

Haysville U.S.D. #261



2010-2011 Special Education Certified Procedure Guide



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SPECIAL EDUCATION FLOW CHART

CREATING STANDARDS-BASED IEP'S

PLAAFP/PLEP

MEASURABLE ANNUAL GOAL DEVELOPMENT

SHORT TERM OBJECTIVE AND BENCHMARK DEVELOPMENT

ASSIGNMENT COMPLETION SAMPLE---HIGH SCHOOL

MATH CALCULATION—ELEM / MIDDLE SCHOOL

KS CURRICULAR STANDARDS FOR RDNG AND WRTNG COMPR 5TH GRADE

KS CURRICULAR STANDARDS FOR RDNG AND WRTNG STUDY 5TH GRADE

READING SAMPLE – HIGH SCHOOL

WRITTEN LANGUAGE SAMPLE—HIGH SCHOOL

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KS CURRICULAR FOR RDNG AND WRTNG COMP NARR—5TH GRADE

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KAMM ELIGIBILITY CRITERIA

KANSAS ALTERNATE ASSESSMENT CRITERIA

STATEWIDE ASSESSMENTS IEP TEAM DECISION FLOWCHART

I.

EMPLOYEE PROCEDURES

A. Case Manager Responsibilities

As a case manager you will be assigned specific students that will be your responsibility. These responsibilities include the following:

1. Maintaining IEP
2. Coordinate and communicate information and services with parents, outside agencies, and school personnel
3. Set up IEP meetings and notify all participants
4. Complete student progress reports each grading period
5. Maintain all required paperwork in teacher file (see page 28)
6. Fulfill all building requirements as outlined in each building's handbook
7. Send caseload updates to Gina Latta at the Administration Building as requested
8. Notify, **in advance**, all secondary service providers and related service providers, parents, students, and outside agencies of IEP meetings
9. Provide achievement testing and teacher report for initial evals and re-evals
10. Complete and oversee completion of Medicaid Logs on Medicaid eligible students
11. Co-plan and collaborate with educators, parents, children, and other professionals



B. Special Education Paraeducator

The special education paraeducator's role is basically one of freeing the supervising teacher from routine tasks in an effort to more effectively use professional knowledge and skills of the teacher. By fulfilling this role, the classroom unit is capable of improved instruction and service for a larger number of students.

The responsibilities of paraeducators are generally supportive in nature. The supervising teacher assumes primary responsibility for students and the classroom. There are several areas in which duties of the paraeducator and supervising teacher may overlap. The following is a comparison of responsibilities of the paraprofessional and duties of the supervising teacher.



Supervising Teacher

Ensures that each para under their Supervision has been trained in all

Paraeducator

Ask teacher or supervisor for direction and clarification when unsure of practice and/or

Techniques including instructional, medical, physical, etc...

process

Diagnose educational needs

Scores and compiles data associated with testing and other types of assessment; carries out informal assessment

Plans instructional programs

Assists with the planning process; copies, transcribes, type's files, etc...

Grades student performance

Checks and scores student work

Takes complete responsibility for new concepts, skills and each new classroom activity

Reinforces and reviews concepts and skills. Assists students in performing activities initiated by the Activities initiated by the supervising Teacher

The Paraeducator may:

The Paraeducator may not:

Work without direct supervision with individuals or groups of students

Teach completely new concepts and skills

Have specific instructional and Management responsibility for students

Be given primary responsibility for working with individual students

Be involved in student staffings

Be assigned to attend student staffings in lieu of the supervising teacher

Be used to support the integration of exceptional students into regular classes by tutoring these students in regular class assignments, giving tests orally, etc...

Be given primary responsibility for the mainstreaming effort of one or more students or used to teach students or used to teach regular curriculum content to non-exceptional students

Be assigned record keeping tasks

Be used to carry out clerical responsibilities usually assigned to other staff members in the building

Aide the supervising teacher in supervising assemblies and group field trips. Take individual students on related errands, job interviews, curriculum based recreation or

Take full responsibility for supervising field trips, assemblies or take other non-teaching duties usually assigned to teachers e.g. hall duty, extra duty, school clubs, etc

shopping etc...

Supervision for the special education paraeducator is a joint responsibility of the supervising teacher, principal, and Director of Special Education. The supervising teacher will be responsible for structuring the paraeducator's schedule and working with the paraeducator on a regular basis to insure that responsibilities assigned are carried out in an efficient manner. The supervising teacher may assign duties to the paraeducator according to classroom needs and capabilities of each paraeducator.

Each special education paraeducator will be evaluated using the **Paraeducator Evaluation Form (SE-254 according to a schedule sent to you at the beginning of each school year)**. The evaluations should be sent to Angie Estell no later than the May 1st. These evaluations are an important part of your feedback to your paraeducator. Be sure you convey an accurate account of their performance. If you are having difficulties with a paraeducator, your building principal, as well as, the paraeducator facilitator, Angie Karraker, should be notified. They are available to assist you in this area. It is important to note that even though your paraeducator may not be due for an evaluation, if you are experiencing problems, an evaluation should be completed immediately and sent to Angie Estell. Each evaluation must be reviewed with the paraeducator prior to submission. You should keep a copy of the evaluation and give a copy to the paraeducator and the building principal. The original copy is sent to Angie Estell at the Administration Building and will be submitted to the Personnel Department. These evaluations will become a permanent document in the paraeducators personnel file.

Full-time Paraeducators are scheduled to work 7 hours a day. Any time over a 7 hour day must be approved by the Director of Special Education.

Beginning in the 2008-2009 school year, paraeducator staff development requirements will be tiered based on the special education experiences and/or credentials of the paraeducator.

- Para's who have worked **less than three (3) years** as a Special Education Paraeducator will still be required to have **20 hours of inservice** (or 2 hours for every month employed).
- Para's who have worked as a Special Education Paraeducator **for the past three (3) years in U.S.D. #261** will only be required to have **10 hours of inservice** (or 1 hour for every 2 months employed)
- All para's will still be required to have a two (2) hour orientation

C. Staff Mileage

Mileage should be recorded on the **Monthly Itinerary form**.

1. When an E-Req is submitted for mileage reimbursement, please remember the following:



- a. You must still complete a mileage form with beginning & ending odometer readings, the reason for going, and if the trip was student related or non-student related.
- b. You need to separate student related mileage (i.e. mileage incurred while providing services, attending IEP meetings, etc) from non-student related mileage (i.e. conferences, picking up class supplies, etc). These will each need their own line on the e-req.
- c. All miles are reimbursed at 55 cents per mile
- d. The E-Req will be approved through the following approval tree:
 - Building Principal
 - Sandy Harper – who will assign appropriate account numbers
 - Becky Cezar
 - Dr. McCabe
- e. **When you receive the Purchase Order back, you need to write the PO Number on your Mileage Form and submit it to Kristina Brizendine at the Administration Building**

D. Purchasing Materials/Reimbursement for Purchase*

*– All Purchases must be pre-approved by the Director of Special Education.

- Do not make purchases without first getting approval from Becky Cezar.
- If approved, you will need to do the following:
 - Type an E-Req (purchase order)
 - Be sure to include:
 - brief description of item
 - catalog number(s)
 - price
 - quantity
 - shipping & handling charges

If a company is not in the “vendor list” – you will need to e-mail Kristina Brizendine to add the company to the vendor list before you can proceed with your e-req.

The E-Req will be approved through the following approval tree:

- Building Principal
- Sandy Harper – who will assign appropriate account numbers
- Becky Cezar
- Dr. McCabe

If approved, you will receive a paper copy of the purchase order; you will then need to place the order by faxing or mailing the purchase order to the company.

If it is an item that was purchased at a local vendor (i.e.: Wal-Mart, Homeland, Office Depot), you must write the number from the purchase order that you received back on the receipt and submit the receipt to Kristina Brizendine at the Administration Building. **THE E-REQ (PURCHASE ORDER) WILL NOT BE COMPLETE UNTIL KRISTINA BRIZENDINE RECEIVES THE SUPPORTING DOCUMENTATION.**

E. Procedure for Requesting Leave

Request for leave can be completed in My Learning Plan

1. Complete My Learning Plan
2. Submit My Learning Plan to building principal and Director of Special Education
3. conference registration
 - a. Type and submit an E-Req. for the conference
 - b. Complete registration paperwork for conference (if applicable)
 - c. Contact Sandy Harper for a list of approved hotels.
 - d. Complete E-Req's for Registration, per diem, hotel, etc
 - e. Make arrangement for substitute (if needed)
 - f. If available, **district vehicles must be used first**. Personal vehicles will only be used in the event that a district vehicle is not available. Contact transportation to see if a vehicle is available. If so, complete necessary paperwork.

ALL DISTRICT EMPLOYEES MUST TRAVEL TOGETHER TO CONFERENCES IN A DISTRICT VEHICLE IF AVAILABLE.

4. Hotel Reservation:
 - a. Make a hotel reservation (if needed) – contact Sandy Harper for a list of approved hotels.
 - b. Complete an E-Req for the hotel

NOTES:

- If more than one person attending – you will need to share a room
- We are tax exempt in Kansas – we only pay the room tax. Be sure to tell the hotel this when making the reservation
- Ask for the Government Rate or Conference Rate (whichever is less)
- Get a Tax Exempt Form to take with you (if needed)
- Direct Bill means the hotel will bill the district – you will not need to take a check with you.
- If you need to “hand-carry” the hotel check – let Kristina Brizendine know this – you will be responsible for making sure you have this before you leave for the conference. You will need to allow time for the E-Req. process.

5. Per Diem:

Complete an E-Req for per diem – the following amounts need to be utilized

	In-State	Out-of-State
Breakfast	\$ 5.00	\$10.00
Lunch	7.00	14.00
Dinner	8.00	16.00

If a meal is included in your conference, you would not request per diem for that meal.

6. Make arrangements for a substitute (if needed) follow the procedure below.

F. Procedure for Reporting Absences During Contracted Days

- All certified staff have been provided training to access the Automated Educational Substitute Operator (AESOP).
- When a certified staff member is absent, this information has to be entered by you to record this absence.
- If you have not received this training, contact Bobi Roberts at the Administration Building to arrange a training time.
- All certified employees must report absences even if a substitute is not required.

***When ill, you must count your sick days on your time sheet, even if you do not have a substitute. Failure to do so is considered falsifying your time and could result in termination, as stated in the Negotiated Agreement Handbook.**

II.

STUDENT PROCEDURES

A. CHILD FIND

Screening and General Education Interventions

Haysville Public Schools, USD 261, has policies and procedures in effect to ensure that all children with exceptionalities (those who have disabilities and those who are gifted) and who are in need of special education and related services are identified, located, and evaluated. This includes children who attend public or private schools, are home schooled; are highly mobile including migrant and homeless, or are wards of the State. Children in need of special education services are identified as young as possible, and also as soon as possible after the concern is noted. Haysville Public Schools, USD 261, accomplishes child find by conducting GEI through an individual child problem solving approach, through the student improvement teams (SIT), and through screenings.

1. PUBLIC NOTICE FOR CHILD FIND

The first step in the child find process is to provide information to the public concerning the availability of special education services for exceptional children, including procedures for accessing these services. This public notice is provided at the beginning of the school year and repeated annually. This notice is also included in the district newsletter that is provided to each parent with a child in the Haysville school district. Copies of the information from child find activities are kept on file as documentation for implementing policies and procedures.

The public notice is distributed to all schools in the area, including private schools, other agencies and to professionals who would likely encounter children with a possible need for special education. The following methods are used accomplish this public notice.

- Newspaper articles or ads,
- Radio, TV, or cable announcements,
- Community newspaper notices
- School handbook and calendar
- Letters to all patrons in the district
- Post in child care programs
- Post in health departments or doctors offices
- Post in grocery stores, department stores and other public places

2. SCREENING FOR CHILDREN FROM BIRTH TO AGE 5

Haysville Public Schools, USD 261, utilizes the following screenings:

- For children younger than five years of age, observations, instruments, measures, and techniques that disclose any potential disabilities or developmental delays that indicate a need for evaluation, including hearing and vision screening
- Screening implementation procedures that ensure the early identification and assessment of disabilities in children.

Screenings include observations, instruments, measures, and techniques that address potential developmental delays or disabilities in the areas of communication, cognitive development, social-emotional development, self-help/adaptive behavior, and/or physical development. All students in the Haysville Public Schools, USD 261, are provided hearing and vision screenings, including all private schools within the district's boundaries. Screenings are available for any child for whom there is a concern about an area of development including communication, cognitive development, social-emotional development, self-help/adaptive behavior, and/or physical development; and hearing and vision.

Preschool age children are included in child find procedures as well.

Haysville Public Schools, USD 261, also works closely with the local Part C Infant-Toddler Network (Rainbows United) for child find activities for children from birth through 2 years to ensure that all children have access to screening in a timely manner. Part C staff for children who are transitioning from the Part C Infant and Toddler program notify the Haysville Public Schools Early Childhood contact person to begin special education screenings prior to age 3.

Haysville Public Schools, USD 261, maintains documentation on results of screening and ensures that the collection and use of data under the child find requirements are subject to confidentiality requirements under FERPA regulations.

3. GENERAL EDUCATION INTERVENTION (GEI) FOR CHILDREN FROM KINDERGARTEN THROUGH AGE 21

For children in kindergarten through age 21, Haysville Public Schools, USD 261, screenings utilize observations, instruments, measures, and techniques that disclose any potential exceptionality and indicate a need for evaluation, including hearing and vision screening, and age-appropriate assessments for school-aged children designed to identify possible physical, intellectual, social or emotional, language, or perceptual differences. Screening is also available for any children in public schools, private schools, or for children who are home schooled.

Haysville Public Schools, USD 261, screening is conducted, in part, through the implementation of general education intervention (GEI). The data collected during GEI assists school personnel in determining which children may be children with potential exceptionalities who need to move into initial evaluation for special education. Collaboration between special education and general education staff is conducted as part of the general education intervention process. Both special education and general education personnel are involved in this building-level, school-wide activity.

Individual Problem-solving Approach to GEI

Haysville Public Schools' approach to GEI is carried out through building level problem-solving teams (SIT). These teams function with the intent to provide support to any child who may be experiencing difficulty (academic or behavior) and to work to improve the overall achievement of all children in the school. Our teams facilitate the problem-solving process which results in the development of an intervention plan which documents the child's area of concern, the interventions implemented, the data reflecting the child's response to the intervention, and the recommendations as a result of the child's response to the intervention.

Our problem-solving conducted by these teams include parent involvement with decision-making whenever possible. Additionally, parents are provided with copies of the child data collected or reports as interventions are tried and monitored for children.

