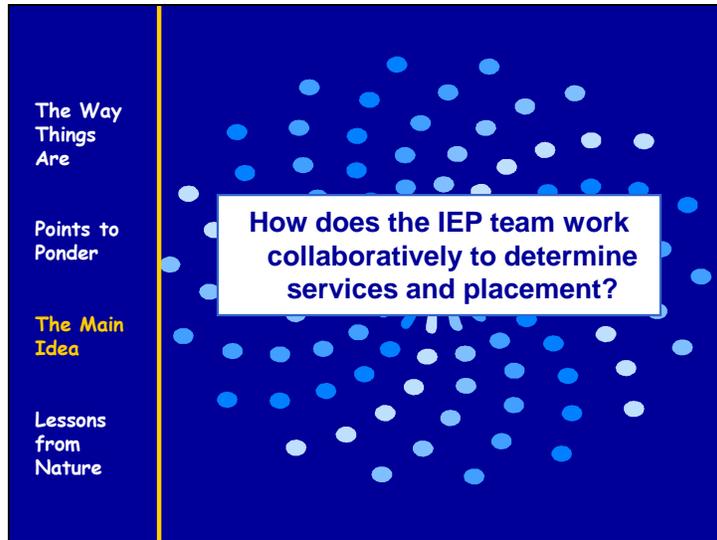
What process is used currently by your IEP teams to determine services and placement?

Perhaps the preceding was a point of view that rings true for you, perhaps not. The purpose of these vignettes is to remind us that we each come to the IEP process with a different set of experiences, training, and expectations. If we are not aware that we have unique differences, it can be more difficult for us to understand another's point of view.

Now we want to take a few minutes to reflect on the current way your school uses teams to develop IEPs. Please review the handout in your training packet, Session Three - **Points to Ponder: Putting It All Together**. Remember we said that Points to Ponder is the second area around which this training is organized. We are using the "points to ponder" tool throughout the training as a way to determine what our IEP processes look like now. Take several minutes to review the sheet in your handout package entitled Points to Ponder, Putting It All Together. Do you think each of these items is something that is currently handled well in the development of IEPs in your experience or if it is something that you think could be improved.

Keep these areas of strengths and needs in mind throughout the training and think about strategies that could be used by schools and IEP teams to build on the strengths in the team process and address the needs that you have identified.

Session Five: 6



During today's session we are going to answer the question "How does the IEP team work collaboratively to determine services and placement?".

**Step 6**



**Determine Special Education  
and Related Services,  
Supplementary Aids and  
Services, LRE, Placement and  
Placement Justification**

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We are going to get started on step six in *It's About Me!*

Session Five: 8

<b>⑥ Services</b>			
<b>Special Education:</b> Remediation in decoding words and increasing fluency	<b>Frequency:</b> 30 minutes, 4 times per week	<b>Location:</b> Reading resource room (reading specialist)	<b>Duration (m/d/y to m/d/y):</b> Sept 4, 09-June 11, 2010
<b>Related Services:</b>			
<b>Supplemental Aids &amp; Services:</b>			
<b>Least Restrictive Environment:</b>			
<b>Placement:</b>			
<b>Justification of Placement:</b>			
<b>Accommodations and Modifications:</b>			
<b>Review/Revision Date:</b>			
<b>Other: (Secondary Transition Plan, Extended School Year, etc.)</b>			

A worksheet like this provides you with a place to make notes about the Special Education Services, Related Services, Supplemental Aids and Services, Least Restrictive Environment (LRE), Placement, Justification of Placement, and Accommodations and Modifications that are all part of the student's completed IEP.

First, it is important to be sure that you know to what each of these things refers.



