

The Pierce County Blue and Silver

A Guide for Special Education Personnel
Serving Students with Disabilities



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Director of Special Education

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PREFACE

Purpose and Mission Statement

The purpose of the Blue and Silver Handbook is to provide a guide for users on the implementation of special education services in Pierce County. It is not intended to establish mandates or ministerial duties, and nothing herein should be viewed as taking away from an IEP team's need to provide their own professional judgment to a particular situation. Instead, the teams using this guide are encouraged to use their discretion and address each situation on a case-by-case basis, so long as they comply with federal and state law. This manual is not intended to create new rights

It is also not intended to supplant any existing laws or rights. Instead, readers are referred to Pierce County's Parental Rights. These rights, the IDEA and the State special education regulations are the controlling provisions for services in Pierce County. This manual covers frequently asked questions and applied procedures and is not intended to cover every situation. Further information is available by contacting Belinda Tiller, Director of Special Education for the Pierce County Schools.

Mission Statement

Pierce County Special Education Department is dedicated to meeting the unique needs of diverse learners.

Vision Statement

Our Vision is to promote successful transition for all students throughout their educational journey and into meaningful post- secondary opportunities.

SECTION 1: Professional Duties and Responsibilities

Confidentiality

- All special education information is confidential.
- Unless in immediate use, files should be maintained in a locked filing cabinet, with access provided to all required personnel.
- List of personnel (list specific titles, not names) with access to files should be displayed.
- For all personnel in the school system, breaching confidentiality is a violation of ethics and may result in a reprimand or dismissal.
- Georgia State Rules [can be found here](#).

Job Responsibilities-Special Education Coordinator

The Special Education Coordinator is the department head for special education within the school. In this role, the Special Education Coordinator involves parents, general education teachers, and special education personnel in providing the most appropriate educational options for students with disabilities. The Coordinator:

- 1) Attends all Special Education Coordinator Meetings and redelivers this information to SPED staff in a timely manner. These meetings are held monthly at the BOE. If a meeting is cancelled, an email notification with all relevant information for review will be sent to the coordinators.
 - Parents (act as liaison for administration)
 - Discipline
 - Tracking number of OSS days
 - Conducting Manifestation Determination Reviews
 - Coordinating provision of FAPE when student's OSS results in excess of 10 days
 - Instruction (scheduling/coordinating co-teaching)
 - Works to ensure that the teachers are following one of the four co-teaching models
 - Models with Instructional Lead Teacher (ILT) or Appointed Personnel the proper co-teaching strategies within the classroom
 - IEPs
 - Supervises all aspects of writing legally defensible IEPs that comply with state and federal laws and regulations by reviewing IEPs for:
 - amendments
 - matching goals to needs in PLAAFP (Present Level of Academic Achievement and Functional Performance)
 - measurable annual goals
 - progress monitoring goals

- Ensures accurate and timely completion of all SPED paperwork of all special education teachers through fidelity checks.
 - Annual reviews
 - Initial referrals
 - Reevaluations
 - Special Considerations (Redeterminations)
 - Transfers
 - Ensures confidentiality in all oral and written communication, and provides annual training for all staff members.
 - Works with school administrators in scheduling students for classes to reflect IEP requirements
 - Checks scheduling to ensure maximization of FTE earnings
[SPED FTE Reporting Forms](#) can be found on the district [website](#).
 - Works with School Testing Coordinator to ensure that students with disabilities receive testing accommodations according to their IEPs
 - Mentors (or assigns another special education teacher to mentor) new special education teachers
 - Coordinates/monitors any change in placement due to Hospital/Homebound
- 2) Supervises all SPED services at the school level under the leadership of the principal.
 - 3) Supervises/coordinates all SPED paraprofessionals to ensure students with disabilities are receiving maximum benefit.
 - 4) Works with system-wide personnel (i.e., SLP, OT, PT, VI, OI, & AT) to ensure students with disabilities receive appropriate services.
 - 5) Coordinates Special Education transportation with the Special Education Director or designee.
 - 6) Acts as a liaison between the Response to Intervention/Student Support Team and Special Education staff.
 - 7) Ensures that all teachers are trained in using the ***Pierce County Blue and Silver Special Education Handbook***. (Include paraprofessionals as appropriate, especially regarding confidentiality) and document this training using the *Annual IEP Training Verification Form*. (see [Appendix D](#).)
 - 8) Uses monitoring data to determine if there are specific areas of the IEP that personnel need additional training and support through department professional development.
 - 9) Performs other duties as assigned by school administration or central office administration.
 - 10) Ensures the timely submission and transmittal of records

Job Responsibilities-Special Education Teacher

The role of the Special Education Teacher encompasses a broad range of responsibilities, extending from the individual student, to the classroom, to the school as a faculty member, to the central office, and into the community at large. The responsibilities of the Special Education Teacher include:

1.) Developing and Maintaining IEPs

- Attend department IEP training, sign and return Annual IEP Training Verification Form. (see [Appendix D](#))
- Follow procedures in Section 4 for writing IEPs
- Review IEPs on an on-going basis
- Ensuring that IEP teams provide consideration of special factors
 - Positive behavioral interventions
 - Limited English proficiency
 - Blind, visually impaired, deaf, or hard of hearing
 - Assistive technology
 - Extended school year
- Report progress on annual goals at the end of each grading period
- Maintain a current IEP (through annual review and/or amendments) for each child on teacher's caseload.

2) Maintaining Student Records/Reporting Student Data

- Maintain student records in a uniform order (review the guidelines for organization of Individual Student Files in Section 2)
- Report [student data](#) as requested by the School Special Education Coordinator or Special Education Director (refer to [Section 6- FTE](#))
- Provide a Caseload Report (refer to [Section 6-FTE](#)) as directed to the School Special Education Coordinator Teacher or Special Education Director
- Provide an [FTE Service Entry Form](#) (refer to [Section 6-FTE](#)) on all students listed on the teacher's Caseload Report.
- Provide a Schedule Verification Form
- Completing required portions of all Eligibilities (sections 3 – 5).

3) Documenting Parent/Guardian/Surrogate Contacts

- Contacts with parent(s)/guardian(s)/surrogate(s) for due process meetings should be documented in the IEP (document phone calls, home or work site visits, written notice, e-mail, etc...) to ensure that one or both parents are present @ each IEP meeting.
- Other contacts with parent(s)/guardian(s)/surrogate(s) should be recorded in Infinite Campus or on a Communications Log.
- ALL contact from the parent to you should be documented.

4) Evaluating Student Progress

- Uses progress monitoring (CBM) to report progress on each of the student's IEP goals.
- Reports progress on IEP goals when Report Cards are issued (each 9 weeks).
- Maintain a Student Compliance/Achievement Notebook on each student on caseload, including the [Due Process Compliance Summary Form](#).
- Reminder: Progress Monitoring is a DUE PROCESS requirement.

5) Completing Referrals for Reevaluation

- Teachers are responsible for gathering the needed referral information for all students reported on their Caseload Reports.
- Complete the Reevaluation/Redetermination Conference Form in Infinite Campus at the annual review meeting prior to the eligibility expiration.
- Coordinate with other service providers.
- Referral information should be reviewed by the Special Education Coordinator and forwarded to the Central Office to Special Education Records Clerk.
- Teachers are responsible for completing **Sections 3, 4 and 5**, as well as the appropriate parts of **Section 6** on the Eligibility Report during the evaluation process, but prior to the eligibility determination meeting.

6) Attending Due Process Meetings

- Attendance is required at all IEP Meetings for students on your caseload
- Work with the Special Education Coordinator to schedule IEP Meetings
- Bring appropriate paperwork (including draft IEP, teacher report, etc...)

7) Beginning of Every School Term (After IEP Meeting / Semester Change)

- Inform general education teachers of the accommodations, modifications and supplementary aides and services that are necessary for the students with disabilities in their classroom (using the Infinite Campus Classroom Modification Report) and secure signatures on Receipt of Modifications and/or Behavior Intervention Plan.
- Inform other school personnel, such as bus drivers, of Modifications/Accommodations and/or Behavior Intervention Plan when necessary to meet the needs of the student.
- In addition, general education teachers must be informed of their responsibilities related to the IEP and have access to the student's IEP.
- Provide information to new teachers when the student's schedule changes.

8) Attending Special Education Meetings/Committee Meetings

- All special education teachers are expected to attend building departmental meetings and system-wide special education meetings.
- Meetings are scheduled to explain rules, regulations, local procedures, etc.
- Teachers will be notified in advance so that they can make plans to attend.
- Attendance at all system-level meetings is EXPECTED.

Job Responsibilities-Special Education Paraprofessional

The role of the Special Education Paraprofessional is vital to the overall functioning of the special education program in both the special education and general education classroom(s) in the school district. The responsibilities of the Special Education Professional include:

- 1) Supportive of Instruction
 - Support whole group instruction
 - i) Monitors all students and redirects off-task students
 - ii) Provides individual assistance to all students when needed
 - Assist with individualized instruction
 - Tutor individual and/or small groups of students
 - Prepare student-specific materials and adapt as necessary
 - Implement and reinforce teacher-developed instruction
 - Implement AT interventions under direction of Special Education Teacher or AT Specialist
 - Provide acceleration or remediation of instruction
 - Support implementation of accommodations

- 2) Interacting with Students
 - Exhibits patience and kindness toward students
 - Models appropriate communication skills for students
 - Treats students with respect
 - Disciplines students with fairness and equity, according to the Special Education teacher's guidelines
 - Assists students with toileting, feeding, and/or other physical care

- 3) Interacting with Adults
 - Participates in team meetings when requested
 - Responds respectfully and tactfully to others
 - Maintains a professional attitude & works cooperatively with others
 - Follows directions of supervisor

- 4) Improving knowledge base
 - Attends and participates in assigned workshops and training
 - Applies information learned in training to the job
 - Demonstrates initiative in learning new tasks

- 5) Monitoring students
 - Observes and tracks student's behavioral responses in the classroom
 - Reports unusual changes in student behavior to supervisor
 - Collects academic data as assigned by special education or general education teacher

- 6) Ethics
 - Confidentiality is maintained at all times
 - Complies with all local, state, and federal regulations and policies

- 7) Additional expectations:
 - Maintains prompt and regular attendance
 - Uses appropriate communication skills, both written and oral
 - Limits taking care of personal business during work hours
 - Maintains a professional appearance in dress and grooming
 - Assists in routine classroom housekeeping duties
 - Exhibits time on task and hardworking attitude
 - Exhibits flexibility and a cooperative attitude

- 8) For a variety of reasons, Paraprofessionals should not perform the following tasks:
 - Design or develop instruction
 - Develop lesson plans
 - Determine student grades

SECTION 2: Procedures

Initial Evaluations

Prior to referral for evaluation, students in the Pierce County School System are provided a wide range of intensive, research-based interventions. School level data review teams should meet regularly to review the progress of students who are referred for interventions. When a student does not make adequate progress required to meet age or grade level standards, the student's RTI folder is sent to the Central Office.

A system-level RTI Review Team reviews the information in the student's folder prior to referral for comprehensive evaluation. Additional information about Pierce County's Pyramid of Interventions as well as the relationship between RTI and Child Find is located in Appendix B.

Referral Process

After a student has received interventions and progress monitoring indicates lack of success, Special Education and Psychological Services staff members complete a comprehensive individual assessment. The IEP Committee determines eligibility of a student for special education. If the student is eligible, an individual education plan of instruction and related services is developed.

Timelines for Initial Evaluations

- All initial referrals must be completed within 60 calendar days of receipt of parent Consent for Evaluation.
- Refer to the Special Education Calendar to determine when the eligibility determination is due.
- If the permission is received less than 30 days before the end of the school year, the days can be split between the current and next school year. Again, it is important to refer to the Special Education calendar to determine this date.
- After the student has been determined eligible for special education services, the IEP team has 30 calendar days to develop the IEP.

- Remember that all evaluations are comprehensive in nature.

- Example: A student with speech concerns must also be evaluated to address other areas.

Preparation of Initial Referral Packet for Students from RTI/SST

(Completed by RTI/SST and NOT Special Education)

- All forms are accessible on the Special Education Department website and Infinite Campus for distribution to the RTI/SST Coordinator by the Central Office.
- The RTI Coordinator send the student RTI folder (including Recommendation of Review Team form) to the System RTI/SST Coordinator at the Central Office.
- Once the folder has been reviewed at the Central Office by the System RTI/SS Coordinator it will be sent to the Special Education Department for processing. The RTI Coordinator will copy the completed packet before it leaves the school and provide it to the Special Education Coordinator. The Special Education Coordinator will then make the assignment of a case manager.
- RTI Coordinator should complete the Initial Referral for Evaluation Form. It should be signed by teacher and principal.
- The case manager should work with the RTI/SST Coordinator on obtaining the progress monitoring data for the Eligibility Report.

Reevaluation

Reevaluations are due three years from the date of the student's last eligibility determination. This date is located at the top of the Eligibility Report. By this date the student must be reevaluated or have a redetermination completed. **There are NO exceptions to this rule.** The school psychologist will meet with you and develop a reevaluation schedule for the school year. **The referral for reevaluation should be sent in at least 60 days before the due date or EARLIER IF REQUESTED.**

It is BEST practice for a student to have 2 complete evaluations before a redetermination is considered. Also, anytime there are concerns that new information may be needed for a particular student, it is important to talk with the psychologist to discuss and decide upon an appropriate time frame. At the beginning of each year, refer all students, who are under consideration for a reevaluation, to the nurse for vision and hearing screenings. This screening is good for one year.

Procedures for Reevaluation

(Refer to the [*Re-evaluation Checklist*](#)).

- All forms are available on the Special Education Department Website, on Infinite Campus, or by following the embedded links in this section.
- Vision and Hearing Screening completed within last year
- Case manager completes [Referral for Reevaluation](#). It should be signed by teacher and principal.
- Send home [Parental Consent for Evaluation](#), [Parental Rights](#), and [Consent to Evaluate Attachment](#) (i.e., Description of Types of Evaluations). Depending upon individual circumstances, send the [Social and Developmental History Form](#) and [Parent Report Form](#) at this same time, or when the [Consent](#) is returned.
- When permission is returned, it is stamped with the date the form is received at the school. (The 60 day timeline does not apply to reevaluation. The important date is the eligibility due date).
- After receiving [Consent](#), give the [Teacher Report](#) and [Eight Learning Areas Referral Information](#) (Statement of Status) to the appropriate teacher(s) for completion.

- Include current report card, CRCT scores, copy of permanent record card (**both sides**) indicating grades and attendance and any medical reports.
- Complete Sections 3 through 5 of eligibility report in Infinite Campus and inform the psychologist when completed. *For guidance from the GA DOE regarding completing the eligibility report refer to [Appendix G](#).*
- **Submit current Progress Monitoring Data (the student's PM data from the past year and any additional data that has been collected for monitoring purposes).**
- The following information may be requested prior to or after psycho-educational testing is completed:
 - [Physician Report Form](#)
 - [Anecdotal Record Form](#)
 - [Observation Form](#)
 - Achievement testing
 - Formal and [Informal Measures of Adaptive Behavior](#)
 - Behavior Rating Scales
- Send the completed referral packet to the Special Education Coordinator who will make a copy and send to Lisa Mullis at the Central Office and keep **copies** of all forms for your file. At this time the student is placed on the Psychological Service's Log for evaluation. Two copies of the psychological report will be returned to the school (one copy for the parent and one for school). The eligibility draft will be active for editing in Infinite Campus and must be complete prior to the meeting.

Redetermination / Special Considerations

- The review team should look at each student individually to determine if a reevaluation is needed.
- No broad decisions should be made, such as excluding all middle school students from reevaluation.
- **IMPORTANT: Complete the Reevaluation/Redetermination Form at the annual review meeting prior to the eligibility expiration.**
- Document this decision in the minutes.
- The meeting/decision date becomes the new eligibility determination date.
- Meetings to complete the redetermination need to be scheduled well in advance (i.e., no less than 60 days) of the eligibility expiration date.

PIERCE COUNTY SCHOOL SYSTEM
Special Education Department

Re-Evaluation Checklist

STUDENT: _____ **CASE MANAGER:** _____

- Referral for Reevaluation Form (*signed by teacher and principal*)
- Vision / Hearing Screening Form (*must be within 1 year*)
- Parental Consent for Evaluation
- Parental Rights
- Typical Areas for Evaluation
- Social and Developmental History Form
- Physician's Report (*if necessary, i.e. OHI, EBD, or other medical situations*)
- Parent Report Form
- Teacher Report Form
- Eight Learning Areas Referral Information Form (Statement of Status)
- CRCT Scores
- Current Report Card
- Copy of Permanent Record Card indicating grade and attendance history
- BASC-2 Behavior Rating Scales (*Teacher and Parent Forms*)
- Adaptive Behavior Rating (*if necessary, i.e. Intellectual Disabilities, SDD, etc...*)
- Complete the required sections of Eligibility Report
- Submit current Progress Monitoring Data (*student's PM data from the past year.*)

Procedures for Dismissing a Student from one Category of Eligibility

<ul style="list-style-type: none"> ▪ Discuss the referral with the psychologist and the specialist who serve the student. ▪ Psychologist will review the information and determine if the most recent evaluation results remain applicable for the student. ▪ Specialists will review information in their respective fields to determine needs for updated evaluation results in those areas. 	
<p><u>Option 1:</u> All of the most recent results are outdated & a comprehensive reevaluation is needed.</p>	<p><u>Option 2:</u> Most recent evaluation results for one category appear to remain valid for the student.</p>
<p>Complete Referral for Reevaluation steps (see page 10 of this manual).</p>	<p>Refer for a partial reevaluation. (Vision and hearing screening included.)</p>
<p>A new Eligibility Date is established with completion of the Eligibility Report.</p>	<p>Area considered for dismissal <u>must</u> be evaluated. Specialist for the area under consideration for dismissal will complete the evaluation.</p>
	<p><u>Complete a new eligibility form.</u></p>
	<p>Update sections 1 through 5 & other areas (e.g., Section 6 Work Samples & Classroom Observation) as applicable. (See Appendix L for responsibilities.)</p>
	<p>Bring previous testing information forward, backing up with current informal assessments and/or data available in the schools.</p>
	<p>Schedule an Eligibility Meeting.</p>
	<p><u>Complete Redetermination form</u> to show redetermination of eligibility for any categories of special education services, which were not referred for comprehensive reevaluation.</p>
	<p>Please Note: Clearly indicate in the Eligibility summary the rationale for dismissal from any categories previously established for eligibility.</p>
	<p>Parent receives a copy of the completed Eligibility Report, and any formal evaluations, which may have been completed.</p>
	<p>A new Eligibility Date is established with completion of the Eligibility Report <u>and</u> the Redetermination form.</p>
	<p>Within 24 hours after the meeting (preferably the same day), send an email to the Special Education Clerk, informing her of the student's change in status. This step is critical when an FTE count day is near.</p>

Note: If there are changes in the eligibility category, the IEP should reflect these changes within 30 days through a new IEP or an Amendment.

Procedures for Adding an Eligibility Category

<ul style="list-style-type: none"> ▪ Discuss the referral with the psychologist assigned to the school and with specialists who serve the student. ▪ Psychologist will review the information and determine if the most recent evaluation results remain applicable for the student. ▪ Specialists will review information in their respective fields to determine needs for updated evaluation results in those areas. 	
Option 1: All of the most recent results are outdated & a comprehensive reevaluation is needed.	Option 2: Additional information to determine eligibility for only one category is needed.
Complete Referral for Reevaluation steps (see page 10 of this manual).	Refer for a partial reevaluation. (Vision and hearing screening included.)
A new Eligibility Date is established with completion of the Eligibility Report.	<u>Use the previous eligibility form.</u>
	Update sections 1 through 5 & other areas (e.g., Section 6 Work Samples & Classroom Observation) as applicable. (See Appendix L for responsibilities.) Where new information is needed, write “[insert date] See attachment” and attach to the previous eligibility.
	Bring previous testing information forward, backing up with current informal assessments and/or data available in the schools. Where new information is needed, write “[insert date] See attachment.” Add new information as attachments, including a new signature page.
	Schedule an Eligibility Meeting.
	<u>Complete Redetermination form</u> to show redetermination of eligibility for any categories of special education services, which were not referred for comprehensive reevaluation.
	Please Note: Clearly indicate in the Eligibility summary the rationale for adding or not adding the category under consideration. Include a note indicating continued eligibility for other categories.
	Parent receives a copy of the completed Eligibility Report, and any formal evaluations, which may have been completed.
	A new Eligibility Date is established with completion of the Redetermination form and the attachments. Change date on old Eligibility Report by using a red pen to draw a line through the previous date and write in the new date.
	Within 24 hours after the meeting (preferably the same day), send an email to the Special Education Clerk, informing her of the student’s change in status. This step is critical when an FTE count day is near.

Note: If there are changes in the eligibility category, the IEP should reflect these changes within 30 days through a new IEP or an Amendment.

Parent Engagement

Procedures for Parent Engagement

Parents play an important role in the education of their children, especially parents of children who are identified as having disabilities. The law requires that parents and school personnel work together to provide children with appropriate educational services.

Who qualifies as a parent? Special education law defines parent as:

- biological or adoptive parent;
- guardian;
- person acting in place of a parent (such as a grandparent or stepparent with whom the child lives or a person legally responsible for the child's welfare);
- surrogate parent;
- Foster parent, under specific circumstances; or either parent, unless there is evidence of a legally binding instrument, state law, or court order that has terminated a parent's parental rights.

Parent Contacts:

- Parent transition meeting to middle school at the end of the students' 5th grade year. (Middle school will send home a letter with the 5th grade report card.)
- Parent transition meeting to the high school. This meeting will be held during the 9th grade Open House. (High school will send a letter with the 8th grade report card.)
- Make contact with your caseload parents during the first two weeks of school. Must be positive! (Phone call, introduction letter)
- Teachers will make at least one positive contact per grading period with the parents of each student on their case load. (note, phone call, email, etc.)
- Teachers will contact parents once a semester to offer a conference to discuss their child's progress and needs. Teachers will hold a conference with any parents who request one.
- IEP progress reports should be sent home each nine weeks with specifics from progress monitoring for each goal.

Parent Contacts for IEP meetings:

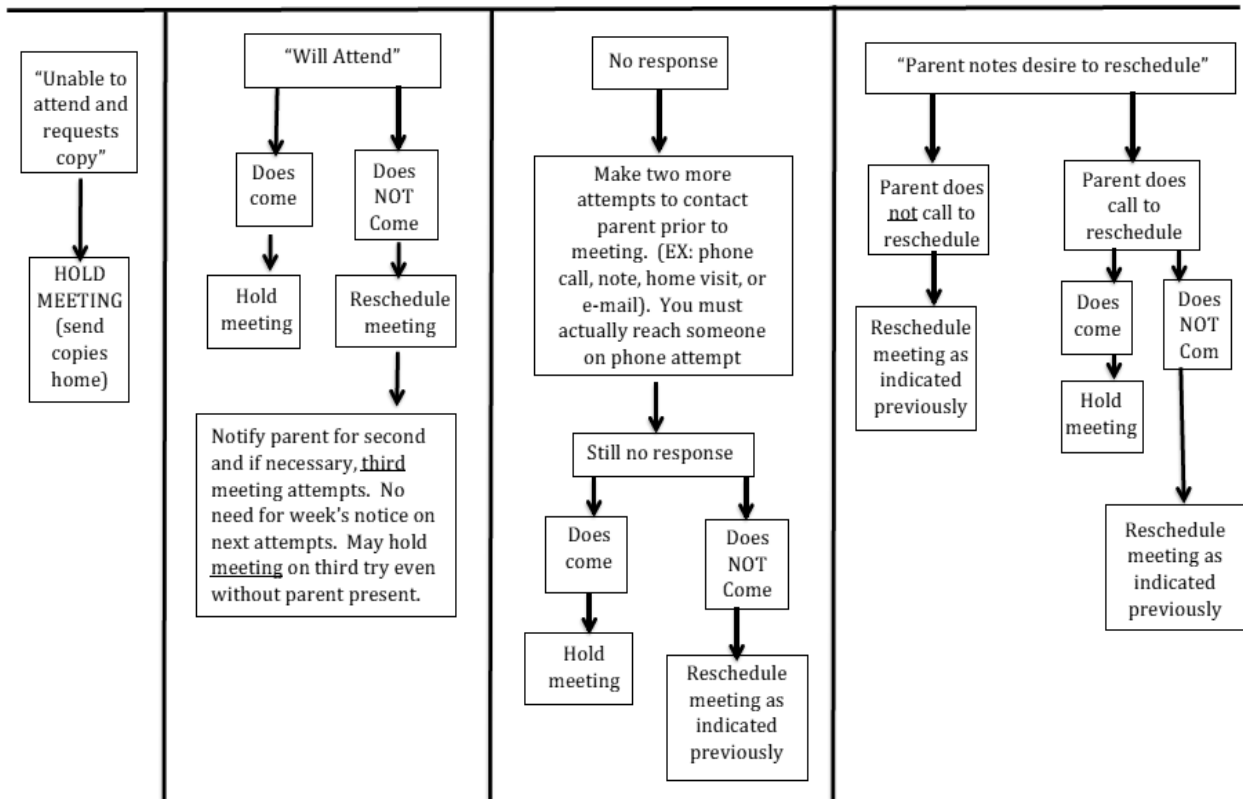
You must make 3 various parent contacts prior to the meeting. These should be noted on the last page of the IEP.

1. Make contact with parent/guardian 10 days prior to the meeting.
 2. Send notice of the meeting at least 7 days in advance.
 3. If parent indicates they will attend the meeting, you must send reminder the day before the meeting.
- If you have made 3 contacts, and the parent does not show the day meeting, you may proceed with the meeting without the parent present unless the parent indicated they were attending. If so, permission must be gained from the parent to hold the meeting without them or reschedule when they can attend.
 - If you have been unable to reach a parent by phone to get parental concerns, you need to send home the Parent-Input letter to collect comments for parent section of IEP.

**LEGAL STEPS
FOR
NOTIFYING PARENTS FOR PLACEMENT MEETINGS AND ANNUAL REVIEWS**

FIRST MEETING

1. Fill in *Notice of Meeting*; print out copy from SEMS.
2. Attach *Parent Rights* to original and send home to parent, preferably 7-10 days in advance of meeting date. Preferably sent by U.S. mail (if parent requests meeting early, note on form.)



Expectations for Positive Parent Engagement

- Return all parent communications within 24 hours.
- Ensure you are maintaining confidentiality and using good listening and communication skills, without any pre-judgments.
- Make sure information is translated into the native language of the parents.
- Be flexible with parents, and schedule meetings and events according to their needs.
- Use technology to communicate accomplishments with parents.
- Avoid texting parents with the exception of brief responses. Email or phone call is best for documentation sake.

Variety of ways parent participate in IEP meetings: in person at the school, phone conference, via social worker, home visit with all committee members

Parents are given a folder at the IEP meeting. This folder has the contact information for the school and district, parental rights, and scholarship letter.

Translator and/or ESOL attend meetings and help set up meetings with ESOL students.

Dispute Resolution: <http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-7-.12.pdf>

Parental Request for Evaluation

- Discuss these requests with the School Psychologist.

Parent/Guardian/Surrogate Contact

Special education teachers should keep a parent contact log. All parent contacts made should be logged in the parent contact log. You can keep a parent contact page per case load student or one for all students. All conferences with parent(s) / guardian(s) / surrogate(s) should be documented in some manner. If the contact is formal (IEP meeting), it will be documented in the IEP notes. However, conferences in school, informal contacts on or off campus, and phone conversations should also be documented. The contact log should be used for this purpose. Parental Contact Documentation is **VERY IMPORTANT**, and should be an ongoing record of contacts.

Revocation of Consent

- Parents may revoke Consent for Placement in special education services.
- If parent notifies you or one of your teachers that he or she would like to remove his or her child from special education services, **contact the Special Education Director immediately**.
- After consulting with the Special Education Director, schedule a meeting (Special Education Coordinator will need to attend) and have the following two forms completed by the parent(s):
 - [Revocation Withdrawal of Consent](#)
 - [Prior Written Notice-Revocation of Consent](#)
- These forms are available via the links above or on the district [website](#).
- After these forms have been signed by the parent, make two copies of each form, provide the parent a copy before they leave the school and send the originals to the Special Education Secretary.
- Keep one set of copies in the file located at the school, and move the file to the inactive folder section at the school.
- Notify the school-level PowerSchool Coordinator and the School Administrator of the Revocation of Consent.
- Complete the Student Data Sheet and send all forms to the Student Services office at the BOE.

Maintaining Confidentiality

- Active files are kept for all students currently in any special education program provided at the school. Inactive files (i.e., files representing students whose services were terminated or who did not meet eligibility requirements) are kept at the local school for a period of three years. At the end of this time, these files are sent to the Special Education Records Clerk and are maintained at the Central Office.

Access to Records - Procedures

- Each Records Room/Vault should have a list of the specific work titles of individuals who have access to the records. In addition, each folder should include a [Record of Access](#) form on the cover of the folder (Principal Folder).
- All records should be kept in locked filing cabinets and should not be left out for easy access by unauthorized personnel. A log for signing out folders should be kept with the records clerk.
- Certified staff members (i.e., teachers and coordinators) may access records from Infinite Campus. Non-certified staff (e.g., paraprofessional who serves as the special education clerk in a school) may print records at the request of a teacher.
- Students who are 18 years old or older may have access to their records.

Professionalism

- It is important to limit discussion about students with regular education teachers to instructional matters. Information from the psychological evaluation and /or IEP may be shared on a need-to-know basis. General education teachers (and others not on the Record of Access list for the school's records) should sign the [Record of Access](#) form when information in the file is reviewed or discussed, unless the information is discussed in a documented meeting.
- All special education personnel will receive training in confidentiality every year. This training may be included in SPED Leadership and School Department meetings and may include a review of the DOE State Rules regarding Confidentiality.
- Paraprofessionals should also know about the importance of confidentiality. For example, if someone asks a paraprofessional about a student's performance, the paraprofessional should refer the person to the student's special education teacher.

Extended School Year

First, consult the Special Education Director anytime a school staff member and/or the parent has expressed a possible need for ESY services.

Data collected on the IEP goal(s) must support the need for ESY services.

When the IEP Team determines that the student needs ESY services, the specific goals and services to be extended from the current IEP are specified and documented in the IEP.

- The amount of time and location for ESY services are specified.
- The title of the service provider is indicated.
- The beginning and ending dates for ESY services are specified.
- Amendment to ESY information is completed.

See [page 70](#) for more information on ESY.

File Organization

The folders that are maintained on special education students should be organized in this manner:

- [Record of Access](#) form
- Arrange each section in chronological order with the most current information on top.
- Principal's Folder should follow these guidelines:
 - Tab 1: New IEP and Amendments
 - Student Data Cover Sheet
 - Amendment (if applicable)
 - Due Process Checklist
 - Parent Notification of IEP
 - Attendance Form
 - Parental Consent for Placement (copy)
 - Current IEP
 - Assistive Technology Consideration
 - ESY Eligibility
 - Meeting Notes
 - Behavior Intervention Plan (if applicable)
 - Updated progress report
 - Tab 2: Psychological Evaluation and Eligibility
 - Initial / Re-evaluation Cover Sheet
 - Vision and Hearing Screening
 - Parent Consent for Evaluation
 - Eligibility or Re-evaluation
 - Parental Consent for Placement

- Tab 3: Medical / Relevant Data
 - Custody papers (if applicable)
 - Doctor Reports (if applicable)
 - Other medical data
 - Copy of birth certificate and Social Security card
- Tab 4: Old IEPs / Initials
 - Old IEP(s) (Past 3 years)
- Teacher Folder's should follow these guidelines:
 - Right Tab : All IEPs with current IEP on top
 - Left Tab : Eligibility, Consent to Evaluate, Hearing and Vision

Distribution of Accommodations and/or Behavior Intervention Plans

It is the case manager's responsibility to make sure all teachers, paraprofessionals, bus drivers, and other appropriate school staff get the accommodations, modifications, supplementary aides and services and /or behavior intervention plan for each student. Use your discretion about those that need access to this information.

- All teachers may sign the same form.
- Retain these forms at school.
- Forms should be placed in a notebook that is maintained by the Special Education Coordinator. When a new form is done, it should be placed on top of the new form for that year. These forms should be filed by the year.
- Forms should be maintained for the same length as other forms related to special education services.

Transition and Transfer Procedures

General Out-of-System Student Transfer Procedures Checklist

Responsibilities on the first day the student enters:

Special Education Coordinator:

- Complete *Transfer Packet* and assign a Case Manager.
- Provide a copy of *Parental Rights*.
- Make a copy of *Registration Sheet*.
- Send completed packet to SPED Office within 5 days of enrollment.

(Do not wait on other documents)
- Send IEP / Eligibility to School Psychologist at BOE for review.

The Transfer packet documents and information will be reviewed and returned to the Special Education Coordinator along with the [*Transfer Recommendation Form*](#).

Procedures for Students who move within the School System

Transition to Upper Grade Levels

- When the IEP team anticipates that a student will be moving to a new school building (usually as a result of promotion), invite Special Education Coordinator from the receiving school to attend the last IEP meeting before the transition will occur. (If the last IEP meeting is in the fall, schedule a general transition meeting in the spring. This meeting may be informal so that several students may be discussed.) The Special Education Coordinator may designate another teacher to attend. Refer to the Special Education calendar to schedule this meeting, so folders may be sent to the Central Office at the appropriate time.

Moving Between Schools (Same Grade Level)

- The Primary Case manager for the student is the professional who has the primary responsibility for monitoring student attendance and movement within the Pierce County School System. If a student is not attending school and the cause is unknown, the primary case manager is responsible for ascertaining the cause and whereabouts of the student. If the Primary Case manager discovers that the student has moved to another district, then s/he should notify the Special Education Coordinator immediately.
- If you know a child is going to move or if you found out later that a child moved, the Special Education Coordinator of the school which the student is currently attending notifies the Special Education Coordinator of the school where the student is expected to enroll or has enrolled and the Special Education Records Clerk.
- If the move is discovered by someone at the receiving school, then this information should be shared with the Special Education Coordinator of the receiving school, and should contact the Special Education Coordinator of the school the student attended previously and the Special Education Secretary.
- The Special Education Coordinator of the school the student previously attended should send the School Special Education Folder and Student Achievement/Compliance notebook sheets and data to the Special Education Coordinator of the receiving school within 5 school days.
- The Special Education Coordinator of the receiving school will review the file, and if anything is missing or incorrect, she will inform the Special Education Coordinator at the previous school.

