

PART 2

Developing Teaching Competencies

CHAPTER FOUR

Writing Individualized Education Programs (IEPs)

CHAPTER FIVE

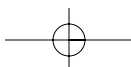
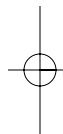
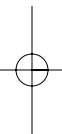
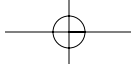
Writing Unit and Lesson Plans

CHAPTER SIX

Developing Instructional Competencies

CHAPTER SEVEN

Developing Management Skills



CHAPTER

Four

Writing Individualized Education Programs (IEPs)

OBJECTIVES

After reading this chapter, the reader will be able to:

- identify and describe the required components of an IEP;
- describe and write appropriate IEP goals and objectives;
- demonstrate an understanding of the importance of documenting progress toward IEP goals and objectives for each student;
- develop a system for organizing IEP paperwork.

INTRODUCTION

This chapter provides an introduction for special educators developing, implementing, and monitoring individualized education programs (IEPs). The first section of the chapter addresses the required components of IEPs. The second section addresses the importance of writing measurable goals and objectives as well as documenting progress toward these goals and objectives. The final section addresses conducting IEP meetings as well as initial eligibility meetings and transition planning. In all the sections, examples and suggestions are included to guide the teacher in developing his or her own documentation systems and materials.

IEPs make up the essential element that characterizes the profession of special education. In 1975, when Congress passed the Education for All Handicapped Act (Public Law 94-142), the IEP was mandated for all students identified as in need of special education (Association of Service Providers Implementing IDEA Reforms in Education Partnership & IDEA Local Implementation by Local Administrators Partnerships, 2003). Subsequent reauthorizations of this legislation (the Individuals with Disabilities Education Act [IDEA] of 1990, 1997, and 2004) have continued to focus on providing individualized education programs for students with disabilities (U.S. Department of Education, 2004b).

For many new special education teachers, managing the paperwork requirements of IEPs for all the students on their caseloads is difficult. Special education teachers must document progress toward IEP goals, manage time lines so that IEP requirements are met within required time frames, and develop ongoing assessment and instructional procedures so that the individual student's needs are met. These responsibilities are complex, and each teacher should strive for organization with paperwork. As IEPs are a fundamental responsibility of a special educator, IEP paperwork should be organized to ensure timely compliance with IDEA requirements. In addition, individual schools may have established deadlines or additional requirements (e.g., special education department chair notification or input from a school counselor).

When preparing a teaching portfolio, a special education teacher should provide documentation and evidence of his or her ability to successfully manage

IEP paperwork requirements. This evidence could include but should not be limited to samples of completed IEPs, student work samples documenting progress toward individual IEP goals and objectives, systems or templates used to ensure that required time lines are met, and samples of communication with other IEP team members. The following discussion should provide the new special education teacher with a review of IEP requirements and suggestions on documentation that can be included in a teaching portfolio.



My Classroom

Ms. Wong is reviewing her calendar and weekly lesson planner to gain a sense of what is upcoming in the next few weeks. In addition to her teaching and staff meetings, she notes three annual IEP meetings. Ms. Wong has established good rapport with all the parents of students on her caseload, but she will have to make contact with all of them prior to the scheduled meeting. She'll also have to send e-mail reminders to all the IEP team members and solicit their input on students' progress. Ms. Wong makes notes on her calendar: "I'll have to pull my files with work samples on each student to check on their progress, too." "Which goals and objectives will need to be updated or changed?"

FOCUS QUESTIONS

1. What are the essential requirements and components of IEPs that a special education teacher must be prepared to manage?
2. How can a special education teacher write IEP goals and objectives that are individualized, observable, and measurable?
3. Why is it important for a special education teacher to regularly and consistently document progress toward IEP goals and objectives?
4. How can a special education teacher establish and organize a system to ensure that all IEP paperwork requirements are met in a timely manner?
5. How can a special education teacher manage special circumstances relating to IEP meetings, such as an initial eligibility meeting or transition planning?

INDIVIDUALIZED EDUCATION PROGRAMS

Definition. IDEA of 1997 (hereafter IDEA 97) defines an individualized education program (IEP) as "a written statement for a child with a disability that is developed, reviewed, and revised in a meeting" (U.S. Department of Education, 2004b). IDEA further requires that an IEP be in effect before services are provided to a child with a disability, that it describe the services and accommodations and modifications to be provided, and that parents and school district personnel agree on the IEP and detail responsibility for implementing the IEP (Association of Service Providers Implementing IDEA Reforms in Education Partnership & IDEA Local Implementation by Local Administrators Partnerships, 2003).

A focus of the IDEA 97 requirements for IEPs is to help ensure that students with disabilities have access to the general education curriculum (Patterson, 2000). While it may seem simplistic to emphasize that an IEP must be individualized for the student with a disability, a special education teacher must consider what specific modifications and/or accommodations each student needs to access the general education curriculum. These modifications

BOX 4-1 *IEP Components*

IDEA requires that IEPs contain the following components:

- A description of the student's present level of performance (PLOP). IDEA 2005 has changed this to "present levels of academic achievement and functional performance" (PLAAFP) (U.S. Department of Education, 2004b).
- A description of how the student's disability affects his or her participation and progress in the general education curriculum.
- A description of measurable annual goals/objectives and how they will be assessed.
- A description of the special education services provided to the student, including any school supports, personnel, and/or accommodations or modifications needed to ensure progress in the general education curriculum. This should include type of service, frequency, location, and amount of service.
- A description of how progress will be measured and reported. This also includes how the parents will be informed regularly of their student's progress.
- A description of any needed accommodations or modifications for the student to participate in district- or statewide assessments. If the IEP team determines that it is not appropriate for the student to participate in these assessments, they should include a description of why the assessment is inappropriate and how the student will be assessed.
- A description of other services or accommodations as needed, such as transition planning, assistive technology, behavior plans, and participation with English speakers of other languages.

Source: Adapted from Association of Service Providers Implementing IDEA Reforms in Education Partnership & IDEA Local Implementation by Local Administrators Partnerships (2003).

may vary significantly, depending on the student's disability and the content of the curriculum. An IEP should reflect these considerations. See Box 4-1 on IEP components.