The SIT process continues until a successful intervention is determined, when it is evident that the successful intervention requires resources beyond those available in general education, or when the team suspects the child is a child with an exceptionality (disability or giftedness). At any time during GEI, the team responsible for planning and implementing the interventions make three decisions:

- a) Continue the intervention and monitor child progress
- b) Change or modify the intervention and monitor child progress
- c) Change or modify the intervention, monitor child progress, and carry the child into initial evaluation.

Supports for children are continually designed and re-designed until the child is successful. Even when the decision has been made to move from GEI into an initial evaluation, the intervention process does not stop. Rather, it becomes part of the evaluation process.

Detail for Haysville Public Schools, USD 261, referral to special education services is described in our initial evaluation process in the Special Education Policy and Procedures Manual:

The following outlines the four basic steps of problem solving and indicates briefly what happens at each step.

STEP 1. Problem Identification

- a. Precisely define the problem
- b. Measure the skill or behavior in the natural setting to establish baseline performance.
- c. Estimate the severity of the problem (use age norms or compare to peers)
- d. Establish expectations for the child

STEP 2. Problem Analysis

- a. Analyze antecedent, situational, and consequent conditions
- b. Use ICEL components (instruction, curriculum, environment, learner) to analyze the problem
- c. Collect additional data as needed to understand the cause of the problem.

STEP 3. Develop and Implement an Intervention Plan

- a. Formulate a plan that uses scientific research based interventions designed to target the cause of the presenting problem.
- b. Establish intervention goals
- c. Develop a plan for monitoring progress which specifies the child data to be collected and the schedule for collecting it. Decide how the data will be displayed (e.g. chart/graph) to facilitate evaluation.
- d. Implement the plan with treatment integrity and frequent monitoring of progress

STEP 4. Evaluate and Revise Plan

- a. Review progress monitoring data to determine if enough progress has been made by repeating Step 1.
- b. If expectations have not been met, repeat Step 2 to further analyze the problem.
- c. Revise current intervention or select a new intervention including components of Step 3

4. DATA COLLECTION AND DOCUMENTATION FOR GENERAL EDUCATION INTERVENTIONS

Before a child may be referred for a special education evaluation at Haysville Public Schools, USD 261, school personnel are now required to provide data-based documentation that:

(1) general education interventions and strategies would be inadequate to address the areas of concern for the child,

or

(2) the child was provided appropriate instruction in regular education settings that was delivered by qualified personnel;

and

(3) the child's academic achievement was repeatedly assessed at reasonable intervals which reflected formal assessment of the child's progress during instruction. (K.A.R. 91-40-7(c))

Haysville Public Schools, USD 261, school personnel document the data from the GEI and strategies that have been tried, including: (1) appropriate instruction was provided to the child, (2) the child was provided appropriate

instruction delivered by qualified personnel in regular education settings; (3) the child's academic achievement was repeatedly assessed at reasonable intervals which reflected formal assessment of the child's progress during instruction; and (4) the instructional strategies used and the student-centered data collected. The data document that appropriate instruction was provided to the child includes our school's curriculum which has a solid research base and that it contains the essential components as defined in the No Child Left Behind Act.

Haysville Public Schools, USD 261, also completes progress monitoring data to evaluate the effectiveness of the interventions; to determine the intensity of interventions and resources needed to support child learning; and, provides a basis for school personnel to make decisions during intervention. This documentation also includes evidence parents were provided with the results of the assessment of child progress and that those results indicate that an evaluation is appropriate.

5. REFERRAL FOR INITIAL EVALUATION

Screening and GEI are child find activities, and either process may result in the determination that an initial evaluation for special education is needed. Most decisions to move forward into initial evaluation will come as a result of these processes. However, there are instances when requests for evaluation may be made by parents or by adult students. The following describes the procedures to be used when such requests occur:

1. **Referral from Parents:** Parents have requested an evaluation. The request must be written and provided to the principal or special education director. The school immediately begins the initial evaluation determination as the SIT process continues in the regular education program. The building principal or person designated to respond to parent requests for evaluations, explains to the parents the following:
 - (a) They have the right to go directly to an evaluation; and
 - (b) A GEI process that precedes an initial evaluation is available to assist in determining the specific concerns and needs of their child. This includes the right of the parents to participate in the GEI process. Parents may elect to have their child participate in GEI prior to the evaluation, or, if the parents request the initial evaluation be conducted without waiting for general education interventions to conclude, the general education intervention process may be conducted as part of the initial evaluation.
 - (c) The school may refuse to conduct the evaluation. The Prior Written Notice would explain why the school refuses to conduct the evaluation.

2. **Self-referral from an adult student:** A student 18 years of age or older can also request an evaluation. The request must be written and provided to the principal or special education director. The school immediately begins the initial evaluation determination as the SIT process continues in the regular education program. The building principal or person designated to respond to the request for evaluations, explains the following:
 - (a) S/He has the right to go directly to an evaluation; and
 - (b) A GEI process that precedes an initial evaluation is available to assist in determining the specific concerns and needs of the student. This includes the right of the student to participate in the GEI process. The student may elect to participate in GEI and not pursue the evaluation, or, if the student requests the initial evaluation be conducted without waiting for general education interventions to conclude, the general education intervention process may be conducted as part of the initial evaluation.
 - (c) The school may refuse to conduct the evaluation. The Prior Written Notice would explain why the school refuses to conduct the evaluation.

The school psychologist participates as a member of the GEI process and utilizes all data collected prior to the initial evaluation which is provided by the Special Education evaluation team. This insures the evaluation team has a basis for determining what additional data may need to be collected as the initial evaluation process goes forward.

B. THE INDIVIDUALIZED EDUCATION PROGRAM

INTRODUCTION

The Individualized Education Program (IEP) is a written statement for each student with an exceptionality which describes that child's educational program. The IEP describes and guides services for each child on an individual basis. Once a child is determined to be eligible and in need of special education services, an Individualized Education Program (IEP) is developed. The IEP is a written plan that must describe the student's individual educational needs and how these needs will be met. The IEP is reviewed when one or more people on the IEP team think it is necessary. **It is the responsibility of the case manager to give advance meeting notice to all IEP participants including parents, general education teachers, administrators, and special education staff including the school psychologist, secondary service providers and related service providers.**

1. IEP TEAM

The IEP team will work toward consensus, however, if an IEP team is unable to come to consensus the district has ultimate responsibility to ensure that the IEP includes the services that the child needs in order to receive a free appropriate public education (FAPE).

A. IEP Team Membership

a. **The student** will be invited to attend his/her own IEP meeting beginning at age 14, or younger, if a purpose of the meeting is consideration of the student's postsecondary goals and the transition services needed to assist the student in reaching those goals. If the student elects not to participate, the IEP team will take other steps to ensure that the student's preferences and interests are considered in developing the IEP. The school is not required to give students younger than age 18 the same notice of meeting that is required for parents, but will document that the student was invited to the meeting on the Notice of Meeting form. Beginning at age 18, if rights have transferred to the student, both the student and parents will receive the 10-day written notice of the IEP team meeting. The school may invite the student to attend his or her own IEP team meeting at any age if appropriate.

b. **The parents** will be members of the IEP team. Each parent who has legal rights will be invited to the IEP meeting.

c. **The special education teacher(s) or provider(s)**; at least one special education teacher of the child, or where appropriate, not less than one special education special education provider of the child as determined by the school.

d. **The general education teacher(s)** at least one general education teacher of the child, if the child is, or may be, participating in the general education environment. If the child has several general education teachers, at least one must attend the IEP meeting. The general education teacher who serves as a member of the child's IEP team will be one who is, or may be, responsible for implementing a portion of the IEP.

General Education Teacher for Early Childhood

The general education teacher for children 3-5 years old will be:

- For all 4 or 5 year olds who will attend kindergarten during the IEP, the kindergarten teacher.
- Haysville general education preschools - invite the preschool teacher.
- For a child 3-5 years old receiving services in settings that do not provide a preschool educational component (e.g., home setting or child care) a general education teacher is not required.

- For a child 3-5 years of age, the representative may be a preschool teacher (e.g., regular preschool, Head Start, 4-year-old at-risk, Parents as Teachers, etc.).

e. The School Principal who:

- i. can provide or supervise provision of special education services;
- ii. has knowledge of the general education curriculum; and
- iii. is knowledgeable about the availability of the school's resources.

f. A person who can interpret instructional implications of any new evaluation or assessment results will be a member of the IEP team. This person can be one of the members of the IEP team mentioned previously.

g. Others. Include individuals who have knowledge or special expertise regarding the child, including related services personnel, as appropriate, and those who are invited by the parents or the school to attend the IEP meeting.

h. Representatives of any other agencies. For a child with a disability age 14 or older the IEP team will consider the transition services of the child and determine, to the extent appropriate, any other public agency that must be invited to the IEP meeting because they are likely to be responsible for providing or paying for transition services. The parents, or a student who is 18 years of age, will provide consent for the school to invite any outside agency.

i. Representative of Infant Toddler services. When conducting an initial IEP team meeting for a child who was previously served under the Infant Toddler Program of the federal law, the school, at the request of the parent, shall send an invitation to attend the IEP meeting to the Infant Toddler services coordinator to assist with the transition of services.

j. School Psychologist. The school psychologist acts as case manager for students served by special education teachers. For those students, the school psychologist will be a member of the IEP team when:

- i the IEP team considers an initial IEP
- ii the IEP team considers a change of placement (25% material or 25% substantial change in a service)
- iii the initiation of an additional service
- iv the deletion of a service
- v exit from special education or graduation.

Primary Implementer. The primary implementer in an IEP meeting is responsible for convening the IEP meeting. For students with a disability, the primary implementer is the special education teacher providing the most service or the special education teacher assigned by the building principal. For gifted students, the primary implementer is the gifted facilitator. For students who are both gifted and disabled, the disability service provider is the primary implementer. For students receiving only speech therapy, occupational therapy or physical therapy as the only service, the therapist providing the most service will be the primary implementer.

A member of the IEP team may fill more than one role on the IEP team.

B. NOTICE OF IEP MEETING

The school will take steps to ensure that one or both parents are present at each IEP meeting or are otherwise afforded the opportunity to participate in the IEP meeting. The meeting is to be scheduled at a mutually agreed upon time and place. The school will provide notice for all IEP meetings to the parents.

The IEP notice of meeting will be provided in writing at least 10 calendar days prior to the meeting. (IEP Notice of Meeting - Webkidss Form)

If the student is 14 years old, the Notice of Meeting form provides notice to the parents that the school has invited the child. If the parents determine that the minor child shouldn't attend, the student will not be required to attend the IEP meeting.

If parents are divorced, both parents are invited unless a court order precludes this from happening. If the school is only aware of one parent's address; the school will make reasonable efforts to locate the other parent in order to provide notice and document those attempts in the student records. The school is not required to give children who are younger than age 18 the written IEP meeting notice, but will document the student was invited to the IEP meeting.

For students who are age 18 with intact rights, all notices are to go to both the adult student and the parent, including the notice of the IEP meeting. When a student reaches 18 years of age, the parents no longer have a right to attend or participate in an IEP meeting for their child. The school or the student may invite the parents to attend the meeting as persons with knowledge or expertise about the student. The notice of the IEP meeting could be used as an invitation for all team members who are invited to attend the IEP meeting.

Kansas Regulations require the parent(s) to receive a 10 calendar day prior written notice of the Meeting. A parent can request to waive this required timeline but documentation of this parent waiver will be recorded on the IEP notice form that is returned from the parent.

To document parent contacts, complete a Parent Contact Log (forms) for each student in your class. This form is to be kept in the student's file. Keep records of all communication with parents on the Parent Contact Log with copies of all correspondence sent to parents. This includes hard copies of e-mails.

1. Methods to Ensure Parent Participation

IEP meetings are to be scheduled at a mutually agreed upon time and place. The school will work with the parent to reach an amicable agreement about scheduling. If the parent/person acting as parent cannot be located the school shall contact the Director of Special Services to request an education advocate.

Parents may opt to participate in an IEP meeting through the use of teleconference, video conference, telephone technology or other technology devices available to the parent/school. The school will take whatever action is necessary to ensure the parents understand the proceedings at the IEP meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English.

If the parents request that the current IEP be extended past the one year renewal requirement, the school may honor their request for a reasonable period of time. The IEP will continue to be utilized to provide special education services as written in the current IEP. The Primary Implementer will notify the Director of Special Education when a parent requests such an extension. Documentation of this parent request for an extension of the current IEP will be agreed to by the Director of Special Education. Parent initials or signatures by the parent with the reasons for the delay of the annual IEP review, will be noted on the subsequent IEP.

Each parent will be provided a final copy of the IEP at no cost.

2. Conducting the IEP Team Meeting Without a Parent

A school may conduct an IEP meeting without the parent(s) in attendance if the school has been unable to contact the parents to arrange for a mutually agreed upon time or to convince the parents that they will participate. The school keeps a record in the Notice of Meeting form of at least two attempts utilizing at least

two different methods to arrange a mutually agreed on time and place to secure the parents' participation. The record shall include at least two of the following:

- Detailed records of telephone calls made or attempted, including the date, time, person making the calls, and the results of those calls;
- Detailed records of visits made to the parents' home or place of employment, including the date, time, person making the visit, and the results of the visits;
- Copies of correspondence sent to the parents and any responses received; and
- Detailed records of any other method attempted to contact the parents and the results of that attempt.

3. Using a DRAFT IEP

The primary implementer may use a "Draft IEP" document to facilitate an IEP meeting. If a draft IEP is used, it will be clearly marked with the word "DRAFT" prominently displayed on the document. It will be clear to all members of the IEP team that the draft IEP is only a suggestion for consideration and the parent's input is required before an IEP is complete. The use of a draft IEP will include an explanation of the need for parent input and team review of the content of the IEP and services it provides at the IEP meeting

4. Parent Rights Document Distribution for IEPs

A copy of the Parent Rights document will be given to the parent at least one time per year. It is our policy to distribute this document at the IEP meeting. The staff will check the box on the special considerations page of the IEP, indicating the parent(s) were given their Parent Rights. Parent rights documents are also distributed any time parents request them.

C. WHEN THE IEP WILL BE IN EFFECT

1. For Children Ages 3-21

An IEP will be developed within 30 calendar days of a determination that the child needs special education and related services and will be implemented within 10 school days after written parent consent is granted for the services in the IEP. IEP development and implementation of the IEP are both part of the 60 school day timeline of initial evaluation. The school is required to ensure that an IEP or IFSP is in effect at the beginning of each school year for each child.