Transitioning to and from Programs/Settings not in PCSD

Harrell Learning Center Referral

- Consult the School Psychologist and/or the Special Education Director for approval of referral / placement and then complete the [Harrell Center Referral Checklist and Packet](#).

Alternative School (*Gateway*)

- When a student has a major incident or an accumulation of many discipline referrals, consideration can be made for placement at *Gateway* for grades 6 – 12.

The following steps should occur:

- Conduct Manifestation Determination meeting if being placed at *Gateway* for behavior. (If a BIP is not in place, then the FBA/BIP process should be implemented).
- Current BIP is reviewed to make sure it was being implemented
- IEP team meets to determine the recommended placement
- Principal or appropriate assistant principal is given all paperwork (referral(s), IEP meeting minutes, BIP, etc.) and contacts Student Services Director at the Central Office. Paperwork is reviewed by School Psychologist and a meeting is scheduled by case-manager to discuss alternative placement with the student and parent(s)/guardian(s).
- The IEP team will convene and amend the IEP to reflect services at *Gateway*.
- A new consent for placement is signed.
- The student has the right to a hearing/tribunal for major incidents. During a meeting with the Student Services Director, the student may waive this right and accept the placement suggested by the IEP Team or call for a hearing.

Transitioning from Babies Can't Wait

- BCW personnel send referral to preschool special education staff
- Preschool special education staff should schedule a meeting to complete intake paper work, including Social Background form, and request additional records. At this time the birth certificate and social security number are obtained for GTID# claim purposes.
- After vision & hearing records have been received, send referral to the Central Office along with a copy of birth certificate and social security card.
- Psychologist and/or other staff members will evaluate
- IEP meeting will be held prior to the child's 3rd birthday.

Refer to the following link for information from the GA DOE:

[Steps for Success: A guide for Georgia Children with Disabilities, Their Families, Babies Can't Wait Early Intervention Services, Schools, and Community Programs](#)

Transitioning to Post-secondary Settings

- The Pierce County School System has a comprehensive guide to transition for those students entering 9th grade or are 16 years of age.

* For further information refer to the [GA DOE - Transition Homepage](#)

College and Career Readiness- Procedures

Transition is the movement from school to post school environments. It should include the skills necessary for the student to be successful in education, employment, and independent living after completion of high school.

Transition requires support from multiple sources for the student and his/her family to make choices, develop connections, and access services. Beginning not later than the first IEP to be in effect when the student begins ninth grade or turns 16, or younger if determined appropriate by the IEP team and is updated annually thereafter. The IEP must include: (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 course of study) needed to assist the child in reaching those goals. The Graduation Plan and the course of study should focus on instructional and educational classes and experiences that will assist the student to prepare for transition from secondary education to postsecondary life and a regular high school diploma. It should relate directly to the student's post-secondary outcome goals and show how the planned course of study is linked to these goals. The course of study should be meaningful to the student's future and motivate the student to reach successful post school outcomes.

The student should be involved in the transition components of the IEP and should be invited to this portion of the IEP meeting. If the student does not attend the IEP meeting, the school system must take other steps including verbal and written input to ensure that the student's preferences and interests are considered before developing the transition aspects of the IEP. It should also be noted that the parent and student should be aware of other agencies that must be invited to help with successful transition planning.

Transition Planning begins long before high school in the Pierce County School System. Students are invited to the IEP Meetings beginning in 1st grade and play a role in the meetings from the beginning. The involvement gradually increases as the student progresses through school.

Transition Procedures for Each Grade Level

Pierce County Schools 1st Grade IEP Meeting

Prior to the Meeting	At the Meeting
<p data-bbox="228 506 358 541"><u>Teacher</u></p> <ul data-bbox="277 583 776 1276" style="list-style-type: none"><li data-bbox="277 583 776 968">• The case manager will need to meet with the student prior to the meeting and explain the IEP meeting process. The case manager will need to role play with the student his/her role in the meeting.<li data-bbox="277 978 776 1276">• The case manager and student will prepare parts of the ASPIRE program into the regular IEP meeting as based on the students' needs and abilities.	<ul data-bbox="862 516 1373 1209" style="list-style-type: none"><li data-bbox="862 516 1373 768">• Student will be listed on the Meeting Notice under optional. The student will sign in at the meeting on the sign in sheet.<li data-bbox="862 779 1373 905">• The student will introduce parents to the committee.<li data-bbox="862 915 1373 1041">• The student will share a piece or pieces of work with the parent.<li data-bbox="862 1052 1373 1209">• The student participation part of the meeting should last no more than five to ten minutes.

**Pierce County Schools
2th Grade IEP Meeting**

Prior to the Meeting	At the Meeting
<p><u>Teacher</u></p> <ul style="list-style-type: none"> • The case manager will need to meet with the student prior to the meeting and explain the IEP meeting process. The case manager will need to role play with the student his/her role in the meeting. • The case manager and student will prepare parts of the ASPIRE program into the regular IEP meeting as based on the students' needs and abilities. 	<ul style="list-style-type: none"> • Student will be listed on the Meeting Notice under optional. The student will sign in at the meeting on the sign in sheet. • The student will introduce parents to the committee. • The student will share a piece or pieces of work with the parent. • The student participation part of the meeting should last no more than five to ten minutes.

**Pierce County Schools
3rd Grade IEP Meeting**

Prior to the Meeting	At the Meeting
<p><u>Teacher</u></p> <ul style="list-style-type: none"> • The case manager will need to meet with the student prior to the meeting and explain the IEP meeting process. The case manager will need to role play with the student his/her role in the meeting. • The case manager and student will prepare parts of the ASPIRE program into the regular IEP meeting as based on the students' needs and abilities. 	<ul style="list-style-type: none"> • Student will be listed on the Meeting Notice under optional. The student will sign in at the meeting on the sign in sheet. • The student will introduce parents to the committee. • The student will introduce committee to parents. • The student will share a piece or pieces of work with the parent. • The student participation part of the meeting should last no more than five to ten minutes.

Pierce County Schools
4th Grade IEP Meeting

Prior to the Meeting	At the Meeting
<p><u>Teacher</u></p> <ul style="list-style-type: none"> • The case manager will need to meet with the student prior to the meeting and explain the IEP meeting process. The case manager will need to role play with the student his/her role in the meeting. • The case manager and student will prepare parts of the ASPIRE program into the regular IEP meeting as based on the students' needs and abilities. 	<ul style="list-style-type: none"> • Student will be listed on the Meeting Notice under optional. The student will sign in at the meeting on the sign in sheet. • The student will introduce parents to the committee. • The student will introduce committee to parents. • The student will share any concerns with the committee. • The committee will share any concerns with the student. • The student will discuss current grades and progress towards IEP Goals. • The student will share a piece or pieces of work with the parent. • The student participation part of the meeting should last no more than five to ten minutes.

Pierce County Schools
5th Grade Transition Planning/IEP Meeting

Prior to the Meeting	At the Meeting
<p><u>Teacher</u></p> <ul style="list-style-type: none"> • The case manager will need to meet with the student prior to the meeting and explain the IEP meeting process. The case manager will need to role play with the student his/her role in the meeting. • The case manager and student will prepare parts of the ASPIRE program into the regular IEP meeting as based on the students' needs and abilities. <p><u>Student</u></p> <p>Student Interview</p> <p><u>Parent</u></p> <p>Parent Interview</p>	<ul style="list-style-type: none"> • Student will be listed on the Meeting Notice under optional. The student will sign in at the meeting on the sign in sheet. • Student will greet parent and bring to meeting room. • The student will introduce the members of the committee and the parent. • The student will share any concerns with the committee. • The committee will share any concerns with the student. • The student will discuss current grades and progress towards IEP Goals. • The student will share a piece or pieces of work with the parent. • The student participation part of the meeting should last no more than five to ten minutes.

**Pierce County Schools
6th Grade Transition Planning/IEP Meeting**

Prior to the Meeting	At the Meeting
<p><u>Teacher</u></p> <ul style="list-style-type: none"> • The case manager will need to meet with the student prior to the meeting and explain the IEP meeting process. The case manager will need to role play with the student his/her role in the meeting. • The case manager will prepare parts of the ASPIRE program into the regular IEP meeting as based on the students' needs and abilities. <p>The following inventories will be completed in the 6th grade:</p> <p><u>Student</u></p> <ul style="list-style-type: none"> • Student will prepare part of the ASPIRE program into the regular IEP meeting as based on the students' needs and abilities. • Learning Styles Inventory • Interview 	<ul style="list-style-type: none"> • Student will be listed on the Meeting Notice under optional. The student will sign in at the meeting on the sign in sheet. • The student will introduce the members of the committee and the parent. • The student will share any concerns with the committee. • The committee will share any concerns with the student. • The student will discuss current grades and progress towards IEP Goals. • The student will share a piece or pieces of work with the parent and any inventories that have been completed.

Pierce County Schools
7th Grade Transition Planning/IEP Meeting

Prior to the Meeting	At the Meeting
<p><u>Teacher</u></p> <ul style="list-style-type: none"> • The case manager will need to meet with the student prior to the meeting and explain the IEP meeting process. The case manager will need to role play with the student his/her role in the meeting. <p><u>Student</u></p> <ul style="list-style-type: none"> • Student will complete ASPIRE Surveys or GA SPDG assessments. • The student will prepare parts of the ASPIRE program into the regular IEP meeting based on the students' needs and abilities. <p><u>Teacher</u> Include Milestone scores from 6th Grade in Teacher folder. Review the scores with the student.</p>	<ul style="list-style-type: none"> • Student will be listed on the Meeting Notice. The student will sign in at the meeting on the sign in sheet. • The student will introduce the members of the committee and the parent. • The student will share any concerns with the committee. • The committee will share any concerns with the student. • The student will share current grades (copy of current grades will be needed prior to the meeting) and progress towards IEP Goals using charts or AIMS data. • The student will share a piece or pieces of work with the parent.

Pierce County Schools
8th Grade Transition Planning/IEP Meeting

Prior to the Meeting	At the Meeting
<p><u>Teacher:</u></p> <ul style="list-style-type: none"> • The case manager will meet with the student and complete all inventories with the student and discuss results. <p>The following inventories will be completed in 10th Grade:</p> <ul style="list-style-type: none"> • Student will complete the Job-Related Interest and Preference Inventory <p>(For low functioning ID students :)</p> <ul style="list-style-type: none"> • <i>Brigance</i> Transition Skills Inventory <p>Include Milestone scores from 9th grade and include in the teacher folder, review the scores with the student.</p> <p><u>Student:</u></p> <ul style="list-style-type: none"> • The student will prepare parts of the ASPIRE program into the regular IEP meeting based on the students' needs and abilities. • Student will complete the Job-Related Interest and Preference Inventory <p><u>Parent:</u> Apply for SSI and/or SSI waivers if necessary.</p>	<ul style="list-style-type: none"> • Student will be listed as a required member of the committee. • The student will sign in at the meeting on the sign in sheet. • The student will share any concerns with the committee. • The committee will share any concerns with the student. • Student will share transition information about themselves using ASPIRE activities. • Student will select high school course of study on chosen cluster/pathway • The student will share current grades (copy of current grades will be needed prior to the meeting) and progress towards IEP Goals using charts or AIMS data. The student will share which accommodations are most useful to them.

Pierce County Schools
9th Grade Transition Planning/IEP Meeting

Prior to the Meeting	At the Meeting
<p><u>Teacher:</u></p> <ul style="list-style-type: none"> • The case manager will meet with the student and complete all inventories with the student and discuss results. <p>The following inventories will be completed in 9th Grade:</p> <ul style="list-style-type: none"> • Reading Style Checklist • Learning/Working Styles Inventory <p>(For low functioning ID students)</p> <ul style="list-style-type: none"> • Brigrance Transition Skills Inventory <p>Include Milestone scores from 8th grade in Teacher Folder. Review the scores with the student.</p> <p><u>Student:</u></p> <ul style="list-style-type: none"> • The student will prepare parts of the ASPIRE program into the regular IEP meeting based on the students' needs and abilities. • Complete inventories • Discuss results with case manager • practice telling the committee about the Transition Plan and results of inventories <p><u>Parent:</u></p> <p>Apply for SSI and/or SSI waivers if necessary.</p>	<ul style="list-style-type: none"> • Student will be listed as a required member of the committee. • The student will sign in at the meeting on the sign in sheet. • The student will share any concerns with the committee. • The committee will share any concerns with the student. • Student will share transition information about themselves using ASPIRE activities. • Student will select high school course of study on chosen cluster/pathway • The student will share current grades (copy of current grades will be needed prior to the meeting) and progress towards IEP Goals using charts or AIMS data. • The student will share which accommodations are most useful to them.

Name: _____ Date: _____

Reading Style Preference Checklist

To complete this checklist, please read through all statements below. Then go back through them again and check off the statements that sound most like you.

How I Learn Best

- _____ I learn best by reading silently.
- _____ I learn best by reading out loud to myself.
- _____ I learn best by reading out loud in a small group.
- _____ I learn best by having someone read to me.
- _____ I learn best by listening to a tape recording.
- _____ I learn best by listening to a tape recording and following along in the reading.
- _____ I learn best by discussing what I read.

Types of Reading Problems I Face

- _____ I often don't understand what I have just read.
- _____ I often don't remember what I have just read.
- _____ I have trouble with new vocabulary.
- _____ I always feel that I need extra time to complete reading assignments.
- _____ I have trouble concentrating when I read.
- _____ I get tired easily when I read.
- _____ I often lose my place when I read.
- _____ I skip words or lines when I read.

NAME: _____ **DATE:** _____

Study each statement carefully and choose one of the 4 answers that best describes how you feel about what is said. Fill in the space containing the number of your choice.

4 = MOST LIKE ME **3** = SOMEWHAT LIKE ME **2** = NOT MUCH LIKE ME **1** = LEAST LIKE ME

- | | | |
|--|----------------|-----|
| 1. When I am trying hard to learn or study something, I pace the floor ----- | 4 3 2 1 | 1. |
| 2. I remember what I learn by closing my eyes to recall it ----- | 4 3 2 1 | 2. |
| 3. Taking notes in a notebook helps me learn best ----- | 4 3 2 1 | 3. |
| 4. When learning information for the first time I read it aloud ----- | 4 3 2 1 | 4. |
| 5. I like studying with one or more friends ----- | 4 3 2 1 | 5. |
| 6. Studying alone is enjoyable to me ----- | 4 3 2 1 | 6. |
| 7. I study better when sitting at a desk or table ----- | 4 3 2 1 | 7. |
| 8. When I study, I like to sit in a soft chair, on pillows or on a couch ----- | 4 3 2 1 | 8. |
| 9. A well lit room helps me study better ----- | 4 3 2 1 | 9. |
| 10. I learn best in a room that is dimly lit ----- | 4 3 2 1 | 10. |
| 11. Studying in a warm, cozy room makes it easier for me to learn ----- | 4 3 2 1 | 11. |
| 12. I feel more comfortable in cool weather ----- | 4 3 2 1 | 12. |
| 13. Studying is best for me when it is quiet ----- | 4 3 2 1 | 13. |
| 14. Noise helps me to study or concentrate ----- | 4 3 2 1 | 14. |
| 15. Speaking helps me express my ideas better than writing ----- | 4 3 2 1 | 15. |
| 16. It is easier for me to write what is on my mind than to speak it ----- | 4 3 2 1 | 16. |
| 17. Working in jobs out-of-doors is enjoyable to me ----- | 4 3 2 1 | 17. |
| 18. I prefer jobs requiring me to work indoors ----- | 4 3 2 1 | 18. |
| 19. I like working on a job that requires me to work at a desk or table ----- | 4 3 2 1 | 19. |
| 20. Moving from one area to another to work is something I enjoy ----- | 4 3 2 1 | 20. |
| 21. I enjoy lifting and moving items on my job ----- | 4 3 2 1 | 21. |
| 22. Lifting or moving things on my job is not what I like to do ----- | 4 3 2 1 | 22. |
| 23. Looking up information in a library is enjoyable to me ----- | 4 3 2 1 | 23. |
| 24. I enjoy working with people more than working with data ----- | 4 3 2 1 | 24. |
| 25. I prefer working with things rather than with people ----- | 4 3 2 1 | 25. |
| 26. Tapping my foot or fingers helps me to study or learn ----- | 4 3 2 1 | 26. |
| 27. When I read materials, important facts are easy to remember ----- | 4 3 2 1 | 27. |
| 28. Using an outline helps me study ----- | 4 3 2 1 | 28. |
| 29. I learn best through class discussions and lectures ----- | 4 3 2 1 | 29. |
| 30. The things I do best I do with my friends ----- | 4 3 2 1 | 30. |
| 31. The things I do best I do alone, without my friends ----- | 4 3 2 1 | 31. |
| 32. When I study, I like to sit in a straight chair ----- | 4 3 2 1 | 32. |
| 33. I learn best when I am sitting on the floor in a relaxed area ----- | 4 3 2 1 | 33. |
| 34. A well-lit area helps me think more clearly ----- | 4 3 2 1 | 34. |
| 35. I like to study in a dimly-lit area ----- | 4 3 2 1 | 35. |
| 36. I can think or concentrate better when I am warm ----- | 4 3 2 1 | 36. |
| 37. When I am cool, I think more clearly ----- | 4 3 2 1 | 37. |
| 38. Noise keeps me from thinking or concentrating on my work ----- | 4 3 2 1 | 38. |

NAME: _____ **DATE:** _____

Study each statement carefully and choose one of the 4 answers that best describes how you feel about what is said. Fill in the space containing the number of your choice.

4 = MOST LIKE ME **3** = SOMEWHAT LIKE ME **2** = NOT MUCH LIKE ME **1** = LEAST LIKE ME

- | | | |
|--|----------------|-----|
| 39. Before studying new information, I turn on the radio or television ----- | 4 3 2 1 | 39. |
| 40. I enjoy being called upon to explain answers or situations ----- | 4 3 2 1 | 40. |
| 41. I express myself better in writing than in speaking ----- | 4 3 2 1 | 41. |
| 42. Working out-of-doors relaxes me ----- | 4 3 2 1 | 42. |
| 43. Working indoors relaxes me ----- | 4 3 2 1 | 43. |
| 44. I enjoy working in one area ----- | 4 3 2 1 | 44. |
| 45. Working in one area for a long period of time bothers me ----- | 4 3 2 1 | 45. |
| 46. Lifting and moving things helps me show others how strong I am ----- | 4 3 2 1 | 46. |
| 47. I seek jobs that do not require me to lift or move objects ----- | 4 3 2 1 | 47. |
| 48. Working with facts or figures is enjoyable to me ----- | 4 3 2 1 | 48. |
| 49. I would rather work with people than with things, facts or figures ----- | 4 3 2 1 | 49. |
| 50. I would rather work with things than with people, facts or figures ----- | 4 3 2 1 | 50. |
| 51. When I can relate to something I have done, I understand it better ----- | 4 3 2 1 | 51. |
| 52. I enjoy reading ----- | 4 3 2 1 | 52. |
| 53. When I read, I remember best when I underline the important facts ----- | 4 3 2 1 | 53. |
| 54. To remember important facts, I need only to listen carefully ----- | 4 3 2 1 | 54. |
| 55. I like my friends to assist me in completing my assignments ----- | 4 3 2 1 | 55. |
| 56. Studying is something I like to do by myself ----- | 4 3 2 1 | 56. |
| 57. I like to have all my materials handy when I study ----- | 4 3 2 1 | 57. |
| 58. When sitting on my bed, I study or learn new information better ----- | 4 3 2 1 | 58. |
| 59. Bright lights help me think better ----- | 4 3 2 1 | 59. |
| 60. Dim lights help me think better ----- | 4 3 2 1 | 60. |
| 61. Being in a warm area helps keep me alert ----- | 4 3 2 1 | 61. |
| 62. Cool surroundings help me stay alert ----- | 4 3 2 1 | 62. |
| 63. Loud or soft noises bother me when I am trying to study ----- | 4 3 2 1 | 63. |
| 64. I study best in a noisy area ----- | 4 3 2 1 | 64. |
| 65. I would rather call a friend on a telephone than write a letter ----- | 4 3 2 1 | 65. |
| 66. When I want to express my ideas, I jot them down first ----- | 4 3 2 1 | 66. |
| 67. If I could choose my job setting it would be out-of-doors ----- | 4 3 2 1 | 67. |
| 68. If I could choose my job setting it would be indoors ----- | 4 3 2 1 | 68. |
| 69. I would rather work in one area than moving to different areas ----- | 4 3 2 1 | 69. |
| 70. I would rather have different work areas than just one work area ----- | 4 3 2 1 | 70. |
| 71. Moving or arranging things is something I seek in a job ----- | 4 3 2 1 | 71. |
| 72. Letting others know how strong I am on a job is not important ----- | 4 3 2 1 | 72. |
| 73. I seek jobs that require me to work with facts or figures ----- | 4 3 2 1 | 73. |
| 74. Working with people is something I seek in a job ----- | 4 3 2 1 | 74. |
| 75. Something I seek in a job is working with things ----- | 4 3 2 1 | 75. |

**Pierce County Schools
10th Grade Transition Planning/IEP Meeting**

Prior to the Meeting	At the Meeting
<p><u>Teacher:</u></p> <ul style="list-style-type: none"> • The case manager will meet with the student and complete all inventories with the student and discuss results. <p>The following inventories will be completed in 10th Grade:</p> <ul style="list-style-type: none"> • Student will complete the Job-Related Interest and Preference Inventory <p>(For low functioning ID students :)</p> <ul style="list-style-type: none"> • Brigrance Transition Skills Inventory <p>Include Milestone scores from 9th grade and include in the teacher folder, review the scores with the student.</p> <p><u>Student:</u></p> <ul style="list-style-type: none"> • The student will prepare parts of the ASPIRE program into the regular IEP meeting based on the students' needs and abilities. • Student will complete the Job-Related Interest and Preference Inventory <p><u>Parent:</u> Apply for SSI and/or SSI waivers if necessary.</p>	<ul style="list-style-type: none"> • Student will be listed as a required member of the committee. • The student will sign in at the meeting on the sign in sheet. • The student will share any concerns with the committee. • The committee will share any concerns with the student. • Student will share transition information about themselves using ASPIRE activities. • Student will select high school course of study on chosen cluster/pathway • The student will share current grades (copy of current grades will be needed prior to the meeting) and progress towards IEP Goals using charts or AIMS data. • The student will share which accommodations are most useful to them.

Job-Related Interest and Preference Inventory

Name: _____ Date: _____

Job-Related Interest and Preference Inventory

1. What job(s) would you like to have when you finish school? _____

Why? Have you done this job before? _____

2. What are your favorite days of the week to work? _____

Why? _____

3. What hours or time of the day do you want to work? _____

4. Are you willing to work nights or weekends, if the boss asks you to? _____

5. Do you want to work indoors or outdoors? _____

6. Would you rather be standing or sitting at work? _____

7. Do you want to work alone or with other people? _____

8. Do you want to work at a fast-paced and busy place or at a slow place? _____

9. Do you like it to be noisy or quiet when you work? _____

10. Do you prefer music or no music playing where you work? _____

11. Do you prefer a job that makes you wear a uniform? _____

Pierce County Schools
11th Grade Transition Planning/IEP Meeting

Prior to the Meeting	At the Meeting
<p><u>Teacher:</u> The case manager will meet with the student and complete all inventories with the student and will complete all sections of the Transition Plan. Invite Vocational Rehab to meeting.</p> <p>The following inventories will be completed in 11th Grade:</p> <p><u>Transition-to-Work Inventory</u></p> <p>(For low functioning ID students :) Brigrance Transition Skills Inventory Include Milestone scores from 10th grade and include in the teacher folder, review the scores with the student</p> <p><u>Student:</u> Complete inventories Discuss results with case manager practice telling the committee about the Transition Plan and results of inventories The student will prepare parts of the ASPIRE program into the regular IEP meeting based on the students' needs and abilities</p> <p><u>Parent:</u> Apply for SSI and/or SSI waivers if necessary.</p>	<ul style="list-style-type: none"> • Student will be listed as a required member of the committee. • The student will sign in at the meeting on the sign in sheet. • The student will share any concerns with the committee. • The committee will share any concerns with the student. • Student will share transition information about themselves using ASPIRE activities. • Student will select high school course of study on chosen cluster/pathway • The student will share current grades (copy of current grades will be needed prior to the meeting) and progress towards IEP Goals using charts or AIMS data. • The student will share which accommodations are most useful to them. • Vocational Rehabilitation will be included in the meeting once the student is 16 years old or older.

Pierce County Schools
12th Grade Transition Planning/IEP Meeting

Prior to the Meeting	At the Meeting, cont.
<p><u>Teacher:</u> The case manager will meet with the student and complete all inventories with the student and will complete all sections of the Transition Plan</p> <p>The following inventories will be completed in 12th Grade:</p> <ul style="list-style-type: none"> • Personal and Professional Goals Worksheet • Transition-to-Work Inventory (Review and update 11th grade results) <p>(For low functioning ID students)</p> <ul style="list-style-type: none"> • <i>Brigance</i> Transition Skills Inventory <p>Include Milestone scores from 11th grade and include in the teacher folder, review the scores with the student</p> <p><u>Student:</u></p> <ul style="list-style-type: none"> • Complete inventories • Discuss results with case manager • practice telling the committee about the Transition Plan and results of inventories • The student will prepare parts of the ASPIRE program into the regular IEP meeting based on the students' needs and abilities <p><u>Parent:</u> apply for SSI, SSI waivers if necessary.</p>	<ul style="list-style-type: none"> • Student will be listed as a required member of the committee. • The student will sign in at the meeting on the sign in sheet. • The student will share any concerns with the committee. • The committee will share any concerns with the student. • Student will share transition information about themselves using ASPIRE activities. • Student will select high school course of study on chosen cluster/pathway • The student will share current grades (copy of current grades will be needed prior to the meeting) and progress towards IEP Goals using charts or AIMS data. • The student will share which accommodations are most useful to them. • Vocational Rehabilitation will be included in the meeting once the student is 16 years old or older.

Name: _____ Date: _____

Personal and Professional Goals Worksheet

Questions	Responses
1. Make a list of your dreams and aspirations. What do you want to do, have, and be?	
2. What do you most want to commit to? What are you excited about? What will give you the most satisfaction? Select your three most important goals.	
3. What short-term objectives do you need to reach your long-term goals?	
4. What resources (friends, colleagues, training opportunities, materials) can you use to help reach those goals?	
5. When do you expect to achieve your goals?	
6. What changes will you have to make to achieve your goals?	
7. What are the potential barriers that will prevent you from reaching your goals?	
8. Where can you place your goals calendar so that it is a visible reminder?	

Source: "Juggling Roles and Making Changes," by J. L. Luckner, Winter 1996, *Teaching Exceptional Children*, p. 27. Copyright 1996 by the Council For Exceptional Children. Reprinted with permission.

ASPIRE Organizing Topic Activities

IEP Participation

ASPIRE Lesson Activities: [IEP Participation](#)

Awareness of the IEP

ASPIRE Lesson Activities: [IEP Awareness](#)

Knowledge of IEP Content

ASPIRE Lesson Activities: [Knowledge of IEP Content](#)

Strengths and Challenges

ASPIRE Lesson Activities: [Learner Strengths and Challenges](#)

Communication Skills

ASPIRE Lesson Activities: [Communication Skills](#)

Transition & ASPIRE Procedures



Pierce County School System Student Participation in IEP Meeting Transition & ASPIRE Procedures

****Student pre-surveys are only completed the first year of the student's participation in the ASPIRE Program.****

Pre-K (4 year olds) and Kindergarten

The student will enter at the beginning of the meeting to make introductions and to present their product.

Product/Presentation:

The students will show the committee a skill that he or she has learned in class. This can be (but not limited to) an app on the i-Pad, a classroom procedure, a drawing or writing piece, a tour of the classroom, a video of he or she participating in class, etc.

Length of Meeting:

The student participation part of the meeting should last no more than 5-10 minutes. The student will make introductions and present their product.

1st Grade

The student will enter at the beginning of the meeting to make introductions of team members and present their product.

Product/Presentation:

The student will draw a picture of something they like and dislike about school. The student will write a sentence for each picture. The student will present their artwork to the team.

Length of Meeting:

The student participation part of the meeting should last no more than 5-10 minutes. The student will make introductions and present their product.

ASPIRE Post Survey:

Post surveys include: Student, Family, and Educator.

- Parent survey must be given at the time of the meeting.
- Student and educator surveys must be submitted online within 3 days of the IEP meeting.

In addition to completing the Post-survey, teachers must also complete the ASPIRE Exit Checklist on each student (provided in ASPIRE teacher folder).

2nd and 3rd Grade

The student will enter at the beginning of their IEP meeting to make introductions of team members and present their strengths and weaknesses. If possible the student will describe one accommodation they use in class.

Product/Presentation:

The student will make a presentation about what they feel to be an academic strength and weakness through one of the following forms:

- Poster
- Oral Presentation
- Work Samples
- Other

*3rd grade students, will discuss accommodations.

Length of Meeting:

The student will stay 10-15 minutes to make introductions and present their strengths, weaknesses and accommodations as applicable.

Other Suggestions:

Student will create his/her own IEP Meeting Invitation

ASPIRE Post Survey:

Post surveys include: Student, Family, and Educator.

- Parent survey must be given at the time of the meeting.
- Student and educator surveys must be submitted online within 3 days of the IEP meeting.

In addition to completing the Post-survey, teachers must also complete the ASPIRE Exit Checklist on each student (provided in ASPIRE teacher folder).

4th and 5th Grade

The student will introduce themselves and the committee members at the meeting. The student will verbally discuss their strengths, challenges and goals.

Product/Presentation:

The student will make a presentation of their strengths, challenges, and goals through one of the following forms:

- Powerpoint/Flipchart/Prezi
- Poster
- Oral Presentation
- Work Samples

* 5th Grade- Discuss upcoming transition to PCMS and identify expectations and possible barriers

Length of Meeting:

The student will stay 10-15 minutes to make introductions and present their product.

ASPIRE Post Survey:

Post surveys include: Student, Family, and Educator.

- Parent survey must be given at the time of the meeting.
- Student and educator surveys must be submitted online within 3 days of the IEP meeting.

In addition to completing the Post-survey, teachers must also complete the ASPIRE Exit Checklist on each student (provided in ASPIRE teacher folder).

6th and 7th Grade

The student will lead and/or participate in the annual IEP meeting through one of the following forms of participation. The student will introduce the IEP committee members and make a 3-5 minute presentation. The student will verbally discuss their strengths and weaknesses, accommodations, progress towards goals and transition. The student should be able to stay the completion of the IEP, unless the parent or team requests otherwise.

Transition activities the students will complete prior to meeting:

PCMS Transition Assessment (complete every year during MS)

Then **one** of the following (complete a different one each year), these items will all be placed in the Transition section of the teacher folder.

- Assessing My Multiple Intelligences
- This Is How I See Myself
- Likes and Dislikes
- Learning/Working Styles Inventory

Product/Presentation:

Students will present a 3-5 minute presentation that includes the following:

- Personal strengths and weaknesses
- Accommodations that work and do not work
- Goals
- Discuss basic transitions between grade levels

The presentation can be one of the following:

- PowerPoint/PowToon/Prezi
- Oral Presentation
- Poster
- Other

ASPIRE Post Survey:

Post surveys include: Student, Family, and Educator.

- Parent survey must be given at the time of the meeting.
- Student and educator surveys must be submitted online within 3 days of the IEP meeting.

In addition to completing the Post-survey, teachers must also complete the ASPIRE Exit Checklist on each student (provided in ASPIRE teacher folder).

8th Grade

The student will lead and/or participate in the annual IEP meeting through one of the following forms of participation. The student will introduce the IEP committee members and make a 3-5 minute presentation. The student will verbally discuss their strengths and weaknesses, accommodations, progress towards goals and transition. The student should be able to stay the completion of the IEP, unless the parent or team requests otherwise.

Student will complete prior to meeting:

- PCMS Transition Assessment
- Self Determination Checklist
- Graduation Plan

*Grad Plan along with Self Determination Checklist must be placed in transition section of teacher folder.

Product/Presentation:

Students will also present a 3-5 minute presentation that includes the following:

- Personal strengths and weaknesses
- Accommodations that work and do not work
- Goals
- Transition Goals and Grad Plan

The presentation can be one of the following:

- PowerPoint/PowToon/Prezi
- Oral Presentation
- Poster
- Other

ASPIRE Post Survey:

Post surveys include: Student, Family, and Educator.

- Parent survey must be given at the time of the meeting.
- Student and educator surveys must be submitted online within 3 days of the IEP meeting.

In addition to completing the Post-survey, teachers must also complete the ASPIRE Exit Checklist on each student (provided in ASPIRE teacher folder).

9th-12th Grades

The student will lead and/or participate in the annual IEP meeting through one of the following forms of participation. The student will introduce the IEP committee members and make a 5-10 minute presentation. The student will verbally discuss their strengths and weaknesses, accommodations, progress towards goals and transition plan. The student should stay the completion of the IEP.

Student will complete prior to meeting:

9th- Learning/Working Styles Inventory
9th SC- PICS Inventory
10th- Job Related interests Inventory
11th- Transition to Work Inventory
11th SC- Transition Planning Inventory Modified
12th- Review Transition to Work Inventory

Product/Presentation:

Students will also present a 5-10 minute presentation that includes the following:

- Personal strengths and weaknesses
- Accommodations that work and do not work
- Goals
- Transition/Post-Secondary goals and options
- 11th & 12th grade- Identify needs for graduation

The presentation can be one of the following:

- PowerPoint/PowToon/Prezi
- Oral Presentation
- Poster
- Other

Other:

Discuss options and goals with Vocational Rehab Counselor
Apply for SSI if necessary

ASPIRE Post Survey:

Post surveys include: Student, Family, and Educator.

- Parent survey must be given at the time of the meeting.
- Student and educator surveys must be submitted online within 3 days of the IEP meeting.

In addition to completing the Post-survey, teachers must also complete the ASPIRE Exit Checklist on each student (provided in ASPIRE teacher folder).

Transition - Bridge Law

When the student enters middle school the Pierce County School System follows the Bridge Law. The Bridge Law requires:

- Students in 6th, 7th, and 8th grades to be provided with counseling, advisement, career awareness, career interest inventories and information to assist them in evaluating their academic skills and career interests.
- Every 8th grade student will create an individual graduation plan.
- High school students to be provided guidance, advisement, and counseling annually that will enable them to successfully complete their individual graduation plans, preparing them for a seamless transition to post-secondary study, further training, or employment.
- The individual graduation plan must be reviewed annually and approved by the student's counselor or teacher advisor and the student's parent or guardian.