An IEP should also contain a statement about whether the student will participate in state- or districtwide assessments and whether the student will participate in the state or district assessment with or without accommodations (Wright & Wright, 2005). The IEP team may determine that the student will not participate in the state or district assessment and that an alternative assessment will be used. The IEP will then contain a statement about why the student cannot participate in the assessment and why the alternative assessment is appropriate for this student (U.S. Department of Education, 2004).

Managing IEPs. Many new special education teachers find the IEP process overwhelming because the paperwork is so detailed and legally defined. Depending on the disability and the needed accommodations, IEPs can contain in excess of 30 pages. Finding the time to read through such a detailed IEP may be difficult, not to mention gaining a comprehensive understanding of the individual student's needs. Nevertheless, one of the first tasks for a new special education teacher should be to review the IEPs for students on their caseloads.

The IEP provides a comprehensive plan for how the student will participate in the general education curriculum and what services, accommodations, or modifications the student needs to be successful (U.S. Department of Education Office of Special Education Programs, 2000). The new special education teacher may also want to review the student's personal data file to gain further knowledge of assessments, grades, extracurricular activities, and other issues. While it may seem time consuming to read through all these documents, this is time well spent in getting to know the student and his or her IEP. After reviewing the student's file and IEP, a special education teacher should develop a system for ensuring that annual goals and objectives are monitored for progress, that parents are regularly informed of such progress, and that

TABLE 4-1 IEP Overview and Signature Page

Student ID:
 FTE Number:
 Date of Birth:

Xperts School District
 502 NE 4th St
 YourDistrict, WA

IEP Cover Page

Student's Name: _____ Date: _____

Student ID Number: _____ Grade: _____

DOB: _____ Age*: _____

Disability(ies) (if identified): _____

Parent/Guardian Name: _____

Home Address: _____ Phone # (H): _____
 _____ Phone # (W): _____

Most recent Eligibility date _____

Most recent re-evaluation date _____

Next re-evaluation must occur before this date _____

Date of Plan meeting _____

This IEP will be reviewed no later than this date _____

Date parent notified of Plan meeting _____

Date student notified of Plan meeting (if transition will be discussed) _____

Copy of Plan given to parent/student by (Name): _____ Date: _____

IEP Teacher/Manager: _____ Phone Number: _____

The list below indicates that the individual participated in the development of this Plan and the placement decision; it does not authorize consent. Parent or student (age 18 or older) consent is indicated on the "Prior Notice/Consent" page.

Excused	Name of Participant	Title
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____

*** The student must be informed at least one year prior to turning 18 that the IDEA procedural safeguards (rights) transfer to him/her at age 18 and be provided with an explanation of those procedural safeguards.**

Date informed: _____

If the parent did not attend, what method was used to ensure their participation:

DEIDRE A. ZALE

Student ID: 0000002058
 FTE Number: F0000002058
 Date of Birth: 03/01/1996

Xperts School District

502 NE 4th St
 YourDistrict, WA

IEP Cover Page

Student's Name: DEIDRE A. ZALE Date: 01/19/2006

Student ID Number: 0000002058 Grade: 05

DOB: 03/01/1996 Age*: 10

Disability(ies) (if identified): Specific Learning Disabilities

Parent/Guardian Name: CHRIS ZALE/ EMILY ZALE

Home Address: 5631 GERMAIN Phone # (H): 9998765/ 9998765
RICHMOND, WA 23224 Phone # (W): 999-1010 / 999-1010

Most recent Eligibility date 01/17/2006

Most recent re-evaluation date 01/10/2006

Next re-evaluation must occur before this date 01/10/2009

Date of Plan meeting 01/19/2006

This IEP will be reviewed no later than this date 01/22/2007

Date parent notified of Plan meeting 10/17/2005

Date student notified of Plan meeting (if transition will be discussed) _____

Copy of Plan given to parent/student by (Name): Beth Holland Date: 01/23/2006

IEP Teacher/Manager: Beth Holland Phone Number: (804) 967-0700

The list below indicates that the individual participated in the development of this Plan and the placement decision; it does not authorize consent. Parent or student (age 18 or older) consent is indicated on the "Prior Notice/Consent" page.

Excused	Name of Participant	Title
<input type="checkbox"/>	_____	<u>Student</u>
<input type="checkbox"/>	_____	<u>Parent</u>
<input type="checkbox"/>	_____	<u>Principal/Designee</u>
<input type="checkbox"/>	_____	<u>Psychologist</u>
<input type="checkbox"/>	_____	<u>Speech Language Pathologist</u>

*** The student must be informed at least one year prior to turning 18 that the IDEA procedural safeguards (rights) transfer to him/her at age 18 and be provided with an explanation of those procedural safeguards.**

Date informed: _____

If the parent did not attend, what method was used to ensure their participation: _____

any accommodations, modifications, or services needed by the student are in place. See Table 4-1 for IEP overview and signature page.¹

A calendar can be a vital tool in developing a system for managing the IEP paperwork. Special education teachers should review when annual IEP meetings should be scheduled and make notes on a calendar. The teacher can then plan when to contact the IEP team to set up the meeting, coordinate obtaining work samples to document progress, and decide when new IEP goals and objectives should be drafted. It is recommended that teachers review their calendars during the first few weeks of school and begin to regularly update or modify important IEP dates as parents and other professionals add their input. A school or 9-month planning calendar may be helpful. Some teachers use a wall-size calendar that is made of erasable material so that they can see the entire school year at the same time. Remember that all names should be confidential.

Special education teachers have responsibility for drafting IEPs prior to IEP meetings. The student's case manager usually coordinates the IEP meetings and is responsible for ensuring that all forms are completed. In many cases (though not all), this will be a special education teacher. Since many IEPs may have multiple forms or pages, many teachers find this time consuming. Recently, school districts have begun providing blank IEP forms in electronic versions that are easily completed and then printed, thus reducing the time needed for drafting an IEP. (Caution: The actual IEP must be developed by the entire IEP team [including parents]; therefore, until agreement about the student's needs and services has been reached by the team, these documents are drafts. Parents should be provided these documents for review prior to the IEP meeting (e.g., Fairfax County Public Schools, 2001.) See Box 4-2 for Section 504 and Box 4-3 for family privacy information.