2. For Children Ages 3-5

The school district will make FAPE available to all eligible children by their third birthday. An IEP will be developed and implemented in accordance with federal and state laws and regulations. If a child's birthday occurs during the summer, the child's IEP team will determine the date when services under the IEP will begin.

For a child who is transitioning into the early childhood special education services from the Infant Toddler early intervention services, the school is required to ensure that:

- the child is determined eligible;
- an IEP is in effect by the child's 3rd birthday;
- if a child's 3rd birthday occurs during the summer, the child's IEP team will determine the date when services will begin, but not later than the beginning of the school year following the 3rd birthday; and
- a representative of the district will participate in transition planning conferences arranged by the Infant Toddler program.

D. DEVELOPMENT OF THE IEP

An IEP that promotes challenging expectations and ensures participation and progress in the general education curriculum is one that focuses on local and state curricular content standards and related assessments. Thus, statements of present levels of academic achievement and functional performance (PLAAFP), measurable annual goals, special education and related services, and the ongoing monitoring and evaluation of IEPs, will relate to State and local standards. It is also important that the IEP address each of the child's other educational needs identified in the PLAAFP that result directly from the child's exceptionality. (PLAAFP Chart - Appendix)

The IEP for an exceptional child shall be reviewed and revised annually. Additional IEP conferences may be held at any time throughout the year. For an exceptional child who is not yet receiving special education, the IEP shall be developed no later than thirty days from the date that it is determined through a staffing conference that the child is eligible and needs special education services. The child shall remain in their current placement until the IEP is completed and necessary parental permission is obtained.

1. IEP Team Considerations

The IEP team will consider and document:

a. Strengths of the Child

The IEP team will utilize the child's strengths in the development of the IEP to assist in addressing the child's needs where possible. The strengths are included in the present levels of academic achievement and functional performance (PLAAFP) of the IEP.

b. Concerns of the Parents for enhancing the education of their child

Parents will have the opportunity to express their concerns for enhancing the education of their child during the IEP meeting. This provides the parents an opportunity to share with the school what they see as important in meeting the needs of their child. The concerns of the parents will be considered by the IEP team but do not obligate the IEP team. Parent concerns are recorded in the PLAAFP.

c. Results of the Initial Evaluation or Most Recent Reevaluation

In developing each child's IEP, the IEP team will consider the results of the initial or most recent reevaluation of the child. This will include a review of valid evaluation data and the observed needs of the child resulting from the evaluation process and, as appropriate, any existing data, including data from current classroom-based, local and State assessments.

d. The Academic, Developmental and Functional Needs of the Child

The IEP team considers the academic, developmental, and functional needs of the child. A child's performance on State or district assessments is included in the IEP team's consideration. In addition, as part of an initial evaluation or reevaluation, the IEP team will review existing evaluation data, including data from current classroom based, local, and State assessments. The consideration of State and district-wide assessment programs is consistent with the emphasis on the importance of ensuring that children with disabilities participate in the general curriculum and are expected to meet high achievement standards.

e. Behavioral Concerns

For a child whose behavior impedes the child's learning or that of others, the IEP team will consider the use of positive behavioral interventions and supports, and other strategies, to address the behavior.

Positive behavioral interventions and supports could be implemented through the IEP annual goals, program modifications, or a behavioral intervention plan (BIP). If a behavioral intervention plan is developed by the IEP team, it becomes part of the IEP and any changes to it could require an IEP amendment with the parent's agreement or a meeting of the IEP team to consider the proposed changes to the plan and notice and consent.

f. Limited English Proficiency

The IEP team will consider the language needs of the child who has limited English proficiency as those needs relate to the IEP including the impact of how service providers communicate with the student and progress is measured.

g. Braille (only for Children with Disabilities)

For a child who is visually impaired, the IEP team will consider instruction in Braille. The use of Braille will be provided unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child. If Braille is to be taught as a method of accessing printed material, it is to be indicated in the IEP.

h. Communication Needs

The communication needs of all students with exceptionalities will be considered on each IEP.

(i) For All Children with Exceptionalities

It is required that the IEP team considers the communication needs of each child. This consideration will include the unique communication needs of all children in order to help them achieve their educational goals.

(ii) For Children who are Deaf/Hard of Hearing

For a child who is deaf or hard of hearing, the IEP team will consider the child's language and communication needs, including the opportunity for direct communication with peers and professional personnel in the child's language and communication mode, as well as academic level, and full range of needs including opportunities for direct instruction in the child's language and communication mode. This consideration is an IEP team decision based on the unique communication needs of each child.

i. Assistive Technology

The IEP team will determine whether an individual child with a disability needs an assistive technology device or service, and if so, the nature and extent to be provided in the Assistive Technology section of the IEP.

j. Extended School Year Services

The IEP team will consider each individual child with a disability need for extended school year (ESY) services during time periods when other children, both disabled and non-disabled, normally would not be served. If ESY is determined to be necessary to enable the child to benefit from his or her education, then the type and amount of special education services to be provided, including frequency, location and duration, are documented in the IEP in the Extended School Year section.

k. Notification to Kansas Rehabilitation Services

When a student with a disability turns 16, the IEP team will determine if the needs of the student warrant the school's notifying the district office of Kansas Rehabilitation Services. This is only a notification and not a referral for services. If notification is determined not to be necessary, the IEP team will document reasons for that decision. When making this notification, parental consent to disclose confidential information is required.

l. Physical Education Needs

The IEP team will consider the physical education needs of the child with a disability, which may need to be adapted physical education services. If adapted physical education is required, it will be addressed in the IEP.

m. Potential Harmful Effects

The IEP team will consider the potential harmful effects of the placement of a student with a disability no matter where on the continuum the child is placed. This consideration will include both the child and the quality of the services the student needs and be considered each year at the annual IEP meeting.

2. Content of the IEP

Evaluation information for a child with exceptionality identifies each of the child's specific needs that result from the exceptionality, provide baseline information and describe how the exceptionality affects the child's participation and progress in the general education curriculum. Utilizing baseline data established in the present levels of academic achievement and functional performance (PLAAFPs), the IEP team develops measurable annual goals, including academic and functional goals that meet the child's needs and enable the child to be involved in and make progress in the general education curriculum. The special education, related services, supplementary aids and services, program modifications, and supports for school personnel described in the IEP reflect the child's needs in order to ensure he or she receives educational benefit.

Present Levels of Academic Achievement and Functional Performance

The IEP for each exceptional child includes a statement of the child's present levels of academic achievement and functional performance (PLAAFP), including:

1. how the child's disability or giftedness affects the child's involvement and progress in the general education curriculum;
2. for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities; an
3. for those children with disabilities who take alternate assessments, a description of benchmarks or short-term objections.

The PLAAFPs summarize the child's current performance and provide the foundation upon which all other decisions in the child's IEP will be made. The PLAAFPs identify and prioritize the specific needs of a child and establish a baseline from which to develop meaningful and measurable goals. For a PLAAFP to be complete it needs to include information about:

1. Current Academic Achievement and Functional Performance: This is the broadest type of information that is included in the present level statement. It helps the team to begin to sort through information and data to determine how well the child is performing and to note additional issues outside of academic and functional behavior that have a direct impact upon the child's performance in school. This might include information such as standardized assessments, learning rate, social issues, vocational interests, independent living skills, and other interests, strengths, and weaknesses.

2. Impact of Exceptionality: In addition to describing the child's current performance (academics and functional areas), PLAAFPs will describe how the exceptionality affects the child's involvement and progress in the general curriculum. By completing this statement it will make it clear to the team what the child's needs are and which ones are of highest priority to be addressed.

3. Baseline: Baseline data provides the starting point for each measurable annual goal, so there will be one baseline data point for every measurable annual goal on the child's IEP. Baseline data in the PLAAFPs are derived from locally developed or adopted assessments that align with the general education curriculum.

For preschool children, the PLAAFPs describe how the disability affects the child's participation in age-appropriate activities. The term "age-appropriate activities" includes activities that children of that chronological age engage in as part of a preschool program or in informal activities.

For children ages 14 and older (or younger if appropriate), the PLAAFPs also describe the child's transition needs in the areas of education/training, employment and where appropriate, independent living skills.

The IEP team considers the following questions when writing the PLAAFPs:

- In areas of concern, what is the child's present level of performance in relationship to district standards and benchmarks in the general education curriculum (or to the extended standards)?
- In areas of concern, what is the child's present level of performance in relationship to level of performance that will be required to achieve the postsecondary goals?
- Are there functional areas of concern related to the disability not reflected in the general education curriculum (e.g., self-care skills, social skills, classroom survival, etc.)?
- What strengths of the child are relevant to address the identified concerns?

Measurable Annual Goals (Measurable Annual Goals Chart - Appendix)

Measurable annual goals are descriptions of what a child can reasonably be expected to accomplish within a 12-month IEP period with the provision of special education and related services. The IEP goals will address

the most highly prioritized needs from the PLAAFP. For curricular needs, the IEP team will consider identifying goals from local and State standards.

A student taking the Reading KAMM will have an IEP goal in the area of reading. A student taking the Mathematics KAMM will have an IEP goal in the area of math.

There is a direct relationship between the measurable annual goal, baseline data and the needs identified in the PLAAFPs.

Four critical components of a measurable annual goal are:

- **Timeframe** is usually specified in the number of weeks or a certain date for completion. A year is the maximum allowed length for the timeframe.
 - In 36 instructional weeks...
 - By November 19, 2008...
 - By the end of the 2008-2009 school year...(Chart at back)

- **Conditions** specify the manner in which progress toward the goal is measured. Conditions are dependent on the behavior being measured and involve the application of skills or knowledge.
 - When presented with 2nd-grade-level text...
 - Given a mixed, 4th-grade-level math calculation probe...
 - Given a story prompt and 30 minutes to write...

- **Behavior** clearly identifies the performance that is being monitored, usually reflects an action or can be directly observed, and is measurable.
 - Sarah will read...
 - Claude will correctly solve...
 - Mary will score...

- **Criterion** identifies how much, how often, or to what standards the behavior will occur in order to demonstrate that the goal has been reached. The goal criterion specifies the amount of growth the child is expected to make by the end of the annual goal period.
 - 96 words per minute with 5 or fewer errors.
 - 85% or more correct for all problems presented.
 - 4 or better when graded according to the 6-trait writing rubric.

The number of goals addressed in the IEP depends on the child's needs.

Benchmarks or Short-Term Objectives (Benchmarks & Short-Term Objectives Chart - Appendix)

Benchmarks or Short-Term Objectives are required on the IEP of a child with a disability who takes the Kansas Alternate Assessment. For all other students, the use of benchmarks or objectives is optional. The decision to use optional benchmarks or objectives is made by the Primary Implementer and not the IEP team.

i. Benchmarks (Milestones or Major Milestones)

Benchmarks are major milestones that describe content to be learned or skills to be performed in sequential order. They establish expected performance levels that coincide with progress reporting periods for the purpose of gauging whether a child's progress is sufficient to achieve the annual goal.

ii. Short-Term Objectives (Intermediate Steps)

Short-term objectives are measurable, intermediate steps between a child's baseline data in the present level and the annual goal, with the conditions under which the skill is to be performed, the behavior to be observed, and the criteria for success. A short-term objective follows the same pattern of the goal, with a shorter timeframe and intermediate criteria to be attained.

Anticipated Service Text

Teachers will fill in the Anticipated Service Chart, which only prints out on the teacher information page. This section should include the delivery system, type of classroom, minutes per day, days per week, weeks per year, providers name, initiation date of services, and duration of services. All related services should be listed in this section and should include the previously mentioned information. Teachers will also fill out the Anticipated Service Text Screen which will be a narrative of all of the special education services, related services, supplementary aid and services, state of program modification or supports which will be delivered to the child. This will include:

- Initiation dates
- Duration
- Anticipated Frequency
- Location and duration of the services and modifications
- Special transportation if needed
- Accommodations

Measuring and Reporting Progress on Annual Goals

The IEP will include a description of how the child's progress toward meeting the annual goals will be measured. This measure of progress will enable parents, children, and educators to monitor progress during the year, and, if appropriate, to revise the IEP to be consistent with the child's instructional needs.

The IEP will include a description of when parents will be provided periodic reports about their child's progress toward meeting the annual goals. Progress reports will be sent to parents at least as often as general education grade cards are distributed. The frequency of Progress Reports is clarified on the IEP. The WebKIDSS progress reporting system will be used for this purpose.

Participation in State Assessments and District-Wide Assessments

The IEP team determines how the child with a disability will participate in State and district assessments. There are three options for each content area available to children with disabilities for the Kansas State Assessments:

1. Kansas State Assessment,
2. Kansas State Assessment with Accommodations,
3. Kansas Assessment with Modified Measures (KAMM), and
4. Kansas Alternate Assessment (KAA).

The IEP team will apply the eligibility criteria for the KAMM and KAA to help determine which assessment is the most appropriate for the child.

The State has identified allowable accommodations for State assessments for both general education and special education children. These are listed in the Accommodations Manual available at www.kansped.org. The Accommodations Manual provides information on accommodations appropriate for classroom instruction and classroom assessment and allowable accommodations for Kansas State Assessments.

SECONDARY TRANSITION

Beginning at age 14, and updated annually, the IEP will contain (1) appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training/education, employment and where appropriate, independent living skills; and (2) the transition services, including appropriate courses of study,

needed to assist the child in reaching the stated postsecondary goals; and (3) beginning at age 16, or younger, if determined appropriate by the IEP team, a statement of needed transition services for the child, including, when appropriate, a statement of the interagency responsibilities or any needed linkages.

1. Transition Assessment

Transition assessment will be conducted prior to the student reaching age 14 and prior to the development of the measurable post secondary goals and transition services in the students IEP. For each postsecondary goal there will be evidence that at least one age-appropriate transition assessment was used to provide information on the student's needs, strengths, preferences and interests regarding postsecondary goals. Evidence would most likely be found in the student's file.

The IEP team gathers information needed to understand student needs, taking into account strengths, preferences and interests through career awareness and exploration activities and a variety of formal and informal transition assessments. These assessments will seek to answer questions such as:

- a. What does the student want to do beyond school (e.g., further education or training, employment, military, continuing or adult education, etc.)?
- b. Where and how does the student want to live (e.g., dorm, apartment, family home, group home, supported or independent)?
- c. How does the student want to take part in the community (e.g., transportation, recreation, community activities, etc.)?