The Special Education Case Manager, Transition Specialist, and the School Counselor will work collaboratively to ensure all students with disabilities have a Individualized Graduation Plan written prior to the IEP Meeting where the Transition Plan will be written. This includes students who are administered the Georgia Alternative Assessment. This will be a collaborative effort.

Required Transition Training for Staff

The Transition Planning/IEP Meeting procedure will be reviewed with all special education staff and counselors at the middle school and high school level during the first two weeks of school. The review will be conducted by the Special Education Leadership Team.

Transition Committee Meeting

The Transition Committee will meet at least three times per year to update procedures and to discuss Transition in the Pierce County School System.

Transition Plan Review

The Transition Specialist will review all Transition Plans for Special Education Students beginning in Grade 8.

Collaborative Transition Planning

Pierce County Schools will participate with the following agencies:

High School High Tech

Project Search

- The Pierce County School System will contract with the Ware County School System for a designated number of slots in Project Search.
- Students will complete an application process in May of each year for the following school year. The applicants will be selected by the Project Search Committee and the selections of the committee are final.
- The applicant must have completed all academic and testing requirements from Pierce County High School.
- Pierce County Schools will have a representative at each quarterly Project Search Meeting.

Collaborative Agreement with Vocational Rehabilitation

- The Pierce County School System will consider a collaborative agreement each year.
- The Vocational Rehabilitation Coordinator will work collaboratively with the middle school and high school to educate parents on the services of Vocational Rehabilitation.

Okefenokee Regional Transition Alliance

- The Pierce County School System will be represented on the ORTA Committee.
 - Parent Mentor
 - Transition Coordinator
 - At least one teacher from the middle school or high school
- The Pierce County School System will be represented at the annual area Transition Fair.

Pierce County Schools: BCW Transition Checklist

1. Child is referred to the Local Education Agency (LEA) at 2 years, 6 months of age, with parental consent.
2. A Transition Planning meeting has been held and a Transition Plan and a timeline of activities have been developed.
3. Parent(s) have visited Local Education Agency (LEA) preschool sites and/or other community program options for child.
4. All needed screenings and evaluations have been completed for the child, including vision, hearing and dental screenings.
5. Copies of the following records and information have been provided to the LEA:
 - a. *Birth Certificate (copy)
 - b. Proof of Residence
 - c. Shot (Immunization) Record
 - d. *Social Security Card (copy)
 - e. *Medicaid card (if applicable)
 - g. Emergency Contact (family members, doctor, etc.)
 - f. Babies Can't Wait program records
 - g. Other Preschool program records
 - h. Hospital, Clinic, or Medical Records (if applicable)
6. Eligibility for special education services has been determined for the child.
7. If child is not eligible for special education services from the LEA, other options have been discussed with the service coordinator and/or the LEA personnel.
8. Child's Individualized Education Program (IEP) or Service Plan (SP) meeting has been held and goals for the coming year have been set.
9. Placement for child has been determined, based on child's IEP/SP.
10. If needed, transportation has been arranged.
11. Parent(s) have met and talked with child's new teacher(s) and therapist(s).

***Parents bring to transition meeting.**

****Parents will complete other paperwork at transition meeting and/or first meeting with LEA including Registration Form, Social and Developmental History, Parent Interview, etc.**

School District Determination of Eligibility

Child's age: 33-36 months

- Children in BCW who will be turning 3 during the school year, must receive a comprehensive evaluation to determine eligibility for preschool special education services. All children who transition from BCW to the school system must be evaluated and placed (if eligible) by the student's 3rd birthday.
- Areas included in the Evaluation:
 - Hearing and Vision Screening
 - Health and Medical History (medical problems, medications, etc)
 - Developmental History (milestones: crawling, walking, talking, toilet training, etc)
 - Cognitive Development (thinking, reasoning, solving problems, etc.)
 - Physical Development (gross and fine motor skills)
 - Adaptive Development (dressing, self-feeding, toileting, taking care of self, etc)
 - Social and Emotional Development (interacting with others, understanding and responding to others and own emotions)
 - Communication Development (speech and language)
 - Present level of performance in various settings during age-appropriate activities
- If your child is eligible for preschool special education, a meeting to develop an IEP/SP will be scheduled. You are a member of the IEP/SP team along with individuals from the school system who have knowledge or expertise about your child and/or the curriculum. Parents and the school may also invite anyone they want who has expertise or knowledge, including your BCW service coordinator, other BCW service provider(s), or anyone else who has knowledge or expertise. This meeting is separate from the transition meeting.
- For children who turn 3 years of age during the summer months, eligibility determination for services and placement must be completed by the 3rd birthday. The IEP/SP team however, may determine to start services when the school year begins.

- Services are provided in the least restrictive environment (LRE). This refers to the extent the child will participate with typically developing children in regular activities or classes.
- There are various options for where your child may receive early childhood special education services, such as community preschool, child care, Head Start, or pre-kindergarten.

Contact Information

Phyllis Raulerson, Babies Can't Wait Service Coordinator
 Phone: 912-449-6906 Cell: 912-614-6001
phyllisraulerson@yahoo.com

Amy Peavy, Pierce County SpEd Early Intervention Specialist
 Phone: 912-449-2088
apeavy@pierce.k12.ga.us

POTENTIAL NEW PROGRAMS AND SERVICES:

Betty Thornton, Pierce County Head Start Family Advocate
(Free Preschool program for ages 3-4)
 619 Grady Street, Blackshear, GA 31516
 912-449-0004

Pierce County Health Department
(Hearing/vision screening, immunization records)
 715 Ware Street, Blackshear, GA 31516
 912-449-2033

Georgia Department of Labor, Unemployment Office
(Wage Inquiry)
 600 Plant Avenue, Waycross, GA 31501
 912-285-6105

Georgia Social Security Office
(Social Security card)
 303 Isabella Street, Waycross, GA 31501
 Office Hours: M, TU, TH, F 9:00am-3:00pm; W 9:00am-12:00pm
 877-405-3578

Ware County Board of Health
(Certified copy of birth certificate)
 604 Riverside Drive, Waycross, Georgia 31501
 912-283-1875

Georgia Department of Public Health, Vital Records
 Request Official Vital Events Records (ROVER)
First Copy: \$25.00 Additional Copies: \$5.00
 404-679-4702

Least Restrictive Environment

Continuum of Service Options to be considered:

A full continuum of special education services within the home school should be explored prior to considering a more restrictive placement in another school or setting.

1. *Regular Education- Students with*
2. *Consultative*
3. *Regular Education w/ Para-professional Support*
4. *Regular Education w/ Special Education Teacher*
5. *Resource Setting w/ Special Education Teacher*
6. *Self-Contained Setting*
7. *Alternative Settings (Gateway, Hospital/Homebound, GNETS, Home-Based, etc...)*

PERSONNEL SUPPORT	DESCRIPTION OF SERVICE
GENERAL EDUCATION	Students with disabilities are served in the general education class with no personnel support.
CONSULTATION	Students with disabilities receive at least one segment per month of direct service from the special education teacher.
SUPPORTIVE INSTRUCTION	Students with disabilities receive service from personnel other than a certified teacher in the general education classroom (i.e., a paraprofessional, interpreter, or job coach).
COLLABORATION	A special education teacher works with identified students with disabilities and the general education teacher within the general education classroom (less than full segment daily).
CO-TEACHING	The special education teacher provides service in the general education classroom by sharing teaching responsibility with the general education teacher (full segment everyday).
ALTERNATIVE PLACEMENT	The special education teacher provides instruction to students with disabilities in a separate classroom, special schools, home environment, hospitals, or institutions.

Refer to the following LRE document when making decisions in which a student will receive more or less support from special education services:

Least Restrictive Environment

Basically, Least Restrictive Environment means that students with disabilities should be placed in the general education setting to the maximum extent possible. LRE is a requirement of the federal law mandating special education services, and in the Pierce County Schools, the IEP team is expected to carefully consider the Least Restrictive Environment for each child.

Factors to Consider Prior to Placement in a More Restrictive Setting

- 1) Is the student prescribed medication? If so, is the medication being administered as prescribed?
YES NO N/A
- 2) If the student is a first-time kindergarten student, has he or she been in preschool? If not, can the student's difficulty (whether academic, behavioral, or both) be explained by a lack of exposure to curriculum and/or structure?
YES NO N/A
- 3) Does the student regularly attend school? If attendance problems are evident, the school social worker may need to be involved.
YES NO N/A
- 4) In what manner is the student being provided Special Education services at present? Are the maximum amount of resources being utilized within the student's home school?
YES NO N/A
- 5) If the reason for the student's lack of success is primarily behavioral, has a Functional Behavior Assessment been conducted and has a Behavior Intervention Plan been implemented?
YES NO N/A
- 6) If the reason for the student's lack of success is primarily academic, have a variety of scientifically-based curriculum and learning strategies been attempted?
YES NO N/A
- 7) In situations where a student's behavior is the primary concern, has the parent or guardian been given the opportunity to develop behavioral strategies in conjunction with the school to address the behavior?
YES NO N/A

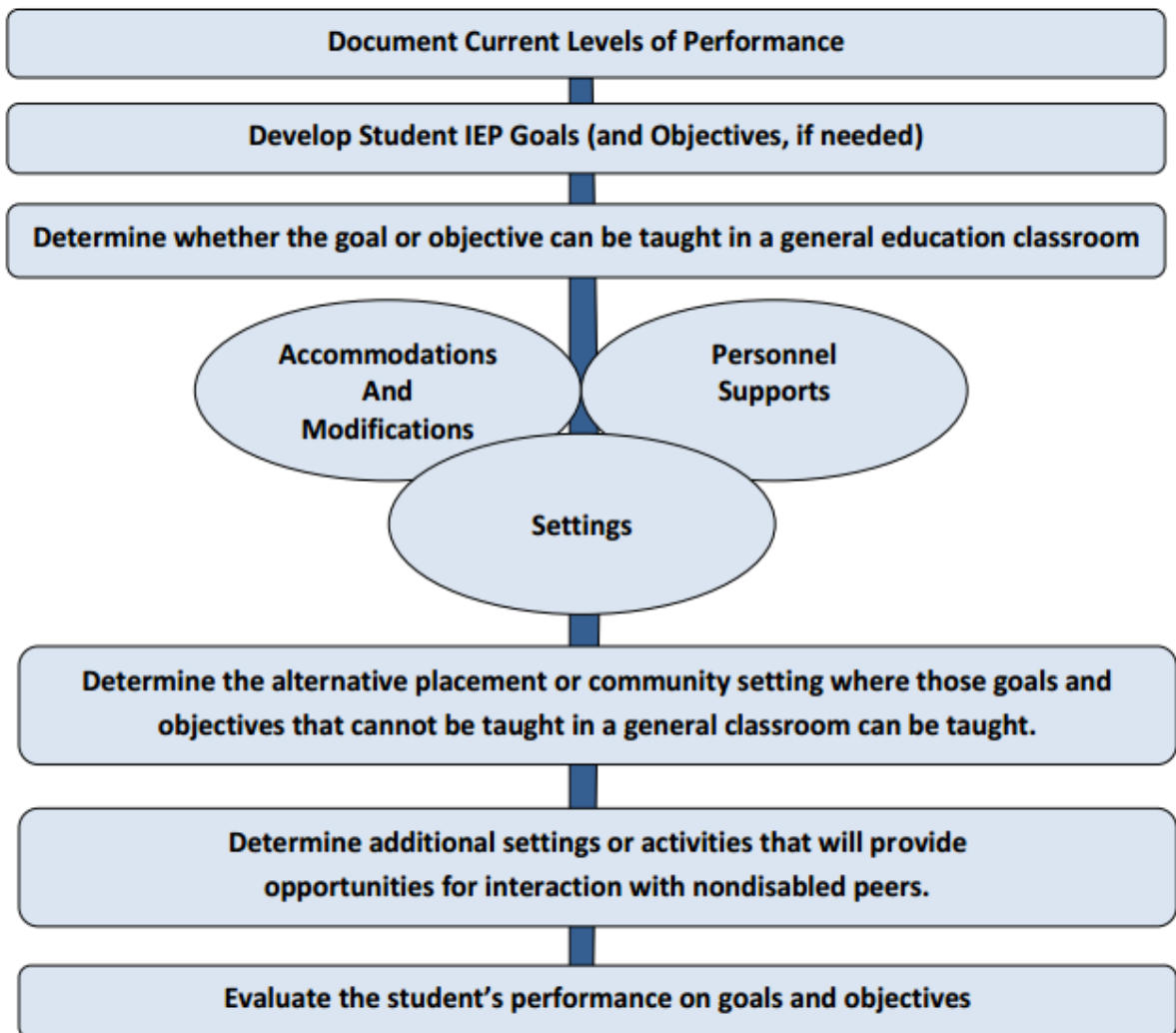
[GA DOE - Co-Teaching and LRE Resources Homepage](#)

GA DOE State Rules- [Least Restrictive Environment \(LRE\)](#)

Special Education Rules Implementation Manual

The IEP team can consider placing the student outside of general education settings **only** when the IEP team has evidence that even with the use of supplemental aids and services, education in general education settings will not be successful. If the student is placed in a setting other than general education settings for a portion of the school day, high expectations for achievement in the GPS and a plan for moving back into less restrictive settings should continue to be in place.

LRE Decision Process



Transfer of Students to Access Self-Contained Services

Sometimes a student's needs cannot be met successfully in the student's home school environment. In these cases, the student's services will need to be transferred to another school in Pierce County.

- Essentially, the need for transition and migration of individual student services must be documented through adequate progress monitoring.
- If progress monitoring data substantiates the need for possible transfer to a more restrictive setting, contact either the Psychologist or the Special Education Director. They will contact the Principals, observe the student, consult with any additional parties and then contact parents of the student under consideration.
- After the possible transition is clarified between the administrators and lead staff members, the IEP Committee will meet to determine the most appropriate service location for the student.

Procedures for Staffing Students out of any/all Special Education Services

- Refer for a reevaluation (see [page 9](#) of this manual for specific steps)
- Complete the eligibility form
- Schedule an Eligibility Meeting and take Meeting Notes
- Parent receives a copy of the completed Eligibility Report, Meeting notes, and any formal evaluations which may have been completed.
- Within 24 hours after the meeting (preferably the same day), send an email to the Special Education Coordinator, informing her of the student's change in status. This step is critical when an FTE count day is near.
- Students who are identified as SWD by parents upon enrollment will be provided FAPE until all school records required to make eligibility determination are received.

Withdrawal or Termination of Services

Note: Students who turn 22 withdraw at the end of the semester in which they turn 22, since special education services end at age 22.

Special Transportation

Teachers should not call transportation to make special arrangements. However, a full circle of communication between stakeholders is employed when making decisions regarding student transportation.

AN IEP DOES NOT GUARANTEE A STUDENT SPECIAL TRANSPORTATION.

Special Transportation must be linked to a student need related to the student's disability. In most cases, students with disabilities are expected to ride a regular bus; however, in rare circumstances, these students have needs, which require Special Transportation.

When a parent makes a request for special transportation:

1. Notify the Principal and Special Education Coordinator.
2. The Special Education Coordinator will notify the Special Education Director of the request.
3. The Special Education Office will review the request.
4. The Transportation Director, Special Education Coordinator of the school and the Principal will be notified of the approval/rejection of the request.
5. The School will provide the Transportation Director the student's name, address, phone number and parent name.
6. The Transportation Director will notify the School, Special Education Director and Parent of when special transportation will begin.

When the IEP Team recommends special transportation:

1. Notify the School Administration and Special Education Coordinator at the building.
2. Notify the Special Education Director of the recommendation with the student's name, address, phone number and parent/guardian name.
3. The Special Education Office will provide the Transportation Director with the student's name, address and contact information.
4. The Transportation Director will be notified if any special equipment/personnel will be needed for the student.
5. The Transportation Director will notify the School, Special Education Director and Parent of when special transportation will begin.

General Operating Procedures for Special Education Staff

Monthly Travel Procedures

Teachers and other school staff that travel between schools will be notified of eligibility of monthly travel expenses at the beginning of each school year.

- Participants must complete an [Expense Report](#) and have signed by the Principal of the home school.
- The forms will be sent to the Director of Students Services for approval and for funding source.
- Student Services Secretary makes a copy and places the original in the Superintendent's box.
- Once approved the Superintendent's office will give to the District Bookkeeper for review and process of payment.

All expense reports are due in the office within seven days of the end of the month.

Professional Learning Conference Request Procedures

- Participants must complete a [Professional Learning Request Form](#) and submit it to the Director of Student Services.
- The Director of Student Services submits the form to the Professional Learning Coordinator for approval.
- Student Services Secretary makes a copy and returns the signed form to the participant.
- Participant submits [Employee Expense Statement](#), with conference agenda and hotel receipt attached to Director of Student Services. [Hotel tax exempt forms](#) can be found on the district [website](#).
- Director of Student Services initials funding source and submits to the Student Services Secretary who will attach the Professional Learning Request
- Student Services Secretary makes copy of travel expense voucher, agenda, hotel receipt, and Professional Learning Request for file and submits original Travel voucher packet to Bookkeeper for payment.
- District Bookkeeper reviews voucher and processes payment.

All expense reports are due in the office within seven days of the conference.

PIERCE COUNTY SCHOOLS
PROFESSIONAL LEARNING - CONFERENCE REQUEST

School: _____ Funding Source: _____

Activity Title: _____

Location: _____ Dates: _____

Person(s) to Attend: _____

Central Office will register: ____ Yes ____ No School will register: ____ Yes ____ No
(Please attach registration forms/brochure with all information completed.)

Strategic Goals Correlation: Check all that apply.

- Strategic Goal 1 - High Academic Achievement
- Strategic Goal 2 - Quality Teachers, Administrators and Staff
- Strategic Goal 3 - Supportive Learning Environments
- Strategic Goal 4 - Effective, Efficient Operations
- Strategic Goal 5 - Strong Parental and Community Support
- Strategic Goal 6 - College and Career Readiness

Schoolwide Plan Objective/Action Step Correlation: List specific objectives or action steps from your Schoolwide Plan.

A Redelivery Plan should be completed and submitted upon returning from the conference or workshop.

Registration Fee:

Number of participants _____ X registration fee per person _____ = _____

Substitutes:

Number of subs _____ X \$55 per day _____ number of days _____ = _____

Travel:

Number of cars _____ X number of miles _____ X \$0.56 cents/mile = _____

Lodging:

Number of rooms _____ X # of nights _____ X _____ cost/room = _____

(Individuals will be responsible for making their motel/hotel reservations)

Meals:

\$6.00 breakfast/\$7.00 lunch/\$15.00 dinner _____ persons \$28 per day = _____

High Cost Counties (Fulton, Cobb, DeKalb, Chatham & Glynn) \$7.00/\$9.00/\$20.00

Total Amount Requested \$ _____

Teacher's Signature

Date

Principal's Signature

Date

Professional Development Coordinator's Signature

Date

Program Director's Signature

Date

Special Education Purchase Order Procedures

The Director of Student Services adheres to the Pierce County Board of Education Bids and Quotations Policy (Board Policy Descriptor Code: DJED) when purchasing supplemental instructional materials, resources and services. The Pierce County Board of Education recognizes that competition is the key to all public procurement laws, because it ensures maximum value for our tax dollars, and promotes the open and fair process that our citizens and businesses expect.

Equipment Approval Requirements

The LEA will receive prior written approval for equipment with a per unit cost of \$5,000 or more from the Georgia Department of Education, Special Education Program Manager prior to purchase.

- When a school sends a purchase order and a [correlation sheet](#) for a purchase over \$5000 for equipment, the Student Services Director will review the purchase order request.
 - The school will send the reason for the need for the equipment and details about the equipment.
 - Quotes for the equipment, if it is standard equipment, will be obtained prior to the purchase order coming to the central office.
 - Technology Director will review the equipment purchase order.
- Once reviewed by the Student Services Director, the Student Services Director will make the request from the Georgia Department of Education, Special Education Department Program Manager via email.
 - If approved, the Student Services Director will process the purchase order with the Student Service Directors secretary and attach the approval from the DOE to the purchase order.
 - If not approved, the Director will notify the school that the purchase cannot be made and return to the school as not approved.

Software Approval Requirements

The LEA will receive prior written approval for computer software purchases above \$5000.

- The school will send a purchase order request and a [correlation sheet](#) for a purchase over \$5000 for software to the Student Services Director. The Director will review the purchase order request.

- The school will send the reason for the need for the software and details about the software, including:

- Number of students to use the software
- Subject area of the software
- Cost per seat for the software
- Training required for the software and cost associated with the training
- Equipment specifications for using the software
- Research on the software
- How the software usage will be monitored and who will monitor the usage and fidelity to the usage.

- Once reviewed by the Student Services Director, the Student Services Director will make the request from the Georgia Department of Education, Special Education Program Manager via email if the purchase is approved within the system.
 - If approved by the Special Education Program Manager, the Student Services Director will process the purchase order with the Student Service Director secretary and she will notify the school of the approval. The approval from the DOE will be attached to the PO.

If not approved, the Director will notify the school that the purchase cannot be made.

The Director of Student Services will adhere to the following process in managing federal grants.

- Director of Student Services will
 - provide training on the completing purchase orders and correlation sheets aligned with school wide goals, submitting purchase orders, budget amendments and monitoring the effectiveness of the initiatives
 - Evidence of Compliance
 - Meeting agenda, handouts, sign in sheets
- Schools
 - complete and submit [School wide Plan Correlation Sheet](#) and purchase order to Director of Student Services
- Director of Student Services will
 - review [Correlation Sheet](#) for alignment to plan and purchase order for the correct funding codes

- sign the Correlation Sheet
 - If a technology purchase will submit to the Technology Director for Signature of Approval.
 - Email the school Principal, Special Education Coordinator, Student Services secretary of the approval of the purchase order.
 - submit voucher package to Student Services Secretary.
 - The school will email and electronic copy of the purchase order to the Student Services Secretary.
- Student Services Secretary
 - enters expenditure into accounting software,
 - faxes or emails orders,
 - files voucher package
- School Special Education Coordinator will
 - upon receipt of merchandise/materials, initial packing slip and send it to the Student Services Secretary.
- Student Services Secretary
 - compares invoice and amount on purchase order,
 - submits voucher package to Director of Student Services to be approved for payment.
- Director of Student Services reviews voucher package and approves payment.
- Student Services secretary makes copy for file and sends original voucher package to Finance Department for payment.
- Finance Department (Bookkeeper) reviews voucher package for correct signatures, then processes payment.
- Evidence of Compliance
 - Completed School wide Plan Correlation Sheets
 - Voucher Package
 - Technical Assistance
 - Phone call
 - Email

Date received at BOE: _____

**PIERCE COUNTY SCHOOLS
SCHOOL IMPROVEMENT CORRELATION SHEET
REQUEST FOR FEDERAL FUNDS
2017-2018**

Check one: BES PES MES PCMS PCHS BOE

Please attach the purchase order that pertains to this request with a paper clip.

Specific Area(s) of Need

- Instruction Professional learning Technology Leadership
- Assessment Parent Involvement English learners Migrant
- Students w/Disabilities Safe & Drug Free Schools Highly Qualified
- Teacher Equity Teacher Retention Teacher Recruitment Differentiation
- Other: _____

Schoolwide Plan Strategic Goals Correlation (Check all that apply.)

- Strategic Goal 1 - (High Academic Achievement)
- Strategic Goal 2 – (Quality Teachers, Administrators and Staff)
- Strategic Goal 3 – (Supportive Learning Environment)
- Strategic Goal 4 – (Effective, Efficient Operations)
- Strategic Goal 5 – (Strong Parental and Community Support)
- Strategic Goal 6 – (College and Career Readiness)

Schoolwide Plan Objective/Action Step Correlation: List specific objectives and or action steps pertaining to the requested purchase.

Description of Item(s) and/or services requested: (If this is a professional learning request, then write a description of the course and the expected outcome(s) for the participants.)

Funding Source:

Submitted by: _____

Date: _____

Principal's Signature: _____

Technology Director Signature: _____

Program Director's Signature: _____

PIERCE COUNTY SCHOOLS

SPECIAL EDUCATION LEADERSHIP COLLABORATIVE



2017 -2018 Meeting Dates

July 26

August 15

September 13

October 17

November 8

December 15
(9:00 – 4:00)

January 31

February 13

March 14

April 11

May 11
(8:30-3:00)

May 18
(8:30-3:00)

All meetings are scheduled from 2:00-4:00 unless otherwise noted.

2017 – 2018 Special Education Leadership Collaborative Members

Belinda Tiller
Director of Student Services

William Hall
School Psychologist

Mysti Walker
Due Process Coordinator

Evan James
Blackshear Elementary Special Education Coordinator

Jeanne Crawford
Midway Elementary Special Education Coordinator

Dr. Cori Barclift
Patterson Elementary Special Education Coordinator

Kaitlyn Thigpen
Pierce County Middle School Special Education Coordinator

Sarah McIntosh
Pierce County High School Special Education Coordinator

Angela Dickerson
GAA Coordinator

John Phillips
SSIP Coach

Kaitlyn Thigpen
Aspire Coordinator

Tracy Reid
Speech Therapist Coordinator

Amy Peavy
Early Intervention Coordinator

Kristi Murphy
Parent Mentor

Special Education Committee Procedures

All Special Education Teachers and related service staff are assigned to a committee. Staff members are responsible for attending the committee meetings and participating in the activities of the committee. All meetings are on the Student Services Calendar. The meetings will be held at PCMS or PCHS. **It is the expectation that members of the committee attend each meeting.**

1. The Committee Chair will send a reminder the week of the meeting and then on the day of the meeting to remind the members. The committee chair will notify the members of the time and location of the meeting.
2. The Committee Chair will have all members of the committee sign in at the meeting.
3. The Committee Chair will have an agenda of the meeting for all committee members (this could be emailed prior to the meeting for the member to print).
4. The Chair will designate someone on the committee (if there is not a co-chair) to take minutes of the meeting. These minutes will be sent to all members of the committee and to the Student Services Director no more than one week after the meeting. The minutes will list those in attendance and those not attending the meeting. The minutes will include the items on the agenda that were discussed and assignments made to committee members.
5. If a member is unable to attend, the member of the committee must notify the Committee Chair and the Student Services Director. The notification should be made **PRIOR** to the meeting.
6. **It is important that all committee members are ACTIVE PARTICIPANTS in the meeting.**
7. All Committee Chairs will turn in a copy of the agenda, sign in sheets, and minutes by the last day of post planning in a folder marked with the committee name.



**Pierce County Schools
Special Education Committee Assignments
2017-2018**

Assistive Technology

Tracy Reid-Co-Chairperson
Jeanne Crawford-Co-Chair Chairperson
Chassidy Altman
Anja Evors
Kelly Dickerson
Kaitlyn Thigpen
Heather Tomlin
Cindy Williamson

Special Olympics

Jeanne Crawford-Co Chairperson
Kristi Murphy
Evan James
Jamie Roberts
Cori Barclift
Lacey Yeomans
Jennifer Strickland
Ansley Watley
Emily Hughes
Krystal Jones
Angela Dickerson

Aspire

Kaitlyn Thigpen-Chairperson
Nicole Wrobel
Janna Wright
Lindsey Thomas
John Phillips
Kristi Murphy

Transition

Sarah McIntosh-Chairperson
Stacey Bennett
Theresa Clements
Tyler Rogers
Amy Day
LeighAnne Hersey
Penny Knox

Exceptional Children's Day

Sandi Sport-Chairperson
Nancy Smith
Nobalee Strickland
Bixbie Carter
Haleigh Anderson
Nicole Wrobel
Nina Dupont
Rhonda Bennett

Pierce County Schools

Special Education Due Process Compliance Summary

Special Education Paperwork Descriptors	Yes	No	Explanation
1. Adheres to procedural timelines regarding student eligibilities, re-evaluations, and students coming from other systems.			
2. Adheres to procedural timelines regarding IEP Paperwork.			
3. Collaborates and communicates with parents and guardians on all aspects of their child (Documentation Log and required communications).			
4. Completes and submits to Special Education Lead Teacher the required paperwork within the required timeline (re-evaluation packets, IEPs, Transfer Student Paperwork, FTE Sheets, Caseload Reports, etc.)			
5. Participates in state and federal (FTE) as directed within the required timeline and with accuracy			
6. Communicates regularly with colleagues to support student achievement and performance.			
7. Sends Progress Reports with updated data to parents on the same reporting schedule as general education teachers.			
8. Develops and reviews IEPs for each student on his/her caseload at least annually by IEP due date			
9. Collaborates with support personnel as needed to increase student achievement (OT, PT, Speech, paraprofessionals, AT, Transition, Parent Mentor)			
10. Updates accommodations and behavior management plans with regular education teachers and administrators after each IEP Meeting (Modification Sheet Sign Off Documentation)			
11. Progress Monitors students on progress monitoring schedule and enters data into management system in a timely manner			
12. Makes documented changes to instruction based on data and classroom performance.			
13. Maintains a Student Achievement Notebook on all students on Caseload. With AIMS Charts, SLDs Information, IEP Goals, Data Collections, etc....			

July 2014

Pierce County Schools Special Education Due Process Compliance Summary

Special Education Paperwork Descriptors	Yes	No	Explanation
14. Sent Notice of Meeting and Parental Rights to parent/signatory/adult student prior to the IEP date	<input type="checkbox"/>	<input type="checkbox"/>	
15. Ensured each required participant attends IEP meetings and sign in or obtains Excusal Form.	<input type="checkbox"/>	<input type="checkbox"/>	
16. Established a link between standardized testing, current goal/objectives, supportive aids, and services and placement for each student.	<input type="checkbox"/>	<input type="checkbox"/>	
17. Maintains current functioning information on each student that is comprehensive and includes most recent standardized test results, discussion of subtest scores, statement of strengths and weaknesses, statement of how the disability affects performance based on eligibility and statement of performance in the deficit areas.	<input type="checkbox"/>	<input type="checkbox"/>	
18. Writes IEPs that address all parent/guardian/adult student concerns	<input type="checkbox"/>	<input type="checkbox"/>	
19. Writes IEP meeting minutes that clearly reflect discussion and include rationale for decision (example: current functioning, eligibility/re-eligibility, Extended School Year, Transition services, supportive aids and services, testing participation, placement, etc.	<input type="checkbox"/>	<input type="checkbox"/>	
20. Develops a Transition Plan for each student based on the student's needs, strengths, interests and involves the student in creating the plan. Transition Plan and the Individual Graduation Plan should be coordinated. Transition Folder for student should be maintained beginning 6th grade.	<input type="checkbox"/>	<input type="checkbox"/>	
21. Provides testing accommodations and or modifications that are consistent with required classroom accommodations and or modifications.	<input type="checkbox"/>	<input type="checkbox"/>	

Additional Comments:

Teacher Signature _____

Lead Teacher Signature _____

Principal Signature _____

Special Education Directors Signature _____

July 2014

SECTION 3: ELIGIBILITY

Eligibility for Special Education Services and Placement

- Georgia DOE requires a multi-disciplinary eligibility report
- [GA DOE State Rule - Eligibility](#)
- Determined by team members on the eligibility team
- Determined through review of formal and informal sources of information
- Presence of a disability and need for services must be established; presence of a disability alone is insufficient for placement
- Disability must adversely impact educational performance (even with correction for sensory impairments)
- Progress monitoring data required for all areas except sensory impairments and, in some cases, TBI & Autism placements

Possible Exclusions

- Lack of appropriate instruction in reading, math or writing
- Limited English Proficiency
- Atypical educational history
- Environmental or economic disadvantage
- Cultural factors

Related Services

- Physical and Occupational therapies are related services
- They are not areas of eligibility
- These services require a prescription from a physician
- Assessment information needed for IEP development but not for eligibility determination
- Adaptive P.E.
- See Section 7: Services and Support Programs for more information

Areas of Eligibility and Requirements

Autism

For more info visit the [Georgia DOE - Autism Spectrum Disorder Homepage](#)

- Comprehensive evaluation required to include the following:
 - Formal assessment of IQ
 - Adaptive behavior
 - Educational evaluation
 - Communication (verbal/nonverbal, prosody, and pragmatics)
 - Behavioral, including social interactions
 - Developmental history
- Five characteristics of Autism:
 - Differences in developmental rates and sequences
 - Difficulty interacting with people and participating in events
 - Deficits in communication
 - Over- or under-react to sensory stimuli
 - Restricted or unusual repertoire of activities and interests

Deaf/ Blind

For more info visit the [Georgia DOE Deaf-blind Homepage](#)

- Concomitant Hearing and Visual impairment that causes severe communication and educational needs that cannot be accommodated in programs solely for children with deafness or blindness
- Current optometric or ophthalmological examination and audiological evaluations required
- Written Audiological evaluation should include dates, results of evaluation, and recommendations for classroom environmental modifications

Deaf/Hard of Hearing (formerly Hearing Impaired)

For more info visit the [Georgia DOE - Deaf and Hard of Hearing Homepage](#)

- Absence of measurable hearing such that
 - primary sensory input for communication is other than auditory OR
 - the ability to communicate is adversely affected, even though the child usually relies on listening for communication

- Requires the following reports or evaluations for initial placements:
 - Audiological
 - Otological
 - Comprehensive evaluation
 - Academic/achievement levels
 - Receptive/expressive language abilities
 - Social and emotional adjustment
 - Classroom observational data
 - Psychological evaluation
- Unilateral hearing loss may be considered if academic or communicative deficits secondary to loss are documented
- Hearing loss may be permanent or fluctuating

Emotional Behavioral Disorder

For more info visit the [Georgia DOE - Emotional Behavior Disorder Homepage](#)

Exhibits one or more of the following characteristics of sufficient duration, frequency, and intensity that interferes significantly with educational performance to the degree special education is necessary:

- Inability to build or maintain satisfactory interpersonal relationships
- Inability to learn that is not explained by intellectual, sensory, or health factors
- Consistent or chronic inappropriate behavior or feelings under normal circumstances
- Displayed pervasive mood of unhappiness or depression
- Displayed tendency to develop physical symptoms, pains, or unreasonable fears associated with personal or school problems

Required Documentation:

- Comprehensive prior extension of services including counseling, modifications of the regular program, or alternative placement
- Data-based progress monitoring of the results of the interventions
- Psychological and educational evaluations
- Report of behavioral observations over a significant period of time
- Social history, including interventions offered outside the school
- Written analysis of the duration, frequency, and intensity of one or more of the five characteristics of EBD

Possible exclusions (in addition to those listed on page 1)

- Visual, hearing, or motor disabilities
- Intellectual disabilities

Social Maladjustment

- Does not automatically make a child eligible
- Classroom behavior problems and social problems . . . do not indicate automatic eligibility for placement.