GOALS AND OBJECTIVES

The IEP details the overall educational plan for a student, including accommodations and modifications, special services, and goals. These goals are critical to the success of the IEP because "the purposes of annual goals and benchmarks or objectives are to assess the appropriateness of the special services and to monitor the child's progress" (Bateman & Linden, 1998, p.43). New special education teachers must be prepared to write annual goals and objectives that can address these purposes.

The importance of writing clearly defined, measurable goals is vital to the success of the IEP for special education students. IDEA 97 emphasizes that special education students should make progress and that this progress should be accurately assessed and monitored (Bateman & Herr, 2003). Thus, goals and objectives must be written so that accurate and objective information on

¹IEP forms shown in Tables 4-1 through 4-6 are provided courtesy of Xperts, Inc.

"Xperts, Inc. is a software development firm dedicated to delivering pragmatic and technological solutions. Our educational products division is a proven leader in the field and is passionate in our pursuit to deliver outstanding applications to the K-12 education marketplace. Our web-based special education management solution, **IEP.Online**, is designed to streamline the every-day process of special educators and allow them to reduce manual filling, track student data, manage administrative functions and most importantly, focus on children - not paperwork. Our development process not only involves intelligent thinking from within our organization, but we involve teachers, educators, IT directors, administrators and superintendents to help shape our products into effective educational tools. We strive for the ultimate customer experience, and our dedicated implementation, training and support teams exemplify our goals. To learn more about Xperts, Inc. and our educational products, please visit our websites, www.xperts.com and www.ieponline.net."

BOX 4-2 *Section 504: What You Need to Know*

Special education teachers are familiar with the IDEA. However, they should also be conversant with Section 504 of the Rehabilitation Act of 1974. While IDEA ensures that individuals with disabilities receive an appropriate education (Hallahan & Kauffman, 2006), Section 504 is a civil rights statute that ensures that students with disabilities have “equal access” to educational services (deBettencourt, 2002).

New special education teachers should identify the school’s Section 504 compliance officer and familiarize themselves with the school’s procedures for providing accommodations to students under Section 504. The following table provides some general guidance for special education teachers.

Awareness of personnel	Teachers should know who serves as the School Based Chairperson for IDEA and who serves as the Section 504 Compliance Officer.
Awareness of forms	Teachers should know what school district forms are used to document the process of identifying and serving students under IDEA and Section 504.
Teacher documentation	Examples of students’ inability to stay on task, emotional outbursts, and completed work should be kept on a daily basis. Copies of individualized education programs (IEPs) and completed forms should be available for review by the teacher on a regular basis. A record of all telephone calls and meetings with parents should be kept in a secure place.
Awareness of school policies	Teachers should keep a copy of school district requirements for Section 504 and IDEA.
Confidentiality	Teachers should keep all materials confidential, including names of children.

Note: IDEA = Individuals with Disabilities Education Act (amended 1997); Section 504 = Section 504 of the Rehabilitation Act of 1973.

Source: From “Understanding the differences between IDEA and Section 504” by L.U. deBettencourt. *Teaching Exceptional Children*, 34 (3), pp. 16–23. Copyright © 2002 by The Council for Exceptional Children. Reprinted with Permission.

BOX 4-3 *Family Educational Rights and Privacy Act: What You Need to Know*

Special education teachers need to be familiar with the Family Educational Rights and Privacy Act (FERPA), which is a federal law that protects the privacy of student records. In most cases, teachers and school officials cannot release information from

the student records without the written permission of the parent. In addition, parents have the right to review these records and to request changes if they think a document is inaccurate or misleading (U.S. Department of Education, 2004a).

progress can be ascertained. They should incorporate the special education teacher’s knowledge about the individual student’s needs, abilities, and achievement levels. After all, it is called an *individualized* education program.

Most special education teachers have had training in the writing of annual goals and objectives, and the purpose of this discussion is to provide a brief review, not a comprehensive text. Readers are referred to the IEP sources at the end of this chapter for texts and resources that can provide a more thorough review. The following four elements are important for successful IEPs: present level of performance (PLOP) goals, benchmarks and short-term objectives, and documenting progress.

Present Level of Performance. Many special education teachers provide this in a descriptive narrative. While this narrative may convey important information, it should also contain measurable descriptions of the student’s current level of functioning. These descriptions should be able to serve as initial points in time against which future progress can be measured. A well-written

PLOP “must be specific, objective, and measurable” (Bateman & Herr, 2003) as well as an accurate portrayal of the student’s current level of performance. In IDEA 2004, the definition of a PLOP was changed to PLAAFP, defined as “present levels of academic achievement and functional performance” (U.S. Department of Education, 2004b). Note that academic achievement and functional performance must be determined through objective data or assessment.

A well-considered PLOP or PLAAFP is important because progress on annual goals and benchmarks (short-term objectives) will be judged by the measures used in the PLAAFP (see Table 4-2). Consider the following example: “Currently, student is able to instantly and correctly recognize 20 words on the ABC sight word list” (Bateman & Herr, 2003, p. 45). This PLOP or PLAAFP provides a measurable (20-word) description of the student’s performance. An annual goal that measures an increase in sight word recognition (by the end of the school year, the student instantly and correctly recognizes 120 sight words) can be formulated, and the PLOP provides a starting point for the measure (20 words) (Bateman & Herr, 2003).

Annual Goals. Once measurable PLOP or PLAAFPs have been established, the IEP team creates annual goals. A special education teacher may present drafts of these goals for review, but it is the IEP team’s responsibility to agree on these goals and how their progress will be measured (U.S. Department of Education Office of Special Education Programs, 2000). Annual goals should reflect your professional assessment of how much progress a student can make on his or her individual goals for the year. While these should be observable, specific, measurable, and an estimation of the student’s projected progress, they can be adjusted to reflect individual ability (Bateman & Linden, 1998). In other words, if your estimation of the student’s rate of progress is inaccurate, the IEP goals can be modified.