MEASURABLE POSTSECONDARY GOALS

Each IEP for a student with a disability, who will be 14 or older during the time period of the IEP, will have measurable postsecondary goal(s) that address the areas of: training/education, employment, and independent living when appropriate. The only goal area that is not required based on individual student needs is independent living.

Descriptions of these categories are:

- Training/Education – specific vocational or career field, independent living skill training, vocational training program, apprenticeship, OJT, military, Job Corps, etc., or 4 year college or university, technical college, 2 year college, military, etc.
- Employment - paid (competitive, supported, sheltered), unpaid, non-employment, etc.
- Independent living skills when appropriate – adult living, daily living, independent living, financial, transportation, etc.

Measurable postsecondary goals are different from measurable annual goals in that they measure an outcome that occurs after a student leaves high school where a measurable annual goal measures annual progress of the student while in school. However, it is important to note that for each postsecondary goal, there will be an annual goal included in the IEP that will help the student make progress towards the stated postsecondary goal. When developing annual goals, the team will ask "what postsecondary goal(s) does this annual goal support?". Due to this difference, how measurability is included in the goal is different. The requirements for measurable postsecondary goals are specific to the areas of training/education, employment and independent living, where appropriate, may be written into a single "combo" goal that addresses both training/education, employment, and independent living, where appropriate, in a single goal or as two/three separate goals. Measurable postsecondary goals will be stated in a way that can be measured as yes or no it was achieved; a process such as how a student will achieve a postsecondary goal is not measurable or steps/activities to achieve the goal are not appropriate. The statement needs to indicate what the student "will" do after graduating or completing their secondary program rather than what the student "plans", "hopes", "wishes" or "wants" to do. Some examples of measurable postsecondary goals are:

Examples of Measurable Postsecondary Goals:

Example Individual goals:

Sara's training/education goal is to attend college to study drafting.

Sara's employment goal is to obtain employment as a CAD operator.
Example Combo goal:
Sara's postsecondary goal is to attend college to study drafting to obtain employment as a CAD operator.

COURSES OF STUDY – AGE 14+

Each IEP for a student with a disability (who will be 14 or older during the time period of the IEP) will also contain a description of the courses of study needed to assist the student in reaching those goals.

The IEP team will review the transcript and plan to determine:

Courses will focus on improving academic and functional achievement to facilitate movement from school to post-school.

- 1 – Does the school transcript of courses for graduation (academic & functional achievement) facilitate the student's movement from school to post-school?
- 2 – Do the courses of study align with the student's MPS Goal(s)?

The statement of courses of study is not required to be a listing of individual courses but could be part of the statement if appropriate for the student.

AGE 16 TRANSITION SERVICES

Beginning at age 16, or younger, if determined appropriate by the IEP team, each IEP of a student with a disability will also contain an additional statement of transition services for the child, including, when appropriate, a statement of the interagency responsibilities or any needed linkages.

The age 16 transition services will be a coordinated set of activities or strategies that support the student in achieving their desired postsecondary goals. For each postsecondary goal, there will be consideration of transition services in the areas of (a) instruction, (b) related service(s), (c) community experience, (d) development of employment and other post-school adult living objective, (e) if appropriate, acquisition of daily living skill(s), or (f) if appropriate, provision of a functional vocational evaluation listed in association with meeting the postsecondary goal.

The age 16 (and over) transition services statement will:

1. Document activities & transition services for the current IEP year and identify the responsible agency.
2. Document who will pay for which services if an agency outside of the school has responsibility.

The IEP team will determine, to the extent appropriate, any other public agency that will be invited to the IEP meeting because they are likely to be responsible for providing or paying for transition services. The parents, or a student who is 18 years of age, will provide consent for the school to invite any outside agency to the IEP. (Consent to Invite Non-education Agency to IEP Meeting Webkidss Form) If an outside agency fails to provide necessary transition services, the Director of Special Services will be notified.

GRADUATION & COMPLETION of SERVICES

Students receiving special education services will receive a regular high school diploma at the completion of their secondary program if they meet Haysville graduation requirements. IEP teams can alter or modify graduation requirements when the high school principal, Director of Special Services and Assistant Superintendent are involved.

If the student has completed the required courses for graduation, but the IEP team determines the student still needs additional special education and related services, graduation may be delayed and the student can continue to receive the needed special education services on the IEP through the school year in

which the student turns 21. Some students may require services until age 21 to meet IEP goals. The district's obligation to provide special education services ends (a) when the student meets graduation requirements and receives a regular high school diploma, (b) at the end of the school year in which the child reaches age 21, or (c) an evaluation shows that the child is no longer eligible for special education services.

No reevaluation is required prior to exiting a student due to graduation. Before the student completes the last semester of high school in which she/he is expected to graduate, the district will provide the student (if over age 18) and the parents with Prior Written Notice of the discontinuation of services at the end of the school year. The Prior Written Notice will clearly state that the student will no longer be entitled to receive special education services from the district after graduation. Parental consent is not required when a child graduates with a regular diploma.

SUMMARY OF PERFORMANCE

A Summary of Performance (SOP) is required for a child whose eligibility under special education terminates due to graduation with a regular diploma, or due to exceeding the age of eligibility. The district provides the child with a summary of the child's academic achievement and functional performance, which includes recommendations on how to assist the child in meeting the child's postsecondary goals. A SOP does not need to be completed for students identified as gifted.

The purpose of the SOP is to transfer critical information that leads to the student's successful participation in postsecondary settings. It includes a summary of the achievements of the student with current academic, personal and career/vocational levels of performance

The SOP will, at a minimum, address the following:

- **Academic achievement:** Information on reading, math, and language grade levels, standardized scores, or strengths.
- **Functional performance:** Information on learning styles, social skills, independent living skills, self-determination, and career/vocational skills.
- **Recommendations:** Team suggestions for accommodations, assistive services, compensatory strategies for post-secondary education, employment, independent living, and community participation.

Age of Majority

Beginning at age 17, the IEP team informs the student and the parents that at the age of majority under State law, the rights under IDEA will transfer to the student on the student's 18th birthday. The Transfer of Rights section of the IEP provides this notice.

Statement of Special Education and Related Services

Each IEP for a child with exceptionality will include a statement of:

- the special education services
- related services
- supplementary aids and services (including accommodations), based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child
- a statement of the program modifications, and
- supports for school personnel that will be provided for the child to:
 - advance appropriately toward attaining the annual goals;
 - be involved in and make progress in the general education curriculum, and participate in extracurricular and other nonacademic activities; and
 - be educated and participate with other children with exceptionalities and non-exceptional children in these activities.

All services, special education and related services, supplementary aids and services, program modifications, and supports for school personnel, as outlined in the IEP (including transition services) will indicate the projected date for the beginning of the services and the anticipated frequency, location, and duration of those services.

The amount of services to be provided will be stated in the IEP so that the level of the school's commitment of resources will be clear to parents and other IEP team members. In determining the location for special education and related services the IEP team will consider the continuum of educational placements necessary to implement the IEP and any potential harmful effects of the placement.

Least Restrictive Environment

The **Participation With Non-Disabled Students** section of the IEP contains an explanation of the extent, if any, to which the child will not participate with children without disabilities in the general education class, and in extracurricular and nonacademic activities; and why not. Children with disabilities are to be removed from the general education environment only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services or modifications cannot be achieved satisfactorily.

Miscellaneous Information/Screens

Transportation: The IEP should address whether or not the student requires special transportation. If a student requires special transportation, the Transportation Form must be completed and sent to transportation as well as attached to the IEP. Students requiring special transportation must have this transportation arranged by either the building principal or the director of special education. If the building principal is not present, the school psychologist will provide

The building principal the necessary information which includes; student name, parent name, address phone number and special needs. The transportation department will contact the parents and advise them of pick-up and drop-off times. If a student requires special transportation with para assistance, time must be recorded on the service line with a setting of TT and also included in the special education service text.

Behavior Intervention Plan: All IEPs must state how positive behavior supports are utilized with each student. Examples should be specific. A behavior intervention plan may be required for students that have significant behavior concerns that require behavior interventions that are not part of the general school guidelines.

Extended School Year: The IEP team should determine if the student qualifies for extended school year services. To qualify for extended school year services, a significant loss of previously acquired skills or behaviors must be documented and must show that the skills can not be recouped within 45 days.

Extended Learning Opportunities: Special education students that do not score proficient on the Kansas State Assessment should be enrolled in summer school. If a special education student has not taken the Kansas State Assessment, some other measure (such as DIBBELS, MAPS, etc) should be used to determine if the students should be enrolled in summer school.

Assistive Technology Plan: For students that have had an assistive technology evaluation and/or have assistive technology that is necessary to increase, maintain, or improve educational or functional outcomes for the student, an assistive technology plan should be written.

E. MEETING TO REVIEW, REVISE OR AMEND THE IEP

1. Annual Review of the IEP

The IEP will be reviewed at least once every 12 months, to determine whether the annual goals for the child are being achieved and to revise the IEP as appropriate. The review and revision of the IEP is to address: (a) any lack of expected progress toward the annual goals and in the general education curriculum, where appropriate; (b) the results of any reevaluation conducted; (c) information about the child provided by the parents; (d) the child's anticipated needs; or (e) other matters. If an IEP team convenes and determines that a new IEP will be written at any time prior to the 12 month renewal date, the anniversary date changes to 12 months after adoption of the new IEP.

2. Amending the IEP

Between annual IEP reviews, if the parent and Primary Implementer agree, changes in the IEP can be made without an IEP team meeting, by amending the IEP rather than by rewriting the entire IEP. In amending a child's IEP, the parent and the school agree not to convene an IEP team meeting for the purpose of making those changes, and instead may develop a written document to amend or modify the child's current IEP. If changes are made to the child's IEP without a meeting, the school will ensure that the child's IEP team is informed of those changes.

When using the IEP amendment process, the school provides prior written notice and written notice of any changes in the IEP by sending the parent the IEP Amendment form. The case manager and school psychologist sign the IEP amendment form prior to seeking the parent's signature. The IEP amendment form is sent to the MIS clerk when the three required signatures have been secured.

If potential changes in the IEP constitute a change of placement (25% plus rule), the primary implementer will contact the school psychologist and a new IEP will be developed. The IEP amendment process may not be used when a change of placement is necessary. (IEP Amendment Form – WebKIDSS Form)

3. Request by Parent or School Staff for IEP Meeting

Although the school is responsible for determining when it is necessary to conduct an IEP meeting, the parents of a child with exceptionality may request an IEP meeting at any time. The child's teacher or other school staff may also propose an IEP meeting at any time they feel the IEP has become inappropriate for the child and revision will be considered.

4. Distribution of the IEP Document

At the conclusion of the IEP meeting, the parents are provided with a copy of the IEP.

The primary implementer sends the following documents to the MIS clerk within 14 days of the IEP:

The completed Notice of Meeting form

The completed IEP with original signatures

The completed Teacher Information Page

The completed goals and objective sections of the previous IEP

When an IEP has not been received after 14 days of the anniversary date, the MIS clerk notifies the primary implementer.

When an IEP has not been received after 21 days of the anniversary date, the Director notifies the primary implementer.

When an IEP has not been received after 28 days of the anniversary date, the Director notifies the primary implementer and the building principal.

F. IMPLEMENTING THE IEP

Initial special education services will be initiated within 10 school days after written parent consent is granted, unless reasonable justification for a delay can be shown. The implementation of initial services will be completed within the 60 school day timeline of initial evaluation.

The school psychologist will obtain informed consent from the parent of the child before the initial provision of special education and related services to the child. The school will make reasonable efforts to obtain informed consent from the parent.

The child's IEP will be accessible to each regular education teacher, special education teacher, related services provider, and any other service provider who is responsible for its implementation. All individuals who are providing education to the child (regular education teacher, special education teacher, related service provider, and any other service provider who is responsible for implementation of the IEP) will be informed by the primary implementer of (1) his or her specific responsibilities related to implementing the child's IEP, and (2) the specific accommodations, modifications, and supports that will be provided for the child in accordance with the IEP.

G. MOVE-IN STUDENTS

In State: When a special needs student moves into the district from a Kansas LEA, the school should:

- Inform their school psychologist
- Place the student in special education immediately.
- Set up a staffing to determine if the special education is appropriate
- Transmit this information to all personnel involved in the education of the student.
- In the staffing accept the current IEP or write an interim IEP

Out of State LEA's: When a student moves in from a school district outside the state of Kansas, the school should:

- Inform the school psychologist
- Place the student in special education immediately
- Refer the student for an immediate evaluation

III. OTHER DISTRICT PROCEDURES

A. Staffing Students to a Program in Another Building

The sending and receiving team shall make the decision for placement in a program located in another school jointly and school psychologists are expected to provide consultation regarding considerations such as least restrictive environment and other issues. Considerable communication and informal meetings between the two school teams may be necessary, and is encouraged, to determine the appropriate placement for each individual student.

The sending school team shall hold staffings for students who will be transported out of their home school.

The **sending team** is responsible for:

- scheduling a staffing with the parents
- reviewing the results of any evaluation
- making the recommendation for placement in a program located in another school.

The **sending psychologist** is responsible for:

- notifying the appropriate staff of the receiving school
- ensuring their participation

At least **one week prior** to the staffing, the sending school psychologist should:

- send pertinent evaluation and other information to the receiving school psychologist
- send pertinent information to the appropriate receiving staff.

B. Student Transportation

Transportation for special education students requiring different transportation than a regular school bus will be determined by the IEP Team. When it is determined that a student requires special transportation the casemanager will complete the new Special Transportation form and have it signed by the building administrator or admin designee. After the form is completed the casemanager should fax a copy to the Transportation Department and to the Special Education Department at the Administration Building. A copy of the Transportation form should be included with the IEP paperwork when it is sent in.

The Transportation Dept. will contact the parents and advice them of pick-up and drop-off times. The Director of Special Education will make decisions regarding unique transportation needs or transportation outside the district.

If a student requires special transportation with para assistance, time must be recorded on the service line with a setting of TT and also included in the special education service text.

C. Discipline of Special Education Students

Identified special education students have additional rights concerning disciplinary actions. Special education students may be subject to short-term (5 day) suspensions as are regular education students for similar violations. Longer (10 day) suspensions may be imposed for offenses relating to illicit drugs, weapons, or dangerous behaviors. There is not specific limit on the number of cumulative days in a school year that a special education student may be subjected to short-term suspensions. However, the series of suspensions must not constitute a pattern because of factors such as the length of each suspension, the duration of each suspension, or the proximity of the suspension to one another. Additionally, if a disciplinary action is proposed, which leads to the student being suspended for more than 10 cumulative days in a school year, the IEP team must meet and conduct functional behavioral analysis and develop a behavior intervention plan to address the problem behaviors. If a behavior intervention plan has already been developed, this plan shall be reviewed by the IEP team and modified as necessary to address the behavior. The IEP team must meet within 10 business days of the proposed disciplinary action to conduct this analysis and develop the behavior intervention plan. Additionally, the school personnel, in consultation with the special education teacher, must determine what special education services are necessary, when the short term suspensions exceed 10 cumulative days, to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals in their IEP. A new IEP and placement form is not necessary for changes in the provision of services during short-term suspensions.