Intellectual Disability (Mild)

For more info visit the [Georgia DOE - Intellectual Disability Homepage](#)

- Intellectual functioning based on multiple sources of information documenting IQ scores between approximately 55 and 70 (use range of scores +/- one standard error of measurement for interpretation)
- Consider impact of communication, motor, and/or sensory deficits
- Significant limitations in child's effectiveness in meeting standards of maturation, learning, personal, independence, or social responsibility
- Adaptive behavior
 - two measures required, one must be formal (i.e., standardized instrument such as the ABAS-II or Vineland-II)
 - formal measure from someone at the school and informal assessment from someone outside the school, such as a parent
 - a composite score that is two standard deviations below the mean OR a score that is at least two standard deviations below the mean in *one of three* areas:
 - conceptual,
 - social, or
 - practical OR
- Deficits in intellectual functioning and adaptive behavior existed prior to age 18
- Classroom observation demonstrating child's inability to progress in a typical, age appropriate manner, considering cultural, medical, and educational history
- Possible Exclusions (in addition to those listed on page 1)
 - Visual, hearing, or motor disability
 - Emotional disturbances

Intellectual Disability (Moderate, Severe, Profound)

For more info visit the [Georgia DOE - Intellectual Disability Homepage](#)

- Intellectual functioning based on multiple sources of information documenting IQ scores between approximately 40 and 55 (Moderate); approximately 25 and 40 (Severe); and below approximately 25 (Profound) [use range of scores +/- one standard error of measurement for interpretation]
- Consider impact of communication, motor, and/or sensory deficits
- Significant limitations in child's effectiveness in meeting standards of maturation, learning, personal, independence, or social responsibility

- Adaptive behavior
 - two measures required, one must be formal (i.e., standardized instrument such as the ABAS-II or Vineland-II)
 - formal measure from someone at the school and informal assessment from someone outside the school, such as a parent
 - a composite score that is two standard deviations below the mean OR a score that is at least two standard deviations below the mean in *one of three* areas:
 - conceptual,
 - social, or
 - practical OR
- Deficits in intellectual functioning and adaptive behavior existed prior to age 18
- Classroom observation demonstrating child's inability to progress in a typical, age appropriate manner, considering cultural, medical, and educational history
- Possible Exclusions (in addition to those listed on page 1)
 - Visual, hearing, or motor disability
 - Emotional disturbances

Orthopedic Impairment

For more info visit the [Georgia DOE - Orthopedic Impairment Homepage](#)

- Impairment may be due to
 - Congenital abnormalities
 - Disease
 - Other causes resulting in contractures
- Secondary disabilities may be present
- For initials, current medical report indicating diagnosis and prognosis
- Comprehensive educational assessment documenting adverse affects of OI on child's educational performance by documenting deficits in at least one of the following:
 - Pre-academic/academic functioning
 - Social/emotional development
 - Adaptive behavior
 - Motor development
 - Communication abilities
- Psychological evaluation required when significant deficits are present in cognitive/academic functioning
- Exclusions (in addition to those on page 1)
 - IQ must fall above approximately 55
 - IQ no lower than criteria expected for MID services.

Other Health Impairment

For more info visit the [Georgia DOE - Other Health Impaired Homepage](#)

- Chronic or acute health problems that limits in strength, vitality, or alertness (i.e., ADHD, diabetes, asthma, etc.)
- Deficits in pre-academic or academic functioning, adaptive behavior, social/emotional development, motor or communication skills as a result of the health impairment
- Current (less than one year old) medical report required for initials
- Possible Exclusions (in addition to those on page 1)
 - Visual, hearing, or motor disability
 - Intellectual disabilities
 - Emotional disturbances

Significant Developmental Delay

For more info visit the [Georgia DOE - Significant Developmental Delay Homepage](#)

- Standard scores fall two standard deviations below the mean in one of these areas: adaptive development, cognition, communication, motor skills, or emotional development OR
- Standard scores fall 1.5 standard deviations below the mean in at least two of these areas: adaptive development, cognition, communication, motor skills, or emotional development
- Applies to ages 3 through 9 only
 - Reevaluate no later than the school year in which the child turns 9
- Must be placed by age 7
- Exclusions beginning at Kindergarten (in addition to those on page 1)
 - Visual, hearing, or motor disability
 - Emotional disturbances

Specific Learning Disability

For more info visit the [Georgia DOE - Specific Learning Disability Homepage](#)

- Eligibility team members must include:
 - Special education teacher (highly qualified & certified)
 - Regular Education teacher
 - Individual qualified to conduct diagnostic assessments
 - Parent
- Deficits in basic psychological processes (e.g., attending, discrimination/perception, organization, short-term memory, long-term memory, conceptualization/reasoning, executive functioning, processing speed, and phonological).
- Child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards, and intellectual development.
- Progress monitoring over a period of 12 weeks (or for the length of time recommended by the instructional strategy used) that shows the child is not expected to make progress toward the benchmark
- Current analyzed classroom work samples
- Classroom observation (by a group member responsible for determining SLD)
- Teacher Report required reflecting child's academic performance and behavior in area(s) of underachievement
- Two current assessments (e.g., CRCT, STAR, Benchmarks, etc...) required to document area(s) of underachievement
- Underachievement in at least one of the following areas:
 - Oral expression
 - Listening Comprehension
 - Written Expression
 - Basic Reading skills
 - Reading Comprehension
 - Reading Fluency
 - Mathematical Calculation
 - Mathematical Problem Solving
- Exclusions (in addition to those on page 1)
 - SLD does not apply to children who have learning problems that are primarily the result of sensory impairments, motor or intellectual disabilities, or emotional or behavioral disorders
 - Children whose classroom performance shows evidence of pervasive weaknesses that do not reflect a pattern of strengths and weaknesses

Speech-Language Impairment

For more info visit the [Georgia DOE - Speech-Language Impairment Homepage](#)

- Impairment in one of the following areas:
 - Articulation
 - Fluency
 - Voice
 - Language
- Evaluation must be sufficient to identify all of the child's special education and related services needs, regardless of the reason for referral
- Documentation of adverse effect on educational performance
- Nonverbal/verbally-limited, children with autism, and those with sensory or motor impairments
 - Eligibility determined by team members who have expertise in the appropriate area(s) through a functional assessment
- Medical evaluation required for voice/resonance impairment
- Exclusions
 - Rule out environmental, cultural, or economic disadvantage as primary factors causing impairment
 - Inconsistent, situational, or developmentally appropriate speech-language difficulties
- Refer to link above and the Pierce County Speech-Language Handbook for more information

Traumatic Brain Injury

For more info visit the [Georgia DOE - Traumatic Brain Injury Homepage](#)

- Deficits in cognitive, social, or motor skills due to acquired brain injury that adversely impact educational performance
- Verification of TBI through:
 - Medical records OR
 - Other source, such as social services, medical bills, etc.
- Summary of pre-injury functioning
- Evaluation addresses impact of TBI on following areas:
 - Cognitive
 - Social/Behavioral
 - Physical/Motor

Visual Impairment and Blindness

For more info visit the [Georgia DOE - Visual Impairment and Blindness Homepage](#)

- Current examination from an eye specialist (or from neurologist if child has blindness due to cortical vision impairment)
- Comprehensive educational evaluation
 - Cognitive levels
 - Academic achievement
 - Reading ability
 - Educational assessments related to vision must be completed by appropriately certified teacher
- Functional vision assessment rather than low vision evaluation may be used for children who
 - Are under the age of 8 or
 - Have a severe cognitive and/or physical disability
- Additional information
 - Low vision evaluation needs to be completed by age 10 unless student has severe cognitive and/or physical disability
 - Low vision evaluation may not be available within 60-day timeline- in these cases, continue with eligibility decision and document date of upcoming evaluation
 - Update eligibility, and possibly the IEP, after receiving the vision report (must occur within 120 days of Consent to Evaluate)
- Braille instruction
 - Evaluate the child to determine the need for Braille
 - Evaluation should review present and future needs for Braille
 - If Braille is determined to be a need then in the IEP
 - Document results of evaluation
 - Explain how Braille will be implemented and integrated
 - Provide date Braille instruction will begin and end, including the frequency and duration of each instructional session
 - Expected level of competency in Braille & measures used to determine competency
 - If Braille is determined NOT to be a need, then in the IEP
 - Provide a statement indicating that Braille instruction will not be needed in order for the child to read and write effectively

SECTION 4: IEP Meetings and IEP Development

General Information

Following an Eligibility Team Meeting and the determination that a student is a child with a disability and needs Special Education services, an Individualized Education Program (IEP) is developed for the student. The IEP details in writing the student's current performance, the student's needs that result from the disability, as well as the goals, accommodations, modifications, supports, and services that are required in order for the student to be involved in and make progress in the general education curriculum. The IEP is a result of a collaborative effort between parents, educational professionals, and, in most cases, the student. **After establishing an initial eligibility the IEP team must hold an IEP meeting and develop an initial IEP within 30 days.**

Members of the IEP Team

- 1) The parent(s) of the child;
- 2) A special education teacher or service provider;
- 3) A general education teacher
- 4) An individual who is able to interpret the instructional implications of evaluations;
- 5) A representative of the local educational agency (LEA);
- 6) The child;
- 7) And (at the discretion of the parent or school) other individuals that have knowledge or special expertise about the child.

**** Excusing IEP members:** A required member of the IEP team can be excused with parental consent and completion of the Parental Consent for Excusal from IEP Meeting form in Infinite Campus tracker. The required/excused member must submit in writing their input for the development of the IEP prior to the meeting. This policy should be enforced by the LEA representative at the IEP meeting.

In developing the IEP, the team must look at the student's strengths, not just at his or her weaknesses, and design a challenging program that provides *involvement and progress in the general curriculum*. In Georgia, the CCGPS are the curriculum for all students, even those with the most significant cognitive disabilities.

SAMPLE Eligibility Meeting Agenda

- Introduction of members of committee

- Parental Rights given and explained (see Parental Rights at a Glance)

- Statement of purpose of the meeting (i.e., determine eligibility for special education services)

- Review rationale for referral
 - Case history
 - Summary of interventions
 - RTI data
 - Benchmark, CRCT, & other district- and state-wide test scores

- Review other information required to determine eligibility (sequence determined by individual referral)
 - Information from the parent
 - Information from the classroom teacher
 - Information from a co-teacher (if the student has one)
 - Information, including formal reports, from staff members who may have provided intervention, observed, reviewed medical records, or evaluated the child (SLP, Autism specialist, Principal, School Psychologist, Counselor, Social Worker, etc.)

- Review exclusionary factors
 - Attendance
 - Vision/hearing
 - Atypical educational history
 - Cultural differences or economic disadvantage

- Summarize findings
 - Determine eligibility for services
 - Consider areas for possible placement
 - Provide explanation in summary for the reason the student is eligible for the placement chosen by the Eligibility Team

- All members sign the form
 - For SLD, members must indicate agreement or non-agreement
 - For SLD, any member who disagrees with the decision of the team must provide an explanation in writing

- Adjourn and dismiss, or team members may opt to move into IEP Meeting if student is eligible (IEP meeting must be held within 30 days)

General Procedures for SPED Case Managers conducting IEP Meetings and Development

- (1) Provide Parent Notification at least 7 days in advance of meeting with Parental Rights and inform Special Education Coordinator.*
- (2) Draft IEP must be peer-reviewed at least 5 days prior to the meeting.*
- (3) Completed IEP must be given to the Special Education Coordinator within 7 days of the meeting (including holidays/weekends).*
- (4) If IEP is returned by Special Education Coordinator, corrections need to be made within 2 days and resubmitted to Special Education Coordinator.*
- (5) If paperwork deadlines are missed, the Special Education Office will be notified.***

Taping of IEP Meetings

- Teachers need to be prepared to tape all IEP meetings.
- Taping a meeting is unnecessary unless the parent is taping.
- When you know a parent will likely want to tape a meeting, you should make plans to tape, also.

Lack of IEP Team Consensus

Anytime an IEP meeting reaches a point in which a consensus is unlikely, adjourn the meeting and notify the Director of Special Education.

Presence of Attorneys or other Advocates in IEP meetings

- If a parent comes to a meeting with an advocate, the meeting may proceed as scheduled.
- If a parent comes to any IEP meeting with an attorney and without notifying the teacher or director in advance, adjourn the meeting and notify the Director of Special Education. The meeting will be rescheduled when the director and the attorney representing Pierce County Schools can attend; however, give the parent the opportunity to continue the meeting without the attorney present.

Parent Requests to Withdraw Student from Special Education Services:

Revocation of Consent for Placement

- See Procedures in [Section 2](#).
- See GA DOE Link: [Georgia DOE- Information about Revoking Consent for Special Education and Related Services](#)

Extended School Year

When considering ESY, the need is based on the emergence of critical skills or reduction in interfering behaviors.

The skill(s) or behaviors to be analyzed for considerations of ESY should be foundational to future learning. Examples include:

- Emergence of basic communication in instances where communication did not exist as opposed to refinement of existing language skills.
- Development of a critical life skills such as emergence of a grasp response used for eating or grooming activities as opposed to the development of proficiency in math calculation.
- Development of critical academic foundational skills such as after a delay in learning, the student acquires sight vocabulary, work attack skills, basic number recognition, or rational counting skills as opposed to application of these or other foundational skills to more complex tasks.
- Initial progress on reducing aggressive or abusive behaviors as opposed to increase on in-seat behavior.
- **Contact the SPED Special Education Coordinator for details regarding providing ESY services.**

Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP)

When a student engages in behavior which interferes with the student's learning or that of other students, the IEP team is required to conduct an FBA. The FBA is then used to develop a BIP. More information about this process is available later in this section.

Note: Harben, Hartley, & Hawkins, the law firm that represents the Pierce County School System, recommends attaching a BIP to all IEPs developed for serving students who are placed in the EBD category.

However, a BIP should be developed for a student in any categorical placement, if the student's behavior is negatively impacting the student's educational progress or the educational progress other students.

At a minimum, the BIP should be updated annually, along with the rest of the IEP. In addition, the BIP may be modified at any time circumstances warrant a change in the plan.

When the BIP no longer meets the student's needs, even after modifications, referral for a new FBA may be warranted. At this time, referral for a partial reevaluation should be initiated. (See page 10 in this manual for procedures for reevaluation.)

Components of a Functional Behavior Assessment (FBA)

- FBA team members work collaboratively through the process and document the results.
- Team members use the antecedent-behavior-consequence model as the basis for behavior.
- The team develops a description/operational definition of the target/problem behavior that clearly describes what the student is doing and is stated in observable, objective, and measurable terms.
- Team members select FBA direct measurement data systems that are appropriate for the target behaviors (e.g., frequency, duration, latency, interval recording, time sampling, and permanent product recording).
- Team based decision making should include manageable strategies for sampling behavior during relevant times and contexts.
- Direct data collection team planning should include how the raw data will be converted into a standardized format (e.g., rate, percent).
- In addition to direct observation of behavior, FBA information sources can include multi-element assessments, documentation of student, teacher, and parent interviews (including student preferences), indirect data collection (checklists, questionnaires), previous interventions tried, educational impact of the behavior, and record review.
- The team's analysis of the comprehensive FBA assessments should identify patterns and result in summative information that should include:
 - time of day and settings where the behavior typically occurs
 - subject/activity when the behavior most often occurs
 - frequency/duration/intensity of the behavior
 - people present during the behavior
 - antecedents/events or conditions that immediately precede/trigger the behavior
 - consequences that maintain the problem behavior
- Through the collaborative team based decision making process, the team agrees on a hypothesis/summary statement as to the function/purpose of the target behavior.

Components for a Behavioral Intervention Plan (BIP)

- Target/problem behavior, the hypothesized function of the behavior, and a summary of data collected that led to the hypothesis are included in the plan
- Behavior intervention plans are driven by the hypotheses and the FBA data collected. They are individualized for the student and include:
 - positive (preventive) strategies to avoid the target behavior (e.g., antecedent modifications) that can include instructional modifications, behavioral precursors as signals, modification of routines, opportunities for choice/control, clear expectations, pre-correction, errorless learning, etc...
 - select new skills that replace problem behaviors that can be as or more effective than the problem behavior (replacement behaviors may include communication skills, social skills, self-management/monitoring skills, choice making, etc.)
 - instructional methods to teach replacement behaviors that can include pre-instruction, modeling, rehearsal, social stories, incidental teaching, peer buddy, meeting sensory needs, direct instruction, verbal, physical, and visual prompting.
 - consequences that promote the learning of the replacement behavior that are based on student preferences
 - consequences that address the occurrence of the target behavior
 - the desired outcomes of the behavioral intervention plan for the student
- Action plan for the implementation of the BIP should include:
 - activities, dates, and documentation describing who is responsible for completing each task
 - materials, training, and support for the implementers of the plan
 - how data will be collected and analyzed
 - timelines for team meetings, data analysis, and monitoring the success of the BIP
- If necessary, a crisis intervention plan is developed when the safety of the student or of others is a concern.

Special Circumstances

English Language Learners

- Check with the ESOL Teacher at the school to determine which students are also SWD.
- If a student is in both subgroups, then the ESOL teacher must be a part of the IEP team since he/she has knowledge of the student's performance and is involved in the student's education.
- The ESOL Teacher must be present and should participate in the development of the IEP as would the student's other teachers.
- Spanish copies of Notice, IEP, Minutes, Eligibility, etc....should document IEP services provided and be maintained in the principal's and BOE folders (English and Spanish).
- Additionally, if a student is ELL and SPED you must include in the IEP the Access Test as one of the assessments he/she will participate in during the span of that IEP. List the test along with all other grade appropriate assessments for that student. Discuss questions about the Access Test with the school's ESOL Teacher.

Homeschool/Private School Consultation

The school the child is attending notifies the district office when a student withdraws to be homeschooled or attend a private school outside of the district.

The school level Special Education Coordinator meets with the parent in person or via phone to discuss services that are available for the student while being homeschooled or refers them to the needed parties since there is not a private school in the district. If the parent would like to continue services, a meeting is held to discuss the services (when, where, and how much service will be available). Should the parent wish to discontinue services the parent is informed of their parental right to discontinue and provided with information on the process should they desire to seek services in the future.

When a parent calls the district office inquiring about an evaluation, services, etc...an appointment is made with the Director of Student Services or his/her designee to speak to the parent about the process and to provide the necessary paperwork for an evaluation.

Once paperwork is completed, it is sent to the School Psychologist who will:

- Coordinate a time to test the student with the parent.
- Meet with the parent to review with the results of the assessment and to answer any questions the parent has about the report.
- The Psychologist will schedule a meeting with the homeschool to determine eligibility.

If the student is determined eligible:

- The student is assigned a case manager at the homeschool that the student would attend if attending school in the district.
- An IEP/ISP is written at the homeschool.
- The district that the private school is located will be notified on the eligibility and coordination on the ISP.
- Services are provided at a site mutually agreed upon by the parent and the school system for homeschooled students. Sites can include the school, district office, public library, student home, etc.

Homeschool students are monitored by their assigned case manager in the same manner as all traditional students attending schools within the district.

Home-Based Instruction

Consideration for Home-based instruction must be discussed with the Director of Special Education. It may be used as a short-term placement option on occasion when the parent and LEA agree at an IEP meeting along with the following considerations:

- A free and appropriate public (FAPE) is provided and includes access to the general curriculum and an opportunity to make progress toward the goals and objectives included in the IEP;
- Home-based services must be reviewed no less than quarterly by the IEP team; and
- All IEPs that require home-based placements will include a reintegration plan for return to the school setting.

Hospital/Homebound Instruction

The Hospital/homebound instruction program (HHB) is used for students with disabilities who are placed in a special education program and have a medically diagnosed condition that will significantly interfere with their education and requires them to be restricted to their home or hospital for a period of time. Use of this form of instruction must be discussed with the Director of Special Education prior to implementation. Remember, all services, including Speech Impairment and related services, on the student's IEP must be provided. Services do not have to match the frequency of service provided in the school setting, but they must be given to the student and documented. An IEP meeting must be held to determine to the nature of Hospital/Homebound instruction and must also be held for student to re-enter his/her home school.

GaDOE State Rules regarding IEPs

For more info visit the [Georgia DOE - IEP State Rules Page](#)

IEP – Correct Paperwork Organization:

- Student Data Cover Sheet
- Amendment (if applicable)
- Due Process Checklist
- Parent Notification of IEP
- Attendance Form /Sign-In Sheet
- Parental Consent for Placement (copy)
- Current IEP
- Transition Plan (*PCMS and PCHS only*)
- Behavior Intervention Plan/ Functional Behavior Assessment (if applicable)
- IEP Meeting Notes
- old IEP goals reviewed
- old Transition Plan goals reviewed (*PCMS and PCHS only*)
- ESY Eligibility
- Assistive Technology Consideration

SAMPLE IEP AGENDA

For Initial, Reevaluation, and/or Annual Review Meeting

1. Introduction of members of committee
2. IEP Team Members will sign in on the sign in sheet
3. If needed, review and sign Excusal forms
4. Parental Rights are provided and explained (see Parental Rights at a Glance)
5. Information regarding the Special Needs Scholarship will be provided to the parent along with their Parental Rights.
6. Statement of purpose of the meeting
7. Discussion of PLAAPF
 - Reports from the regular/current teacher
 - Parent comments - parent may be asked about concerns first at some meetings
 - Review current/recent data-Special Education Teacher
 - Progress monitoring (prefer graphed presentation)
 - CRCT Scores
 - Any other recent assessment information available
8. Address Consideration of Special Factors (complete appropriate forms & obtain signatures)
 - Behavior Intervention Plan
 - Assistive Technology
<http://www.gpat.org/Georgia-Project-for-AssistiveTechnology/Pages/Documenting-Need-for-Assistive-Technology.aspx>
9. Additional items (may be optional depending upon the meeting & determined by individual needs)
 - Discuss Transition Services and Write Transition Goals
 - i. 8th Grade- in Pierce County begin this process in 8th grade
 - ii. By age 16- Completed Transition Plan must be in place

- Transfer of rights to the student
- Adaptive PE
- Special transportation
- Redetermination

10. Discussion of Annual Goals & Short-term Objectives

11. Supplementary Aids & Services

“Aids, services, and other supports that are provided in regular education or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.”

Examples:

- A paraprofessional will assist Andrew in transitioning between classes.
- Textbook chapters and other reading assignments will be scanned for use with the Kurzweil text-reading software by a paraprofessional prior to the assignment.
- Adaptive seating will be provided in each classroom.
- A Special education teacher or a paraprofessional will prepare modified assignments in Social Studies.
- Word prediction software will be available for written assignments in all classes.
- An interpreter will be provided in all classes.

.....*2013 by Tina C. Anderson*

12. Discuss Options for Services and Final Recommendations

- Complete form: Considerations for Educationally Relevant Therapy****

13. Address Accommodations

- Classroom
 - Testing
- [GA DOE - Understanding Statewide Testing Accommodations](#)

14. Complete Services Page

15. Parent signs Consent for Placement for initial and reevaluation meetings. Re-check signatures to make sure all committee members signed the appropriate forms.

16. Copies of Eligibility, IEP meeting notes, and IEP given to parents. If not provided at the meeting, let the parent(s) know when to expect this information and how it will be delivered (e.g., mailed or sent home with student).

IEP Segments

IEPs in Infinite Campus reflect segments students are served in special education. Segments in general education are not recorded.

As children transition from preschool to elementary school, from elementary school to middle school, and then from middle school to high school, the number of segments frequently changes.

Please use segments per week in reporting service time on the IEP.

Amendments

- Amendments can be made for any section of the IEP using the amendment forms in Infinite Campus.
- A separate amendment meeting is not required; parental input and agreement can be obtained via telephone conversation with form being sent home for parent signature.
- The signed amendment form should be submitted to Special Education Coordinator immediately.

SECTION 5: Interventions, Progress Monitoring, and Goals

Interventions

Interventions include the services provided by special education teachers and/or special education paraprofessionals. Interventions may be title-specific, such as SRA Corrective Reading, Letters Alive, etc.... Also, interventions may be specific in the method used for delivery, such as self-contained, resource, or co-teaching, but it is important to detail the instructional strategies implemented within these settings.

The Pierce County School System has a variety of academic and behavioral interventions in place for all students, including those served in regular and special education. In addition, the Pierce County School System has 21st century technology tools available in classrooms as well as Special Education Coordinators, who specialize in curriculum and interventions in the classroom, who are available at each school.

The State of Georgia provides free access to Peach-Star (Discovery Education). This unique service provides full videos and video clips aligned with Georgia's Standards. Check with the school's Media Specialist for more information to set up an account at <http://streaming.discoveryeducation.com/index.cfm>

Data Collection

The special education teacher maintains data for each goal identified on the student's IEP. This data is used to:

- Determine if an intervention needs to continue, be modified, or be completely changed.
- Provide information for the annual review of the IEP.
- Provide information for development of new goals on the IEP.

The type of data collected and the format for collection is dependent upon the criteria set forth in the goal. Obtain information on data collection from the Special Education Coordinator or a Teacher Mentor. Best practices suggest that data should be available in chart and in graph form.

Progress Monitoring:

Using Curriculum Based Measurement to Develop a Powerful IEP

**All Progress Monitoring Resources Courtesy of Tina Anderson, Ph.D.*

PROGRESS MONITORING FOR IEPs

Legal Requirements

*With the 2004 IDEA reauthorization, the FAPE standard has shifted from providing access to educational services to providing **meaningful and measurable** programs for students with disabilities (Yell et al. 2006).*

Under IDEA 2004 (20 U.S.C. § 1414[d][1][A], 2004), the IEP document must be written to include the following components that have implication for progress monitoring:

1. A statement of the **present levels of academic achievement and functional performance**;
2. A statement of **measurable annual goals**, including academic and functional goals;
3. A description of **how the child's progress toward meeting the annual goals will be measured**;
4. How the parents will be informed of the child's progress, **including whether the child's progress is adequate to meet the annual goals** established by the IEP team; and with a frequency no less than that of parents of nondisabled children (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards).

The mandate also includes the responsibility of the IEP teams to review the child's IEP periodically, no less frequently than annually. The purpose of the IEP review is to **(a) determine if the IEP goals are being met; and (b) review the IEP to address an lack of expected progress toward the annual goals and in the general education curriculum**; and the results of any reevaluation, any special factors or anticipated needs of the child, or any matters than may impact the child (IDEA, 20 U.S.C. § 1414[4][A][i] and [ii], 2004).

Principles from U.S. Supreme Court Rulings: 2005 to 2007

In an in-depth analysis of four Supreme Court Rulings, Yell et al., (2009)* outlined the following important principles that special educators need to understand and follow to ensure that they are in compliance with IDEA and deliver special education programs that confer meaningful educational benefit:

- a. Conduct **relevant assessments** of students, which provide information to teachers on a student's unique academic and functional needs and how best to address those needs. Such assessments include criterion-referenced tests, curriculum -based measures (CBM), curriculum-based assessments, and direct observation data.
- b. Develop meaningful educational programs for students based on the assessment, which consists of special education and related services grounded in **research-based practices**.
- c. Generate **measurable annual goals** that will be used to monitor a student's academic and functional progress.
- d. **Monitor the student's progress by collecting data** on his or her growth toward those goals, and make instructional changes when necessary (Yell, Katsiyannis, & Hazelkorn, 2007).

"IEPs that are based on inadequate assessment, contain goals that are not individualized or appropriate, and have no progress-monitoring component most likely will not meet the requirements of IDEA. Furthermore, the special education program will not provide a FAPE if the goals are not systematically and frequently monitored and instructional adjustments made if the data show that a student is not progressing."

***Source:** Yell, M., Ryan, J., Rozalski, M., & Katsiyannis, A. (2009). The U.S. Supreme Court and Special Education: 2005 to 2007. *Teaching Exceptional Children*, 41 (3), 68-75.

PROGRESS MONITORING

What is Progress Monitoring?

- Progress monitoring is a type of formative assessment.
- Progress monitoring is **repeated measurement** of academic performance used to quantify:
 - A student's **rate of improvement**
 - A student's **responsiveness to instruction**
 - **Evaluate the effectiveness of instruction.**
- Progress monitoring should focus on fidelity of implementation and selection of evidence-based tools (Center on Response to Intervention, The National Center on Intensive Intervention).
- The National Center on Intensive Intervention provides a *Progress Monitoring Tools Chart* that outlines the rating of technical adequacy of progress monitoring tools. Examples of progress monitoring tools may be obtained by the following providers:
 - Aimsweb
 - DIBELS
 - easyCBM
 - CBM-R
 - STEEP
 - Scholastic Reading Inventory
 - STAR Reading
- The majority of progress monitoring tools are curriculum-based-measurement (CBM).

What is the difference between “Monitoring Progress toward IEP Goals” and “Progress Monitoring?”

CBM BASICS

What is Curriculum-Based Measurement (CBM)?

- A research-validated methodology for monitoring student progress in foundational skills in basic academic areas (reading, writing, spelling, and math).
- Supported by nearly 30 years of research and over 200 research studies
- Incorporates standard methods for test development, administration, scoring, interpretation, and data utilization.
- Sensitive to student improvement
- CBM test content represents **important, global outcomes** for the year and not just an individual objective or series of objectives representing current instructional lessons.

Benefits of CBM for IEP Progress Monitoring

- Meets legal requirements for developing IEP statements for present Levels of academic achievement and functional performance, and measurable annual goals, and the process for monitoring student progress toward goals.
- Assists the IEP team in developing an IEP that is **educationally meaningful**
- Is highly effective **instructional practice** for students with disabilities when implemented with fidelity
- Is easy and quick to administer (1-15 minutes); can be incorporated into instruction
- Takes less training than other standardized, norm-referenced tests (e.g. WJII, PIAT)
- Makes IEP writing easier and IEPs are more powerful with better outcomes for students

2006 Hasbrouck & Tindal Oral Reading Fluency Norms

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	90		81	111	1.9
	75		47	82	2.2
	50		23	53	1.9
	25		12	28	1.0
2	10		6	15	0.6
	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
3	25	25	42	61	1.1
	10	11	18	31	0.6
	90	128	146	162	1.1
	75	99	120	137	1.2
4	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
	90	145	166	180	1.1
5	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
6	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
7	10	61	74	83	0.7
	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
8	25	98	111	122	0.8
	10	68	82	93	0.8
	90	180	195	202	0.7
	75	156	165	177	0.7
9	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	88	98	0.6
	90	185	199	199	0.4
10	75	161	177	177	0.5
	50	133	151	151	0.6
	25	106	124	124	0.6
	10	77	97	97	0.6

* WCPM = Words Correct Per Minute
 **Average words per week growth

Interpreting Norms

Performance at the **50th percentile rank can roughly be interpreted as 'average' performance for students in that grade** on that measure at that point in time. Performance below the 50th percentile rank indicates that a student is performing below average on that measure at that point in time with lower scores indicating performance further below average grade level performance.

Rate of Improvement (ROI), also called Slope or Average Weekly Improvement, is the primary indicator of the effectiveness of the intervention and the student's progress

Graphing CBM Scores

CONCEPT	DEFINITION	NOTES
TITLE	Type of probe and grade level	
VERTICAL AXIS	Range of scores from 0 to highest possible score on the probe	
HORIZONTAL AXIS	Number of weeks of instruction	
DATA POINTS	Score for each probe given	
BASELINE	Beginning score (usually the median of the first 3 probes)	
GOAL	Anticipated end-of-year score	
GOAL-LINE	Line drawn from baseline to goal (desired rate of progress); also called aimline	
TREND-LINE	Line representing student's actual rate of progress	
INTERVENTION LINE	Vertical line indicating a change in instruction	

Decision Rules

Decision rules are standard rules to indicate when an instructional change is needed after *at least 7 scores* have been graphed.

4-Point Rule:

- If the four most recent consecutive scores are below the goal-line, the teacher needs to revise the instructional program
- If the four most recent consecutive scores include scores that are both above and below the goal-line, no change is needed
- If the four most recent consecutive scores are above the goal-line, the student's goal needs to be increased.

3-Point Rule (DIBELS):

- If the three most recent consecutive scores are below the goal-line, the teacher needs to revise the instructional program
- If the three most recent consecutive scores include scores that are both above and below the goal-line, no change is needed
- If the three most recent consecutive scores are above the goal-line, the student's goal needs to be increased.