A well-written annual goal reflects the measures stated in the PLOP or PLAAFP. Consider the previous example: The student could instantly and correctly recognize 20 ABC sight words (PLOP) (Bateman & Herr, 2003). The annual goal stated was that the student could instantly and correctly recognize 120 ABC sight words. Note how the annual goal is stated in the same measures (words) as the PLOP/PLAAFP (see Table 4-3).

Benchmarks or Short-Term Objectives. Once the annual goal has been formulated, the interim goals (short-term objectives or benchmarks) need to be determined. The annual goal is broken into smaller units, known as short-term objectives or benchmarks, that are the measuring points to monitor student progress. Thus, a measure or assessment of progress will be conducted on a regular basis (quarterly or monthly) to note the student’s current progress toward an individual goal. Each annual goal should have two or more short-term objectives or benchmarks. (see Table 4-4).

Just as a well-written PLOP or PLAAFP is needed to formulate annual goals, well-considered benchmarks depend on well-written annual goals. Consider the previous example: The student will instantly and correctly recognize 120 ABC sight words (annual goal). PLOP states that the student’s current level of performance is instantly and correctly recognizing 20 ABC sight words (Bateman & Herr, 2003). Benchmarks might be considered for the student to recognize 60 ABC sight words and then 90 ABC sight words.

At regular times throughout the year, the student’s progress toward these benchmarks should be assessed. Once the student had achieved the 60-word benchmark, the new benchmark of 90 words would become the instructional focus. Finally, the student’s progress toward the 120 words should be assessed prior to the following year’s annual IEP meeting.

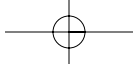


TABLE 4-2 Present Level of Performance PLOP or PLAAFP

Student ID:
FTE Number:
Date of Birth:

Xperts School District
502 NE 4th St
YourDistrict, WA

Present Level of Educational Performance

Student's Name: _____ Date: _____

Student's Number: _____

The Present Level of Educational Performance describes the effects of the student's disability upon the student's involvement and progress in the general curriculum and area(s) of need. This includes the student's performance in academic achievement (reading, math, communications, etc.) and functional performance (behavior, social skills, daily life activities, mobility, extra-curricular activities, etc.) in objective terms. Test scores, if appropriate, should be self-explanatory or an explanation should be included. For preschool students this section should include how the student's disability affects the student's participation in appropriate activities. **There should be a direct relationship between the present level of educational performance and the other components of the IEP.**

Medical-Physical

General Education

Social/Emotional/Adaptive

Cognitive

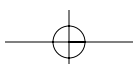
Academic

Communication

Fine Motor

Gross Motor

(continued)



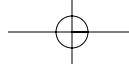


TABLE 4-2 *Continued*

Student ID:
FTE Number:
Date of Birth:

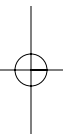
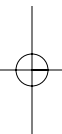
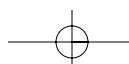
Xperts School District
502 NE 4th St
YourDistrict, WA

Present Level of Educational Performance

Vision and Mobility

Observation

Other



DEIDRE A. ZALE

Student ID: 0000002058
 FTE Number: F0000002058
 Date of Birth: 03/01/1996

Xperts School District

502 NE 4th St
 YourDistrict, WA

Present Level of Educational PerformanceStudent's Name: DEIDRE A. ZALEDate: 01/19/2006Student's Number: 0000002058

The Present Level of Educational Performance describes the effects of the student's disability upon the student's involvement and progress in the general curriculum and area(s) of need. This includes the student's performance in academic achievement (reading, math, communications, etc.) and functional performance (behavior, social skills, daily life activities, mobility, extra-curricular activities, etc.) in objective terms. Test scores, if appropriate, should be self-explanatory or an explanation should be included. For preschool students this section should include how the student's disability affects the student's participation in appropriate activities. **There should be a direct relationship between the present level of educational performance and the other components of the IEP.**

Medical-Physical

Deidre's medical screening revealed hearing and vision within normal limits. Her mother reports she has had all of the "usual" childhood illnesses. Her school attendance history is good.

Social/Emotional/Adaptive

Qualitative observations and test results suggest that Deidre experiences high levels of stress, anxiety and low self esteem. Concerns voiced by Deidre's mother include the possibility that Deidre is developing a failure identity and is finding hope and enthusiasm for school increasingly difficult.

Cognitive

Deidre's psychoeducational profile is consistent with a student who has specific learning disabilities based on her language processing, psychomotor, clerical motor and memory processing impairments. These impairments are manifested by difficulty in decoding words, reading for comprehension, solving mathematical equations and writing for understanding and communication.

Academic

An assessment of Deidre's current academic skills was obtained by Ms. Ann Clark on 1/7/06, using the Woodcock-Johnson:III. The results of the assessment are as follows:
 Basic Reading is very low for her age (2.8 grade equivalent)
 Reading comprehension skills are very low for her age: (2.0 grade equivalent)
 Math Calculations skills are low for her age (3.0 grade equivalent)

Communication

Deidre's receptive and expressive language skills place her in the low average range, as compared with peers of her same age. Her receptive language scores are 2 deviations below the mean. Based on academic testing, Deidre's speech deficits in receptive and expressive language have an adverse educational impact in the areas of reading comprehension, math problem solving and written language.

Fine Motor

Fine motor skills are developmentally appropriate. There is no indication that her academic concerns are connected to fine motor concerns.

(continued)

TABLE 4-2 Continued

DEIDRE A. ZALE

Student ID: 0000002058

FTE Number: F0000002058

Date of Birth: 03/01/1996

Xperts School District

502 NE 4th St

YourDistrict, WA

Present Level of Educational Performance

Gross Motor

Gross motor skills are age and developmentally appropriate as well. Deidre enjoys all physical and recreational activities and takes an active participation role.

Vision and Mobility

Vision and mobility are within normal functioning parameters.

Observation

The IEP team concurs with Mrs. Zale's assessment of Deidre's enthusiasm for school and the learning environment. Deidre is a cooperative student. She does seek to quietly avoid tasks where she is not strong academically.