## Special Education

IDEA 2004 includes important new language about **research-based instruction**

The child's IEP must include

- "a statement of the special education and related services ...based on **peer-reviewed research** to the extent practicable
- and a **statement of the program modifications or supports for school personnel ...**"

As we said in Session 4, special education is instruction that is specially designed to meet the unique needs of a child with a disability. This means education that is individually developed to address a *specific* child's needs that result from his or her disability. Since each child is unique, it is difficult to give an overall example of special education as it is individualized for each child. Part of designing the instruction to fit the needs of a specific child, includes making adaptations to the content, methodology, or delivery of instruction. This is done to ensure access of the child to the general curriculum.

A new concept that was added to IDEA with its 2004 authorization is "Peer-reviewed research". While there is no specific definition provided in IDEA 2004, the U.S. Department of Education discussion of this topic in the Analysis of Comments and Changes provides some direction:

"Peer-reviewed research" generally refers to research that is reviewed by qualified and independent reviewers to ensure that the quality of the information meets the standards of the field before the research is published. However, there is no single definition of "peer reviewed research" because the review process varies depending on the type of information to be reviewed. (71 Fed. Reg. at 46664)

States, school districts, and school personnel must...select and use methods that research has shown to be effective, to the extent that methods based on peer-reviewed research are available. This does not mean that the service with the greatest body of research is the service necessarily required for a child to receive FAPE. Likewise, there is nothing in the Act to suggest that the failure of a public agency to provide services based on peer-reviewed research would automatically result in a denial of FAPE. The final decision about the special education and related services, and supplementary aids and services that are to be provided to a child must be made by the child's IEP Team based on the child's individual needs. (71 Fed. Reg. at 46665)

(information from NICHCY website <http://www.nichcy.org/Pages/Home.aspx>)



## Related Services

**Related services - means**

- transportation, and such developmental, corrective, and other supportive services ...
- as may be required to assist a child with a disability to benefit from special education,
- includes early identification and assessment of disabling conditions in children. (20 U.S.C. Section 1401(22))

Including: speech-language pathology and audiology services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services, except that such medical services shall be for diagnostic and evaluation purposes only

Put simply, related services are any services that are necessary to help a student **benefit from his or her special education program**. [34 Code of Federal Regulations (C.F.R.) Sec. 300.24(a).] To benefit from special education has generally been interpreted to mean making meaningful progress toward meeting IEP goals and objectives.



## Supplementary Aides and Services

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"Supplementary aids and services - means aids, services, and other supports provided in

- regular education classes,
- other education-related settings,
- extracurricular and nonacademic settings,

to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with Sec. 300.114 through 300.116."

ED.gov  
<http://idea.ed.gov/index.jhtml?src=a>

Supplementary aids and services means aids, services and other supports **to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate in the Least Restrictive Environment** (e.g., a note taker; assignment of paraprofessional staff; study guide outlines of key concepts).

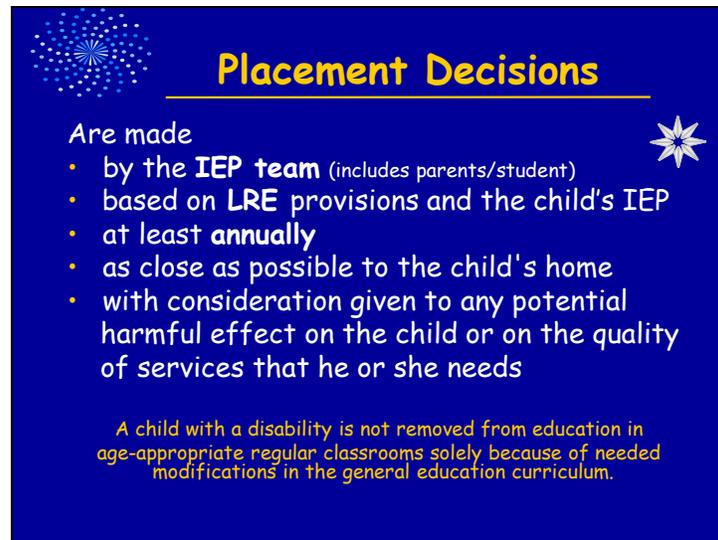


**Least Restrictive Environment**

"to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

Special education or specially designed instruction must be provided to students with disabilities in what is known as the **least restrictive environment**, or LRE. IDEA includes provisions that ensure that children with disabilities are educated with nondisabled children, to the maximum extent appropriate. Each state must also ensure that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily [§300.550(b)(2)].