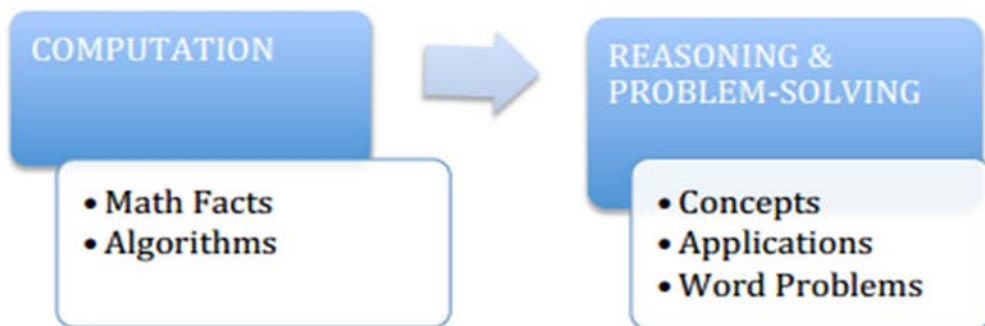
Trend-line Rule:

- If the trend-line is flatter than the goal-line, the teacher needs to revise the instructional program
- If the trend-line and goal line are the same, no changes are needed
- If the trend-line is steeper than the goal-line, the student's goal needs to be increased

Progress Monitoring for IEPs: Math



MATH SUBSKILLS



CHOOSE A MATH MEASURE
CBM Math Measures (K-1)

Measure	Description	Area	Publisher/Grade Level
Oral Counting	The student counts orally for 1 minute. The score is the number of correct oral counts.	Early Numeracy	Aimsweb
Number Identification	The student identifies numbers to 10 or 20 given numbers in random order.	Early Numeracy	Aimsweb Intervention Central
Quantity Discrimination	The student is given pairs of numbers to 20. The student names the number that is “bigger”. The score is the number of correct quantity discriminations.	Early Numeracy	Aimsweb Intervention Central
Missing Number	The student gives the missing number in a sequence of 3 numbers from 1-10(20). The score is the number of correct missing numbers.	Early Numeracy	Aimsweb Intervention Central

** See also easyCBM next page*

CBM Math Measures (Grades 1-8)

Measure	Description	Area	Publisher/Grade Level
Computation	Students compute items systematically sampling the computation skills covered in the annual curriculum (adding, subtracting, multiplying, dividing whole numbers, fractions, and decimals, depending on grade); the student has a fixed time to write the answers; the score is the number of correct digits written in answers.	Computation	Aimswab (1-8) Intervention Central* (1-7) MBSP (2-8)
Concepts & Applications	The student completes 25 items systematically sampling the application and problem-solving skills covered in the annual curriculum (measurement, money, charts/graphs, problem solving, numeration, number concepts). The student has a fixed time to write answers; the score is the number of correct answers written.	Applications and Problem-Solving	Aimswab (2-8) MBSP (2-8)
Math Facts	Student is given a sampling of single digit math facts (addition, subtraction, multiplication, division, or mixed). Score is number of correct digits in time limit.	Math Facts	Aimswab Intervention Central*
Math	Student is given a sampling the computation, applications, and problem-solving problems.	Computation, Applications, and Problem-solving	Yearly Progress Pro (1-8)
Algebra	Student is given 16 multiple-choice items with 3 distractors. Scored as number correct.	Focal Point Standards	easyCBM (K-8)
Geometry & Measurement	Student is given 16 multiple-choice items with 3 distractors. Scored as number correct.	Focal Point Standards	easyCBM (K-8)
Data Analysis, Numbers & Operations, Algebra	Student is given 16 multiple-choice items with 3 distractors. Scored as number correct.	Focal Point Standards	easyCBM (K-8)

CBM Algebra and Pre-Algebra Measures

Measure	Description	Area	Publisher
Basic Skills	This 60-item probe includes problems that require solving simple (fact) equations, applying the distributive property, working with integers, combining like terms, and applying proportional reasoning.	Algebra	Project AAIMS
Algebra Foundations	This 42-item (50 point) probe is designed to reflect five core concepts and skills of the foundations of algebra: understanding variables and expressions; manipulating expressions involving integers, exponents, and order of operations; graphing expressions and linear equations; solving one-step equations and simplifying expressions; and identifying and extending patterns and functions.	Pre-algebra	Project AAIMS
Content Analysis	This 16-item (48 point) probe was constructed using a sampling of problems representing key concepts in the algebra textbooks. It uses a multiple-choice format. Each problem is scored on a three-point scale, with partial credit awarded for completing portions of the solution process correctly.	Algebra	Project AAIMS
Translations	This 43-item probe was modeled on instructional activities drawn from <u>Connected Mathematics</u> , in a manner consistent with the reforms advocated by the National Council of Teachers of Mathematics. The task requires students to identify matches between four different types of representations for the relationship between two variables: equations, graphs, data tables, and story scenarios.	Algebra	Project AAIMS

Non-CBM Math

Measure	Description	Area	Publisher
Scholastic Math Inventory	Scholastic Math Inventory is a computer-adaptive assessment that provides a direct measure of students' readiness for math instruction on the Quantile Framework for Mathematics.	Common Core Standards GRADES 2-8	Scholastic
STAR Math	STAR Math is a computer-adaptive assessment of general mathematics achievement. Mathematics computation, mathematic application, and mathematics concepts can be assessed. The difficulty of items is adjusted automatically to reflect the skill level of all students, including students with special needs..	Mathematics computation, mathematic application, and mathematics GRADES 1-12	Renaissance

TAKE BASELINE DATA

1. The week prior to IEP, administer grade level probes to determine the student's present levels of performance and needs.
2. Choose the measure (e.g. computation or concepts and applications) that will be the focus on the critical skills needed.
3. The baseline score is the median of 3 probes administered in one week.
4. Monitor progress on grade level unless the baseline score is below 10th percentile.
5. Use the highest-level probe in which the baseline score is the 10th percentile or above for progress monitoring.

ESTABLISH A GOAL

Options for establishing annual goal:

Option 1

- Use the 50th percentile spring benchmark, benchmark goal, or cut scores provided by the publisher for the progress monitoring level.

Option 2

- $\text{Baseline} + (\text{ROI} \times 36 \text{ weeks})$

ESTABLISH A GOAL

Examples of Measurable IEP Goals for Math

Measurable Goal	Criteria for Mastery	Method of Evaluation
Student will rote count orally to 100.	_____ numbers correct in 1 minute	<i>Oral Counting CBM</i>
GOAL: Given numbers to 10(20), student will name numbers, tell which of 2 is bigger, and name the missing number from a sequence of 3 numbers.	At the kindergarten (1 st grade) benchmark level.	<i>CBM Probes</i>
STO 1: Given numbers to 10 (or 20) in random order, student will name numbers.	_____ numbers correct in 1 minute	<i>Number Identification CBM</i>
STO 2: Given number pairs to 10 (or 20), student will tell which number is bigger.	_____ numbers correct in 1 minute	<i>Quantity Discrimination CBM</i>
STO 3: Student will name the missing number from a sequence of three numbers 0-10 (or 0-20).	_____ numbers correct in 1 minute	<i>Missing Number CBM</i>
Given ___ math computation problems representing ___ grade level curriculum, student will complete problems correctly.	_____ correct in ___ minutes	<i>CBM Math Computation Probes</i>
Given ___ math concepts and applications problems representing ___ grade level curriculum, student will complete problems correctly.	_____ correct in ___ minutes	<i>CBM Math Concepts & Applications Probes</i>
Student will solve one-digit addition and subtraction problems correctly.	_____ digits correct in ___ minutes	<i>CBM Math CBM Probes</i>

Examples of Pre-Algebra/Algebra Goals

Measurable Goal	Criteria for Mastery	Method of Evaluation
Student will correctly solve, simplify, or evaluate algebra problems that require: solving basic fact equations, applying the distributive property, working with integers, combining like terms, and applying proportional reasoning.	25 problems correct in 5 minutes	<i>AAIMS Basic Skills CBM Probes</i>
Student will correctly solve problems representing core concepts/skills of algebra (writing and evaluating variables and expressions; computing expressions involving integers, exponents, and order of operations; graphing expressions and linear equations; solving 1-step equations and simplifying expressions; and identifying and extending patterns and functions).	29 problems correct in 5 minutes	<i>AAIMS Algebra Foundations CBM Probes</i>
Given multiple-choice problems representing key concepts in algebra (through systems of linear equations and inequalities), student will show work and answer problems correctly.	27 points in 7 minutes	<i>AAIMS Content Analysis CBM Probes</i>
Student will correctly identify matches between four different types of representations for the relationship between two variables: equations, graphs, data tables, and story scenarios.	16 points in 7 minutes	<i>AAIMS Translations CBM Probes</i>

MONITOR PROGRESS

How Often Do I Monitor Progress?

- Administer math probes biweekly or according to publisher guidelines.

Organization

Organize enough probes for 36 weeks.

Some publishers (e.g. EasyCBM) offer probes that are designed to be administered on the computer but may also be given in paper form.

Administering Probes

1. Important: **Write the date on every probe.**
2. Early Numeracy probes must be given individually. Therefore an **alternative approach or station teaching** approach works best. Within a small group, students can work on independent work as you test each student. For these probes, it is acceptable for them to sit at the same table while waiting.
3. All other math probes may be given as a group. Alternative, station, or team teaching can work. Administering during warm-up time is practical and can be done with the entire class.

Scoring/Graphing Results

1. Probes should be scored ASAP and feedback provided to the student so that goals can be set and instruction adjusted. This can be completed as a group activity.
2. Students can graph their own scores by hand or on a mobile device.

ADJUST INSTRUCTION

Decision Rules

After at least 7 probes have been administered, use the 3-point Rule for adjusting instruction.

Item Analysis/Error Analysis

1. Perform an item analysis: determine the items and corresponding skills which the student missed on the probes.
2. Perform an error analysis: check the student's mathematics problems and categorizes the errors.
3. Identify the patterns of errors or mistakes that students make in their work.
4. Understand why students make the errors
5. Provide targeted instruction to correct the errors on one skill at a time.

Common Student Math Computation Errors

Addition and Subtraction

- Lack of understanding of regrouping
- Confusion of 1s and 10s in carrying and writing
- Forgetting to carry 10s and 100s.
- Forgetting to regroup when subtracting 10s and 100s.
- Regrouping when it is not required.
- Incorrect operation (the student subtracts instead of adding or vice versa).
- Lack of knowledge of basic number facts.

Multiplication and Division

- Forgetting to carry in multiplication.
- Carrying before multiplying.
- Ignoring place value in division.
- Recording the answer from left to right in multiplication.
- Lack of alignment of work in columns.
- Lack of knowledge of basic number facts.

Fractions

- Incorrect cancellation.
- Failure to reduce to lowest common denominator.
- Ignoring the remainder.
- Incorrect conversion of mixed numbers to fractions.

Word Problems

- Difficulty in reading.
- Inability to relate to context of problem.
- Inability to understand the language and vocabulary of the problem.
- Difficulty in identifying the relevant and the irrelevant information.
- Difficulty in identifying the number of steps required to solve the problem.
- Trouble in doing mathematical operations

ADJUST INSTRUCTION

Research-Based Instructional Strategies (Examples)

www.intensiveintervention.org

- ♣ Concrete Representational Abstract Strategy
- ♣ Computer-Based Instruction
- ♣ Discrete Trials with Flashcards for concepts and facts
- ♣ Isolate the error and practice
- ♣ Mnemonic Devices
- ♣ Schema for Problem Solving
- ♣ Manipulatives/Hands-On
- ♣ Kinesthetic Activities

Research-Based Programs

www.intensiveintervention.org

ALEKS – software

www.aleks.com

REPORT PROGRESS

Each grading period

Make a copy of the student's graph and send to parents. Be sure all components are included:

- Name of Probe
- Type of Score
- Dates
- Data Points
- Goal Line
- Intervention Lines
- Written Goal

Annual IEP Review

Present Levels of Academic Achievement and Functional Performance.

- Write a label "Progress Monitoring" under the **Results of Initial or Most Recent Evaluation** section.
- List the results of the last three probes.
- Provide a frame of reference (benchmark or cut point).
- Explain scores (e.g. percentile rank or at/below/well below benchmark)
- Under these results write one sentence describing the yearly growth. Most commercial companies provide this statement on the student graphs.

Needs

- If moving to the next grade level probe, **a new baseline** will need to be established to determine the starting point for the new goal. List the new baseline and describe the student's skills in the need section.

Impact of the Disability

- Describe how the math deficit impacts grade level curriculum and regular class performance.

Goal

- The goal should make sense with the starting point in the Needs statement.

Example of Present Levels of Academic Achievement and Functional Performance

Results of initial or most recent evaluation and results of state and district assessments:

PROGRESS MONITORING:

Math Measures – EasyCBM 7th grade

(Benchmark/Average Score = 50 percentile)

Algebra 10/16 correct problems (between 20th-50th percentile)

Geometry & Measurement 13/16 correct problems (50th percentile)

Data Analysis, Number, Operations & Algebra 12/16 correct problems (b/w 20th-50th).

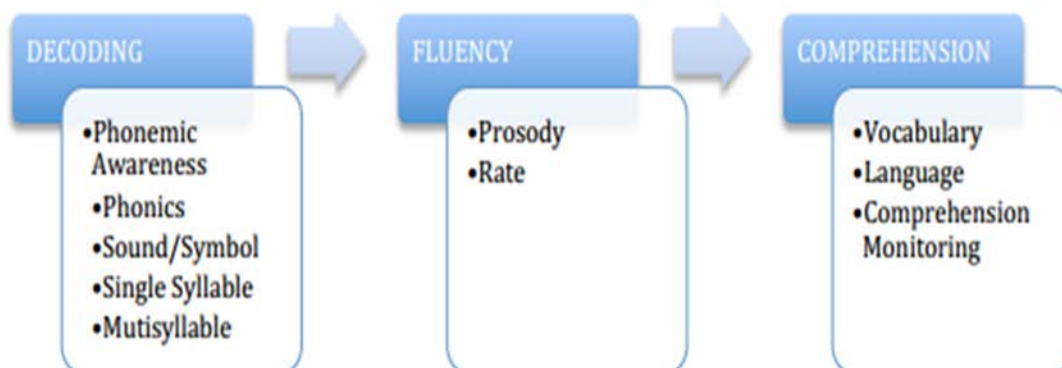
Needs:

Kanye needs to improve his math application and problem-solving skills. He has difficulty with computation and this impacts his ability to solve problems. He uses a calculator to compensate for computation weaknesses, but he still has difficulty with remembering specific steps in solving algebra equations, performing operations with rational numbers, and any type of word problem. His baseline scores for 8th grade algebra are 8 correct (20th percentile), and data analysis/number & operation/algebra probes percentile was 10 correct (between 10th-20th percentile). Geometry scores were 11 (above 20th percentile).

Impact of the disability on involvement and progress in the general curriculum:

Kanye is able to work toward grade level standards in math with intensive supports such as frequent small group and individualized review and practice. He needs a calculator to compensate for memory and computation deficits that impact his problem-solving skills.

Progress Monitoring for IEPs: Reading



CHOOSE A READING MEASURE

Description of CBM Reading Measures

Preschool Literacy

Measure	Description	Area	Tool/Grade Level
Picture Naming	The child is presented with pictures of common objects one at a time and is asked to name the pictures as fast as possible. After exactly one minute, the examiner stops the activity and counts the total number of pictures named correctly.	Expressive Language	Get it! Got it! Go!*
Alliteration	The child looks at a set of pictures and points to one of the three pictures at the bottom of the card with the same initial sound as the fourth, target picture. The task continues for a total of two minutes. The score generated from this format is the number of pictures the child correctly identifies within two minutes.	Early Literacy- Phonemic Awareness	Get it! Got it! Go!*
Rhyming	The child looks at picture cards and points to one of the three pictures at the bottom of the card that sounds the same as (or rhymes with) the fourth, target picture. The task continues for a total of two minutes. The score generated from this format is the number of pictures the child correctly identifies within two minutes.	Early Literacy- Phonemic Awareness	Get it! Got it! Go!*

*www.ggg.umn

For free CBM measures for birth through age 3: www.igdi.ku.edu

CHOOSE A READING MEASURE

Description of CBM Reading Measures

Phonemic Awareness

MEASURE	DESCRIPTION	GRADE LEVEL	PUBLISHER
FIRST SOUND FLUENCY	The examiner says a series of words one at a time to the student and asks the student to say the first sound in the word.	K	DIBELS Next*
PHONEME SEGMENTATION FLUENCY	The examiner says a series of words one at a time to the student; in response to each word, the student says the individual sounds that are in the word.	K-1	DIBELS Next*, Aimsweb

Phonics

MEASURE	DESCRIPTION	GRADE LEVEL	PUBLISHER
LETTER NAMING FLUENCY	The examiner presents the student with a sheet of paper showing the 26 letters displayed in random order; the student has 1 minute to say the <i>name</i> identified with each letter.	K-1	DIBELS Next*, Aimsweb, Intervention Central*
LETTER SOUND FLUENCY	The examiner presents the student with a sheet of paper showing the 26 letters displayed in random order; the student has 1 minute to say the <i>sound</i> identified with each letter.	K-1	Aimsweb, Edcheckup,
NONSENSE WORD FLUENCY	The examiner presents the student with a sheet of paper showing three columns of closed vowel nonsense words (e.g., tup). The student has 1 minute to say the sounds of the nonsense words. The score is the correct number of sounds, with 3 sounds awarded for each correctly read nonsense word, and the total number words recoded.	K-1	DIBELS Next, Aimsweb,

*Free materials

CHOOSE A READING MEASURE

Description of CBM Reading Measures

Decoding and Fluency

MEASURE	DESCRIPTION	PUBLISHER (GRADE LEVEL)
WORD IDENTIFICATION FLUENCY	The student is given a list of individual words in column format. The score is the number of words read correctly in 1 minute.	easyCBM* K-3) Edcheckup (1) Vanderbilt University* (1) Intervention Central*
ORAL READING FLUENCY	Given a reading passage, student reads orally for one minute. Scored as words read correctly. May also be scored for accuracy (percent words read correctly).	DIBELS Next* (1-6) Vanderbilt Univ.*(1-8) Aimsweb (1-8) GRASP (1-8) iSTEEP (1-8; HS) Intervention Central*

Comprehension

MEASURE	DESCRIPTION	PUBLISHER (GRADE LEVEL)
RETELL FLUENCY	Administered in conjunction with ORF. After student reads aloud, he tells about what he read. The score is the number of words in retell.	DIBELS Next* (1-6)
MAZE	The student read a passage silently in which every seventh word has been deleted and replaced with three possible choices; the student selects the meaningful choice. The score is the number of correct word replacements.	DIBELS Next (1-6) Aimsweb (1-8) Yearly Progress Pro (1-8) GRASP (1-8) iSTEEP (1-12)**
MULTIPLE CHOICE READING COMPREHENSION	The Multiple Choice Reading Comprehension measures are designed to assess students' literal, inferential, and evaluative comprehension. Students read long passages silently and answer multiple choice questions. The probes are untimed.	easyCBM* (1-8)

**Free materials*

CHOOSE A READING MEASURE

Recommended CBM Measures by Grade Level for Writing IEPs

- **Kindergarten:** First Sound Fluency
Phoneme Segmentation Fluency
- **1st Grade:** Nonsense Word Fluency
- **2nd-3rd Grade:** Oral Reading Fluency
- **4th-5th Grade:** Oral Reading Fluency or Maze
- **6th-12th Grade:** Oral Reading Fluency or Maze

TAKE BASELINE DATA

- The baseline is the **median score of 3 probes**.
- Begin with grade-level probes.
- Use any of the following probes at grade level: Benchmark Assessments,
- Progress Monitoring probes (the first 3), or Survey Assessment (DIBELS Next)
- Test down as indicated below.

Identify the Level for Progress Monitoring

- δ. The **progress monitoring level** is the optimal level for monitoring student progress.
- ε. The material must be at a level in which growth (changes in student skills) will be apparent. If the probes are too difficult, progress will not be apparent and the student and teacher may become discouraged.

Progress Monitoring Level for Oral Reading Fluency

The highest level in which the student reads with at least 90% accuracy, and his/her fluency (wcpm) is above 20 in first grade, 40 in second grade, or 50 in third-12th grades.

Level of Progress Monitoring for Maze Fluency

Monitor on grade level after determining that student's oral reading fluency is at benchmark for his/her grade level or at least 125 WCPM with 98% accuracy for grades 6 and above.

For students in high school, monitor at 8th grade level

A Survey Level Assessment Helps Determine:

- *Present* levels of academic achievement and functional performance for the IEP.
- The appropriate level for progress monitoring
- Criteria for the measurable annual goal.

How to Conduct a Survey Level Assessment for Oral Reading Fluency

- Administer 3 probes at the student's current grade level as described above. If the student's accuracy is below 90% **or** his correct words per minute is 20 or below 40 in 1st grade, 40 or below in second grade, or 50 or below in 3rd - 12th grades, complete the survey level assessment.
 - Test **downward** through lower grade level assessments (3 passages) until finding the ***highest level in which the student reads with at least 90% accuracy, and his/her fluency (cwpm) is above 20 in first grade, 40 in second grade, or 50 in third-12th grades.***
 - Display information in chart form to assist with decision-making.
 - To diagnose underlying problems you may administer Nonsense Word Fluency (Phonics), Phoneme Segmentation Fluency (Phonemic Awareness) and/or First Sound Fluency (Phonemic Awareness).
-

Reading Survey Level Assessment

Grade Level	ORF Words Correct	ORF Errors	ORF Accuracy	ORF Percentile/Cut Point for Risk	Maze CR	Maze Percentile/Cut Point for Risk
8						
7						
6						
5						
4						
3						
2						
1						

-Nonsense Word Fluency (Benchmark=58 correct letter sounds & 13 whole words read)

____ CLS ____ WWR

-Phoneme Segmentation Fluency (Benchmark=40)

____ Score -First Sound Fluency (Benchmark=30)

Progress Monitoring Level for Oral Reading Fluency

The **highest** level in which the student reads with:

- at least 90% accuracy, and
- his/her fluency (WCPM) is above 20 in first grade, 40 in second grade, or 50 in third-12th grades.

Level of Progress Monitoring for Maze Fluency

- Monitor on grade level after determining that student's oral reading fluency is at benchmark or at least 125 WCPM with 98% accuracy in grades 6-8.
- For students in high school, monitor at 8th grade level until benchmark is achieved

ESTABLISH A GOAL

To establish a goal, consider:

If students are to catch up with peers, they must learn at a faster rate than peers. In order to learn at a faster rate, intense, research-based intervention must be provided.

Options for establishing an annual goal:

1. Standard: Use the grade-level benchmark score at the level being progress monitored (i.e. the 50th percentile score from a norm chart, established cut scores or benchmark goals)
2. Establish an increase from below 10th percentile to 10th - 25th percentile; from 10th percentile to 25th percentile; from 25th percentile to 50th percentile; for from 25th percentile to 50th percentile in one year.
3. Using Weekly Growth Rate (Slope) from the norm chart to Establish Yearly Goal:
Baseline Score + (Weekly Growth Rate at 50th %ile x 36) = Goal

ESTABLISH A GOAL

Example IEP Measurable Goals for Reading

Measurable Goal	Criteria for Mastery	Method of Evaluation
Given visually presented letters, student will name letters.	37 letter names in 1 minute	<i>Letter Naming Fluency CBM Probe</i>
Given orally presented words, student will produce the individual sounds within the words.	40 correct sounds in 1 minute	<i>Phoneme Segmentation Fluency CBM Probe</i>
Given orally presented words, student will produce the first sound within the words.	30 correct sounds in 1 minute	<i>First Sound Fluency CBM Probe</i>
Given visually presented letters, student will say the sound of each letter.	35 correct sounds in 1 minute	<i>Letter Sound Fluency CBM Probe</i>
Given visually presented nonsense words (e.g., ut, fik, lig), student will say the sounds and the words.	58 correct sounds and 13 whole words in 1 minute	<i>Nonsense Word Fluency CBM Probe</i>
Given a ___ grade level reading passage, student will read words orally with expression.	___ words read correctly in one minute with ___% accuracy (median of 3 passages)	<i>Oral Reading Fluency CBM Probes</i>
Given a ___ grade reading passage, student will read orally and retell what he has read.	Retells with ___ words and provides 3 or more details in a meaningful sequence that captures the main idea	<i>Retell Fluency CBM Probes</i>
Given a ___ grade maze reading passage, student will demonstrate reading comprehension by selecting the appropriate vocabulary for the context.	Average of ___ words correct on 2 maze passages	<i>Maze Fluency CBM Probes</i>

Measurable Goal	Criteria for Mastery	Method of Evaluation
Given authentic text, student will demonstrate silent reading comprehension by selecting the appropriate vocabulary for the context.	5.5 Instructional Reading Level (80% accuracy)	<i>STAR Reading Test</i>
Given authentic text, student will increase silent reading comprehension by selecting the appropriate vocabulary for the context.	From 740L to 840L	<i>Scholastic Reading Inventory</i>

MONITOR PROGRESS

How Often Do I Monitor Progress?

PSF: Weekly

NWF: Weekly

ORF: Weekly or Biweekly

Maze: Weekly or Biweekly

Kindergarten/1st Grade: Give all Benchmark Assessments 3 times per year according to schedule (DIBELS Next)

Organization

1. Organize enough probes for 36 weeks.
2. For probes, if you finish the entire set, begin again with the 1st probe at the same grade level until the IEP review or the benchmark is met for that grade level.
3. DIBELS Next comes in booklets, begin another booklet when one is complete. Printed booklets can be ordered from Sopris West:
<http://www.soprislearning.com/assessment/dibels-next>

Administering Probes

1. Important: Be sure to write the **date** on every probe.
2. ORF, NW, PSF probes can be administered using an alternative co-teaching approach. Students can come to the table or hallway one at a time while other students are working independently. Paraprofessionals can also administer probes if trained.
3. Maze probes can be given in a group (station or alternative). Maze probes can also be given to an entire class as a warm up activity, as a maze activity helps all students practice reading comprehension.

MONITOR PROGRESS

Scoring/Graphing Results

1. Reading probes should be scored ASAP (immediately if possible) and feedback provided to the student so that goals can be set and instruction adjusted.
2. Have the students graph their own scores. This is a powerful reinforcement and motivator for most students. Small rewards for data points at or above the goal line can also increase motivation.
3. Charting can be done by (1) by hand, (2) computer (www.interventioncentral.org, click on curriculum-based warehouse), or (3) web-based (for a fee).

ADJUST INSTRUCTION

Decision Rules

Always examine the last 3 probes and use the 3-point decision rule for adjusting instruction (DIBELS Next) for the last 4 probes and the 4-point decision rule.

Ways to Adjust Instruction

- Try another research-based instructional strategy (e.g. visualization, PALS, summarization strategy)
- Change instructional materials (e.g. computer, flashcards, different stories)
- Change motivational strategies (e.g. offer incentive, increase praise)
- Change the group size
- Change amount of time for instruction
- Try another research-based intervention program (e.g. Wilson, SRA)

Information on Research-based Reading Intervention

- Florida Center for Reading Research www.fcrr.org
- Vaughn Gross Center for Reading www.texasreading.org
- University of Oregon Reading First <http://oregonreadingfirst.uoregon.edu>
- National Dissemination Center www.nichcy.org
- Reading Rockets www.readingrockets.org
- Intervention Central www.interventioncentral.org
- National Center on Intensive Intervention www.intensiveintervention.org

REPORT PROGRESS

Each grading period

Make a copy of the student's graph and send to parents. Be sure all components are included:

- Name of Probe
- Score
- Dates
- Data Points
- Goal Line
- Intervention Lines/Interventions
- Written Goal

Annual IEP Review

Present Levels of Academic Achievement and Functional Performance.

- Write a label "Progress Monitoring" under the **Results of Initial or Most Recent Evaluation** section.
- List the results of the last three probes.
- Provide a frame of reference (benchmark or cut point).
- Explain scores (e.g. percentile rank or at/below/well below benchmark)
- Under these results write one sentence describing the yearly growth. Most commercial companies provide this statement on the student graphs.

Needs

- If moving to the next grade level probe, **a new baseline** will need to be established to determine the starting point for the new goal. List the new baseline and describe the student's skills in the need section.

Impact of the Disability

- Describe how the reading deficit impacts grade level curriculum and regular class performance.

Goal

- The goal should make sense with the starting point in the Needs statement.

Example of Present Levels of Academic Achievement and Functional Performance

Results of Most Recent Evaluation	Needs	Impact of the disability on involvement and progress in the general education curriculum:
<p>PROGRESS MONITORING: <u>Oral Reading Fluency</u> 6th Grade Level</p> <p>(50th Percentile=150 WRC) 5/1/2013 110 WRC 95% accuracy 5/7/2013 100 WRC 93% accuracy 5/14/2013 106 WRC 94% accuracy (Last 3 probes between 10th-25th percentile. Increase of 20 WRC this year.)</p>	<p>READING: Lori needs to improve her decoding and reading fluency. Given 7th grade passages, she reads orally with 87 WCPM with 92% accuracy. The benchmark score for 7th grade is 150 WRC with 98% accuracy. Lori has difficulty reading multisyllable words and proper nouns.</p>	<p>Lori has difficulty reading and comprehending grade level text due to decoding and reading fluency weaknesses. She has become frustrated with long reading assignments and gives up. Extra time, shortened assignments, and study guides help her stay focused when reading.</p>

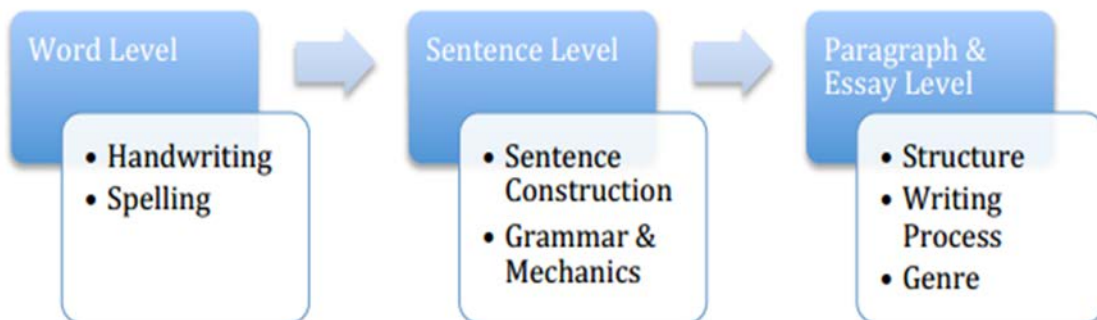
Example of Present Levels of Academic Achievement and Functional Performance

Description of academic, developmental and/or functional strengths :		Impact of the disability on involvement and progress in the general education curriculum:
Results of Most Recent Evaluation	Needs	
<p>PROGRESS MONITORING:</p> <p><u>Maze CBM</u></p> <p>7th Grade Level</p> <p>(average=21-33 CR)</p> <p>12/1/13 15 CR well below avg.</p> <p>12/7/13 13 CR well below avg.</p> <p>12/14/13 18 CR well below avg. (Increased 4 correct replacements this year.)</p>	<p>READING:</p> <p>Antoine struggles to comprehend passages he has read. He has adequate decoding and oral reading fluency skills. His average score on the 7th grade Maze is 15 correct word replacements, with average 7th graders scoring 21-33.</p>	<p>Antoine has difficulty comprehending grade level reading materials. He can work toward 7th grade level standards, but needs visuals (graphic organizers, video, pictures), preteaching of vocabulary, and opportunities to discuss information presented in writing.</p>

Example of Present Levels of Academic Achievement and Functional Performance

Description of academic, developmental and/or functional strengths :		Impact of the disability on involvement and progress in the general education curriculum:
Results of Most Recent Evaluation	Needs	
<p>PROGRESS MONITORING:</p> <p>Oral Reading Fluency Spring Benchmark-3rd grade level (Benchmark=100CWPM)</p> <p>4/15/14 - 65 WCPM w/90% accuracy (well below benchmark)</p> <p>PM-2nd grade level (Benchmark=87 CWPM) 5/1/14 85 WCPM w/92%accuracy 5/2/14 87 WCPM w/92%accuracy 5/3/14 89 WCPM w/95%accuracy (Increased 20 wcpm in one year.)</p>	<p>READING: Marcus needs to improve his reading decoding and fluency. He is able to decode CVC and CVC+e words and high frequency words. He struggles to decode words with blends. He currently reads 3rd grade passages with 65 WCPM and 90% accuracy.</p>	<p>Marcus struggles to comprehend grade level text</p> <p>due to his weak decoding and reading fluency. He also has difficulty with listening comprehension at grade level. He needs intensive supports to access and make progress in grade level standards, including small group instruction, visuals, and scaffolding.</p>

Progress Monitoring for IEPs: Writing



Written Expression CBM

Sources

Free sources for Written Expression CBM:

www.aimsweb.com

www.interventioncentral.com

www.studentprogress.org

www.progressmonitoring.org

Recommendations

(based on literature review)

Grade	Scoring Procedure	Length of Writing Sample*	Type of Passage*	Frequency
K**	TWW	3 minutes	Narrative	weekly
1	TWW	3 minutes	Narrative	weekly
2	CWS	3 minutes	Narrative	biweekly
3	CWS	3 minute	Narrative	biweekly
4-5	CWS	5 minutes	Narrative & Expository	biweekly
6-12	CWS or CIWS	7 minutes	Narrative & Expository	biweekly

***Note: If using Aimsweb, norms are based on 3 minute writing samples with narrative passages only.**

****Note: For kindergarten students and students who are in the prewriting stage, consider the free **Screener for Handwriting Proficiency** at www.hwtears.com. It is not a CBM tool, but may be more appropriate for young children.**

Take Baseline Data

Written Expression CBM

Sample Writing Prompts

Narrative

- One night I had a strange dream about . . .
- One day when I got home from school . . .
- I was walking home when I found a \$100 bill on the sidewalk and . . .
- One day I went to school and nobody was there except me, so I . . .
- I was talking to my friends when all of a sudden . . .
- One day I woke up and was invisible, and . . .
- One day I found the most interesting thing and . . .
- I was walking down the street in the rain when I saw . . .

Expository

- Describe a game you like to play and tell why you like it.
- Describe your favorite day of the week and tell why you like it.
- Describe your favorite time of the year and tell why you like it.
- Describe your favorite thing to do and tell why you like it.
- Describe a place you like to go and tell why you like to go there.
- Describe the clothes that kids wear in your school and tell why kids wear them.
- Describe the friend you have and tell why they are your friends.

Administer Probes

Use standard procedures.

Take Baseline Data

Written Expression CBM

Score Probes

1. Count the total words written and score for **TWW**.
Any letter or group of letters separated by space is counted as a word, even if the word is misspelled or a nonsense word.

RED PEN:

2. Circle **misspelled** words in red.
3. Count misspelled words, subtract from **TWW** for the **WSC** (words spelled correct).

BLACK PEN:

4. Read the entire passage, then **draw a vertical line** where each sentence ends (if ending punctuation) or where it *should* end (if ending punctuation is left out).
5. If a sentence is a run-on, you may have to judge where the sentence should end. Place a vertical line at this point. If a run-on sentence is connected by conjunctions, as a general rule, allow only one conjunction per sentence.

REN PEN:

6. Underline words that are **grammatically incorrect, used incorrectly, or illegible**.
7. Underline words that should have been **capitalized**, but were not. Score only "I", beginning of sentences, and proper nouns.
8. Do not accept **and, but, or then** as correct words at the beginning of a sentence. The only exception to this rule is the first sentence in the story since students have been given a story starter.
9. Ignore capitalization of words within a sentence (wenT or WENT).
10. Score only end punctuation. Ignore all other punctuation in the middle of the sentence (commas, quotes, etc.). The only exception to this rule is an apostrophe, because **a missing apostrophe** would make the word incorrectly spelled.
11. **Underline and count as incorrect any unusual characters and non-standard abbreviations** as incorrect (@, IDK).
12. Ignore obvious letter reversals.

BLUE PEN

13. Place a caret between pairs of correct words. Count correct word sequences (carets) and score as **CWS**.

Graph Baseline Data

1. Administer **3 Written Expression CBM writing probes in one week**. Use the **median** score as the baseline.
2. Create a graph for the student.