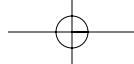


TABLE 4-3 Annual Goals

Student ID:
FTE Number:
Date of Birth:

Xperts School District
502 NE 4th St
YourDistrict, WA

Annual Goals and Objectives

Student's Name: _____ Date: _____

Student ID Number: _____ Disability: _____

Annual Goal: _____
By _____,

Report of Student Progress: Monthly Quarterly Yearly Other

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:								
Progress toward goal:								

Progress on this goal will be reported using the following codes.
 ES - Emerging Skill demonstrated but may not achieve annual goal within duration of IEP.
 IP - Insufficient Progress demonstrated to meet this annual goal and may not achieve annual goal within duration of IEP.
 M - Mastered this annual goal.
 NI - Not been provided Instruction on this goal.

Short Term Objectives or Benchmarks

Objective:
By _____, _____ will

Comments: _____ **Last Updated:** _____

Mastery Criteria:
Evaluation method: _____
Other evaluation method: _____

Objective:
By _____, _____ will

Comments: _____ **Last Updated:** _____

Mastery Criteria:
Evaluation method: _____
Other evaluation method: _____

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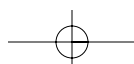


TABLE 4-3 Continued

DEIDRE A. ZALE

Student ID: 0000002058

FTE Number: F0000002058

Date of Birth: 03/01/1996

Xperts School District

502 NE 4th St

YourDistrict, WA

Annual Goals and Objectives

Student's Name: DEIDRE A. ZALE

Date: 01/19/2006

Student ID Number: 0000002058

Disability: Specific Learning Disabilities

Annual Goal: Math Goals-Calculation

By 01/22/2007, when given a collection of objects/equation DEIDRE will calculate the sum or difference improving calculation skills from using manipulatives with 50% accuracy to using symbols only with 80% accuracy as measured by teacher data collection.

Report of Student Progress: Monthly Quarterly Yearly Other

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:								
Progress toward goal:								

Progress on this goal will be reported using the following codes.

ES - Emerging Skill demonstrated but may not achieve annual goal within duration of IEP.

IP - Insufficient Progress demonstrated to meet this annual goal and may not achieve annual goal within duration of IEP.

M - Mastered this annual goal.

NI - Not been provided Instruction on this goal.

SP - Sufficient Progress being made to achieve annual goal within duration of IEP.

Short Term Objectives or Benchmarks

Objective: Math

By 10/19/2006, DEIDRE will Write the numeral that precedes given numerals

Comments:

Last Updated: _____

Mastery Criteria:

Evaluation method:

Other evaluation method:

Objective: Math

By 10/19/2006, DEIDRE will Write the numeral that follows given numerals

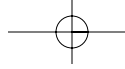
Comments:

Last Updated: _____

Mastery Criteria:

Evaluation method:

Other evaluation method:



DEIDRE A. ZALE

Student ID: 0000002058

FTE Number: F0000002058

Date of Birth: 03/01/1996

Xperts School District

502 NE 4th St

YourDistrict, WA

Annual Goals and Objectives

Objective: Math

By 10/19/2006, DEIDRE will Write the numeral that precedes given numerals

Comments:

Last Updated: _____

Mastery Criteria:

Evaluation method:

Other evaluation method:

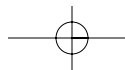
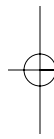
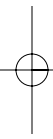


TABLE 4-4 Short-Term Objectives

DEIDRE A. ZALE

Student ID: 0000002058

FTE Number: F0000002058

Date of Birth: 03/01/1996

Xperts School District

502 NE 4th St

YourDistrict, WA

Annual Goals and Objectives

Annual Goal: Math Goals-math Readiness

By 01/22/2007, when given a collection of objects DEIDRE will identify the attributes (I.e., color, shape, size) improving geometric sense from 50% accuracy to 80% accuracy as measured by teacher data collection

Report of Student Progress: Monthly Quarterly Yearly Other

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:								
Progress toward goal:								

Progress on this goal will be reported using the following codes.

ES - Emerging Skill demonstrated but may not achieve annual goal within duration of IEP.

IP - Insufficient Progress demonstrated to meet this annual goal and may not achieve annual goal within duration of IEP.

M - Mastered this annual goal.

NI - Not been provided Instruction on this goal.

SP - Sufficient Progress being made to achieve annual goal within duration of IEP.

Short Term Objectives or Benchmarks

Objective:

By _____, DEIDRE will

Comments:

Last Updated: _____

Mastery Criteria:

Evaluation method:

Other evaluation method:

DEIDRE A. ZALE

Student ID: 0000002058

FTE Number: F0000002058

Date of Birth: 03/01/1996

Xperts School District

502 NE 4th St

YourDistrict, WA

Annual Goals and Objectives

Annual Goal: Reading Goals-Fluency Rate

By 01/22/2007, when given a 4th grade level passage to read DEIDRE will orally read the passage to the teacher improving fluency rate from 20 correct words per minute to 60 correct words per minute as measured by CBM

Report of Student Progress: Monthly Quarterly Yearly Other

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:								
Progress toward goal:								

Progress on this goal will be reported using the following codes.

ES - Emerging Skill demonstrated but may not achieve annual goal within duration of IEP.

IP - Insufficient Progress demonstrated to meet this annual goal and may not achieve annual goal within duration of IEP.

M - Mastered this annual goal.

NI - Not been provided Instruction on this goal.

SP - Sufficient Progress being made to achieve annual goal within duration of IEP.

Short Term Objectives or Benchmarks

Objective: Reading Readiness Skills

By 10/19/2006, DEIDRE will Read common sign words (stop, men, women, ladies, exit)

Comments:

Last Updated: _____

Mastery Criteria:

Evaluation method: _____

Other evaluation method: _____

Objective: Reading Readiness Skills

By 10/19/2006, DEIDRE will Read common sign words (stop, men, women, ladies, exit)

Comments:

Last Updated: _____

Mastery Criteria:

Evaluation method: _____

Other evaluation method: _____

Special education teachers should recognize how interdependent the PLOP or PLAAFP, annual goals, and benchmarks are and how they must be written in terms that are specific and measurable. The IEP is the student's overall educational program; the PLOP or PLAAFP, annual goals, and benchmarks are the measures of how successful this program is for the student. See Box 4-4 for an example of how these are related.