(information from NICHCY website  
<http://www.nichcy.org/Pages/Home.aspx>)



## Placement Decisions

Are made

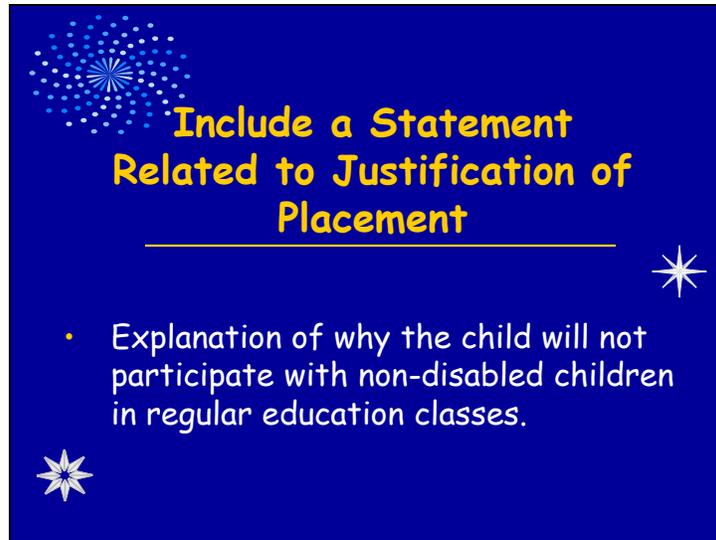
- by the **IEP team** (includes parents/student)
- based on **LRE** provisions and the child's IEP
- at least **annually**
- as close as possible to the child's home
- with consideration given to any potential harmful effect on the child or on the quality of services that he or she needs

A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

Special education instruction can be provided in a number of settings, such as: in the classroom, in the home, in hospitals and institutions, and in other settings (§300.26). Schools must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities. This continuum must include the placements just mentioned (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions). Unless a child's IEP requires some other arrangement, the child must be educated in the school he or she would attend if he or she did not have a disability [§300.552(c)].

In sum, then, determining a child's placement in the LRE must be done each and every year, basing the placement on the child's IEP, making the placement as close as possible to the child's home, and placing the child in the school he or she would normally attend if not disabled (unless, as IDEA states, the child's IEP requires some other arrangement). These requirements fit within the frame of IDEA's "strong preference, not a mandate, for educating children with disabilities in regular classes alongside their peers without disabilities" (71 Fed. Reg. 46585).

(information from NICHCY website  
<http://www.nichcy.org/Pages/Home.aspx>)



**Include a Statement  
Related to Justification of  
Placement**

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- Explanation of why the child will not participate with non-disabled children in regular education classes.

Because of this "strong preference" for educating children with disabilities in regular classes alongside their peers without disabilities, IDEA 2004 requires that a written explanation of why the student will not participate with non-disabled peers in regular classes be included as part of the IEP document.

As well, it is important to note that removal of a child with disabilities from the regular education class may occur *only if* the child cannot be satisfactorily educated in the regular educational environment *with* the use of supplementary aids and services.



**Identify Accommodations**

- Necessary to measure academic achievement and functional performance on state and district wide assessments.
- What ever accommodations are selected for assesment use are the same ones to be used for classroom instruction.

*Accommodations* means adjustments to the environment, instruction or materials (e.g., instructional materials in alternative format such as large print or Braille, fewer items on each page; extra time to complete tasks) that allow a student with a disability to access the content or complete assigned tasks. Accommodations do not alter what is being taught.

*Program modifications* may be used to describe a change in the curriculum or measurement of learning, for example, when a student with a disability is unable to comprehend all of the content an instructor is teaching that student may be given a reduced number of assignments, or an alternate grading system may be used, or even more significant modifications may be needed.