Establish a Goal

Written Expression CBM

1. Graph the baseline data using the median score of three probes given in one week as the starting point.
2. There are no set guidelines for determining the desired rate of progress.
3. To establish the goal, you might wish to use:
 - a. Aimsweb: Use the grade-level benchmark score at the level being progress monitored (i.e. the 50th percentile score from a norm chart, established cut scores or benchmark goals)
 - b. Establish an increase from below 10th percentile to 10th- 25th percentile; from 10th percentile to 25th percentile; from 25th percentile to 50th percentile; for rom 25th percentile to 50th percentile in one year.
 - c. Using Weekly Growth Rate (Slope) from the norm chart:
 - i. **Baseline Score + (Weekly Growth Rate at 50thile x 36) = Goal**
 - d. **Add 10-14 CWS to Baseline Score** for 3-minute samples.

AIMSweb National Norms – Total Words Written (TWW)

Grade	50 th Percentile ROI
K	.22
1	.36

AIMSWEB National Norms – Correct Writing Sequences (CWS)

Grade	50 th Percentile ROI
2	.33
3	.33
4	.25
5	.33
6	.44
7	.17
8	.19
9	.19
10	.19
11	.19
12	.19

Establish a Goal

Written Expression CBM

Example IEP Goals for Written Expression CBM*

Given a writing prompt, John will write a response with complete sentences using standard conventions (grammar/syntax, punctuation, capitalization, and spelling).	__ Correct Writing Sequences in __ minutes (CWS)	Written Expression CBM
John will increase his writing fluency (total words written in response to a writing prompt).	From __ to __ Total Words Written in 3 minutes (TWW)	Written Expression CBM

***Note: If a student's writing is so impaired by handwriting or spelling that he cannot write a complete sentence, you may include the use of a word processor, an adapted word processor (e.g. word prediction, audio, text to speech), or scribing in the goal.**

Monitor Progress

Written Expression CBM

Probe Weekly or Biweekly

Organization

1. Organize enough probes for 36 weeks (18 or 36).
2. Use the Written Expression Probe Generator available at www.interventioncentral.com, and place the probes in a 3-prong folder. Use a writing journal. Write prompts on the board (students should not copy them during the probe) or place labels in the journal.

Administering Probes

1. **Important:** Be sure write the **date** of every probe.
2. Probes can be given to the entire class during journal writing or as a warm-up, even if only some of the student's samples are scored. They can also be administered during station teaching as one of the teacher-directed stations.
3. Prompts can relate to instruction as long as background knowledge is adequate. Prompts can also be tiered for basic and advanced learners.

Scoring/Graphing Results

- § Writing samples should be scored ASAP and feedback provided to the student so that goals can be set and instruction adjusted.
- § Students can graph their own scores.
- § You may train a parent, paraprofessional or student assistant to help with scoring as long as you complete the final scores.

Adjust Instruction

Written Expression CBM

- § Each time a writing probe is administered, give the student specific feedback on his/her writing sample. You may select skills informally, or you may use a checklist. For example, you could highlight the verbs in the passage and say: “You have improved your verb tenses! That is great! On the last writing sample you made four verb tense errors (is/was, doesn’t/didn’t) and this time you made only one! Why don’t you shoot for 0 errors on the next sample?”
- “I’d also like to suggest another skill for improvement. How many words did you accidentally leave out of your passage? Right, you left out 4. Let’s talk about some ways that can help you, and you can practice. OK?”
- § An alternative co-teaching approach works well for providing feedback. You can call each student one at the time while the whole class is completing independent work. The feedback will only take a few minutes, but it can be very powerful.
- § Be sure to give daily practice opportunities for the student to increase skills identified as needing improvement. Target only one new skill at a time. Journal writing is an excellent way to practice skills, but the strategy is only powerful if feedback is given frequently.
- § Always examine **the last 4 probes and use the 4-point decision rule** for adjusting instruction. Discuss with the student.
- § Strategies to try:
- Highlighting
 - Individualized “cheat sheets” for grammar and spelling
 - Word processor
 - Adapted word processor
 - iPad-Apps
 - Reward for scoring at or above the goal line
 - Texting (no text talk) and Email

Report Progress

Written Expression CBM

Each grading period

1. Make a copy of the student's graph and send home Be sure all components are included
Name of Probe
Score
Dates Data
Points Goal
Line
Intervention Lines/Interventions
Written Goal
2. Optional: Staple a copy of the baseline writing sample and the last writing sample to the graph to highlight specific improvements.

Annual IEP Review

Present Levels of Academic Achievement and Functional Performance.

- Write a label "Progress Monitoring" under the **Results of Initial or Most Recent Evaluation** section.
- List the results of the last three probes.
- Provide a frame of reference (benchmark, cut point, avg. ROI).
- Explain scores (e.g. percentile rank or at/below/well below benchmark)
- Under these results write one sentence describing the yearly growth. Most commercial companies provide this statement on the student graphs.

Needs

- List the median score from above as the **new baseline and the starting point** for the new goal. Describe the student's skills in the need section.

Impact of the Disability

- Describe how the writing deficit impacts grade level curriculum and regular class performance.

Goal

- The goal should make sense with the starting point in the Needs statement.

Example IEP- Writing Deficit

Present Levels of Academic Achievement and Functional Performance

Results of Initial or Most Recent Evaluation:

PROGRESS MONITORING

Written Expression CBM-Correct Writing Sequences
(CWS) 3rd Grade Benchmark (50th percentile) = 30 CWS

4/1/2014 12 CWS (10th-25th percentile)

4/3/2014 14 CWS (10th-25th percentile)

4/4/2014 15 CWS (10th-25 percentile)

Increased 5 correct word sequences in one year. Use of word processor on all probes.

Needs:

Writing:

Khiara need to improve her written expression skills. Currently Khiara writes in complete simple sentences but has difficulty staying on topic. She needs to be able to write compound and complex sentences. She doesn't consistently use correct verb tenses, plurals, and possessives. She misspells common homophones. The median score on her most recent Written Expression CBM probes was 14 correct word sequences (average 3rd graders score 30 correct word sequences).

Impact of the Disability on Involvement and Progress in the General

Curriculum:

Khiara writes very slowly and gives up easily. She struggles when taking notes and completing writing assignments. She is able to access and make progress in grade-level writing standards with the use of a word processor.

Annual Measurable Goal:

Measurable Goal	Criteria for Mastery	Method of Evaluation
Given a word processor and a writing prompt, Khiara will write a response with complete sentences using standard conventions (grammar/syntax, punctuation, capitalization, and spelling).	24 Correct Writing Sequences in 5 minutes on median of 3 probes	Written Expression CBM

SECTION 6: Reporting Caseloads & FTE

Caseload Report: General

A Caseload Report is a report completed by every special education teacher. The form for completing this report may be found on the Private Website.

The Caseload Report is a list of students. Each special education teacher completes one. The students listed on his/her Caseload Report are those students for whom the special education has responsibility for completing the IEP. The teacher may not actually serve these students because the students may be at another location, such as the Harrell Learning Center or Ombudsman.

Speech Therapists complete two Caseload Reports. In one Caseload Report, they list only those students for whom the SLP is the primary provider. In a second Caseload Report, the SLP lists only those students for whom SI services are secondary.

Teachers complete an FTE Service Entry form for every student on the Caseload Report. This form includes all the services the particular student receives through special education, including related services. Only one form per student is completed. SLPs and other service providers need to check the FTE Service Entry form on students they serve to ensure that the services they provide are accurately reflected on this form.

Caseload Report: Directions

- Obtain a copy of the report from the Special Education Coordinator.
- Each teacher completes a Caseload Report.
 - This report reflects the folders (i.e., IEPs) for which he/she is responsible and is considered the caseload for the teacher.
 - Other teachers may also serve these students; however, the student is only listed once on a Caseload Report.
 - **The Caseload Report is an unduplicated count of students.**
 - The only exception is the report SLPs complete for the students they serve who receive speech as a secondary service.
- **Speech Therapists must submit two Caseload Reports**
 - One report is a list of students for whom the SLP is the Primary Provider.
 - The other report is a list of students for whom the SLP is a Secondary Provider.
- Harrell Center Students
 - Special Education Coordinator completes a separate Caseload Report.
 - Special Education Coordinator is responsible for reporting the students who live in his/her school's attendance zone and are served at HLC.

FTE Service Entry Form: Directions

1. [FTE Service Forms](#) will be provided to the Special Education Coordinator by the Central Office.
2. Days of Week-Place an X for the days of the week that the student receives the services.
3. Segments Served for FTE-Put an X in the segments that the student receives special education services.
4. Hours Per Week-Indicate the number of hours per week that the student receives special education services.
5. Entry Date-This is the date that services started for this school year. For most students, it was the first day of this school year.
6. Number of Hours per Week in Related Services-Indicate the amount of time for each area.
7. For each student on the Caseload Report, the teacher responsible for the student's IEP will complete an FTE Service Entry Form detailing all the services that a student receives.
8. Personnel, such as SLPs who provide secondary services, check FTE Service Entry Forms to ensure accuracy regarding the services they provide and initial review.

FTE Service Entry Form: Additional Information

- Frequency of Reports
 - Refer to the Special Education Calendar for the current school year for specific due dates.
 - Update Caseload Reports and FTE Service Entry Forms as often as there are changes.
 - Modifications in Caseloads Reports and FTE Service Entry Forms are due to the Special Education Records Clerk at the Central Office within 3 days of changes made to the student's placement and/or services.
- Middle schools must reduce the school day to six segments.
 - If a school schedules seven shortened segments and uses one of them to offer a non state-funded course or activity, the non state-funded activity must be one of the six segments reported.
 - If a system adds a seventh segment above the basic six-hour instructional day, either before or after the regular instructional day, the system may drop the segment of its choice.
- Supplemental Speech
 - Supplemental speech can be marked "Y" only when a student is reported with at least 4 segments of an activity code in a single area of disability.
 - Supplemental Speech = "Y" must be in one of the same four segments. The student must receive speech services for less than the major portion of that segment.

- Transported for Instructional Segments
 - These are students who are transported during the school day from one instructional setting to another.

- Least Restrictive Environment
 - Report students served in the general education classroom as co-teaching, collaborative, or paraprofessional support.

- Harrell Learning Center Students
 - Special Education Coordinators complete a separate Caseload Report for HLC students.
 - When completing the FTE Service Entry Form, differentiate between SED and any other area of eligibility, such as OHI or AUT.
 - In-system services should be recorded according to the current eligibility.

- Students not enrolled in Pierce County (e.g., Home school, private school, preschool other than Pierce County Schools)
 - Call or email Lisa Mullis who will coordinate with Student Records..
 - Student's complete legal name
 - Student's Date of Birth
 - School that the Student would attend
 - Gender
 - Race
 - Grade
 - Social Security Number
 - Parents' names
 - Address & Phone Number

- Gateway Students
 - The Teacher assigned to Gateway will complete a separate Caseload Report for these students.
 - When completing the FTE Service Entry Form, record the services according to the Eligibility Report & the IEP.
 - In-system services should be recorded according to the current Eligibility Report & the IEP.

- Pierce County High School
 - Due to the number of changes from one semester to the next, teachers at the high school should complete new FTE sheets for the March FTE Count.
 - The Caseload Report will need to be updated, as well.

- Unusual Circumstances
 - Call the Special Education Secretary or the Director of Special Education if you need clarification on any students.
 - Never rely on what may seem logical or correct, **please check with Lead Personnel in your school or the Director if in doubt about anything affecting FTE.**

Pierce County Schools Special Education Department FTE Reporting Form

Student: _____ Last Name _____ First Name _____ Middle _____ School _____
 Grade _____ Student ID _____ DOB _____ mm/dd/yy _____ Gender _____ Caseload Teacher _____

Schedule on FTE Count Date	Is the instruction provided in the Sp Ed classroom?	What are the instructional supports in the General Ed Classroom? (check all that apply)	ES CHAIR or SEST USE ONLY				
			FTE Code (See Program Codes below)	Inclusion: 4-Para Only 5-Interpreter 9-Co-Teacher	Miscellaneous Reporting Segments DAY OF COUNT		Supplemental Speech
1	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Sp Ed Teacher <input type="checkbox"/> Parapro <input type="checkbox"/> Consult	1	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Sp Ed Teacher <input type="checkbox"/> Parapro <input type="checkbox"/> Consult	2	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Sp Ed Teacher <input type="checkbox"/> Parapro <input type="checkbox"/> Consult	3	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Sp Ed Teacher <input type="checkbox"/> Parapro <input type="checkbox"/> Consult	4	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Sp Ed Teacher <input type="checkbox"/> Parapro <input type="checkbox"/> Consult	5	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Sp Ed Teacher <input type="checkbox"/> Parapro <input type="checkbox"/> Consult	6	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Sp Ed Teacher <input type="checkbox"/> Parapro <input type="checkbox"/> Consult	7	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

↑ Only enter HIGHEST 6 weights out of 7 segments

Primary Area of Exceptionality: _____ Special Education Services: _____
 Hours/Week: _____ Other Area(s) of Exceptionality: _____
 Area served (if Primary Area is Autism, Traumatic Brain Injury or Significant Developmental Delay): _____
 Hours/Week: _____
 Speech Only? Yes No Itinerant? Yes No Transported during school day (day of count)? Yes No GAA? Yes No

General Ed. Program Codes		Special Education Program Codes	
A Kindergarten	E Kindergarten (EIP)	P Mild Intellectual Disability	X Deaf
B Grades 1-3	F Grades 1-3 (EIP)	Q Moderate Intellectual Disability	Y Other Health Impairment
C Grades 4-5	G Grades 4-5 (EIP)	R Severe Intellectual Disability	Z Visual Impairment
H Grades 6-8	J Remedial Education	S Profound Intellectual Disability	1 Blind
D Grades 9-12	K Vocational Education	T Emotional and Behavioral Disorder	2 Deaf and Blind
I Gifted Ed	M Postsecondary Options	U Specific Learning Disability	3 Speech/Language Impairment
5 GA Virtual School	N Study Hall	V Orthopedic Impairment	4 Psychoeducational (SEI) Program
	O Other	W Hearing Impairment	

Person completing form _____ Date _____
 03/09 - FTE Reporting Form

FTE: General Information

Local school systems report student enrollment to the Georgia State DOE using FTE (Full-Time Equivalent) data. This data is based on the number of students who meet the requirements to be counted. **One important requirement is that the student must be present for at least one of the 10 days prior to the FTE Count.**

The FTE count is the method the DOE uses to determine funding for particular services and programs. A primary use of funding includes teacher salaries. Therefore, accurate FTE counts are extremely important.

Georgia conducts FTE counts at the following times:

- 1st Tuesday in October
- 1st Thursday in March
- Student Records-June

Prior to these times, the Pierce County School System FTE/Student Record Coordinator distributes information to each school Special Education Coordinator.

Special Education codes are reviewed by the Special Education Coordinator at the school. The information must be reviewed for the accuracy of each segment for every student served in special education. The data sheet sent by the FTE/Student Record Coordinator is reviewed by the special education Special Education Coordinator and special education teacher to ensure accuracy, make corrections as needed, and then returned to the Student Information System designee. The SPED Coordinator teacher coordinates with the SIS designee to make any corrections at the school level. The data is uploaded to the State on the day of the count, and then the data is used to determine the amount of funding our school system will receive from the state department.

The actual process is much more complicated than this description. For more information, please refer to the [Georgia Department of Education FTE Resources Homepage](#)

The main thing to remember is this:

FTE Counts are very important!!
Please be sure that the information reported is ACCURATE.

FTE: Program Codes

General Information

- Used for reporting services to the GA DOE for funding purposes

Specific Information

- Program codes are used to determine the weight that will be assigned to the number of FTEs earned in funding an instructional program area.
- To claim FTE funding segments, the student must be *regularly scheduled for service or program instruction* on the day of the count.
- Students who are not regularly scheduled for service or program instruction on the day of the count must be reported according to the program weight that indicates the actual services they receive on the FTE count day.
- School systems may not alter a student's schedule to capture a specific weight for the FTE count day.

FTE Code: Reporting Services	Exceptionality	FTE Code: IEPs in IC
P	Mild Intellectual Disability	P
Q	Moderate Intellectual Disability	Q
R	Severe Intellectual Disability	R
S	Profound Intellectual Disability	S
T	Emotional and Behavioral Disorder	T
T	Severe Emotional Disorder	T
U	Specific Learning Disability	U
V	Orthopedic Impairment	V
W	Hearing Impairment	W
X	Deaf	X
Y	Other Health Impairment	Y
Z	Visual Impairment	Z
1	Blind	1
2	Deaf and Blind	2
3	Speech-Language Impairment	3
T	Autism	6
U	Traumatic Brain Injury	7
U	Significantly Developmentally Delayed*	8

*In some cases, SDD may be reported using another FTE Code as follows depending upon the functioning of the student, for example:

- P- MID
- Q-MOID

These codes must be entered manually for SDD to over-ride the "U" designation. Therefore, instead of simply checking the print-out provided by the secretary, the special education staff member reviewing the entries should correct the "U" designation when it does not reflect the student's functioning. FTE Service Entry Forms should reflect the corrected codes. This form will be returned to the FTE Coordinator, and the FTE Coordinator will correct this information in the system data prior to uploading it to the State DOE.

FTE: Levels of Funding

- The number of segments a student is served in an area of special education and the type of disability the student has determine the level of funding for special education.
 - For example, a student receiving one to three segments of Specific Learning Disability (SLD) services will earn level III funding. If that student receives four to six segments of SLD (self-contained), the funding level changes to Level I.
 - This means that the amount of funding received is reduced, even though the student is receiving more special education services.

- Special Education Levels I through V
 - There are five levels of special education funding.
 - Each level represents a different funding weight.
 - These weights affect the amount of funds the State DOE provides to the local school system.
 - Therefore, **reporting this information correctly is important.**
 - Incorrect reporting may result in an error and sometimes, in loss of funds for the school system.

Special Education Funding Level Chart

Program Code	Category/Program	<i>Number of Segments</i>			
		<i>Level I</i>	<i>Level II</i>	<i>Level III</i>	<i>Level IV</i>
P	Mild Intellectual Disability		1 - 6		
Q	Moderate Intellectual Disability			1 - 6	
R	Severe Intellectual Disability			1 - 6	
S	Profound Intellectual Disability				1 - 6
T	Emotional & Behavioral Disorder			1 - 6	
U	Specific Learning Disability	4 - 6		1 - 3	
V	Orthopedic Impairment			4 - 6	1 - 3
W	Hearing Impairment			4 - 6	1 - 3
X	Deaf			4 - 6	1 - 3
Y	Other Health Impairment			4 - 6	1 - 3
Z	Visual Impairment				1 - 6
1	Blind				1 - 6
2	Deaf and Blind				1 - 6
3	Speech-Language Impairment	4 - 6		1 - 3	

- Level V funding
 - earned when the special education student is placed in a general education classroom
 - and receives additional services through one of the following:
 - Paraprofessional (inclusion code = 4),
 - Co-teaching/Collaborative (inclusion code = 9).

- ◆ Inclusion Codes
 - Codes used are '4' and '9'
 - This type of Special Education Service must occur in the General Education setting.
 - Therefore, the corresponding Program Code segment must reflect a General Education Program.

- GNETS (Harrell Learning Center [HLC])
 - No FTE weight is assigned to the Georgia Networks for Educational and Therapeutic Support (GNETS) Program. (This program was formerly identified as the Psycho-educational Program.)
 - GNETS Programs are funded through a separate grant and are considered to be a special education program code.
 - Students attending a GNETS facility should be reported with the GNETS program code (PROGRAM CODE = '4') for each segment of service received in the GNETS program.
 - For example, if a student received 3 segments of emotional and behavioral disorder instruction (program code 'T') on the FTE count day and attended a GNETS facility for the other 3 segments, only the 3 segments at the GNETS facility would be coded as program code '4'. The other 3 segments would be coded as 'T'.

See [Appendix I](#) for Current Funding Weights for Special Education Levels.

For more information on the use of [Inclusion Codes](#), see this link:

GA DOE [FTE Data Element Detail for Cycles 1 and 3](#)

SECTION 7: Services and Support Programs

Assistive Technology

- A.T. devices & services sometimes required by a child with a disability to increase, maintain, or improve his or her functional capabilities
- Must be indicated on IEP for child to receive services
- Support provided through Pierce County's Assistive Technology Team
- School system is exempt from provision of surgically implanted devices, such as cochlear implants

Autism Services

- See [Section 3: Eligibility](#) for requirements for placement
- Refer to [Section 2: Procedures](#) if student needs to be referred
 - Observation
 - Assistance with eligibility or IEP
 - Support for teachers to assist with implementation of modifications and accommodations

Deaf/Hard of Hearing (formerly Hearing Impaired)

- See [Section 3: Eligibilities](#) for requirements for placement
- Refer to [Section 2: Procedures](#) if student needs to be referred
- Always seek input from SLP in addition to D/HH Teacher

Extended School Year

- Services typically offered beyond the 180-day school calendar (i.e., during lengthy breaks, such as summer or winter holidays)
- Must be considered annually and must be documented in the IEP
- Provided at no cost to parents
- Need for ESY determined by IEP team
 - Must be related to a current goal/objective on the IEP
 - The following must be indicated on the IEP
 - Amount of time and location for services
 - Title of service provider
 - Beginning and ending dates
- IEP team may consider
 - Progress on the IEP
 - Emerging or critical skills
 - Degree of impairment
 - Interfering behavior
- Special Education Director must be consulted prior to meetings where ESY is likely to be recommended

Non-special Education Programs and Services

- Gateway
 - Alternative setting for students for students with conduct problems grades 6 through 12. See [Section 2: Procedures](#) for referral process

Occupational Therapy

- There must be an educational need and an educational academic goal that requires O.T. services in order to help meet the goal.
- Complete form (can be found on the website) and send to the central office for students needing OT for the first time.
- O.T. provides intervention & support for:
 - Functional life skills, such as dressing, grooming, eating, toileting, etc.
 - Sensory processing disorders
 - Handwriting
- Impairment must be related to an educational need (i.e., negatively impact the child's functional abilities at school).

Physical Therapy

- There must be an educational need and an educational academic goal that requires P.T. services in order to help meet the goal.
- Complete the forms found on the website and send to the central office for students needing P.T. for the first time.
- P.T. provides intervention & support for:
 - Restoring function, improving mobility, and relieving pain
 - Improving balance, range of motion, coordination, and strength
- P.T. typically provides direct services to students with
 - Cerebral palsy, head injury, and/or fractures
 - Assists with developing safety plans for students
- Impairment must be related to an educational need (i.e., negatively impact the child's functional abilities at school).

Preschool Services

- Ages 3 through 5
- Offered to all disabled children throughout the county
- Home-based, facility-based, and consultative services provided

Psychological Services

- Pierce County Schools employs one full-time School Psychologist.
- Administer and interpret formal and informal psychological tests with individual students
- Participate in the eligibility determination of students for special education services
- Consult with school staff to assist with academic & behavioral interventions
- Support implementation of the system's RTI process and procedures
- Assist with special education administrative tasks as needed

Related Services

- Term used to describe several services, such as
 - Occupational, physical, and speech therapy services
 - Special transportation
 - Audiology
 - Orientation and mobility training
 - Interpreter services

Special Services for Students with Significant Emotional Disorders

- See Section 2: Procedures for referral process
- Provided at the Harrell Learning Center (GNETS)
- Provision of services range from full- to part-time, depending upon need
- Parent may provide transportation (if parent requests to transport); otherwise, Special Transportation services are required.

Special Transportation

- Request must be reviewed by Director of Special Education
- Need for Special Transportation is determined by a variety of factors, including but not limited to:
 - The safety of the student
 - The safety of other passengers on the bus.
 - The parent's ability to provide transportation.
 - The location of services a student may need (i.e., special transportation is sometimes needed when a student's IEP team recommends that he/she receive specialized services, usually self-contained, at a school outside of the student's district.

Speech/Language Services

- Pierce County has at least one full- or part-time Speech Therapist assigned to each school in the district.
- Provides services to students with communication disorders, including articulation disorder, language impairment, fluency, or voice disorders.
- May provide services to students with dysphagia (difficulty swallowing)
 - See Section 2: Procedures for referral process
- See eligibility section for requirements for placement

Transition Services

- Babies Can't Wait
 - Begins prior to age 3
 - Services may be provided in a facility or at home
- High School Students
 - Must begin process prior to entering high school
 - Refer to the Pierce County School System's Transition Manual for requirements at each grade level.

Vision Impairment

- Pierce County has one teacher for the visually-impaired
- See Section 3: Eligibility for requirements for placement
- Orientation and mobility training

SECTION 8: Discipline

Introduction

The Pierce County School System has a Code of Conduct, and all students are expected to follow these rules. This Code is included in the Handbook that each student is given when he or she enrolls in school. All students are expected to know and follow these rules. Parents and students return a signed form to school acknowledging that they have read and discussed these rules. Students with disabilities are expected to follow the rules, just like all of the students in the school. Disciplinary information contained in this Section pertains to all students with disabilities in any category of eligibility who violate the code of student conduct.

In most cases, disciplining students who have IEPs is no different than disciplining other students. However, IEPs afford these students some protection. One protection includes the right to continuation of services indicated by the IEP if the student is removed (i.e., suspended) from school for more than 10 *cumulative* days within a school year. This protection is extended due to the requirement for FAPE and evolved from a court case involving the Office of Civil Rights (see [Appendix C](#) regarding FAPE).

In addition to the right to continue special education services, students with IEPs may receive a consequence different from that of other students if the IEP team decides that the student's misbehavior was *substantially related to* or caused by the student's disability. This team also examines the student's IEP and BIP, and it reviews details of the misconduct. In this same meeting, the IEP team decides if the school system implemented the student's IEP/BIP correctly.

This type of meeting is called a Manifestation Determination and by Georgia State Rules, must occur by the 11th day of suspension. In addition, this type of meeting must be held anytime a student with an IEP is under consideration for a "change in placement" due to his/her misconduct.

If the IEP Team decides that the student's misbehavior was not substantially related to the student's disability and that the IEP and BIP were properly implemented, then the student is treated the same as a student without an IEP would be treated. In other words, the student may be suspended beyond the 10 days; hence, the student would receive the same consequences any other student would be given. The only difference would be the continuation of special education services to provide FAPE as guaranteed by federal law.

Positive Behavior Intervention and Supports

The Pierce County School District is participating in Positive Behavior Interventions and Supports (PBIS).

What is Positive Behavior Interventions & Supports?

PBIS is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific plans. PBIS includes school-wide procedures and processes intended for all students and all staff in all settings. PBIS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn.

What is PBIS at our school?

We have adopted a unified set of behavioral expectations/rules. These rules serve to define our expectations for behavior across multiple settings within our schools.

In the *Pierce County Schools*, students are expected to demonstrate these core values:

1. Be Responsible (doing what you are supposed to do)
2. Be Respectful (treating everyone the right way)
3. Be Safe (with self, others, and property)

When a student chooses to participate in behavior that is contrary to good order and discipline of the school, consequences will be implemented to correct the behavior. Consequences are designed to teach students self-discipline and to help them substitute inappropriate behaviors with those that are consistent with the expectations for behavior in our school. Depending on the severity of the behavior and the number of times the behavior has occurred, a continuum of consequences may be used to correct student behavior.

General Information

- Defining “Change in Placement”
 - OSS for more than 10 days
 - A series of removals that constitute a pattern
- In-School Suspension (ISS)
 - ISS will not count as “removal” if the student continues to receive the services provided in his/her IEP.
 - Students “must continue to have access to the general curriculum and to progress toward the goals in the IEP in order for ISS not to be considered a removal and not to be counted toward the 10 days of suspension” (GaDOE Implementation Manual).
- Special Education Coordinator should make sure that administrators are aware of all students with disabilities and that they have a copy of the BIP on file in the office.
- The administrator responsible for discipline should monitor the days of removal for students with disabilities.
- The teacher responsible for the student’s IEP (case manager) should monitor the discipline of students on their caseloads.
- The Special Education Director must be notified when a manifestation determination meeting is scheduled.
- The Special Education Director must be notified when the student’s days of OSS/ISS is approaching 10 days.
- The Special Education Director or School Psychologist must attend the manifestation determination meeting.

The main thing to remember is this:

**MONITORING OSS
for special education students
is IMPORTANT
and is a shared responsibility.**

Defining “Removal from School”

- Bus Suspension
 - will count as a removal from school if **one** of the following is met:
 - transportation is a related service in the IEP
 - if the student has no alternate way to get to school.
- In-School Suspension (ISS)
 - ISS counts as “removal” if the student does not receive the special education services indicated in the IEP
- Out-of-School Suspension (OSS)
 - OSS counts as “removal” from school
 - When a student has accumulated 7 days of removal, school personnel should consult with the Special Education Director or the School Psychologist to develop a strategy for dealing with further disciplinary action.
- In Pierce County, conduct a Manifestation Determination meeting **prior** to the 11th day of removal.
 - Make tentative plans to serve the student past the 10th day, in case services are needed.
 - If a Functional Behavior Assessment (FBA) has not been done prior to the misconduct resulting in suspension, or if the FBA is inappropriate, the IEP team completes an FBA.
 - If a Behavior Intervention Plan (BIP) has not been done prior to the misconduct resulting in suspension, or if the BIP is inappropriate, the IEP team completes a BIP.

Defining “Change of Placement”

- Removal for More than TEN Days
 - When a student is removed from school for more than 10 days, this is considered to be a “change of placement.”
 - Notify parents and provide Parental Rights.
 - The school system is responsible for the student’s educational progress, so IEP services must be continued.
 - Sign a Consent of Placement form anytime this type of circumstance occurs.

- Serving Students who have been removed for more than 10 days
 - Principals and Special Education Coordinator will work with Central Office personnel in determining appropriate response to students who may be removed for more than 10 cumulative days within the school year.
 - **Indicate Continuation of Services in Infinite Campus with a 'Y' Code. Notify School FTE Clerk!**
 - Failure to show continuation of services in Infinite Campus, even if services are being provided, suggests that the Pierce County School System is out-of-compliance with federal and state regulations.
 - Special Education Coordinator should maintain a log of services provided to students who have been removed for more than 10 cumulative days.

Serious Violations (bringing drugs or weapons to school, or inflicting serious bodily injury on another person).

- Serious behavior problems can result in removal to an Interim Alternative Educational Setting (IAES) for up to 45 school days.
- This can happen even if the conduct is determined to be a manifestation of the student's disability.
- Removing the student for these offenses does not require parent consent or agreement, nor does it require a tribunal hearing.
- In these cases, system officials must:
 - ◆ notify the parent immediately of this decision & provide Parental Rights.

Additional Considerations

- System personnel may take into account all the circumstances when deciding if a change in placement is the right action to take for a student with a disability.
- System personnel may consider various forms of information such as the following:
 - student's disciplinary history,
 - ability to understand the consequences,
 - expression of remorse, and
 - the supports that were provided to the student prior to the behavioral violation.

Monitoring OSS

- At the beginning of each school year, and as often as necessary, the Director of Special Education reminds Principals to check for the special education flag in Infinite Campus when suspending students and to maintain ongoing communication with the Special Education Coordinator about the discipline of students with disabilities.
- Special Education Coordinator reviews BIP with Administrator responsible for discipline and ensures that the most current BIP is provided to the Administrator.
- Special Education Coordinator monitors the number of days a student has received OSS.
- The Case Manager monitors the number of days each student on his/her caseload is assigned OSS.
- Students who are prone to Code of Conduct violations should be monitored frequently. Each school should develop a procedure of checks-and-balances to ensure that students are not overlooked.

Discipline Reporting

- Suspensions for Students with Disabilities are monitored for purposes of Disproportionality and Continuation of Services.

Appropriate Disciplinary Procedures

- **Seclusion may not be used for students under any circumstances.**
- Pierce County Schools implement the *Crisis Prevention Institute* (CPI) Nonviolent Physical Crisis Intervention Program across all settings.
- The Pierce County School District employs a certified trainer in the Mindset behavioral intervention program. Appropriate personnel have been trained to use appropriate restraint techniques when necessary for safety purposes. If a restraint technique had to be used, proper documentation for school and parents should be completed. See [Appendix F](#) for *the Restraint Documentation Form*.
- The Special Education office at the BOE should be notified if further behavioral intervention appears necessary.
- See Georgia's Restraint and Seclusion Law at: <http://www.thegao.org/Rule.pdf>

See [Appendix E](#) for Flow Charts and FAQs about Discipline.

SAMPLE Manifestation Determination Meeting Agenda

1. Introduction of members of committee & sign form
2. Parental Rights given and explained (see Parental Rights at a Glance)
3. Statement of purpose of the meeting (i.e., manifestation determination)
 - Explain that team members plan to review the information from various sources
 - The team members have two purposes
 - Determine if the student's misbehavior was substantially related to the student's disability for which he or she is being served in special education
 - Determine if the school properly implemented the IEP and BIP
4. Review information about the misconduct
 - Information from the student
 - Information from the parent
 - Information from administrators and other staff members who have knowledge about the event
5. Review the student's special education categorical placement
 - Team members determine whether or not the misconduct engaged in by the student is or is not substantially related to the child's disability.
6. Review IEP and BIP
 - Team members determine whether or not the personnel in the school system implemented the IEP and BIP appropriately
 - Depending upon the student's behavior, a new FBA and BIP may be recommended by the team
7. If the student's behavior is not substantially related to the disability, and if the school system implemented the IEP/BIP appropriately, one of following may occur:
 - The IEP team may return the student to his/her previous placement.
 - If the incident resulting in the suspension was of a serious nature, the student will be referred to the Director of Student Services for appropriate disciplinary action.
8. If the student's behavior is related to the disability, OR if the school system failed to implement the IEP or the BIP, the student remains in his/her current placement and is not subject to the usual disciplinary ladder.
9. Review the findings, seek clarification if it is needed, and adjourn the meeting.
10. As soon as possible, send a copy of the Manifestation Determination to the Special Education Director for review. The Director will instruct the teacher on the next steps in the process.

Note:

1. The Special Education Director must be notified about these meetings as soon as possible. The Director, School Psychologist, or a designee will attend the meeting.
2. Thoroughly review the student's IEP, BIP, and placement prior to the meeting. For example, the BIP should be written based on individual student's needs and should not reiterate the school's discipline ladder. Let the Director know if you have any concerns well in advance of the meeting. Do not wait until the last minute to do this review.
3. Manifestation Determination meetings may be highly charged emotionally for the parent, student, and sometimes the staff. Practice use of deflation techniques or be sure to have someone on the team who is able to defuse emotions in case anyone in the meeting becomes overly agitated.