All students have a right to a formal discipline hearing when a long-term suspension is proposed. If a suspension of greater than 5 consecutive school days or a series of short term suspension that constitutes a pattern is proposed, the IEP team must conduct the functional behavioral analysis and develop a behavioral intervention plan as stated above. Additionally, the IEP team must make a manifestation determination to determine if the specific behavior is related to the student's disability. Long-term suspensions may not be imposed if the behavior subject to disciplinary action is a manifestation of the student's disability. If an IEP team determines that the behavior was not a manifestation, that information is submitted to the district's discipline hearing officer for the student's formal hearing. Additionally, if the suspension is imposed, the IEP team must determine what special education services are necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals in their IEP. The IEP team must address the following in making a manifestation determination:

- In relationship to the behavior subject to disciplinary action, was the student's IEP and placement appropriate and were appropriate special education services, supplementary aids and services, and behavior intervention strategies provided consistent with the student's IEP and placement?

- Did the student's disability impair the ability of the student to understand the impact and consequences of the behavior subject to disciplinary action?
- Did the student's disability impair the ability of the student to control the behavior subject to disciplinary action?

Students found to be eligible under 504 are entitled to the same rights concerning disciplinary actions as identified special education students. Additionally, some regular education students may invoke the same protections regarding disciplinary actions as special education students. The school psychologist shall consult with special education administration, when necessary, on disciplinary issues to ensure proper procedures are followed in their assigned buildings.

D. Functional Behavioral Assessment

The focus of the initial evaluation is to collect relevant functional and developmental information about the child regardless of the area of the presenting concern (e.g. health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities). As part of the general education intervention or initial evaluation process, if it is learned that the student's behavior impedes his or her learning or that of others, the team should consider, if appropriate, strategies, including positive behavioral interventions and supports needed to address that behavior. Typically, students whose suspected exceptionality is emotional disturbance would have a functional behavioral assessment (FBA) as part of the initial evaluation process. However, students whose primary concerns are in other areas may also have behavioral concerns that should be addressed in this manner. If the child is determined to be eligible and an IEP is developed, the behavioral intervention plan (BIP) becomes part of the IEP, either addressed within the IEP or attached to the IEP. Federal and State provisions require that schools include these new evaluation and IEP components. These procedures must be followed regardless of any discipline procedures following weapons or drugs violations. In conducting a functional behavioral assessment (FBA), the team first identifies and clearly defines the behavior. They must observe the student in the environment where the behavior occurred, if possible, and talk to the people involved in the situation. Having the general education teacher as part of the team is invaluable in this process. The team may brainstorm about what strategies or supports could be used to address the student's behavior. Some possible suggestions are:

- Teaching new skills -- The team decides what skills the student needs to learn, and how they can best be learned.
- Using positive behavioral supports -- In the assessment process, the team identifies what the student views as a reward, which then would be used when the student's behavior is appropriate.

- Changing environments -- The team discovers what happens between incidents and what happens when they occur. The environment should be organized to influence the student's chances for success.
- Changing systems -- The team reviews the system of services to see if it meets the student's individual needs. Teachers may need time to plan together. Conferences with the parents may also be needed to ensure continuity.

To be effective, teams must monitor the behavior and check to see that the strategies they developed are working. If not, they may need to meet again and design a new approach.

E. Physical and Occupational Therapy Referral Process

Physical and Occupational Therapy services are available only to those students who qualify for placement in special education programs. Physical and occupational therapy services are provided to enable a student to benefit from education experiences and to maintain the student in the least restrictive environment. If a student has an identifiable physical or occupational therapy need that does not affect the student's ability to learn and profit from educational experiences, therapy is not the responsibility of the local education agency.



To obtain a physical or occupational therapy evaluation on a student who is not currently identified as needing special education services,

1. The student must first go through the referral process for **general education interventions**. If there is a physical or occupational therapy concern at this level, the teacher should complete the Classroom Adaptations Checklist as part of the referral process, keeping in mind that each appropriate adaptation should be given ample time to determine if it is successful. Only those adaptations appropriate to the student need to be attempted. This checklist will also give the teacher(s) and the intervention team a guideline as to what needs are educationally relevant to physical and/or occupational therapy.
2. Upon determining that the adaptations are unsuccessful, the child can then be referred for a physical and/or occupational therapy evaluation as a component of the comprehensive evaluation.
3. Once the physical and/or occupational therapy personnel have been notified of the comprehensive evaluation with, the therapist will generally contact the classroom teacher for input as to specific concerns.
4. The case managing school psychologist should send the completed Classroom Adaptations Checklist to the therapist with the copy of the signed consent to evaluate form.

5. The therapist will review the completed Classroom Adaptations Checklist and informally screen the child through observation during physical education, recess and/or classroom time.
6. The therapist makes the determination as to whether a formal evaluation is necessary or if informal assessments and observations are sufficient.
7. Once the comprehensive initial evaluation is completed, the physical and/or occupational therapist will report the evaluation findings to the team, including the family.
8. A written report will be provided by the therapist of any formal or informal assessments, which were conducted. If the child is found to qualify for and need these related services, then therapy services will be indicated on the IEP as well as goal and benchmarks developed to meet the child's needs.
9. If a student is already receiving special education services and a physical and/or occupational therapy concern arises, the appropriate IEP team members should complete the Classroom Adaptations Checklist. Again, the appropriate adaptations should be given ample time to determine if they are successful or not.
10. The Checklist will also give the team a guideline as to what are educationally relevant physical and occupational therapy needs.
11. If the adaptations are unsuccessful, and the team determines that physical and/or occupational therapy services may be needed, the psychologist should meet with the IEP team as well as the occupational and/or physical therapist to consider initiating a comprehensive reevaluation.
12. With the occupational and/or physical therapist input, the team will determine if a formal reevaluation is necessary. Prior to this meeting, the school psychologist will provide the physical and/or occupational therapy staff the completed Classroom Adaptations Checklist.
13. At this point or prior to the meeting, the therapist will contact, as appropriate, the IEP team members for input in reviewing and completing Classroom Adaptations Checklist. The therapist may perform an informal observation of the student during various activities throughout the school day or complete a formal evaluation. Parent permission must be received prior to the reevaluation. Once the reevaluation is completed, the results will be reported to the team and family, by the therapist, and a written report of any formal or informal assessments and observations will be provided. Therapy service will be added to the IEP with appropriate goals and benchmarks if services are determined to be necessary.
14. For students currently receiving physical and/or occupational therapy services, the school psychologist is responsible for providing adequate notification to the therapist of any upcoming re-evaluations or special meetings. However, the primary service

provider is responsible for providing adequate notification to the therapist of all other typical IEP review meetings. The therapist is considered to be part of the IEP team on students who are currently receiving these related services and should be provided with a timely notification of IEP meetings. Their input must be obtained so that present levels of educational performance, annual goals, benchmarks, and service times may be updated and modified as necessary.

F. Assistive Technology Referral Process

1. SIT Team can refer students for an Assistive Tech Evaluation
2. This referral will be sent to the building school psychologist
3. School Psychologist will mail consent and notify Kristin Freed and the AT member in the building
4. Kristin Freed will assign an Assistive Tech Team to do the evaluation
5. Kristin freed will send an evaluation packet to the Assistive Tech Team

G. Adapted PE Referral Process

1. A building SIT Team may refer students for an Adaptive P.E. Evaluation.
2. The SIT Team will contact Lindsey Yordy
3. Lindsey Yordy will set up interventions working the P.E. Teacher and classroom teacher
4. After interventions have been applied, the SIT Team will decide if an Adaptive P.E. Evaluation should be completed or not.

H. Tri-City Day School

The Tri-City Day School is a collaborative effort between Haysville U.S.D. #261, Derby U.S.D. #260, and Mulvane U.S.D. #263. The focus for the day school is to provide services for severely emotionally disturbed students who cannot be maintained in a self-contained special education classroom within the regular school building. This program is designed for **emotionally disturbed students** only, not students labeled conduct disorder or for juvenile offenders. Listed below is the procedure for placement in the Tri-City Day School.

1. Placement in Tri-City Day School:

- The special education student must be currently placed in I.R. or self-contained Emotional Disturbed program at a school in U.S.D. 261, U.S.D. 260, or U.S.D. 263.
- In spite of the current placement the student still has continuing behavior issues.
- The following behaviors **are not** appropriate for placement at Tri-City Day School:
 - Unpredictable violent behavior towards others;
 - Suicidal behavior or thoughts that require hospitalization;
 - Current untreated addiction to chemicals;
 - Any other behaviors that is not appropriate for a "day school" setting.



There must be documentation all other less restrictive interventions through the local district have been attempted and were not successful.

- Building principal contacts local Special Education Director.
- Special Education Director contacts Tri-City Day School Program Administrator.
- Student is observed and functional behavioral assessment is completed.
- Program Administrator consults and collaborates with local school IEP team meets to:
 - Revise the Behavior plan
 - Consider other options
 - Consider including other outside agencies if needed

 - New plan implemented for 2-6 weeks.

 - If the plan is ineffective then a referral is made to Tri-City Day School
 - Referral procedure form completed
 - Team meeting set up with Tri-City Day School

 - Meeting held with parents to:
 - Rewrite the IEP
 - Orient them to the Tri-City Day School procedures
 - Fill out the Tri-City Day School paperwork

I. Out of District Contracts



Placing a student in a program out of district should only be considered after exhausting **ALL** in district options.

1. IEP Team meets and decides to place a student in out of district school (i.e. Chisholm Life Skills in 259)
2. School Psychologist notifies Director of Special Education
3. Director of Special Education notifies Gina Latta to write contract
4. Contract is sent to Out of District Agency for signature
5. Once returned, the contract is submitted to Debbie Coleman for B.O.E.
 - President's signature
 - Completed copy of contract is sent to Out of District school
 - Original copy is put in State Book

J. Release of Student Records

Request for special education records should be forwarded to Dana Collier at the Administration Building. The Special education office should have the official special education file with all necessary information. Before releasing any information, a **Release of Information/Consent to Communicate (SE-122b)** should be obtained. Information may be released to another school district without a release.

Student records for students moving from building to building within the district should be sent through inner-office mail. Be sure to e-mail the receiving personnel in advance asking them to confirm receipt of the records.

K. Contents of Special Education Student Files

Special Education Student files should include information:



the following

1. The most current evaluation
2. The most current placement page
3. IEP
4. Staffing summaries from the school year
5. 10 Day IEP Meeting Notice
6. Outside agency reports
7. Record of Access Form
8. Parent Contact Log
9. Progress Reports

L. Monthly Teacher Generated Student Caseload

Special Education teachers will need to print their caseloads once monthly by the 5th and send them to Gina Latta at the Administration Building. This list needs to be generated even if there are no changes. This can be done in the KIDSS program.

Please write in any Move-In students who are not in the KIDSS program. Also, if any students have exited or been dismissed, write the exit date by their names.

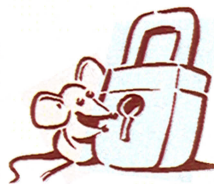
M. Working Files of Students Dismissed/Transferred/Moved

Working files of students that have been dismissed from special education or moved are to be maintained by the assigned school psychologist in their files for a period of two years. The school psychologist should delete duplicate records within the file, keep pertinent information in their own inactive files, and notify the Special Education Office when the student has been dismissed or moved out of the district with the **Special Education Student Notification of Dismissal/Transfer/Move, (SE-123)** form. Additionally, **SE-123** shall be **completed** and **submitted** to Gina Latta at the Administration Building whenever a student changes to a different service provider's caseload even in the same building. **When students transfer buildings, it is the responsibility of the psychologist**

from the sending building to ensure that all working files are sent to the psychologist at the receiving building. This is to ensure that important information communicated to the receiving psychologist as well as to make sure required follow-up procedures are completed.

N. Confidentiality

The Family Educational Rights and Disabilities Education Act (IDEA) shall be protected at the collection,



Privacy Act (FERPA) and Individuals with require that records of exceptional students storage, disclosure and destruction stages.

- **Special Education Files** - all special education files are to be kept in a secured location (locked file cabinets).
- **Record of Access (SE-100)** forms shall be placed inside the front cover of each student's file. This form has a space for signatures, reason for access and date of those reviewing the file.
- **Authorized Employees** – may only access the files if they have a need to know and review. The list of authorized employees having access to the files must be posted on the file cabinet.

Definitions (that apply to above procedures)

“**Authorized employee**” means person working within the Haysville district who has a legitimate educational interest in the individual child.

“**Confidentiality**” means the protection of personally identifiable information at all stages including

“**Directory Information**” means information contained in the educational records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of member's athletic teams, dates of attendance, degrees and awards received, and the most recent previous education agency attended.

“**Educational records**” means those records, files, documents and other district materials which contain information directly related to a student.

“**Disclosure**” means to permit access to or the release, transfer, or other communication of educational records, or the personally identifiable information contained in those records, to any party, by any means, including oral, written, or electronic means.

“**Parent**” means a parent of a student and includes a natural parent, or guardian or an individual acting as a parent in the absence of a parent or a

guardian.

a. Education Advocate

When the child is in SRS custody because the parent is unknown or unavailable or parent rights have been severed—an educational Advocate is appointed to make educational decisions for the child. Please note when the child is in SRS custody and parents are unknown or unavailable or parent rights have been severed, that the SRS caseworker, supervisor, contractor, or subcontractor agency/organization does **NOT** have legal authority to grant consent for educational decisions, unless the person is the appointed Education Advocate. The local SRS caseworker determines that the parent is unknown or unavailable or parent rights have been severed and contacts either Families Together (913-233-4777) or KSDE to have an Education Advocate appointed. The district should work through its local SRS office to request an Education Advocate, and should have written documentation for the child's file (KSDE letter assigning the Education Advocate).

b. Least Restrictive Environment

Students with disabilities are to receive their education in a chronologically age appropriate, general education environment to the maximum extent appropriate unless a placement of this type is determined to be inappropriate even with supplemental aids and services. The determination of appropriate special education programs and services and the extent to which the student will participate in the general education programs shall be determined by the members of the IEP Team and based on the student's individual needs.

c. Reporting of Abuse

The statute, Legal Responsibility to Report (KSA 38-1522), requires that suspected cases of child abuse and/or neglect must be reported by medical, emergency, and educational professionals, including paraeducators. Failure to report is a Class B misdemeanor. The law provides that all records and reports concerning child abuse received by SRS or a law enforcement agency are confidential. This includes the name of the person making the report. Reports of suspected child abuse or neglect are made by calling SRS. If SRS is closed, then reports should be made to the local law enforcement agency.

d. Medicaid Reimbursement

The district receives funds for students who are Medicaid/Healthwave eligible. A yearly parental consent form is necessary for Medicaid Billing. The form can be found in the "Forms" section on Webkidss. This form must be signed annually or when an initial or re-evaluation is held.