## **Include an Alternate Assessment Statement**

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- If the IEP team determines that the child shall take an alternate assessment, there needs to be a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child

If you are interested in learning more about the assessment options that are available to students in Virginia, go to this Website

[http://www.doe.virginia.gov/testing/participation/participation\\_va\\_accountability\\_system.pdf](http://www.doe.virginia.gov/testing/participation/participation_va_accountability_system.pdf)

And read Procedures for Participation of Students with Disabilities in Virginia's Accountability System.



## Review/Revision Date

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- Determine regular dates for review of IEP
- Determine if additional services such as positive behavioral support plan or extended school year are needed



**Steps in developing a Collaborative, Standards-based IEP**



- Step 1: Identify my IEP team members
- Step 2: Thinking about and sharing my dreams with others who can help
- Step 3: Gathering information about me, my strengths, and my needs
- Step 4: Writing a "story" about myself, including information about me, my educational needs, and my performance in school in the past year
- Step 5: Setting goals and identifying how progress will be measured for the upcoming school year
- Step 6: Identifying services, accommodations, and placement

This slide is a summary of the steps we have reviewed in this training, Developing a Collaborative Standards-Based IEP. If you would like more information on this topic please go to this website

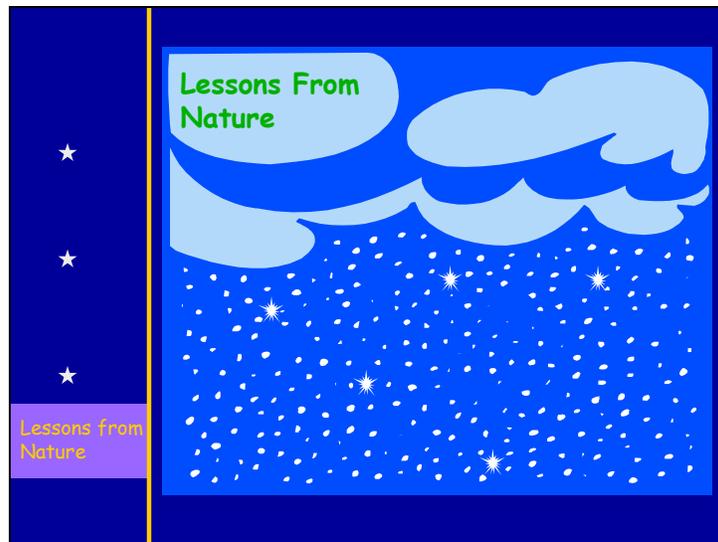
<https://www.pubinfo.vcu.edu/partnership2/ecom/category.asp?cat=4>

Here you will be provided with information about how to order the companion books to this training:

Creating Collaborative IEPs, A Handbook  
and  
*It's About Me*



Congratulations, you have completed this online training.



## **LESSONS FROM NATURE**

### **Story**

#### **The Golden Eagle**

There was once a farmer who found an egg. Not knowing what it was, he placed it in the nest of one of his hens. The hen sat on the egg. It hatched along with the other chickens.

The farmer saw that it was a baby eagle. He wondered if he should do something to help the baby eagle learn to be an eagle. It would require him to change his way of thinking, try something new.

Some say the farmer was busy, finally deciding the baby would discover how to be an eagle on his own. Some say the eagle did not learn to be an eagle. In fact, the eagle thought he was a chicken. He learned to scratch the earth for worms and insects, and occasionally would spread his wings and fly a few feet off the ground. Some say the eagle lived and died as a chicken because that is all he ever thought he was.

Yet others say the farmer decided to find a way to help that eagle become all he could be. He asked others to help him. Together they came up with a plan to guide the eagle. It was not easy. However, all stayed committed. One day the farmer and his friends released the eagle and watched with joy as that eagle soared across the sky in graceful majesty. They celebrated a life that had reached its fullest potential.