Documenting Progress. As previously discussed, progress toward annual goals should be monitored and measured. The need for ongoing monitoring and assessment of individual student progress is one of the defining characteristics of special education (Kauffman & Hallahan, 2005); therefore, it becomes a responsibility of the special education teacher to ensure that this monitoring is regular and documented.

IDEA 97 requires that special education teachers regularly inform parents of the student's progress (U.S. Department of Education Office of Special Education Programs, 2000), which is enhanced when specific examples can be provided. Documentation of progress can include work samples, quizzes, homework, unit tests, reports, essays, informal teacher notes, and other ways of judging an individual student's achievement. These examples should be collected regularly for each student. A pocket folder for each student provides a place to store the work samples. Each teacher should develop his or her own personal system for regularly communicating with parents, collecting work samples, and assessing student progress. See Box 4-5 for information on incorporating IEPs into lesson planning.

BOX 4-4 *Example of PLOP, Goal, and Objectives*

PLOP: Tanika can recognize and add single-digit numbers but cannot subtract or multiply them.

Goal: When given a page of 30 single-digit mixed addition, subtraction, and multiplication problems, Tanika will complete the page in 1 minute with no more than two errors.

Objectives:

1. When given a page of 30 single-digit subtraction problems, Tanika will complete

the page in 1 minute with no more than two errors.

2. When given a page of 30 mixed single-digit addition and subtraction problems, Tanika will complete the page in 1 minute with no more than two errors.
3. When given a page of 30 single-digit multiplication problems, Tanika will complete the page in 1 minute with no more than two errors.

Source: Bateman and Herr (2003).

BOX 4-5 *IEPs and Lesson Planning*

When possible, it is helpful to integrate individual IEP goals or objectives into unit planning. The integration of IEP goals and objectives into unit or lesson planning may be most productive in co-taught inclusion classes. Integrating IEPs while planning can be time consuming; however, a significant benefit exists for both the teacher and the student. The teacher can benefit by maintaining focus on individual student needs while addressing

the curriculum. Remember that IDEA 97 emphasizes individual students participation in the general education curriculum (U.S. Department of Education, 2004b). The student can benefit because the teacher addresses any needed accommodations or modifications in the planning of the unit. Finally, the teacher can use unit assessments as documentation for progress toward individual goals without having to conduct a separate assessment.

IDEA 2004

At the time of this writing, IDEA 2004 was being implemented. IDEA 2004 contains substantive changes to writing IEPs and conducting IEP meetings. It is a professional obligation for special education teachers to keep abreast of new regulations in the field. The list of Web sites at the end of this chapter can help new teachers review changes to IDEA and how to incorporate these into their individual teaching practice. While the changes have not been administratively finalized, the following are some areas where changes are anticipated.

IEPs. The language about PLOPs was changed to PLAAFP (U.S. Department of Education, 2004b). IDEA 2004 also focused annual goals on “measurable academic and functional goals” (U.S. Department of Education, 2004b). A focus also exists on reporting about the student’s progress toward meeting these goals (Wright & Wright, 2005). An IEP can be revised or modified without a formal IEP meeting as long as the revisions are done in writing and the entire team agrees to the changes. IEP meetings and due process hearings can be conducted via conference call or videoconference (Wright & Wright, 2005).

IEP Team Members. The language of IDEA 2004 stresses that parental concern for enhancing their child’s educational achievement must be addressed by the IEP team. The team should consider special factors for children who have behavior problems, impaired levels of English literacy, visual impairments (or blindness), or hearing impairments (or deafness) (Wright & Wright, 2005). An IEP team member may be excused from an IEP meeting if one’s area of expertise will not be discussed and the parent agrees to one’s absence (Wright & Wright, 2005). A team member may also submit a written report to the parents and other team members in advance, and the parents should provide written consent for the team member’s absence (U.S. Department of Education, 2004b).

CONDUCTING IEP MEETINGS

IDEA requires that at a minimum the following people must be present at an IEP meeting: parents, general education teacher, special education teacher, administrator or administrator’s designee, someone who can discuss testing and evaluation (may be the special education teacher or school psychologist), anyone the parents would like to include, and the student when appropriate (U.S. Department of Education, 2004b). While IDEA describes the roles and responsibilities of IEP participants, good meeting etiquette can establish a cooperative atmosphere among the team members.

The case manager (often the special education teacher) should arrange for a comfortable room with a conference table. Parents should be offered seating that indicates they are team members (e.g., similar chairs to the school people or seating on the same level). It is often helpful to have a pitcher of water and glasses available as well as a box of tissues. Remember that some parents may have difficulty arranging child care for younger siblings. In these cases, it is often helpful to have a space where the younger siblings can engage in quiet activities (e.g., coloring, drawing, or small manipulatives). These actions can help establish a positive atmosphere for the IEP meeting.

Each school has policies and procedures regarding notification of IEP meetings, attendance at the meeting, and related issues that ensure compliance with IDEA requirements. New special education teachers should review these guidelines prior to scheduling their IEP meetings. Teachers can also

benefit by using a three-stage approach to meetings. These three stages are premeeting planning, IEP meeting, and postmeeting follow-up:

Premeeting Planning

- Notify parents about the IEP meeting by a written note. Provide a reminder by either e-mail or phone.
- Provide the purpose of the meeting (agenda), the date, the time, the expected length, and the location.
- Send materials home well ahead of time to allow parents time to read and prepare. Send a draft of proposed goals and objectives and ask parents for input.
- Review the student's record and progress, and note areas of concern.
- Gather specific examples of the student's work and any other materials that might help.
- Prepare an outline for the meeting, including items to be discussed and a list of other professionals who may need to be invited.
- Notify other professionals who need to attend the conference.