Guidelines:

Teachers: When a student has medical, behavioral or emotional need that affects learning, an “Attendant Care-Professional” log needs to be completed each month. This need should also be documented in the student’s IEP.

S/L, O/T, P/T, Nursing Services and Audiologist Services: When a student receives these services, a “Student Service Delivery Log” needs to be completed monthly.

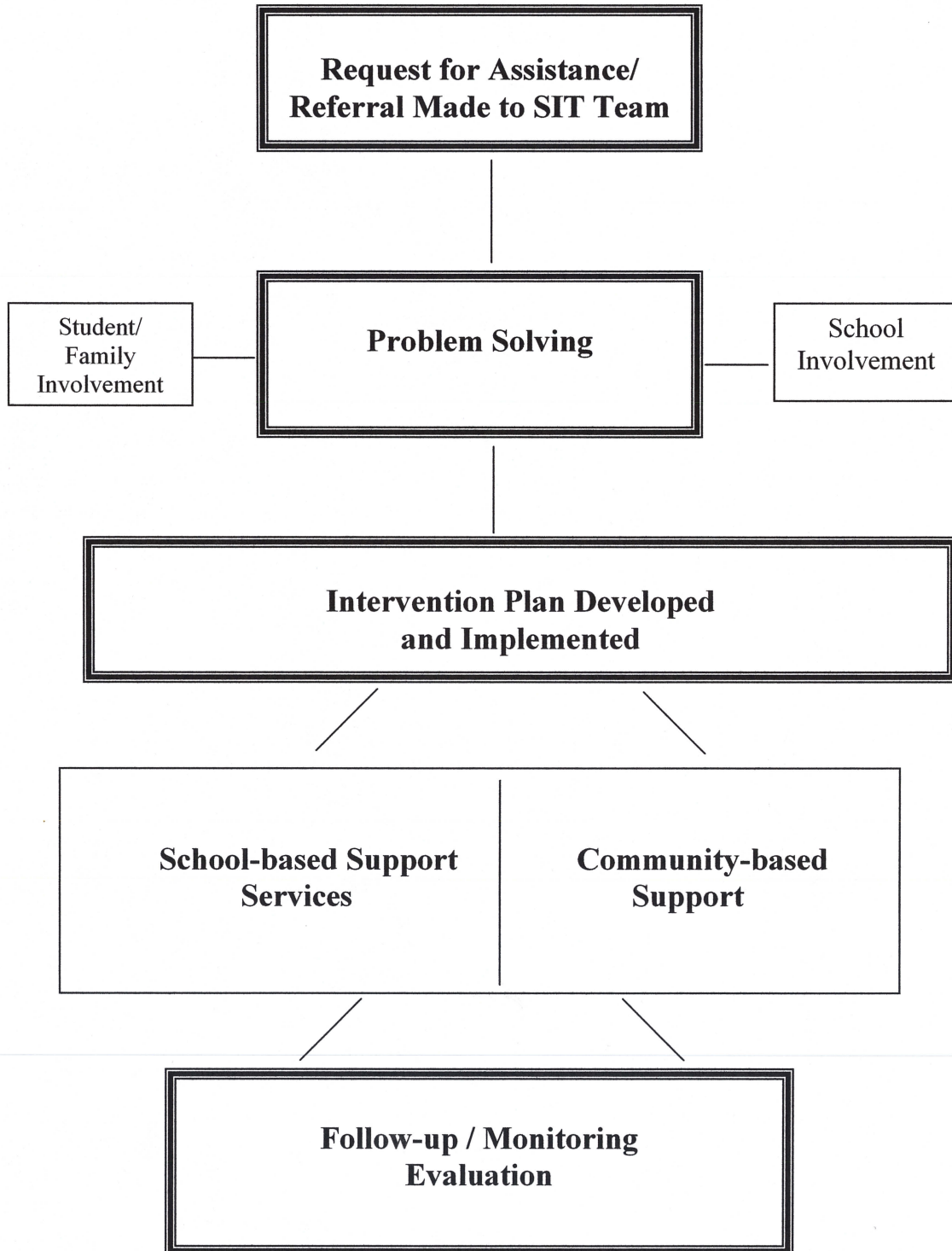
These forms need to be completed and signed by the providers each month and sent to Dana Collier at the Administration Building.

*******THE MEDICAID LOGS HAVE TO MATCH THE TIMES *****
AND SERVICES ON THE IEP**



SIT

STUDENT IMPROVEMENT TEAM PROCESS



Creating Standards-based IEP's

This process can help school personnel to: (a) consider each student's strengths and needs to develop goals focused on closing the gaps between the student's levels of academic achievement and grade-level standards; and (b) use data to make decisions, including selecting the most appropriate assessment option. The goal is to support IEP teams to develop documents that, when implemented, provide access to the general curriculum and enable students to demonstrate academic achievement linked to grade-level content.

Prior to developing IEP's, all IEP team members, including parents, need to be familiar with the general education curriculum including the state's academic content standards and state assessments used for calculating adequate yearly progress (AYP). In order to make informed decisions about each student's strengths and needs, the IEP team should consider how the student is performing in relation to the state's grade-level content standards for the grade in which the student is enrolled.

The seven major steps that educators can take to develop a standards-based IEP are:]

Step 1: Consider the grade-level content standards for the grade in which the student is enrolled or would be enrolled based on age.

- Ask:**
- What is the intent of the content standard?
 - What is the content standard saying that the student must know and be able to do?

Step 2: Examine classroom and student data to determine where the student is functioning in relation to the grade-level standards.

- Ask:**
- Has the student been taught content aligned with grade-level standards?
 - Has the student been provided appropriate instructional scaffolding to attain grade-level expectations?
 - Were the lessons and teaching materials used to teach the student aligned with state Standards
 - Was the instruction evidence-based?

Step 3: Develop the present level of academic achievement and functional performance.

Describe the individual strengths and needs of the student in relation to accessing and mastering the general curriculum

- Ask:**
- What do we know about the student's response to academic instruction (e.g., progress monitoring data)?
 - What programs, accommodations (i.e., classroom and testing) and/or interventions have been successful with the student?
 - Are the assessment data (i.e., state, district and/or classroom) that can provide useful information for making decisions about the student's strengths and needs (e.g., patterns in the data)?

Consider the factors related to the student's disability and how they affect how the student learns and demonstrates what he or she knows.

- Ask:**
- How does the student's disability affect progress in the general curriculum?
 - What supports does the student need to learn the knowledge and attain the skills to progress

in the general curriculum?

- Is the student on track to achieve grade-level proficiency within the year?

Step 4: Develop measurable annual goals aligned with grade-level academic content standards.

- Ask:**
- What are the student's needs as identified in the present level of performance?
 - Does the goal have a specific timeframe?
 - What can the student reasonably be expected to accomplish in one school year?
 - Are the conditions for meeting the goal addressed?
 - How will the outcome of the goal be measured?

Step 5: Assess and report the student's progress throughout the year.

- Ask:**
- How does the student demonstrate what he/she knows on classroom, district and state assessments?
 - Are a variety of assessments used to measure progress?
 - How will progress be reported to parents?

Step 6: Identify specially designed instruction including accommodations and/or modifications needed to access and progress in the general education curriculum.

- Ask:**
- What accommodations are needed to enable the student to access the knowledge in the general education curriculum?
 - Has the complexity of the material been changed in such a way that the content has been modified?

Step 7: Determine the most appropriate assessment option.

- Ask:**
- What types of assessments will the student take?
 - What are the administrative conditions of the assessment? (i.e., setting, delivery of instructions, time allotted, etc.)
 - What accommodations are allowed on the assessment(s)?
 - Are the accommodations approved for the assessment also used in the classroom?
 - Has the student received standards-based, grade-level instruction?
 - Was the instruction evidence based?
 - What is the student's instructional level?
 - How different is the student's instructional level from the level of typical peers?
 - Can the student make progress toward grade-level standards in the same timeframe as typical peers? (If no, consider modified academic achievement standards)
 - What can be learned from the student's previous state assessment results?
-
- Can the student demonstrate what he/she knows on the assessment option under consideration?

Present Levels of Academic Achievement and Functional Performance (PLAAFP/PLEP) Development

The Purpose of the PLAAFP/PLEP is to identify and prioritize the specific needs of a child and establish baseline performance in the general education curriculum so that an individualized and meaningful plan can be developed. Statements of PLAAFP/PLEP include current information about the student's academic achievement and functional performance. The PLAAFP/PLEPs provide a description of the degree of match between the student's current skill levels and the expectations of the student's learning environment.

Component	Characteristics
<p>Describe Current Performance: The description of current performance should be in relationship to where the student currently is and where the student is headed (next setting, next transition, post-school outcomes, etc.).</p>	<ul style="list-style-type: none"> • This describes the unique needs of the child, relevant performance and other non-curricular issues that help clarify student needs. • Includes information such as learning strengths, absenteeism, standardized assessments, etc. • Includes information from a variety of sources such as parent(s), general and special education teachers of the child.
<p>Describe Performance in General Education Curriculum: This includes an explanation of how the disability or giftedness affects the child's participation and progress in the general curriculum.</p>	<ul style="list-style-type: none"> • Statement of how the exceptionality affects involvement and progress in the general education curriculum. • Includes information from a variety of sources such as classroom quizzes, tests, state and district assessments, the most recent evaluation of the child and other assessments that are linked directly to the curriculum. • Describes the degree of match between the student's performance and the expectations of the general curriculum standards.
<p>Provide Baseline Data: The PLEP needs to contain baseline data that is in specific, measurable and objective terms for each identified need addressed by a measurable annual goal.</p>	<ul style="list-style-type: none"> • Provides the starting point for each goal written in the IEP & is how progress is shown. • Sets the measurement method that will be used in each goal. • Specific • Objective • Measurable • Able to be collected frequently – must be able to be collected as frequently as progress reports are sent.

Measurable Annual Goal Development

The Purpose of a measurable annual goal is to describe the anticipated progress that will result from specially designed instruction the student will receive.

Component	Characteristics
<p>Based on the PLAAFP/PLEP: The PLAAFP/PLEP should contain information that justifies why a goal is being written.</p>	<ul style="list-style-type: none"> • Data in PLAAFP/PLEP provides basis for each identified need addressed by a goal. • The PLAAFP/PLEP contains baseline data using the same measurement method as used in the measurable annual goal.
<p>Behavior: The goal needs to contain information that identifies the performance (behavior) that will be monitored.</p>	<ul style="list-style-type: none"> • Identified how the skills will be exhibited. • The behavior should be related to appropriate general education curriculum, standards or functional performance. • The same behavior measured when baseline data was collected in the PLAAFP/PLEP.
<p>Condition: The goal needs to contain information that specifies how progress toward the goal will be measured.</p>	<ul style="list-style-type: none"> • Includes information about what materials will be used, in what setting and with how much support or assistance will occur.
<p>Criteria: The criteria defines the level (e.g. how much, how often, to what standard) to which the behavior must occur.</p>	<ul style="list-style-type: none"> • Indicates the anticipated growth to occur within one year (or less if goal is written for less than 1 year). • The measurement method must be identical to the method used for baseline in the PLEP. • Identifies how much, how often, or to what standards the behavior must occur in order to demonstrate that the goal has been achieved. • The criteria need to be challenging but realistic.
<p>Timeframe: The timeframe indicates how much time is necessary for the criteria to be met.</p>	<ul style="list-style-type: none"> • The maximum length of a goal is one year. • There is no minimum length for a goal.
<p>Stranger Test: The goal should be written in such a manner that it is understandable to a stranger.</p>	<ul style="list-style-type: none"> • The stranger should be able to understand: <ul style="list-style-type: none"> ○ The desired behavior ○ Under what conditions the behavior is to be exhibited ○ To what level the behavior needs to be exhibited for success ○ How long until the anticipated progress will be reached.

Short-Term Objective and Benchmark Development

The Purpose of short-term objectives and benchmarks is to gauge at intermediate times throughout the year progress toward the measurable annual goal.

Component	Characteristics
<p>Not always Required: Not all students must have short-term objectives or benchmarks included in their IEP. They must be written for students taking alternate assessments aligned to alternate achievement standards.</p>	<p>Short-term objectives or benchmarks must be written for students participating in:</p> <ol style="list-style-type: none">1) Alternate Assessment or2) Kansas Assessment with Multiple Measures (KAMM)
<p>Short-Term Objectives: Short-Term Objectives are based on a logical breakdown of the major components of the goal and measure the progress toward meeting the goal.</p>	<ol style="list-style-type: none">1) Is a sequential, progressive, intermediate measure of progress toward the annual goal.2) Is a restatement of the goal with a different criterion or condition.3) Like a goal, it must contain:<ul style="list-style-type: none">o Behavioro Conditiono Criteriao Timeframe
<p>Benchmarks: Benchmarks are major milestones that describe content to be learned or skills to be performed in sequential order. These are commonly used when working with process type skills, a complex task made up of other smaller tasks or skills and often have an emphasis on acquiring new skills not exhibiting or improving skills already known.</p>	<ul style="list-style-type: none">• Are milestones that describe skills to be learned.• Are used when progress is not easily quantified and is based on task analysis.• Are distinct skills that are often independent of each other but must be combined to meet the measurable annual goal.• Like a goal, it contains:<ul style="list-style-type: none">o Behavioro Conditiono Timeframebut does not contain criteria. The criteria for benchmarks is inherently “can the student perform the skill or not” since one skill must be learned before the next and so on until all skills needed to perform the goal are acquired.