Refer to [Appendix E](#) for more information on Discipline

Refer to [Section 4](#) of this Manual for Guidelines for writing FBAs & BIPs

Discipline - Information from DOE

<http://archives.doe.k12.ga.us/documents/doe/legalservices/160-4-7-.10.pdf>

BIPs and FBAs- Updated Power Point from DOE (May 2013)

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/IDEAS%2013%20Handouts/FBA%20and%20BIP%20Toolbox%20Handout%20IDEAS.pdf>

RTI and Behavior- Updated information from the DOE

<http://archives.gadoe.org/DMGetDocument.aspx/Chapter%203%20Section%203.6%20%20RTI%20and%20Behavior.pdf?p=6CC6799F8C1371F6CF6DBAD04681844CD2C1C8E7F3A85670FFA660725B049189&Type=D>

History of Discipline and Special Education Students (Reviews Case Law)

<http://www.educationlawconsortium.org/forum/2005/papers/oneil.pdf>

SECTION 9: Professional Learning

SECTION 10: GLOSSARY & ACRONYMS

Accommodations

- Reduce or eliminate the effects of the child's disability
- Do not lower standards or expectations
- Do not invalidate assessment results on state-mandated tests
- Designed to provide equity, not advantage
- Include assistive technology, alterations to presentation response, scheduling or settings
- Compare to *Modifications* defined later in this section

Assistive Technology Devices

- Used to improve, increase, or maintain the functional capabilities of children with disabilities
- May be any item, piece of equipment, software, or hardware purchased commercially or modified and/or customized
- Does not include a surgically implanted medical device, or the replacement of this type of device

Assistive Technology Services

- Services that assist with the selection, acquisition, and use of an A.T. device
 - Includes evaluation, purchasing, selecting, designing, customizing, repairing, etc.
 - Includes coordination with other therapies and interventions
 - Includes training for the child and/or the adults involved with the major life functions of the child

Behavior Intervention Plan (BIP)

- A plan to reduce behaviors that interfere with the student with disabilities' learning or with the learning of others
- Is part of the IEP, which should have goals addressing the behavioral concerns, if a BIP is attached
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/IDEAS%202013%20Handouts%20/Got%20Behaviors%20Presentation.pdf>

Curriculum-based Measurement (CBM)

- A method teachers use to find out how students are progressing in basic academic areas such as math, reading, writing, and spelling
- Also known as a General Outcomes Measure.
- <http://www.jimwrightonline.com/pdfdocs/cbaManual.pdf>

Child Find

- Process used to identify, locate, and evaluate children who are suspected of having disabilities
- Screening to determine appropriate strategies for a child is not considered to be an evaluation for determining eligibility
- Prior interventions
 - Research-based interventions to reduce academic, social, or behavioral problems must be documented prior to referral for an evaluation to determine eligibility
 - Exceptions to interventions should be made where a significant disability precludes access to instruction
 - Georgia State Rules <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Special-Education-Rules.aspx>

Disproportionality

- Occurs when students from a racial/ethnic group are identified for services or for a specific category of services either at a greater rate (overrepresentation) or lesser rate (under-representation) than other students
- Must be monitored in states and in districts per IDEA-04
- Disproportionality may occur with identification, placement, or discipline of students with disabilities
 - <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Disproportionality.aspx>

English Language Learner (ELL)

- English Language Learners (students who score below a specified cut-off on the Access Test)
- Served by the ESOL program

English to Speakers of Other Languages (ESOL)

- Non-special education instructional program available to eligible English Language Learners in grades K through 12
- Emphasizes social and academic language proficiency
- [http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/English-to-Speakers-of-Other-Languages-\(ESOL\)-and-Title-III.aspx](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/English-to-Speakers-of-Other-Languages-(ESOL)-and-Title-III.aspx)

Extended School Year (ESY)

- Extended School Year
- the extension of special education and related services beyond the normal 180-day school year
- determined by the IEP team
 - http://archives.doe.k12.ga.us/documents/ci_exceptional/Leadership%20Meeting%202011/What%20is%20Extended%20School%20Year/What_Is_ESY_ppt.pdf

Free Appropriate Public Education (FAPE)

- Guaranteed right of students with disabilities per IDEA
- State Rules:
<http://archives.doe.k12.ga.us/documents/doe/legalservices/160-4-7-.02.pdf>

Functional Behavioral Assessment (FBA)

- An assessment based on information from numerous sources, both formal and informal, that attempts to determine the reason a child is engaging in maladaptive behavior(s)
- Provides the basis for a BIP
- Developed by a team of individuals
- See [Section 4](#) and [Appendix E](#)

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/IDEAS%2013%20Handouts/FBA%20and%20BIP%20Toolbox%20Handout%20IDEAS.pdf>

Georgia Instructional Materials Center

- Program under GaDOE, Division for Special Education Supports
- Provides or assists in the acquisition of textbooks and core instructional materials in accessible formats for students who are blind or have a physical or specified print related disability
- www.gimc.org

Georgia PINES

- Georgia Parent Infant Network for Educational Services
- Statewide early intervention program for families of children 0 to 5 with a diagnosed hearing and/or visual impairment
- www.gapines.info

Georgia Learning Resources Center (GLRS)

- See <http://www.glr.org/> for more information
- South Central GLRS serves Pierce County Schools and is located in Waycross in the same building as Okefenokee RESA. <http://team.glr.org/scglrs/default.aspx>

Georgia Network for Educational and Therapeutic Support (GNETS)

- Georgia Network for Educational and Therapeutic Support
- Provide comprehensive services to students who have one or more of the characteristics of EBD and who need more support than is typically available in Georgia's public schools
- Harrell Learning Center is located next to the Ware County BOE in Waycross, GA.
- State Rules <http://archives.doe.k12.ga.us/documents/doe/legalservices/160-4-7-.15.pdf>

Georgia Project for Assistive Technology (GPAT)

- Georgia Project for Assistive Technology
- See <http://www.gpat.org/> for more information

Harrell Learning Center (HLC)

- See GNETS

Individualized Family Services Plan (IFSP)

- Individualized Family Services Plan
- A plan similar to an IEP used by Babies Can't Wait to guide services for children with disabilities under the age of 3

Least Restrictive Environment (LRE)

- Least Restrictive Environment
- A student with a disability should have the opportunity to be educated with non-disabled peers to the maximum extent appropriate. Extra-curricular activities are included.
- Required by IDEA
- <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Least-Restrictive-Environment-.aspx>
- State Rules: http://archives.doe.k12.ga.us/DMGetDocument.aspx/160-4-7-.07_LRE_3-31-10.pdf?p=6CC6799F8C1371F68EDFFC40B905394D67D99802D4D9370782C6D840DAA4C7F0&Type=D

Manifestation Determination

- An IEP meeting in which the team members determine if student misbehavior was caused by the student's disability
- The team also reviews the IEP and the BIP to make sure they were implemented appropriately.
- In Pierce County, must be conducted before the 9th day of suspension
- See Implementation Manual
- <http://archives.doe.k12.ga.us/documents/doe/legalservices/160-4-7-.10.pdf>

Modifications

- Alterations that change, lower, or reduce learning expectations
- May result in a gap in achievement between students with and those without disabilities
- May invalidate results on Statewide assessments
- Compare to *Accommodations* defined earlier in this section

Positive Behavioral Interventions and Supports (PBIS)

- Positive Behavioral Interventions and Supports
- Based on a problem-solving model.
- Aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors.
- Fits into Georgia's RTI model with a school-wide focus.
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Positive-Behavioral-Interventions-and-Support.aspx>

Procedural Rights

- Parental rights in special education
- Always offer to them to parents when a meeting is scheduled or held
- Refer to Parental Rights at a Glance in Appendix A
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Parent-Rights.aspx>

Special Needs Scholarship Program

- Senate Bill 10
- Under certain conditions, allows for special education students to transfer to another public school, school district, state school, or private school
- Parents provide transportation

<http://www.gadoe.org/External-Affairs-and-Policy/Policy/Pages/Special-Needs-Scholarship-Program.aspx>

Transition

- Typically used to refer to students entering special education services at age 3 from BCW or exiting special education services upon high school graduation or through age 21 (Georgia allows students to stay in schools through the semester in which they turn 22.)
- Transition to Post-Secondary Settings <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Transition-.aspx>
- Transition after High School from Implementation Manual
http://www.doe.k12.ga.us/DMGetDocument.aspx/Transition_from_high_school.pdf?p=6CC6799F8C1371F6CFDAEC0BE2620542625A7482608E0336A8E7D2E4FE43DC4F&Type=D
- Transition at Age 3
http://archives.gadoe.org/DMGetDocument.aspx/Steps_for_Success.pdf?p=6CC6799F8C1371F679877DAB09ED818EE4A290BCA0CF166AD6206C55443D29ED&Type=D
- Transition at Age 3 from Implementation Manual http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Sp%20Ed%20Implementation%20Manual%20Part%201_8-12.pdf
- Georgia Interagency Transition Councils <http://www.gatransition.org/>

APPENDIX

APPENDIX A: Parental Rights at a Glance

Special Education: A Parent’s Guide to Understanding Rights and Responsibilities

This guide is designed to help you understand your rights and responsibilities regarding special education. It should not be used as a substitute for the full version of the Parents’ Rights outlined in the Individuals with Disabilities Education Act (IDEA) and the Rules of the Georgia State Board of Education pertaining to Special Education (see Rule 160-4-7-.09 PROCEDURAL SAFEGUARDS/PARENTS’ RIGHTS.) To view the full version of the Georgia Parents’ Rights, please go to the Georgia Department of Education web site at www.gadoe.org and select *Home* then *Curriculum, Instruction, Assessment* then *Special Education Services and Supports*. You will then look under *Related Links* to find parents’ rights. The full version of these rights is available in multiple languages and is also presented in video format.

<p>RECORDS:</p> <ul style="list-style-type: none"> ☞ You have a right to look at your child’s education records. ☞ You may also have the records interpreted or explained to you. ☞ You may request to have something in the record changed or removed if you feel it should not be in your child’s record. ☞ You have the right to add information, comments, data or any other relevant written material to your child’s record. ☞ You may ask for and receive copies of the Individualized Education Program (IEP) and/or any of your child’s records. The school system may charge a fee for the copies but may not charge a fee for searching for and retrieving documents. ☞ With your written permission, you may have a person acting on your behalf inspect and review the records. 	<p>EVALUATION PROCEDURES:</p> <ul style="list-style-type: none"> ☞ Your child has the right to a full and complete evaluation to determine if he/she has a disability and is in need of special education and/or related services. ☞ You have the right to have your child assessed in all areas of the suspected disability. ☞ The school district must test your child according to procedures outlined in the IDEA and Georgia Special Education Rules. ☞ Evaluations must consist of more than one test, and those tests must be given in the language that the child normally uses, unless the parent and school agree otherwise, and at least once every three years. ☞ You will be involved in the decision about eligibility and what programs and services your child needs during the reevaluation.
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<p>CONFIDENTIALITY OF INFORMATION:</p> <ul style="list-style-type: none"> ☞ Your child’s educational records are private. ☞ You can ask to have copies of only your child’s records. ☞ School employees involved with your child may see your child’s records and do not require your permission. ☞ No one else may see the results of your child’s records without your permission. 	<p>LEAST RESTRICTIVE ENVIRONMENT:</p> <ul style="list-style-type: none"> ☞ You have the right to have your child taught in classrooms and participate in all school programs and activities with other children without disabilities, of the same age and grade, to the greatest extent appropriate for your child. ☞ School system personnel must make accommodations and modifications so that your child can participate in all school programs and activities to the greatest extent appropriate.
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<p>INDEPENDENT EVALUATION:</p> <ul style="list-style-type: none"> ☞ If you disagree with the school’s evaluation, you may have your child tested by a professional evaluator not employed by the school system, at public or private expense. Contact the school system to find out the procedures for accessing this right. ☞ Upon request, the school system must provide you a list of independent evaluators so that you may choose one to test your child. ☞ The school district must consider the results of an independent evaluator. ☞ The IEP team uses the results of the test to determine if your child has a disability or needs special education. 	<p>SURROGATE PARENTS:</p> <ul style="list-style-type: none"> ☞ When the school cannot find the child’s parents or if the child is a ward of the state, the school system will assign a surrogate (substitute) parent who will represent the child regarding the child’s rights and interests for any evaluation, meeting, or educational decisions for special education services. ☞ Surrogate parents will receive special training and will act as the parent by giving consent and participating in IEP/other meetings. ☞ The surrogate parent has the same rights and responsibilities as a parent in special education in matters relating to a student.
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<p>NOTICE/PARENT PARTICIPATION:</p> <ul style="list-style-type: none"> ☞ You must be notified of your parental rights. ☞ You must be invited to attend meetings about your child such as eligibility, re-evaluation, or IEP meetings. ☞ You are to receive copies of all documents about your child’s education program and can have them explained to you. ☞ Copies can be in your native language, Braille, or explained in 	<p>COMPLAINTS, MEDIATION, HEARINGS:</p> <ul style="list-style-type: none"> ☞ When you request a due process hearing, you have the right to participate in a resolution session that provides an opportunity for parents and school systems to resolve any issues in a due process complaint so that the parents and systems can avoid a due process hearing and provide an immediate benefit to the child.
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<p>sign language. If needed, the school system will provide a translator or interpreter.</p> <ul style="list-style-type: none"> ☞ You must be given opportunities to participate in any decision-making meeting regarding your child’s special education. ☞ You must be invited to any meeting that is held to discuss your child’s disability, evaluations, re-evaluations, placement of your child, and his/her IEP and it’s contents. ☞ You are entitled to have IEP meetings held at a time and place mutually convenient to you and other members of the IEP Team. ☞ You have the right to excuse or not to excuse a member of your child’s IEP Team from attending and IEP meeting. The school district cannot excuse a required member without your permission. 	<ul style="list-style-type: none"> ☞ You have the right to ask for mediation or a due process hearing if you disagree with what the school has planned for your child. ☞ The school system can also ask for mediation or a due process hearing. ☞ The parent and the school system must both agree to try mediation before mediation will be scheduled. ☞ You or the school system may file a formal written complaint with the Georgia Department of Education to conduct an investigation about any concerns, problems, or disagreements. The complaint can be faxed to the Division for Special Education Services and Supports at 404-651-6457(fax) or mailed to the division at 1870 Twin Towers East, 205 Jesse Hill Jr. Drive SE, Atlanta, GA 30334. ☞ Forms to file a Complaint, Mediation or Due Process are located on the Special Education page of the GaDOE website (see instructions above). They are under “Dispute Resolution.” If you do not have access to a computer, please call 404-656-3963 and a form can be mailed to you.
<p>CONSENT:</p> <ul style="list-style-type: none"> ☞ The school cannot test/evaluate or re-evaluate your child without your permission/consent. ☞ The school cannot place your child in special education or change your child’s program placement without your permission/consent. ☞ The school system cannot release your child’s records without your permission/consent except to certain individuals identified in law. ☞ You have the right to not give your permission/consent. ☞ You have the right to take away your consent to special education and related services once you have given permission; you must do it in writing. Revoking consent means your child will no longer receive any special education services. 	<p>DISCIPLINE PROCEDURES AND RIGHTS:</p> <ul style="list-style-type: none"> ☞ The school system must follow certain procedures when students with disabilities exhibit behaviors that cause the IEP Team to find other settings and/or ways to educate the child. ☞ Schools may remove students to alternative programs when there is a potential danger to the child, students, or school personnel. ☞ Regardless of the setting, the school district must continue to provide a free appropriate public education for your child. ☞ The setting must enable your child to continue to receive services that will allow him/her to meet the goals and objectives in his/her IEP. ☞ Disciplinary actions occur for violations involving drugs, alcohol, weapons, or other school rules violations. ☞ These rights protect you, your child, and the school system.
<p>PRIVATE SCHOOL PLACEMENT:</p> <ul style="list-style-type: none"> ☞ If you decide to place your child in a private school, you must inform school officials at the last IEP meeting you attend of your intent and explain your concerns about the public program. ☞ The school system is not required to pay for the private school if the school system offered a free appropriate public education to meet a child’s educational needs that have been identified through the educational evaluation and are included in the IEP. 	<p>CONTACTS:</p> <ul style="list-style-type: none"> ☞ When you have concerns about your child’s education, it is important to tell the school principal or special education director. ☞ If you need further help, there are parent or advocacy groups from whom you may obtain help. Ask the school for information or a list of names. You also can contact Parent to Parent of Georgia which keeps an active list for referrals or other information. Call 1-800-229-2038 or go to www.p2pga.org. ☞ You may also contact the Division for Special Education Services and Supports at 404-656-3963 or go to the Georgia Department of Education website at www.gadoe.org to help find other helpful

**APPENDIX B: Pierce County School System's RTI Process
and Child Find**

Pierce County School System's RTI Process and Child Find

Child Find is mandated by special education law. It is a process that systems use to identify, locate, and evaluate all children, birth through twenty-one, in the county who are suspected of having disabilities. Federal Law requires that systems must have policies and procedures in place to ensure the identification, location, and evaluation of these children.

For children in kindergarten through 12th grade enrolled in public schools, Child Find is accomplished through the *Georgia Student Achievement Pyramid of Interventions*. The Pierce County School System has developed Pyramids of Interventions to meet the academic and behavioral intervention needs of students. As interventions are purchased and implemented, revisions are made in the local Pyramid.

The Child Find process is facilitated by the locally-developed Pyramid of Interventions. All students in Pierce County participate in evidence-based instruction, which is developed based on grade level Georgia Performance Standards. When students struggle in the general education curriculum, Tier 2 and, if needed, Tier 3 interventions are provided. Data is collected at all tier levels to determine the students' responses to interventions that have been implemented. Students who do not make progress with the individual interventions provided at Tier 3 may be referred for an evaluation to determine eligibility for special education and related services.

The Pierce County School District conducts a Universal Screening of all students in all lottery-funded Pre-K settings including the public school and private daycare in settings. Screenings will take place during the fall of each year using the *SPEED DIAL-4th Edition* and the school system notifies parents of the universal screening via the district website, through public posting in the local newspaper, and letters.

Tier 3 serves a Child Find responsibility for students who may need special education and related services. Students in private schools, home-schools, and charter schools who are referred for special education services should also have documentation of these prior interventions to assist in the determination of eligibility for special education services. Child Find is a critical part of the special education process for all children suspected of having disabilities. **With the implementation of the *Pyramid* and the focus on progress monitoring and response to interventions, only those students who are not making progress, despite evidence-based instruction, will be referred to special education to determine their eligibility.**

GaDOE Implementation Manual: Child Find

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Sp%20Ed%20Implementation%20Manual%20Part%201_8-12.pdf

APPENDIX C: FAPE
Free Appropriate Public Education

FAPE: *Free Appropriate Public Education*

Introduction

The State DOE must be able to prove to the federal government that it has a policy in place that ensures that all children with disabilities, ages 3 through 21 who reside in the State, have the right to FAPE (Free Appropriate Public Education).

Suspensions and Expulsions

This right includes students with disabilities who have been suspended and expelled from school.

Promotions

Advancing from grade to grade does not restrict FAPE.

High School

Students with disabilities are eligible to continue receiving Special Education services for the remainder of the semester in which they turn 22.

Incarcerated Students

Students eligible for special education services and who have an IEP and who are in a facility operated by the Department of Juvenile Justice (DJJ) or the Department of Corrections (DOC) must receive their educational programs. Each of those agencies provides the services to students within their facilities in Georgia. Each agency has the responsibility to identify, evaluate, determine eligibility, and provide special education and related services to students. These agencies will contact the most recent public school to obtain copies of educational records so that FAPE can be provided. DJJ and DOC are public schools and should be treated as other public schools when providing records in an expeditious manner.

The exception may be adult students who are between the ages of 18 and 21 who, prior to being in the correctional facility (jail) did not have an IEP the last time they attended school. These students do not have an entitlement to FAPE.

GaDOE Implementation Manual- FAPE

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Implementation-Manual.aspx>

GaDOE State Rules- FAPE

<http://archives.doe.k12.ga.us/documents/doe/legalservices/160-4-7-.02.pdf>

APPENDIX D: Annual IEP Training Verification

Annual IEP Training Verification

*Blue and Silver Section 2: IEP Procedures

I have reviewed and been trained in IEP Procedures according to the Pierce County Blue and Silver Special Education Handbook.

Signature

Date

* Blue and Silver Section 4: IEP Meetings and IEP Development

I have reviewed and been trained in IEP Meetings and IEP Development according to the Pierce County Blue and Silver Special Education Handbook.

Signature

Date

APPENDIX E: Discipline

Discipline: Frequently Asked Questions

Authority of System Personnel

What is meant by consecutive school days?

Consecutive refers to the number of days of suspension in a row.

How are cumulative days of suspension in a school year addressed?

The Discipline Rule addresses cumulative days by referring to school days in the same school year. Systems may suspend a student with disabilities for up to 10 (cumulative) school days total in a school year without providing special education and related services unless the system would provide services to a student without disabilities who has been similarly removed.

Does in-school suspension (ISS) constitute removal from school?

Not necessarily. If the student has access to the general curriculum and receives his or her IEP services while assigned to ISS, it is not counted as out-of-school suspension.

What is a free appropriate public education (FAPE) for a student who has been removed for more than 10 school days in a school year for disciplinary reasons?

A modified concept of FAPE applies in those circumstances and consists of:

- Services which enable the student to continue to participate in the general education curriculum and
- Services which enable the student to progress toward meeting the goals set out in his or her IEP.

At what point in the disciplinary process is a student required to have a behavioral intervention plan (BIP)?

Within ten days of any decision to change the placement of a student with a disability because of a violation of the code of student conduct, the relevant members of the IEP Team must make the determination of whether the conduct was a manifestation of the student's disability. If it is determined to be a manifestation of the student's disability, a functional behavioral assessment (FBA) and a behavioral intervention plan (BIP) must be developed, reviewed, and/or modified.

What is a functional behavioral assessment?

A functional behavioral assessment (FBA) is the process of gathering information in order to determine the cause or function of a behavior prior to developing a behavior intervention plan. There are many tools and assessments that can be used for functional behavioral assessment. These should be individually selected on a case-by-case basis. Data for functional behavioral assessments should be derived from the student's school setting in order for accurate conclusions to be made.

What is the definition of behavioral intervention plan?

A behavioral intervention plan (BIP) is positive interventions, strategies and supports designed to address the behavior in question. A team approach that includes relevant system staff and the parent is critical to developing a successful BIP. The BIP is a fluid plan that should be modified as necessary.

Does a Behavior Intervention Plan (BIP) have to be based on a Functional Behavior Assessment (FBA)? Is a FBA required before a BIP can be done?

If the IEP team has adequate information to develop a Behavior Intervention Plan, a Functional Behavior Assessment may not be required. Although not required, it would be considered to be best practice to conduct a FBA prior to the development of a BIP.

In the case of a required FBA and BIP due to discipline procedures and the determination that the behavior in question was a manifestation of the student's disability, both a FBA and a BIP must be developed. If already completed, the FBA and BIP must be reviewed and revised as necessary.

Do removals from the school bus count as days of out of school suspension?

Yes, if special transportation is listed in the student's IEP, and if a student is suspended from the bus, IEP services have been interrupted. Therefore, the bus suspension/removal will be counted as out of school suspension unless the system makes provisions for alternative transportation.

Manifestation Determination

Who makes the manifestation determination?

The determination is made by:

- the system;
- relevant members of the IEP Team, as determined by the system and the parent; and
- the parent.

Systems conduct a tribunal to determine guilt or innocence when a student is accused of a serious or repeated violation of the code of conduct. Is the manifestation determination conducted before or after the tribunal?

The manifestation determination should be conducted before the tribunal.

What must occur if the determination is made that the behavior in question was a manifestation of the student's disability?

The student must be returned to the placement from which the student was removed, except in the cases involving weapons, serious bodily injury or illegal drugs or controlled substances, unless the parent and the system agree to a change in placement.

If a BIP is not in place:

- IEP Team must conduct a functional behavioral assessment (FBA), unless the system had conducted one prior to the behavior; and
- implement a behavioral intervention plan (BIP).

If a BIP is already in place:

- the IEP Team must review the existing BIP; and
- the IEP Team must make changes needed in the BIP to address the behavior.

What occurs if the determination is made that the behavior in question was not a manifestation of the student's disability?

For disciplinary removals that would exceed 10 consecutive school days, system personnel may apply the relevant disciplinary procedures in the same manner and for the same duration as the procedures would be applied to students without disabilities, except that the student must:

- continue to receive educational services so as to enable the student to participate in the general education setting, although in another setting and to progress toward meeting IEP goals, and
- receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not reoccur.

If the Manifestation Determination decides that student's behavior was not a manifestation of the disability and the tribunal decides that the student is to be served in an alternative educational setting, must the LSS provide transportation?

First, the tribunal does not determine the placement; the IEP determines the placement of the student so that he or she may continue progress toward meeting the IEP goals and accessing the general education curriculum. Whether or not transportation must be required will depend on whether specialized transportation was required in the IEP. If it was in the IEP, then it must be provided for alternative school. In other circumstances, the team must consider whether not having transportation results in removing the student from services. If so, the IEP team should consider an alternative.

Special Circumstances/Definitions

What is the definition of a dangerous weapon?

"The term *dangerous weapon* means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury." The definition as of the date of publication of this manual is from 18 U.S.C Section 930 (g) (2). This definition from the United States Code is used for the term "weapon" in Georgia's special education Discipline Rule.

What is the definition of a serious bodily injury?

"*Serious bodily injury* means injury that involves (A) substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty."

Implicating a student of inflicting serious bodily injury is a serious matter. Best practice suggests that careful consideration should be made to ensure the validity of the injury claim. For the purposes of this Rule, the definition of serious bodily injury is found in the United States Code. The definition as of the date of publication of this manual is found in 21 U.S.C. Section 18(c).

What is the definition of controlled substance?

For the purposes of this Rule, the definition of controlled substance is that found in section 202(c) of the Controlled Substances Act. The definition is not included here because it is lengthy and changes frequently.

When are the provisions about weapons, illegal drugs, controlled substances and serious bodily injury in effect?

These provisions are in effect when students are:

- at school;
- on school premises; and
- at school functions.

Notification

When should a parent be notified of a change of placement due to a removal because of a violation of the code of student conduct?

The system is responsible for notifying the parent and providing procedural safeguards on the date on which the decision is made to make such a removal that constitutes a change of placement.

Appeals

What decisions about discipline can a parent appeal?

- the manifestation determination
- the selection of an interim alternative educational setting regarding the issues of weapons, illegal drugs or controlled substances, or serious bodily injury

Can the system appeal any decisions related to discipline?

Yes, the system may appeal if it believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others.

What occurs if the parent or the system wants to appeal (see first 2 questions under "Appeals")?

An expedited due process hearing occurs within 20 school days of the date the hearing is requested. A determination must be made by the administrative law judge within 10 school days after the hearing.

May the hearing officer's decision on an expedited due process hearing be appealed?

Yes. The parent or the system may appeal the administrative law judge's opinion consistent with Rule 160-4-7:10 Dispute Resolution.

Placement During Appeals

What happens to the student's placement when an appeal under the Discipline Rule is made?

When the parent disagrees and appeals, the student will remain in the interim alternative educational setting (IAES) pending the hearing decision or until the expiration of the 45 school day time period if the infraction involved illegal drugs, controlled substances, weapons or serious bodily injury, unless the parent and the system agree otherwise. The student does not stay put in his or her special education placement that was in place prior to the IAES.

Protections for Students Not Yet Eligible

What protections are in place for a student who has not been determined to be eligible for special education and related services and who has violated the code of student conduct?

A student may assert protections under the Discipline Rule if the system had knowledge that the student was a student with a disability.

How is it determined that the system had knowledge that the student was a student with a disability?

A system is deemed to have knowledge that a student was a student with a disability if any of the following occurred prior to the behavior that precipitated the disciplinary action:

The parent expressed concern that the student was in need of special education and related services (This concern must have been expressed in writing to supervisory or administrative personnel in the system or to a teacher of the student)

The parent requested an evaluation of the student (consistent with Rule 160-4-7.04 Evaluation & Reevaluations)

The teacher of the student, or other system personnel, expressed specific concerns about a pattern of behavior of the student (these concerns must have been expressed directly to the local special education director or other system supervisory personnel)

If a student becomes involved in a disciplinary action and has been previously evaluated and determined ineligible for services, what is the system's responsibility? In addition, if a parent requests an additional evaluation, what is the system's responsibility?

The system is not deemed to have knowledge that a student is a student with a disability if the parent has refused services or the student has been evaluated and found ineligible for services.

If a parent requests an evaluation of a student during the time in which a student is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, the student remains in the educational placement determined by system authorities, which can include suspension or expulsion without educational services. If the student is determined to be a student with a disability, the system must provide special education and related services.

Referral to and Action by Law Enforcement and Judicial Authorities

Can law enforcement officials be informed of suspected criminal activity of a student with a disability?

Yes. The system may report criminal acts committed by a student with a disability. Nothing in the Discipline Rule prohibits system officials from reporting criminal activity allegedly committed by a student with a disability.

What happens when the system or other agency reports a crime committed by a student with a disability?

Copies of the student's special education and disciplinary records, if appropriate, are sent to the agency to which the crime was reported.

Change of Placement Because of Disciplinary Removals

When does a change of placement occur?

A change of placement occurs:

- if the disciplinary removal is for more than 10 consecutive days or
- if the removal is part of a series of removals that constitutes a pattern

What constitutes a pattern of removals?

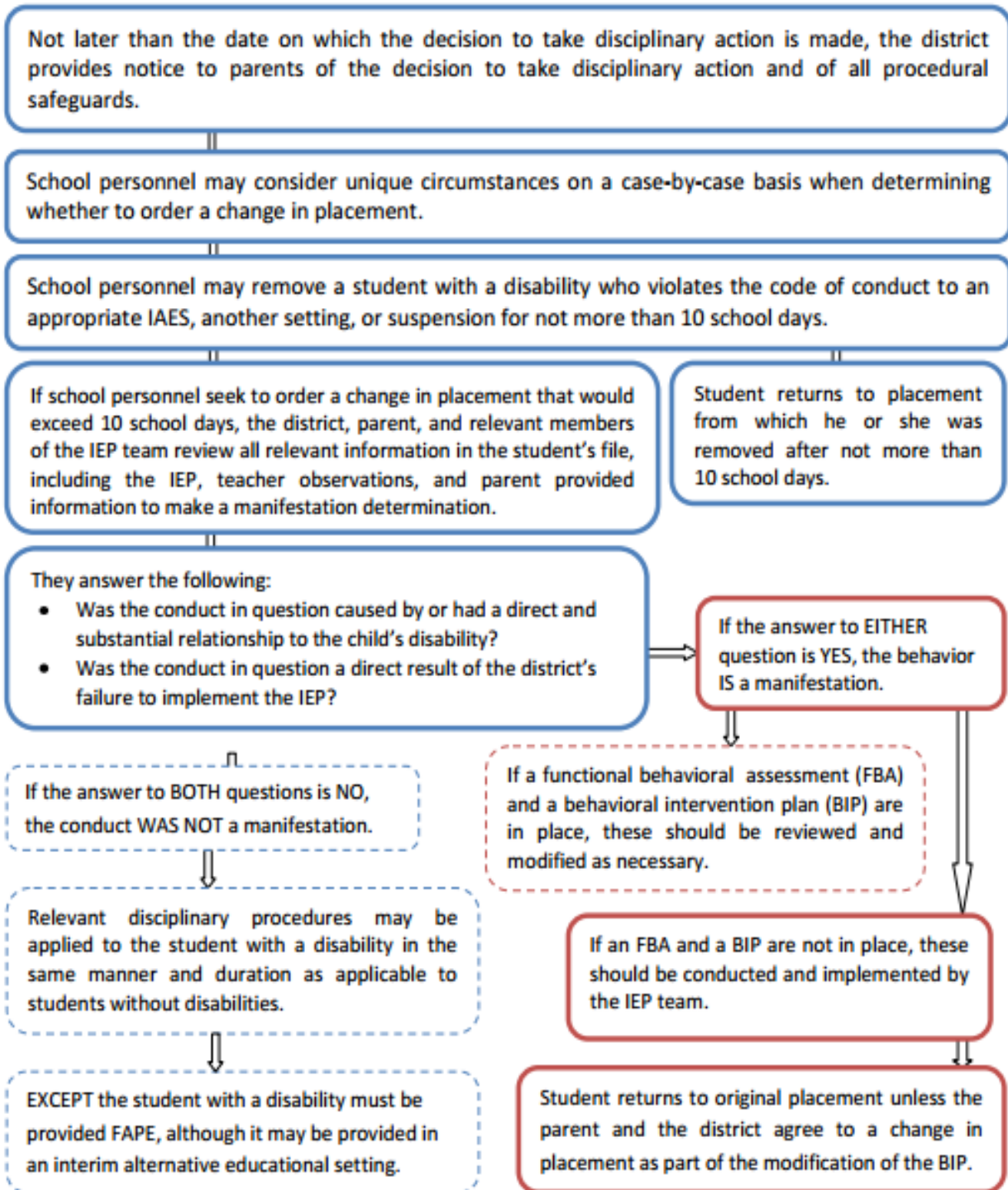
- the series of removals totals more than 10 school days in a school year
- the behavior is substantially similar to previous incidents that required removal and
- the length of each removal, the total amount of time the student has been removed and the proximity of the removals to one another have been considered

How is it determined that a series of removals constitutes a change of placement?

The system determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process hearings and judicial proceedings.

Student with a Disability: Violates Code of Conduct (Flow Chart)

(Not including infractions involving weapons, drugs, or inflicting serious bodily injury)



Violations of Code of Conduct: Special Circumstances (Flow Chart)

School personnel may remove a student with a disability who violated the code of conduct to an appropriate interim alternative educational setting (IAES) for not more than 45 school days, without regard to whether the behavior is determined to be a manifestation of the student's disability, in cases where the student carries or possesses a weapon, knowingly possesses or uses illegal drugs, sells or solicits the sale of a controlled substance, or has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the state or district.

The student's IEP team determines the interim alternative educational setting for services.

An agency may report a crime committed by a student with a disability to the authorities.

Not later than the date on which the decision to take disciplinary action is made, the district provides notice to parents of the decision to take disciplinary action and of all procedural safeguards.

Within 10 school days, the IEP team must convene so that the following can take place:

1. Manifestation can be determined.
2. Services can be determined.

The student must receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

In the IAES, the student must continue to receive FAPE so as to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting IEP goals.