IEP Meeting

- Ensure seating arrangements that promote the sharing of information.
- Establish an atmosphere that enhances communication among the parents and the educators. The meeting might begin with a preview of the agenda, clarifying the purpose and the role of each participant. The teacher might acknowledge appreciation to the parents and staff for their attendance.
- Begin the meeting on a positive note, raise issues of concern, listen attentively to parent input, and end on a positive note.
- Review present levels of academic achievement and performance. Have each team member report on his or her observations, work samples, and assessments. Be aware of and responsive to the effect of what is being said to the parents.
- Discuss goals and objectives for the next year. The IEP team should strive to reach consensus on measurable goals and objectives. This discussion may also include accommodations or modifications.
- Ensure that parents are given the written statement of their rights.
- Conclude the meeting on a positive note. Remember that parents have the right not to sign the IEP and to request a due process hearing.

Postmeeting Follow-Up

- Summarize the notes of the meeting and provide a written copy of the IEP (and notes) to all participants.
- Make a follow-up phone call or send an e-mail to the parents.
- Follow up with other team members.
- Review the meeting with the student if he or she was not present.
- Document all communication.

Student Advocacy Skills. It is critical that students with disabilities learn self-advocacy skills. One of the best ways to foster these skills is to have the student attend IEP or other parent conferences (Van Dycke & Peterson, 2003). Students should be welcomed into the meetings and encouraged to actively participate. They might be asked to discuss their work samples, how they feel they have progressed on their IEP goals, and what goals they would like to make for the next year. Special education teachers might spend time with the student prior to the meeting explaining process and procedures. Another option is to incorporate IEP instruction into the student's curriculum (Van Dycke,

Martin, & Lovett, 2006). Students should have a clear understanding of what is going to occur and their role in the meeting.

According to IDEA, when the student becomes 14 years of age, transition planning and student involvement should be integrated into IEP meetings (U.S. Department of Education, 2004b). This is a natural time to begin including students in their IEP meetings; however, some students may be ready to attend at much younger ages. This is a decision that parents should be encouraged to consider.

Transition Planning. Previously, for students age 14 and older, IDEA required a transition plan detailing the services and goals needed to help support the student's goals for adult life (Association of Service Providers Implementing IDEA Reforms in Education Partnership & IDEA Local Implementation by Local Administrators Partnerships, 2003). IDEA 2004 eliminated the need for a statement of transition services at age 14 but requires "appropriate measurable postsecondary goals" that are to be based on "age appropriate transition assessments" at age 16 (Wright & Wright, 2005). This transition plan must be included in the IEP and should include a statement regarding the student's needs for transition services that focus on classes that are being taken (U.S. Department of Education, 2004b).

The IEP must include with the transition plan a description of services, including coordination with other agencies (rehabilitation or job placement) for helping the student transition from school to postschool (military, college, or vocational training) (Association of Service Providers Implementing IDEA Reforms in Education Partnership & IDEA Local Implementation by Local Administrators Partnerships, 2003). The IEP team must address these requirements.

Special education teachers at the middle and high school levels should be prepared to facilitate discussions of transition services with parents and students (Sabornie & deBettencourt, 2004). Teachers should be knowledgeable of options, local service agencies, and requirements for placement and be sensitive, as some parents and students find these issues emotionally laden. Transition from school to early adulthood is complex, and teachers should consider special training on working with adolescents. In addition, the school guidance counselor can be a valuable resource for the new special education teacher (Sabornie & deBettencourt, 2004). Documentation and record keeping for transition planning should be done as well (see Table 4-5).

Eligibility Meetings. IDEA also provides for how determinations of a student's eligibility for special education services are managed. Special education teachers must be prepared to serve on the school's IEP team for determining eligibility, sometimes referred to as "child find." The purpose of this IEP team is to review, assess, and analyze information on students who are referred to determine if they need special education services (U.S. Department of Education, 2004b).

Parents, teachers, physicians, or specialists can refer students to the IEP team for an eligibility determination. The team may request additional assessments. A student is determined eligible for services when the student's disability fits within one of the categories specified in the legislation and the child needs special education services because of the disability (Patterson, 2000). Documentation and record keeping for initial eligibility determination should be done as well.

This can be an emotionally difficult time for parents of newly identified special needs students and overwhelming, as they must learn the language of special education, understand the services to be provided, and navigate their first IEP meetings. Special educators should provide resources and explanations as needed by the parents. Review chapter 3 for information on working with parents.

TABLE 4-5 Transition Plan

SASHA T. ACEY

Student ID: 0000001160

FTE Number: F0000001160

Date of Birth: 03/01/1986

Xperts School District

502 NE 4th St

YourDistrict, WA

Secondary Transition

Student's Name: SASHA T. ACEY

Date: 06/16/2005

Student ID Number: 0000001160

Present Levels:**Vocational**

Sasha's vocational assessment is in line with her state career goals. She has volunteered in the lower grades as a tutor during high school and shows a marked aptitude for working with her peers.

Transition - Course of Study

(Beginning at age 14 or younger)

Describe the focus of the student's course of study (i.e., specify the educational courses and experiences in school and the community that will assist the student in achieving his/her post-school goals). For students pursuing a modified standard diploma, consider the student's need for occupational readiness, including courses to prepare the student as a career and technical educational program completer.

Sasha is enrolled in a college preparatory course of study

Transition Services

(Beginning at age 16 or younger)

IEP teams may assign an expected graduation year beyond four years for students in special education. Changes to the expected graduation year for special education students must be made by the Individualized Education Program (IEP) team on a case-by-case basis no later than when the student becomes age 16. Such a change must be reflected in each student's IEP.