Assignment Completion Sample – High School

PLEP: In Ronnie's vocational class last semester, he returned 60% of assigned homework. Homework that was turned in averaged 50% accuracy. As a result, Ronnie's grade in his vocational class fell to the failing level. Typically, Ronnie does not complete or return his homework because he either forgets to write down the assignment, take home necessary materials, gets distracted at home, or forgets to return or loses completed work. Ronnie seems interested in his vocational class and willing to complete homework assignments, but lacks the organizational skills to accurately complete these tasks on a consistent basis.

STO#1: By the end of the first quarter of the 2002-2003 school year, Ronnie will turn in assigned homework in vocational class completed with an average of 60% or greater accuracy.

STO#2: By the end of the first semester of the 2002-2003 school year, Ronnie will turn in assigned homework in vocational class completed with an average of 70% or greater accuracy.

STO#3: By the end of the 3rd quarter of the 2002-2003 school year, Ronnie will turn in assigned homework in vocational class completed with an average of 80% or greater accuracy.

Annual Goal: By the end of the 2002-2003 school year, Ronnie will turn in assigned homework in vocational class with an average of 90% or greater accuracy.

Accommodations:

Each day Ronnie will copy vocational class assignments from the board and show his completed notebook plus any materials necessary to complete his homework to the classroom teacher before leaving vocational class. (Implementer: Vocational Classroom Teacher)

15 minutes before dismissal each day, Ronnie will check in with the Learning Center teacher and show them that he has his completed assignment notebook and any materials he needs to complete his homework in his backpack. The Learning Center teacher will briefly

review the assignment with Ronnie to assure that he understands what needs to be done. (Implementer: Learning Center Teacher)

Ronnie will be provided an assignment notebook to keep track of homework assignments. One of Ronnie's parents will sign the notebook each night after Ronnie shows them his completed homework. The Vocational Classroom Teacher will check for the parent signature each day during class.

Positive Behavior Strategy: During Learning Center Class, the following strategies for improving the accuracy of completed homework will be discussed with Ronnie:

1. complete homework as soon as he gets home in the afternoon so that he has the rest of his evening free;
2. choose a low distraction environment to complete his homework (such as the dining room table with the television turned off);
3. double check work when completed to make sure he did not forget to answer any questions;
4. ask for assistance from an adult if he doesn't understand what to do;
5. show his completed work to one of his parents and ask them to sign his assignment notebook;
6. place his completed work in his backpack and put his backpack by the front door.

Each day that Ronnie returns his homework completed with at least the level of accuracy specified in his short-term objective for the current quarter, the Vocational Classroom Teacher will give him a token. When Ronnie accumulates 5 tokens he can cash them in for 15 minutes of free time on the computer or a soda to be consumed during his regularly scheduled Learning Center Class.

Will the accommodations and positive interventions above still work if: Ronnie is not completing his homework because he is oppositional defiant and refuses to do homework?

He is not completing his homework because it is too difficult and takes him 3 hours as opposed to the 30 minutes it takes everyone else?

Math Calculation – Elementary/Middle

PLEP: Given a mixed 4th grade level math calculation probe, Jeff currently is able to correctly solve 55% of all problems presented. Jeff's difficulty with math calculation is impacting his progress in math and science problem solving activities. While Jeff has good ideas about how to solve math and science problems, he has to rely on a calculator or cooperative learning partner to complete necessary calculations.

STO #1: By the end of October, 2002, given a mixed 4th grade level math calculation probe, Jeff will correctly solve 65% of all problems presented.

STO #2: By the end of December, 2002, given a mixed 4th grade level math calculation probe, Jeff will correctly solve 75% of all problems presented.

STO #3: By the end of March, 2003, given a mixed 4th grade level math calculation probe, Jeff will correctly solve 85% of all problems presented.

Annual Goal: In 36 instructional weeks, given a mixed 4th grade level math calculation probe, Jeff will correctly solve 95% of all problems presented.

Kansas Curricular Standards for Reading and Writing, 5th Grade Assessed Indicators from Benchmark 1, Indicators 1, 2, 7, 8, and Benchmark 4, Indicator 1

Goal: By the end of the first quarter of school, 2003, after independently reading two 3rd grade level stories from the same literary genre (historical fiction, fairy tales, folktales, etc.), for each story, Todd will state the main idea, recall 5 details, provide one example of cause and effect, and use this information to compare and contrast the two stories.

BM#3: By the end of the school year, 2003, after independently reading a 2nd grade level story, Todd will state the main idea, recall 5 details, and provide an example of cause and effect from the story.

BM#2: By the end of the 3rd quarter of the school year, 2003, after independently reading a 2nd grade level story, Todd will state the main idea and recall 5 details from the story.

BM#1: By the end of the second quarter, 2002, after independently reading a 2nd grade level story, Todd will state the main idea of the story and recall 2 details from the story.

PLEP: Todd is a 5th grade student who is able to read independently at the 2nd grade level and is instructional at the 3rd grade level. He has a limited sight word vocabulary, but is able to decode most words by using context clues and “sounding them out”. This makes reading slow and laborious for Todd and impairs his ability to comprehend what he reads. After reading 2nd grade level stories, Todd cannot state the main idea of the story or recall more than one detail about what he has read. In general education classes, Todd can not independently read the textbooks or complete assignments that require reading. When presented with assignments that require 5th grade level reading skills in the general education classroom, Todd becomes frustrated and will often disrupt the class by making inappropriate noises, talking to peers, or leaving his seat.

Accommodations:

- Todd will have preferential seating at the front of the class so that general education teachers are able to monitor his participation in classroom activities and level of frustration.
- Textbook assignments in general education classes will be read out-loud to Todd by a peer or adult helper.
- General education teachers will assure that Todd understands classroom tasks by verbally stating directions.

Is Todd receiving SLP services for language? If so, could this goal be implemented jointly by the SLP and Interrelated Teachers? How could collaboration with related service providers help Todd achieve this goal?

Kansas Curricular Standards for Reading and Writing, 5th Grade Assessed Indicators from Benchmark 2, Indicators 1 and 2

- Goal:** By the end of the 1st quarter, 2003, given photocopied 3rd grade level teacher selected text containing unfamiliar vocabulary words, Todd will use a highlighter to mark unknown words, then utilize context clues, such as definition, restatement, and example to determine meaning for the words with 90% accuracy.
- BM3:** By the end of the 4th quarter, 2003, given photocopied 3rd grade level teacher selected text containing unfamiliar vocabulary words, Todd will use a highlighter to mark unknown words, then utilize context clues, such as definition, restatement, and example to determine meaning for the words with 70% accuracy.
- BM2:** By the end of the 3rd quarter, 2003, given photocopied 2nd grade level teacher selected text containing unfamiliar vocabulary words, Todd will use a highlighter to mark unknown words, then utilize context clues, such as definition, restatement, and example to determine meaning for the words with 50% accuracy.
- BM1:** By the end of the 2nd quarter, 2002, Todd will independently verbally define the terms synonym, antonym, homograph, and homophone, and provide and provide three examples of each one with 100% accuracy.
- PLEP:** Todd is a 5th grade student who is able to read independently at the 2nd grade level and is instructional at the 3rd grade level. When Todd encounters unfamiliar vocabulary words while reading, he typically skips the word and continues on without utilizing any strategies, including contextual clues, to determine meaning for these words (baseline 0%). Todd has not been introduced to synonyms, antonyms, homographs, and homophones and their use in literature (baseline 0%). These missing skills interfere with his ability to comprehend some text and cause him to miss important concepts in assigned reading for the Interrelated Classroom and general education classes.

Reading Sample – High School

PLEP: Diana reads independently at the 5th grade level and is instructional in 6th grade level text (70% accuracy), but her comprehension exceeds her word attack and decoding skills. When material is read aloud to her, Diana is able to comprehend at the 9th grade level. Diana answers factual comprehension questions with 90% accuracy which is a relative strength. Inferential questions are more difficult for her, and she answers them with 60% accuracy without prompts from the teacher.

STO 1: By the end of the first quarter 2002, given a 6th grade level passage, Diana will read it with 75% accuracy and will answer inferential type questions about the passage with 70% accuracy.

STO2: By the end of the second quarter 2002, given a 6th grade level passage, Diana will read it with 80% accuracy and will answer inferential type questions about the passage with 75% accuracy.

STO3:By the end of the third quarter 2003, given a 6th grade level passage, Diana will read it with 85% accuracy and will answer inferential type questions about the passage with 85% accuracy.

Annual Goal: Given a 6th grade level passage, Diana will read the passage with 90% accuracy. When asked inferential type questions about the passage she just read, Diana will answer them with 95% accuracy.

Accommodations: When taking tests that do not assess reading ability, questions will be read out loud to Diana.

Text book reading assignments in History and Earth Science will be read out loud to Diana by a peer or paraeducator or the text will be provided on audio cassette.

Written Language Sample – High School

PLEP: In written language, Jeff has difficulty organizing his written work so that it makes sense to the reader and conveys the information he intends. When Jeff's written work is graded for punctuation and spelling, he averages 50% accuracy. He tends to write short simple sentences and avoids writing when possible. This limits his ability to express his thoughts, ideas, and knowledge of subject matter in his general education classes.

Example #1

STO#1: By October 11th, 2002, when given grade level writing assignments, Jeff will plan his papers using a pre-writing strategy and compose and edit his papers to 60% accuracy for punctuation and spelling.

STO#2: By December 20th, 2002, when given grade level writing assignments, Jeff will plan his papers using a pre-writing strategy and compose and edit his papers to 70% accuracy for punctuation and spelling.

STO#3: By March 15th, 2003, when given grade level writing assignments, Jeff will plan his papers using a pre-writing strategy and compose and edit his papers to 80% accuracy for punctuation and spelling.

Annual Goal: By May 30th, 2003, when given grade level writing assignments, Jeff will plan his papers using a pre-writing strategy and compose and edit his papers to 90% accuracy for punctuation and spelling.

ANOTHER EXAMPLE USING THE STATE CURRICULUM (8th Grade):

BM#1: By October 11th, 2002, when given grade level writing assignments, Jeff will begin by writing an introduction that draws the reader in and tells the reader about the subject of the paper, editing his final product for spelling to 60% accuracy.

BM#2: By December 20th, 2002, when given grade level writing assignments, Jeff will begin by writing an introduction that draws the reader in and tells the reader about the subject of the paper and write supporting details presented in a logical order, editing his final product for spelling and ending punctuation to 70% accuracy.

BM#3: By March 15th, 2003, when given grade level writing assignments, Jeff will begin by writing an introduction that draws the reader in and tells the reader about the subject of the paper, write supporting details presented in a logical order, and use transitions to allow ideas to flow smoothly within and between paragraphs, editing his final product for spelling and punctuation to 80% accuracy.

Annual Goal: By May 30th, 2003, when given grade level writing assignments, Jeff will begin by writing an introduction that draws the reader in and tells the reader about the subject of the paper, write supporting details presented in a logical order, use transitions to allow ideas to flow smoothly within and between paragraphs, and write a conclusion that provides a sense of resolution, editing his final product for spelling and punctuation to 90% accuracy.

Accommodations:

Jeff will be given extended time to complete writing assignments assigned by his general education classroom teachers.

Jeff's writing assignments will be modified to be no longer than five pages in length.

On all classroom essay tests which do not test written language skills, Jeff will be allowed to answer test questions orally.

Transition Instruction:

PLEP: Jeff would like to be a mechanic after graduation and is enrolled in vocational training. This summer Jeff wants to find a job repairing small engines or working in a mechanic's shop. He has identified the personal ads in the newspaper as a source for finding employment, but isn't sure how to contact a potential employer. Jeff's difficulty with written language impacts his ability to write effective business letters. When writing letters, Jeff is unfamiliar with the proper form for business style letters and has difficulty expressing himself. (We have already stated earlier in the PLEPs that Jeff has 50% accuracy for punctuation and spelling in his written language.)

Annual Goal: By March 15th, 2003, in response to student selected help-wanted advertisements, Jeff will independently write letters responding to the advertisements in appropriate business style using a word processor with 90% accuracy in spelling and punctuation after editing.

Learning Readiness - Secondary

PLEP: When Ronnie enters class, he typically wanders around the room looking at objects until directed to take his seat by the teachers. It takes approximately 3 teacher prompts after the bell rings before Ronnie is seated at his desk. Peers in Ronnie's classes are generally seated by the time the bell rings with no teacher prompts. Ronnie arrives at class without necessary items (textbook, pencil, note paper, etc.) on 4 of 5 school days. While peers may occasionally forget these items throughout the school year (3-5 occasions on average), on the days Ronnie's class was observed, all students had all necessary items with them except for Ronnie. Ronnie uses this as an opportunity to leave class and get any item he needs from his locker. This is affecting Ronnie in the general education class because he often misses important instructions while he is gone to his locker. He fails to complete classroom assignments because he doesn't know what to do and his in-class work time is shortened due to the length of time it takes him to be seated and ready to learn.

STO #1: By the end of the 3rd quarter, 2003, upon entering class, Ronnie will be seated in his desk and ready to learn with no more than 2 teacher prompts on 4 of 5 school days.

STO #2: By the end of the 4th quarter, 2003, upon entering class, Ronnie will be seated in his desk and ready to learn with no more than one teacher prompt on 4 of 5 school days.

STO #3: By the end of the 1st quarter, 2003, upon entering class, Ronnie will be seated in his desk and ready to learn by the time the tardy bell rings with no more than 2 teacher prompts on 4 of 5 school days.

Annual Goal: By the end of the 2nd semester, 2003, upon entering class, Ronnie will be seated in his desk and ready to learn by the time the tardy bell rings on 4 of 5 school days with no more than one teacher prompt. (Data to be collected by the general education classroom teacher.)

Accommodation: Ronnie will have two copies of his textbook for class. One will remain in the classroom and one will be available to take home for homework assignments. He will also have note paper and pencils available in the classroom.

Ronnie will not be permitted to leave the classroom to get forgotten items, but will be provided with those items kept for his use in class. If Ronnie forgets to bring homework to class, he will not leave the room until class is dismissed and will turn it in before he leaves at the end of the school day.

Transition Instruction (in support of the annual goal): Ronnie will receive instruction regarding the characteristics of successful employees and supervisor expectations for employment. This instruction will include, but not be limited to arriving at work prepared and on time, reliable attendance, completing work within designated time limits, and quality (completeness and accuracy) of work completed.

Kansas Curricular Standards for Mathematics, 4th Grade Assessed Indicators from Standard 1, Benchmark 1, Indicator 2

Goal: By the end of the 4th quarter, 2003, given a 4th grade level mixed math calculation probe using whole numbers and decimals (addition, subtraction, multiplication, division), Jeff will correctly solve 85% of all problems presented.