A hearing may be requested by

1. The parent, if in disagreement with the placement or manifestation determination.
2. The district, if it believes that maintaining the current placement is substantially likely to result in injury to the student or to others.

If no hearing is requested.

Stay put is in the IAES, unless the parent and school district agree otherwise.

The school district shall arrange for an expedited hearing within 20 school days of the date requested, resulting in a determination within 10 school days of the date of the hearing.

The hearing officer may return the student to the placement from which he or she was removed or order a change in placement to an IAES for not more than 45 days if maintaining the current placement is substantially likely to result in injury to the student or others.

The student returns to the placement from which he or she was removed on the 46th school day, unless a change in placement has been otherwise made.

Protections for Students Not Yet Eligible for Special Education (Flow Chart)

The child may assert protections under the Discipline Rule, if the district had prior knowledge the child is a student with a disability. Is there a basis for the district having prior knowledge?

YES, if any of the following occurred prior to the incident:

1. The parent expressed concern in writing to the teacher or administrator that the child was in need of special education and related services.
2. A parent requested an evaluation of the student.
3. The teacher or other personnel expressed specific concerns about the student's behavior patterns to an administrator.

An expedited evaluation must be conducted. The student remains in district-determined placement, which can include suspension or expulsion, until evaluation is completed.

The student is determined eligible for special education

IEP is developed. District provides special education and related services for the student.

NO, if prior to the incident,

1. The parent has not expressed in writing a need for special education and related services for the student.
2. The parent has not requested an evaluation.
3. The teacher has not expressed concerns about the pattern of behavior of the student.
4. The parent REFUSED an evaluation of the student.
5. The student has been evaluated and been found NOT ELIGIBLE.

Regular disciplinary actions may be imposed.

The student is determined not eligible for special education

**APPENDIX F: EMERGENCY INTERVENTION AND RESTRAINT
DOCUMENTATION**

PIERCE COUNTY SCHOOL SYSTEM
834 E Main St.
Blackshear, GA 31516

EMERGENCY RESTRICTIVE INTERVENTION AND RESTRAINT DOCUMENTATION REPORT

Student: _____ Date: _____

School: _____ Time of Incident: _____

Staff Involved: _____ Location: _____

Description of what was occurring prior to the problem behavior (antecedents):

Description of student's behavior requiring intervention:

Description of any interventions used prior to use of emergency restrictive procedures:

Description of use of restrictive intervention (include names of staff involved):

Duration of incident and use of restrictive procedure:

Description of how the student responded to emergency procedures:

Was anyone injured or hurt during this incident? If yes, describe injury.

Description of pending action:

Signature: _____	Date: _____
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**APPENDIX G: Completing the Eligibility Determination
Form**

Guidance from the GA DOE

Completing the Eligibility Determination Form

Section 1 Student Information

Complete the child's identifying information.

Section 2 Case History

This section gives an overview picture of the child.

Complete all sections for a reevaluation since information may change over time. Hearing and vision screenings are necessary prior to administration of assessments. The screenings should be completed within a year of the evaluation.

Section 3 Summary of interventions PRIOR to referral

This section gives the committee a quick look at the interventions and adaptation of content, methodology, and/or instructional delivery that have already occurred.

The data from these interventions will be documented in Section 4.

Initial eligibility – The committee will need to list the interventions provided for the child.

Reevaluation - The committee will need to list the specially designed instruction which includes: Adaption of Content, Methodology (specialized program), or Instructional Delivery. It will also be important to list any additional areas of concern that have developed since the previous eligibility.

Immediate consideration of special education eligibility - The committee must review the information presented by the parents and school to determine if the intensity of the rare, unique situation warrants referral for immediate comprehensive special education evaluation and eligibility consideration.

This means there are occasional situations that are so compellingly appropriate for Special Education consideration that it would be unacceptable to delay needed services by having to go through Response to Intervention (RtI)/Student Support Team (SST) processes.

Section 4 Summary of Progress Monitoring Data toward achieving standards

This is the section where the committee shares the specific scientific, research or evidence based intervention(s) and provides accurate information on the progress monitoring data results for the intervention(s) implemented for an initial evaluation or the specially designed instruction for reevaluation.

- Area(s) of Difficulty

Initial evaluation - The "Area" field is where the committee will identify the area(s) of concern [such as academic (reading, mathematics, writing); behavioral; functional; or developmental]

Reevaluation -The "Area" field is where the committee will list the identified deficit areas based on the Individualized Education Program (IEP) goal(s) and additional areas of concern that have manifested since previous eligibility.

- Scientific, research, evidence based interventions

Initial eligibility – Identify (name) the specific intervention(s) implemented. The scientific, research or evidence based intervention(s) will be implemented as designed for the appropriate period of time to show effect.
 Reevaluation – Identify the specific specially designed instruction/intervention (specialized programs, methodology, or instructional delivery) implemented.

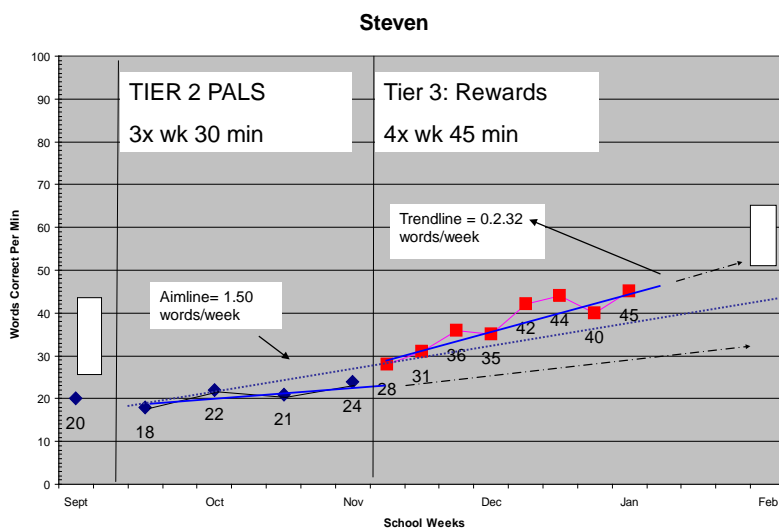
- Baseline Performance

Initial eligibility – Record baseline data for the intervention(s) implemented for Tiers 2, and 3. This will include the date, starting data point, and performance summary of that starting point.

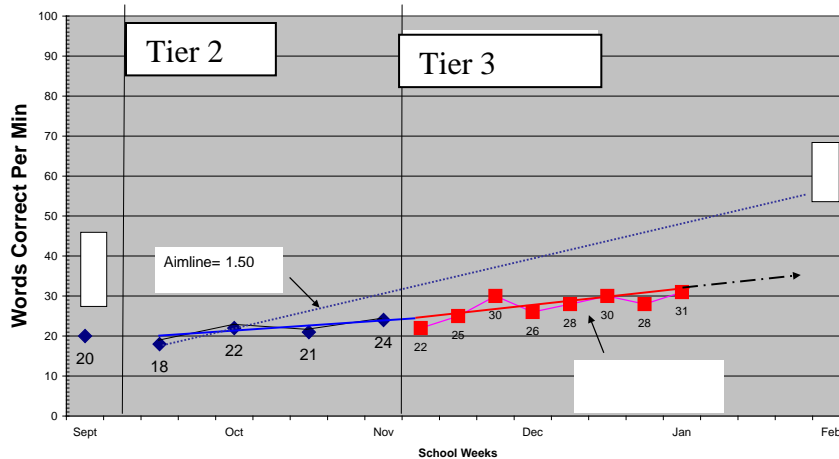
Reevaluation – This will include the date the specially designed instruction/intervention was implemented from the IEP, the starting data point, and a performance summary of the starting point.

- Intervention Data

Initial eligibility - The progress monitoring data presented will show the child's RtI (positive effect or lack of response) that demonstrates that the child is not making sufficient rate of progress to meet age or State-approved grade-level standards within a reasonable time frame. The summary will provide information on the impact of the intervention on educational performance and discuss/address the *rate of learning*. A child whose rate of learning is comparable to grade level peers cannot be determined to have a disability that impacts educational performance even though the child may be below grade level performance. However, a child whose **rate of learning** is not comparable with grade level peers may be considered a child with a disability that impacts educational performance. Trend lines or other projections for attaining grade level standards are appropriate to include in this data analysis.



Progress Mon.



Reevaluation – The progress monitoring data will show present levels of academic achievement, behavioral needs and related developmental or functional needs of the child. The data will guide needs for any additional accommodation and/or modification to the special education and related services to meet the measurable annual goals set in the IEP. Because special education is included in Tier 4 there is an expectation of greater frequency of progress monitoring of child’s RtI/intervention to guide decision making.

Section 5 Results of District, State, and Benchmark assessments

The academic assessment history is one source of information to combine with multiple sources to assist in the decision making. This section must include all district and state assessments the child has taken in the last calendar year but could include previous years if the assessment results are relevant to support the needs of the student. In addition to district and state assessments, benchmark assessments may also be included. Benchmark assessments will only be accepted as the sole support for this eligibility section if there are no results available on state and district level assessments (i.e. Kindergarten students who have not completed the GKIDS assessment, or transfer students). Include the student results along with the passing standard for the test (such as 800) to make it easier for individuals who are not directly involved in district, state and benchmark assessments to interpret results.

Section 6 Individual student data

Note: As one completes this section it may help you to determine what additional information/assessments are needed prior to eligibility team meeting. This section is a collection of assessments (formal/informal), observations, interviews, reports, and work samples completed by a multidisciplinary team. It is organized into domains to prompt the team to consider the whole child. The team is responsible for assessing the student in all areas either formally or

informally. A more in depth assessment must be completed in all areas related to any suspected disabilities and in any other area deemed relevant.

It is imperative when completing this form to make sure the team addresses **all** domains. If the child exhibits no concerns in a specific domain then the team needs to document the evidence available to support that no formal assessment is needed for the domain. The domain area needs to include the source providing the information and the date the decision was made:

Examples:

Social Domain: Report/Assessment: Classroom teacher observation; **Date:** 10/8/2009; **Results-Strengths:** Teacher reports that Johnny has many friends and works well in collaborative settings therefore no social problems noted.).

Sensory Processing: Report/Assessment: Parent and teacher report; **Date:** 10/8/2009; **Results-Weaknesses:** Parents and teacher reports that Johnny exhibits tactile defensiveness when he eats soft foods. He refuses to eat foods that are soft and white. If he accidentally eats a soft food he will gag and throw up. Both teachers and parents report that loud noises bother Johnny. This is observed during lunch in the cafeteria, on the bus, in the gym, and when the fire alarm rings. At the beginning of the year he would hide under desk and hold his hands tightly over his ears.

(Based on this example, the team has information that should guide the decision to investigate further through formal assessments.)

This section must be written from the perspective that anyone can interpret the information included in the chart.

- **Report(s)/Assessment(s) & Scores** – Give the name and measurement scale for scores. Teachers and parents need to be able to interpret what that score means. If gathered through informal assessment such as teacher observation or input, include the source.
- **Date** – This is the date the assessments (formal/informal), observations, interviews, reports, work samples, etc. were administered.
- **Results Strengths/Weaknesses** – Results are analyzed and interpreted in these sections.

Section 7 Exclusionary factors

The exclusion factors should have been discussed at length during the SST (Tier 3) process on whether the factor had an impact on the child's educational progress. Exclusionary factors must be considered in eligibility determinations. Each factor should be considered for its impact or lack of impact on educational progress. The explanation should describe why or why not a factor has influenced educational progress. Once the factors have been addressed, the team needs to refer to the responses and refer to the eligibility criteria for each disability category

The following is guidance on addressing each exclusionary factor.

- Lack of appropriate instruction in reading, math and written expression. Need to discuss: Did the child have access to quality instruction and research-based curricula?

- Limited English Proficiency. It is very important to include an English Speakers of Other Languages (ESOL) staff member who is familiar with the child suspected of having a disability. It will be necessary to include a language profile for this child that specifically investigates the language proficiency in both the primary language and English.
- Cultural Factors. A child's culture should not be a determinant factor of a disability. An important method of obtaining pertinent cultural information is by interviewing key family members. All results obtained must be interpreted in relation to the child's dominant cultural influences.
- Environmental or economic disadvantage. A child's environment or economic disadvantage should not be a determinant factor for determination of a disability. The committee will need to thoroughly examine family stressors that may be impacting educational progress to include homelessness, unemployment, extended illnesses, death in the family, divorce, pre-school experiences, lack of books in the home or expectations of the family for the child.
- Atypical education history. The team must discuss if the child has high levels of mobility and/or absenteeism which may have influenced the educational progress of the child.
- Visual, hearing or motor disability. The committee will need to analyze information in order to rule out as source of difficulty when determining specific disabilities.
- Mutism, tongue thrust and dialectic. Mutism, tongue thrust behavior without associated speech sound impairment, and dialectic differences cannot be a speech language disorder. The committee will need to analyze information in order to rule out as source of difficulty when determining specific disabilities.

Section 8 Decision making for eligibility

The team will make a determination to continue with eligibility consideration by using the convergence of data from multiple sources to document each of the following:

- Grade level difference, such as large performance difference compared to peers and benchmark expectations in specific areas (data from State-wide testing, system level benchmarks, etc.) **(For preschool:** Differences in age appropriate skills will be used in comparison to peers)
- Rate of learning difference, such as a large difference in rate of learning compared to the trajectory toward the benchmarks when provided with high-quality interventions implemented over a significant period (CBM, progress monitoring, tiered support)

- Adverse educational impact, such as a review of the individual student qualitative and quantitative data that indicates the need for specially designed instruction.

The Committee Rationale is a summary of the specific reasons for the committee's decision. The rationale should clearly state why or why not the child has been determined in need of special education.

Section 9 Summary of considerations

In this section the committee has completed the discussion and agreed that the results of the data indicate there is an adverse impact on educational performance in specific area(s). The committee will use the chart to document those areas. Keep in mind educational performance refers to functional, developmental and/or academic areas. Checks in the chart must correlate with the data and assessment results collected. The committee should list the area(s) of disabilities being considered.

The committee should use the **Eligibility Quick Reference Guide** for guidance.

Section 10 Eligibility determination

Based on the review of the collection of data, assessments, observations, and interviews, the committee will determine which specific category(ies) the child meets eligibility criteria and if appropriate, the related services needed. The eligibility determination will be noted in the space available.

The committee will summarize the data and information collected on the child that causes the committee to determine the specific eligibility. This explanation will document the reasons the committee made their decision.

Section 11 Eligibility team information

This section includes the title, position, and name of the members present. For Specific Learning Disability (SLD) eligibility in accordance with Federal 34 CRF 300.311(b) and State law, each eligibility team member must certify in writing whether the report reflects the member's conclusions. If it does not reflect the member's conclusion, the eligibility team member must submit a separate statement presenting the member's conclusions. A space is provided on the last page for that entry or the member may send in or attach a separate response. This is not to be used as a vote.

APPENDIX H: Testing Accommodations Guidance

Access the most current testing accommodations information by following this [link](#):

**GEORGIA DEPARTMENT OF EDUCATION
ACCOMMODATIONS MANUAL**

**A Guide to Selecting, Administering, and Evaluating the Use of Test
Administration Accommodations for Students with Disabilities**

Access the most current testing accommodations information by following this [link](#):

**GEORGIA ALTERNATE ASSESSMENT
SCHOOL AND SYSTEM TEST COORDINATOR'S MANUAL**

Testing Accommodations for Students with Disabilities

Oral Presentation

(Information excerpted from the Georgia DOE Accommodations Manual)

General Information:

There are two oral presentation accommodations available to students with disabilities in the state of Georgia. Both are allowed by the Georgia Department of Education as a means to provide equitable access during instruction and assessments for this group of students. The state of Georgia mandates that any accommodations provided to a student for a state assessment must be the provided for classroom instruction and classroom assessments. There are some accommodations that may be appropriate for instruction, but may not be appropriate for use on state assessments.

Accommodations must adhere to the following principles:

- Accommodations should enable students to participate more fully in instruction and assessments and to better demonstrate their knowledge and skills.
- Accommodations must be based upon individual student needs and not upon a category of disability, level of instruction, time spent in general classroom, or program setting.
- Accommodations must be justified and documented in the student's IEP.
- Accommodations must be aligned with and be a part of daily instruction; accommodations must not be introduced for the first time during the testing of a student.
- Accommodations should foster and facilitate independence for students, not dependence.
- Only accommodations listed as approved in Georgia's Student Assessment Handbook may be used on state-mandated tests.

Providing students with unapproved modifications during a state-mandated assessment constitutes a test irregularity and may result in an investigation into the schools or system's testing practices, as well as invalidation of the student's score. Additionally, the Code of Ethics for Georgia Educators now includes provisions for sanctions of school or system personnel who are reported as having participated in an event deemed as a testing irregularity.

There are two possible Oral Presentation Accommodations:

1. Read aloud test except for reading passages. See below for more information.
2. Read aloud test including reading passages. See below for more information.

1: Oral reading of test questions in English only by reader or assistive technology is a standard accommodation that is available for <u>struggling readers</u> . Using the most recent benchmark ORF score from the Academy of Reading, if the student scores at or below the 15 th percentile for his/her grade level, this accommodation is appropriate for that student.

Students who score above the 15th percentile should not receive this accommodation. If the student meets the criteria of 15th percentile or below and the accommodation is included on their IEP for state testing, it must also be a part of the student's **daily instructional routine for all printed material**, with the exception of reading passages.

1: Oral reading of test questions in English only by reader or assistive technology is a standard accommodation that is available for struggling readers. Using the most recent benchmark ORF score from the Academy of Reading, if the student scores at or below the 15th percentile for his/her grade level, this accommodation is appropriate for that student. Students who score above the 15th percentile should not receive this accommodation. If the student meets the criteria of 15th percentile or below and the accommodation is included on their IEP for state testing, it must also be a part of the student's **daily instructional routine for all printed material**, with the exception of reading passages.

2: Oral reading of reading passages in English only by reader or assistive technology is a conditional accommodation for non-readers. Using the most recent benchmark ORF data, the student does not decode any words. The words read correctly on the ORF passage are sight words and not words that have been decoded by the student.

This accommodation may be considered when BOTH the following conditions apply:

1. The student has a specific disability that severely limits him or her from decoding text at any level of difficulty, even after varied and repeated attempts to teach the student to do so (i.e. the student is a non-reader, not simply reading below grade level);
2. The student has access to printed materials only through a reader or other electronic format during routine instruction.

The text must be read word-for-word exactly as written. The test administrator may not provide assistance to the student regarding the meaning of words, intent of test items, or responses to test items. The test administrator may not rearrange the order of text (e.g., read the questions before reading the passage). The test administrator may read test text to a small group provided all students have the same test form number. When a small group setting is used, the passage may be read once and each test item may be read twice. Each student must have a test book and must be instructed to follow along in their test booklet as the test administrator reads the text.

If a student has this accommodation on their IEP for state testing, it must also be a part of the student's **daily instructional routine for all printed material**.

If you have a student who does not fit the above criteria of either option one or option two and you feel that consideration should be given for this student to receive the accommodation of oral presentation, a written request for the accommodation with accompanying data supporting the request can be sent to the Director of Special Education. Contact the Director of Special Education for assistance in completing this request. All requests must be made prior to IEP meetings.

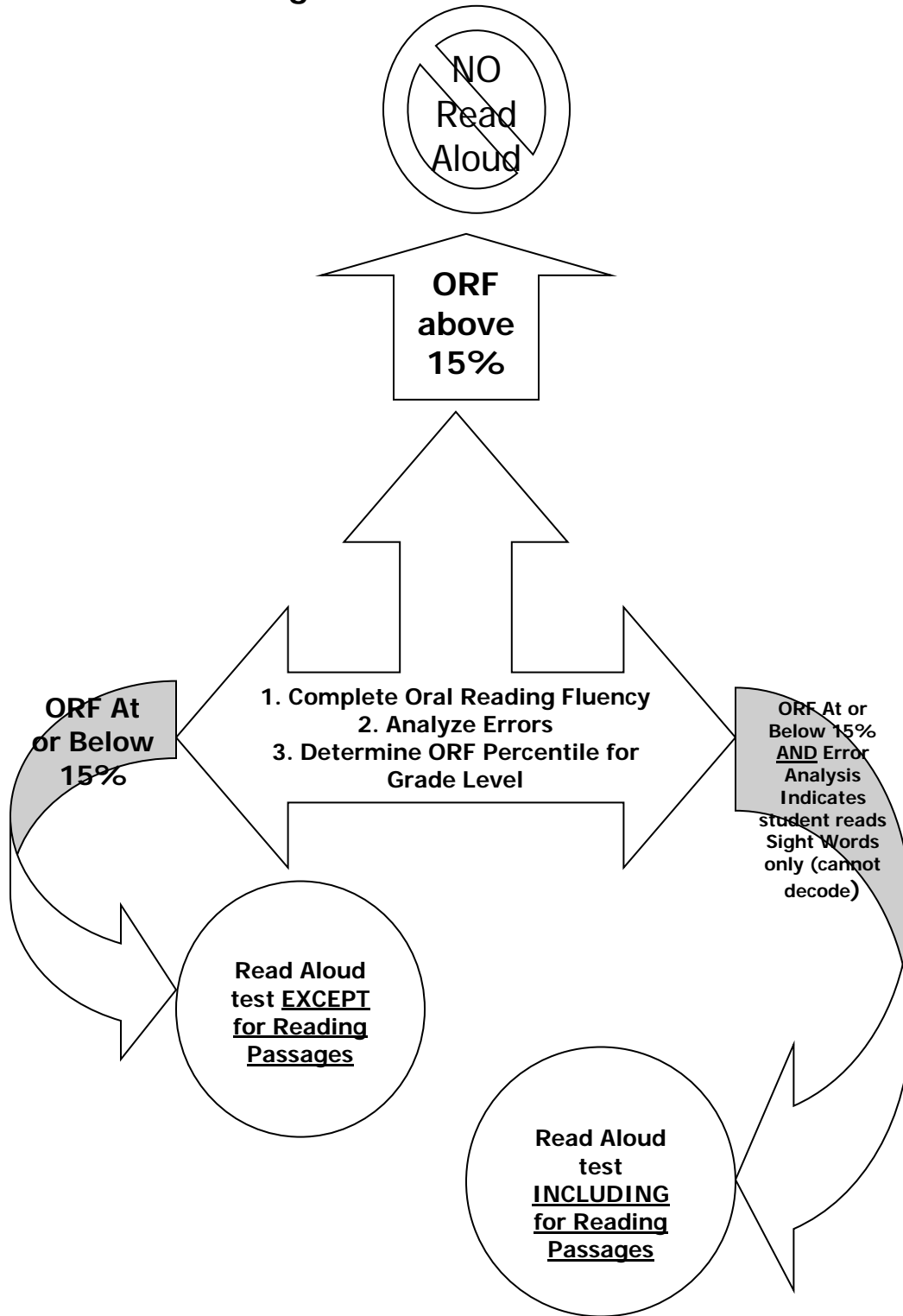
IMPORTANT POINTS:

All accommodations must be reconsidered by the IEP team on a yearly basis at the time of the annual review of the student's IEP. Decisions must be based on the most current data (ORF) for that student. When considering ORF, the IEP team must conduct an error analysis of the words the student read correctly to determine if the student is or is not decoding.

If a student has received accommodations and the most current ORF scores indicate a positive response to reading interventions provided for in the IEP, then the IEP team must apply guidelines to determine if the student continues to warrant the accommodation. If the student no longer meets the criteria, the accommodation must be removed from the IEP.

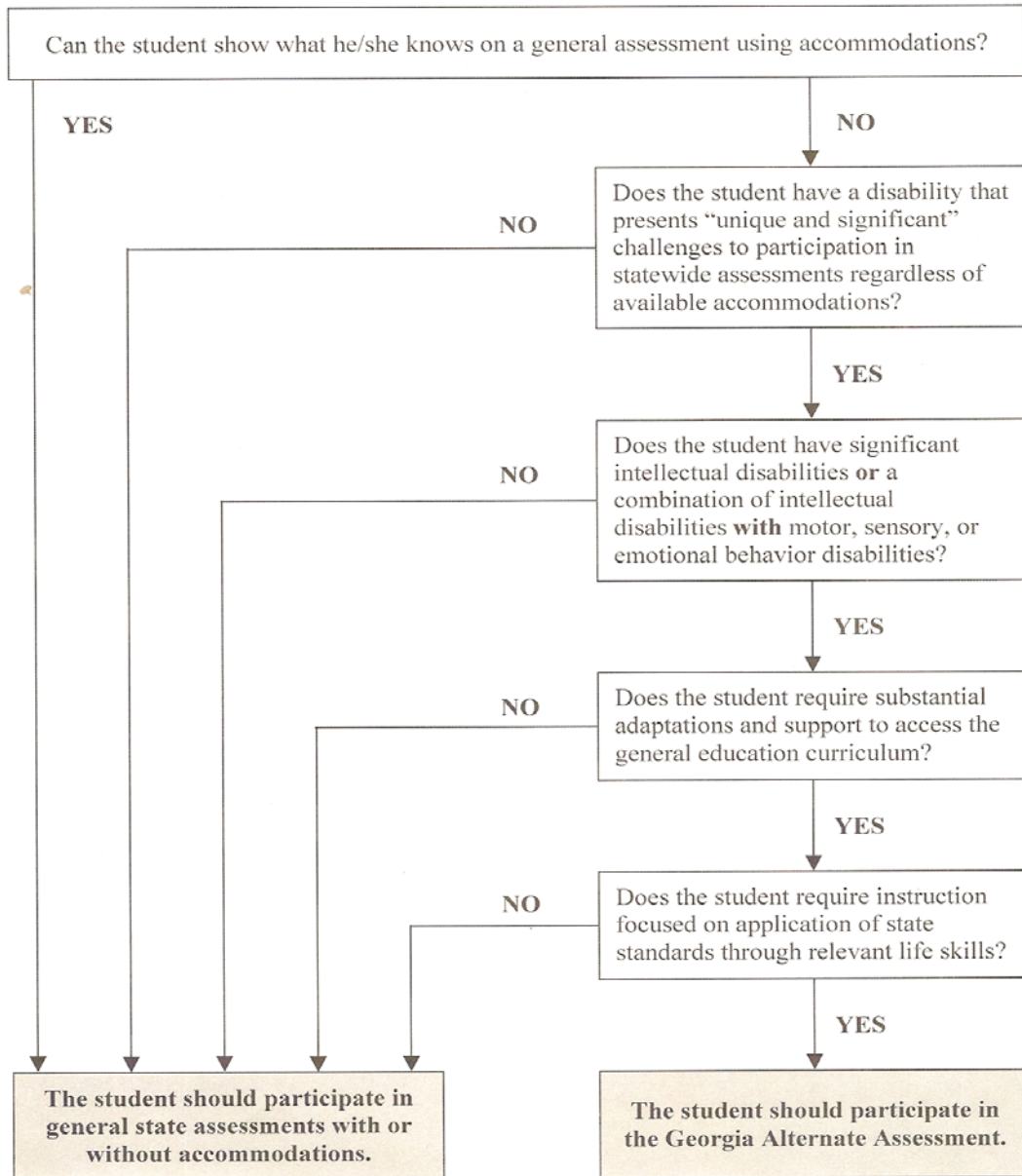
If a student receives either of these accommodations, there must be evidence in the IEP (PLAAFP) of the reading deficit and there must be a goal or goals (interventions) addressing the reading deficit. Student performance on the intervention(s) should be progress monitored and data reported in progress reports and at annual reviews. Provision of the accommodation must be evident in all classroom instruction and classroom assessments.

Decision-Making Guide for Read Aloud Accommodation



PARTICIPATION GUIDELINES

Participation Guidelines for the GAA



APPENDIX I: Current FTE Funding for Special Education Levels

SPECIAL EDUCATION FUNDING

The number of segments a student is served in an area of special education and the type of disability the student has determines the level of funding for special education. For example, a student receiving one to three segments of Specific Learning Disability (SLD) services will earn level III funding. If that student receives four to six segments of SLD (self-contained), the funding level changes to Level I. Refer to Tables 2 and 3 (below) for the special education funding weights.

SPECIAL EDUCATION LEVELS I THROUGH V

There are five levels of special education funding. Each level represents a different funding weight. The program code for each disability is noted in parentheses. Table 2 summarizes this information.

Level I	Specific Learning Disability (U) for 4 to 6 segments Speech-Language Impairment (3) for 4 to 6 segments
Level II	Mild Intellectual Disability (P) for 1 to 6 segments
Level III	Moderate Intellectual Disability (Q) for 1 to 6 segments Severe Intellectual Disability (R) for 1 to 6 segments Emotional and Behavioral Disorder (T) for 1 to 6 segments Specific Learning Disability (U) for 1 to 3 segments Orthopedic Impairment (V) for 4 to 6 segments Hearing Impairment (W) for 4 to 6 segments Deaf (X) for 4 to 6 segments Other Health Impairment (Y) for 4 to 6 segments Speech-Language Impairment (3) for 1 to 3 segments
Level IV	Profound Intellectual Disability (S) for 1 to 6 segments Orthopedic Impairment (V) for 1 to 3 segments Hearing Impairment (W) for 1 to 3 segments Deaf (X) for 1 to 3 segments Other Health Impairment (Y) for 1 to 3 segments Visual Impairment (Z) for 1 to 6 segments Blind (1) for 1 to 6 segments Deaf and Blind (2) for 1 to 6 segments
Level V*	Inclusion*

* Level V funding is earned when the special education student is placed in a general education classroom and receives additional services through a paraprofessional (inclusion code = 4), interpreter (inclusion code = 5), job coach (inclusion code = 6), other assistive personnel (inclusion code = 7) or another general education teacher (inclusion code = 8). Any segment that is reported with INCLUSION codes '4' through '8' must have a general education **PROGRAM CODE** ('A' – 'M' or '6', '7', or '9') in the corresponding **PROGRAM CODE** segment. This level of funding is identified on the *FTE Funded and Non-Funded Students Report (FT011)* in the row labeled "Inclusion". On the *Enrollment in Special Education Report (FT004)*, these are the totals for inclusion codes '4' through '8'. See the *FTE Data Element Detail for Cycles 1 and 3* for more information on the use of inclusion codes.

Note: Any segment reported with the **INCLUSION** indicator of '9' (student is receiving special education services in a general education setting through *direct special education services*) must be reported with a disability specific **PROGRAM CODE** and is funded at Special Education Levels I - IV with a disability-specific weight for FTE funding.

TABLE 2: Special Education Funding Level Chart

PROGRAM CODE	CATEGORY/PROGRAM	NUMBER OF SEGMENTS			
		Level I	Level II	Level III	Level IV
P	Mild Intellectual Disability		1 - 6		
Q	Moderate Intellectual Disability			1 - 6	
R	Severe Intellectual Disability			1 - 6	
S	Profound Intellectual Disability				1 - 6
T	Emotional & Behavioral Disorder			1 - 6	
U	Specific Learning Disability	4 - 6		1 - 3	
V	Orthopedic Impairment			4 - 6	1 - 3
W	Hearing Impairment			4 - 6	1 - 3
X	Deaf			4 - 6	1 - 3
Y	Other Health Impairment			4 - 6	1 - 3
Z	Visual Impairment				1 - 6
1	Blind				1 - 6
2	Deaf and Blind				1 - 6
3	Speech-Language Impairment	4 - 6		1 - 3	

TABLE 3: Funding Weights for Special Education Levels

PROGRAM CODE	CATEGORY/PROGRAM	FY2014 WEIGHT
	Level I	2.3975
	Level II	2.8213
	Level III	3.5944
	Level IV	5.8308
	Level V (Inclusion)	2.4607
4	Georgia Networks for Educational and Therapeutic Support (GNETS)**	N/A**

** No FTE weight is assigned to the Georgia Networks for Educational and Therapeutic Support (GNETS) Program. GNETS Programs are funded through a separate grant and are not considered to be a special education program code.

Students attending a GNETS facility or instructed by GNETS personnel should be reported with the GNETS program code (**PROGRAM CODE** = '4') for each segment of service received in the GNETS program. For example, if a student received 3 segments of emotional and behavioral disorder instruction (**PROGRAM CODE** = 'T') on the FTE count day and attended a GNETS facility for the other 3 segments, only the 3 segments at the GNETS facility would be coded as **PROGRAM CODE** = '4'. The other 3 segments would be coded as 'T'.

APPENDIX J: Physical/Occupational Therapy Referral Form

Pierce County School System
834 East Main Street
P.O. Box 349
Blackshear, GA 31516
Phone: 912-449-2091 Fax: 912-449-3752

PHYSICAL/OCCUPATIONAL THERAPY

Student _____ Date of Birth _____ SS# _____
 Last First Middle
Grade _____ School _____ Teacher (s): _____

TEACHER QUESTIONNAIRE:

Does Student have an IEP in place: YES NO

Please indicate the educationally relevant IEP goal that you feel OT/PT Services may be able to assist with:

Does student need help with: Feeding Self-Help skills Mobility Handwriting

Other school related activity Explain _____

PARENT QUESTIONNAIRE AND PERMISSION

Primary Physician (Doctor): _____

Other Physicians or Clinic: _____

Medical Diagnosis: _____

Surgical History: When/Procedure _____

Parent/Guardian _____ Address _____

Home Phone _____ Cell Phone _____ Work Phone _____

Emergency Contact: _____ Relationship _____ Phone _____

I, the parent/guardian of the above named student, request an evaluation for *Physical Therapy* *Occupational Therapy* AND therapy as recommended by the therapist working with the Pierce County Schools.

Parent/Guardian Signature _____ Date: _____

Pierce County School System
834 East Main Street
P.O. Box 349
Blackshear, GA 31516
Phone: 912-449-2091 Fax: 912-449-3752

If you have any questions, please do not hesitate to contact us.

Parent/Guardian must complete **all** information to this point **AND** get the lower portion of this form **completed** by the student's **physician before** therapy can be requested. Return this **ORIGINAL COMPLETED** form to the teacher who gave it to you.

PHYSICIAN REFERRAL/PRESCRIPTION
Physical/Occupational Therapy

Date _____ Diagnosis(es) _____ (Must support the need for ordered therapy)
Dx Code(s) _____

Precautions/Contraindications to therapy/plan of care _____

Evaluate and Treat for:

Physical Therapy

Occupational Therapy

**PLEASE ATTACH COPIES OF PERTINENT MEDICAL HX AND INFORMATION
RELATED TO THE ABOVE DX**

Copies of evaluation and treatment plans will be sent to your office.

Physician Name _____

Phone _____ Address _____

PHYSICIAN SIGNATURE _____