STO3: By the end of the 3rd quarter, 2003, given a 4th grade level mixed math calculation probe using whole numbers and decimals (addition, subtraction, multiplication, division), Jeff will correctly solve 75% of all problems presented.

STO2: By the end of the 2nd quarter, 2002, given a 4th grade level mixed math calculation probe using whole numbers and decimals (addition, subtraction, multiplication, division), Jeff will correctly solve 65% of all problems presented.

STO1: By the end of the 1st quarter, 2002, given a 4th grade level mixed math calculation probe using whole numbers and decimals (addition, subtraction, multiplication, division), Jeff will correctly solve 55% of all problems presented.

PLEP: Jeff is a 4th grade student. When given a 4th grade level mixed math calculation probe using whole numbers and decimals to solve addition, subtraction, multiplication, and division problems, Jeff is able to correctly solve approximately 43% of problems presented. Jeff has difficulty deciding where decimals go in his answer and makes frequent careless errors on basic facts. He does not recheck his work, even when the answer he gets does not make sense. In the general education classroom during math, Jeff needs extra adult assistance to complete assignments that are completed independently by his peers. Jeff's weak calculation skills make solving story problems difficult and frustrating.

Accommodation:

When solving math story problems in the general education classroom, Jeff will be allowed to use a calculator.

When taking untimed math tests in the general education classroom, Jeff will be given extra time to work.

Developed by KITS

Preschool Samples

PLEP: Emily uses single words, signs, and a few two and three-word combinations to communicate her wants and needs at home and school. She initiates social interactions with her peers and labels objects in her environment. Her parents report that she has just begun to say, "I love you." Typically, children Emily's age use four to five word sentences to communicate their wants and needs. During a 20 minute play period with peers, Emily used 18 single word utterances (5 utterances also included a sign) and 1 two-word combination ("my shoe"). When two-word combinations were modeled for Emily, she imitated only the last word of the phrase. Emily's parents would like Emily's communication skills to increase, so that she might better express her wants, needs and thoughts.

Goal 1- By May 15, 2001, during play activities with peers, Emily will spontaneously use 15 or more two-word combinations to express her wants and needs during a 20 minute play period.

STO 1- By November 1 2000, during play activities with peers, Emily will imitate 10 or more two-word combinations when an adult directly models what Emily should say to express her wants and needs, during a 20 minute play period.

STO 2 - By January 15, 2001, during play activities with peers, Emily will use 5 or more two-word combinations when an adult models possible two-word combinations while Emily plays, during a 20 minute play period.

STO 3- By March 15, 2001, during play activities with peers, Emily will spontaneously use 5 or more two-word combinations to express her wants and needs during a 20 minute play period.

PLEP - During play activities, Emily typically plays alongside her peers and shares materials. She seems to enjoy "playing house" in the dramatic play center, and will often cook and take care of the babies. In large and small group activities, Emily will usually take part in the activities, however she experiences difficulty stopping one activity and moving to another activity. When requested to move to the next activity, Emily will often sit down on the floor and refuse to move. Her parents report that at home and in the community, Emily will sometimes exhibit the same behavior, however its frequency has decreased. They believe Emily has the most difficulty transitioning when she enjoys an activity or when an activity is not part of her routine. Of the eight transitions during the classroom day, Emily will on average refuse to move to the next activity 6 times a day. She will sit on the floor for 5 to 10 minutes before deciding to comply. At this point in the semester, the other children in the classroom typically comply with requests to stop an activity and will move to next activity within 1 to 2 minutes of the request. The team feels it is important to target this behavior and develop a strategy that can be successfully transferred when Emily attends kindergarten next fall.

Goal 2 - By May 15, 2001, during transitions between classroom activities, Emily will independently move into the next activity within 3 minutes of a request, six or more times a day for 2 weeks.

STO 1- By November 1 2000, during transitions between classroom activities, Emily will independently move into the next activity within 3 minutes of a request, three or more times a day for 1 week.

STO 2- By January 15, 2001, during transitions between classroom activities, Emily will independently move into the next activity within 3 minutes of a request, four or more times a day for 1 week.

STO 3 - By March 15, 2001, during transitions between classroom activities, Emily will independently move into the next activity within 3 minutes of a request, five or more times a day for 1 week.

PLEP - Within daily activities, Emily is beginning to demonstrate an understanding of pre-academic skills. She is able to locate her cubby and chair by finding her written name. She matches and sorts objects by color in play and is showing a preference for blue when given a choice. She loves to draw pictures and attempts to make an "E" to write her name. At home, Emily's parents have noticed that she loves to count. During play, Emily will rote count while manipulating objects. She does not yet demonstrate an ability to count one while moving or getting (one-to-one correspondence) one object. When asked to give "one", "one more", "two" or "three" objects, Emily will continue to give items and does not stop with the number requested. In 10 opportunities, Emily did not count out 1 to 3 objects on any of her attempts. Children Emily's age, are typically able to count out 1 to 5 items on request. Emily's parents feel that it is important that Emily have the opportunity to develop pre-academic skills. The team will target counting skills, as Emily appears to be having difficulty with counting.

Goal 3 - By May 15, 2001, when directed by an adult during classroom and home activities (snack, dramatic play, setting the table, block play, etc.), Emily will accurately give "one", "one more", "two" and "three" items, as observed in 8 of 10 opportunities on 3 different days.

STO 1- By November 1 2000, when directed by an adult during classroom and home activities (snack, dramatic play, setting the table, block play, etc.), Emily will accurately give "one" item, as observed in 3/4 opportunities on 3 different days.

STO 2 - By January 15, 2001, when directed by an adult during classroom and home activities (snack, dramatic play, setting the table, block play, etc.), Emily will accurately give "one" and "one more" item, as observed in 3/4 opportunities on 3 different days.

STO 3 - By March 15, 2001, when directed by an adult during classroom and home activities (snack, dramatic play, setting the table, block play, etc.), Emily will accurately give "one", "one more", and "two" items, as observed in 5 of 6 opportunities on 3 different days.

PLEP - While, Emily will often choose the dramatic play center as her first choice among center activities, she seldom chooses the art area. According to her parents, Emily is just beginning to color and use scissors at home. Emily does try to write her "E" on papers when requested and will sometimes initiate this on her own. When using scissors, Emily often becomes frustrated and needs physical assistance to successfully snip the edges of paper. Emily has the most success when using adapted scissors that squeeze together and spring back, however she is not yet cutting paper in half on her own with the adapted scissors. Cutting simple shapes is a skill that Emily will need as she moves into kindergarten.

Goal 4 - By May 15, 2002, when making pictures or art projects, Emily will cut out simple shapes with curved lines (circle and ovals) within 1/4 inch of the lines in 2 of 3 opportunities.

Benchmarks

- By the end of the first quarter, 2001, Emily will use scissors to snip the edges of a sheet of typing paper.
- By the end of the second quarter 2001, Emily will use scissors to cut a piece of construction paper in two.
- By the end of the third quarter, 2002, Emily will use scissors to cut construction paper into shapes with straight lines (squares, rectangles, triangles).

Kansas Curricular Standards for Reading and Writing, 5th Grade Assessed Indicators from Benchmark 1, Indicators 11 and 12, Benchmark 2, Indicator 3

Goal: By the end of the 1st quarter, 2003, given 5rd grade level books, Todd will locate and identify the parts of the books, (table of contents, appendix, glossary) and text organizers within the books (headings, topic and summary sentences, graphic features), and describe what information can be found in each part on 4 of 5 opportunities.

BM3: By the end of the 4th quarter, 2003, given 5th grade level books, Todd will identify the parts of the books, (table of contents, appendix, glossary) and text organizers within the books (headings, topic and summary sentences, graphic features).

BM2: By the end of the 3rd quarter, 2003, given 3rd grade level text books, Todd will locate the glossary, then look through a chapter and locate and read only headings, the first and last sentences of paragraphs, and graphic captions/features, and list what he would learn from reading the entire chapter.

BM1: By the end of the 2nd quarter, 2002, given 3rd grade level books, Todd will locate the glossary and use it to find the meanings for new vocabulary words with 90% accuracy.

PLEP: Todd is a 5th grade student who is able to read independently at the 2nd grade level and is instructional at the 3rd grade level. When given a glossary or dictionary, Todd is able to look up meanings for vocabulary words with 40% accuracy. He is not aware of the parts of books or text organizers or how they can be utilized to help him locate information he needs. In the general education classroom, when asked to locate information in text books, Todd must have assistance from a peer or adult to find the information. When conducting research in the library, Todd is unable to determine whether books contain the information he needs.

Kansas Curricular Standards for Reading and Writing, 5th Grade Assessed Indicators from Benchmark 4, Indicator 2, and Benchmark 5, Indicator 2

Goal: By the end of the 1st quarter, 2003, given the beginning (or first chapter) of a 3rd grade level narrative text, Todd will silently read the text provided, then correctly describe the setting, identify the main characters and summarize the beginning of the plot on 4 of 5 opportunities, and use this information to draw conclusions from the text by making a prediction of what will happen next in the story or how the story will end.

BM3: By the end of the 4th quarter, 2003, given 2nd grade level narrative text, Todd will silently read the text, then correctly describe the setting, identify the main characters and summarize the beginning of the plot.

BM2: By the end of the 3rd quarter, 2003, given 2nd grade level narrative text, Todd will silently read the text, then correctly identify the main characters and their relationships to each other and describe the setting and its relevance to the story.

BM1: By the end of the 2nd quarter, 2002, given 2nd grade level narrative text, Todd will silently read the text and correctly identify the main characters and their relationships to each other.

PLEP: Todd is a 5th grade student who is able to read independently at the 2nd grade level and is instructional at the 3rd grade level. During literature time in the general education classroom, Todd participates in a literature circle and is provided narrative stories to read at his instructional level with other children at the same instructional level. After reading, Todd's literature circle meets for small group discussion and activities to check comprehension of what they have read. Todd has difficulty completing these comprehension activities. He can usually name only one character from the story and can not describe the setting or summarize the plot of the story. When asked to make predictions about stories he is reading, Todd's conclusions are often unrelated or contradictory to information already presented in the story. (Baseline for goal 0 of 5 opportunities.)

Written Language – Elementary/Middle

PLEP: Jake’s written language lacks punctuation and is characterized by sentence fragments and weak organization skills. When Jake’s writing is graded for accuracy of capitalization, ending punctuation, and commas, he scores 45% correct. Jake’s difficulty with written expression makes it hard to understand his written work in the regular education classroom and is affecting his performance in Social Studies and English.

B.#1 Given a topic, Jake will write a single complete sentence about that topic, beginning with a capital letter and ending with correct punctuation by the end of the 3rd quarter, 2002.

B#2 Given a topic, Jake will write 3 complete sentences about that topic in an order that makes sense to the reader, beginning each with a capital letter and ending with correct punctuation by the end of the 4th quarter, 2002.

B#3 Given a topic, Jake will write a 4 sentence paragraph, beginning with a topic sentence, followed by 3 detail sentences, beginning each with a capital letter, ending with correct punctuation and using commas by the end of the 1st quarter, 2003.

Annual Goal: By December 20th, 2003, given a topic, Jake will write a 5 sentence paragraph consisting of a topic sentence, 3 detail sentences, and a concluding sentence, maintaining a single topic, with 85% accuracy on capitalization, ending punctuation, and commas.

KAMM Eligibility Criteria

Required components:

1. The student has a current IEP.
2. Student is not eligible for the alternate assessment in the content area being considered. (Eligibility must be determined for each content area separately.)
3. The decision to determine a student's eligibility to participate in the KAMM may NOT RESULT PRIMARILY from: excessive or extended absence, any specific categorical label nor social, cultural, or economic differences.

Criteria	<u>Examples</u>
All criteria must be met to identify a student as eligible for participation in the KAMM.	<i>Supporting evidence for meeting these criteria (Data)</i>
Intensive Individualized Instruction Does the student need significant changes in the complexity and scope of the general standards to show progress in the curriculum?	
Requires intensive specially designed instruction AND	<i>Planning/implementing of differentiated instruction to meet the individual needs of the student. For example: modifications, materials used, visual supports</i>
Requires intensive individualized supports AND	<i>Learning supported by adult assistance, providing frequent and structured prompting and cueing, or may use assistive technology</i>
Requires extensive instruction AND	<i>Extended learning time including increased frequency and duration of instruction and practice</i>
Classroom Assessment Does the student need supports to significantly reduce the complexity or breadth of assessment items?	
Requires differentiated content for classroom assessment AND	<i>Student receives modified classroom assessments on a routine basis</i>
Needs to show what they know differently AND	<i>Assistive technology, oral presentation instead of a written response, performance assessment</i>
Accommodations alone do not allow the student to fully demonstrate knowledge AND	<i>Documented accommodations have been insufficient</i>
Student Performance Is the student multiple years behind grade level expectations?	
Consistently requires instruction in pre-requisite skills to the grade level indicators being assessed AND	<i>Evidence shows the student's instructional level in the scope and sequence of the content standards is at a pre-requisite level</i>
Despite the provision of research based interventions, the student is not progressing at the rate expected for grade level AND	<i>Evidence shows the use of research based interventions and data for monitoring progress</i>
Student classroom achievement and performance is significantly below grade level peers	<i>The preponderance of the above evidence and data indicates that the student is performing significantly below their peer group. (It was discussed that this could be approx. 2 standards deviations below the mean).</i>

**Eligibility Criteria for
Students with Significant Cognitive Disabilities
To participate in the
Kansas Alternate Assessment**

- The student has an active Individual Education Plan and the present levels of educational performance data indicates that with regard to progress in the general curriculum area under consideration, the student is significantly delayed.

AND

- The student's learning objectives and expected outcomes in the academic area under consideration requires substantial adjustment to the general curriculum of that area. The student's learning objectives and expected outcomes in the area focus on application, as illustrated in the benchmarks, indicators, and clarifying examples within the Extended Standards.

AND

- The student primarily requires direct and extensive instruction in the academic area under consideration to acquire, maintain, generalize, and transfer the skills done in the naturally occurring settings of the student's life (such as school, vocational/career, community, recreation/leisure and home).

AND

- The student is presented with unique and significant challenges in demonstrating his or her knowledge and skills on any assessment available in the academic area under consideration.

The decision to determine a student's eligibility to participate in the alternate assessment may NOT RESULT PRIMARILY from:

- Excessive or extended absence
- Any specific categorical label
- Social, cultural, or economic difference
- Amount of time he/she receives special education services
- Achievement significantly lower than his or her same age peers

Statewide Assessments Participation for Students with Disabilities IEP Team Decision Flowchart