1. Desired Outcomes - Postsecondary Employment (including integrated or supported employment)

Sasha career goal is to be a high school English teacher

Is specially designed instruction needed? Yes No

If yes, describe (make sure the IEP addresses this need through goals, services, etc.):

2. Desired Outcomes - Career and Technical Education

English teacher

Is specially designed instruction needed? Yes No

If yes, describe (make sure the IEP addresses this need through goals, services, etc.):

3. Desired Outcomes - Postsecondary Education (including continuing and adult education)

English teacher

Is specially designed instruction needed? Yes No

If yes, describe (make sure the IEP addresses this need through goals, services, etc.):

(continued)

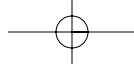


TABLE 4-5 *Continued*

SASHA T. ACEY

Student ID: 0000001160
FTE Number: F0000001160
Date of Birth: 03/01/1986

Xperts School District

502 NE 4th St
YourDistrict, WA

Secondary Transition

4. Desired Outcomes - Independent Living

apartment

Is specially designed instruction needed? Yes No

If yes, describe (make sure the IEP addresses this need through goals, services, etc.):

5. Desired Outcomes - Community Participation

independence

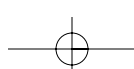
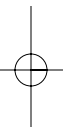
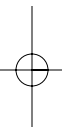
Is specially designed instruction needed? Yes No

If yes, describe (make sure the IEP addresses this need through goals, services, etc.):

Student Exit Summary

For a child whose eligibility terminates due to graduation or exceeding the age of eligibility, provide a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

After graduation, Sasha intends to tutor at the local community center. In the fall following graduation she has applied to the local university to enroll in a teacher preparation program.



SASHA T. ACEY

Student ID: 0000001160
FTE Number: F0000001160
Date of Birth: 03/01/1986

Xperts School District

502 NE 4th St
YourDistrict, WA

Secondary Transition Interagency Responsibilities and Needed Linkages

Student's Name: SASHA T. ACEY Date: 06/16/2005

Student ID Number: 0000001160

1. To assist in achieving post-secondary employment outcomes or goals, the student will be referred to the following agency(ies) or organization(s):

Agency/Organization: job placement agency
Person Responsible for Referral: Chris Martin

Reason for Referral Including Requested Service(s):

Sasha has expressed interest in volunteering as a tutor at the local high school after graduation.

2. To assist in achieving career and technical education outcomes or goals, the student will be referred to the following agency(ies) or organization(s):

Agency/Organization: Person Responsible for Referral:

Reason for Referral Including Requested Service(s):

no agency linkages are required

3. To assist in achieving post-secondary education outcomes or goals, the student will be referred to the following agency(ies) or organization(s):

Agency/Organization: college placement agency
Person Responsible for Referral: Mary Smith

Reason for Referral Including Requested Service(s):

assistance is course selection

4. To assist in achieving independent living outcomes or goals, the student will be referred to the following agency(ies) or organization(s):

Agency/Organization: Person Responsible for Referral:

Reason for Referral Including Requested Service(s):

no agency linkages required

(continued)

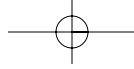


TABLE 4-5 *Continued*

SASHA T. ACEY

Student ID: 0000001160
FTE Number: F0000001160
Date of Birth: 03/01/1986

Xperts School District

502 NE 4th St
YourDistrict, WA

Secondary Transition Interagency Responsibilities and Needed Linkages

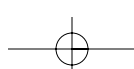
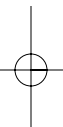
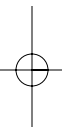
5. To assist in achieving community participation outcomes or goals, the student will be referred to the following agency(ies) or organization(s):

Agency/Organization:

Person Responsible for Referral:

Reason for Referral Including Requested Service(s):

no agency linkages



SUMMARY

This chapter provided a review of required elements in an IEP and a discussion of PLOP, annual goals, and objectives. Special education teachers were reminded of the importance of providing specific measurable descriptions for PLOPs, annual goals, and benchmarks as well as consistently documenting progress toward these. In addition, an overview of conducting IEP meetings, transition planning, and eligibility meeting requirements for special education teachers was conducted. See Table 4-6 for list of documents relating to all these IEP requirements that can be used as evidence of competency in a teaching portfolio. See Table 4-7 for an example of a complete IEP.

ACTIVITY QUESTIONS

1. Review the IEPs and files for the students on your caseload. Plan to speak with other teachers who have worked with these students to gain insight about the individual needs of these students.
2. Review the actual IEP forms that your school uses prior to writing your first IEP. Notice how the forms are presented, where signatures are required, and how the forms are individualized for each student.
3. Prepare for your first IEP meeting by drafting an IEP. Have your mentor or another experienced special education teacher review your draft and make suggestions for revisions.
4. Develop a record-keeping system for IEP paperwork. Discuss record keeping with your mentor or another experienced special education teacher. Are there ideas that you can incorporate into your own system? How do they manage all the IEP paperwork requirements?

SELECTED WEBSITES

<http://www.ed.gov/policy/gen/guid/fpco/index.html>
Family Policy Compliance Office / U.S. Department of Education / 400 Maryland Avenue SW / Washington, DC 20202-5920. This department and its Website can provide resources on confidentiality, privacy, and family rights.

<http://www.ideadata.org>
This Website provides resources and explanations on IDEA regulations.

<http://www.childfindidea.org>
This Website provides information on rules and regulations for eligibility determinations under IDEA.

<http://www.ncset.org>
This Website from the National Center on Secondary Education and Transition provides information and resources to assist with transition planning.

<http://www.wrightslaw.com>
This Website from Wright's Law provides information, interpretation of legal terms, and resources for compliance with IDEA rules.

REFLECTION JOURNAL ACTIVITIES

1. Review an IEP for one of your students. Think about how each component affects the education of the student for whom it was written. Is this a good educational plan? Would you make any changes? Does it reflect what you know about the child's strengths as well as his or her disability?
2. Review the annual goals and objectives for several students on your caseload. Are these well written? How are they being measured or monitored? Do they accurately reflect what you know about the student? Would you revise or rewrite any of them?
3. How can you manage the paperwork? Are you regularly and consistently documenting student progress on IEP goals?
4. IEPs are an important professional responsibility for the special education teacher. Reflect on what evidence you will provide to demonstrate your competence with IEPs. What evidence are you going to include in your teaching portfolio relating to IEPs? Does your evidence reflect how you manage and write IEPs?

TABLE 4-6 Evidence Checklist: IEPs

To provide evidence of competence in the area of IEPs, a special education teacher might include the following in a teaching portfolio:

- Copies of IEPs
- Copies of PLOP or PLAAFP
- Copies of annual goals and objectives (benchmarks)
- Copies of documentation toward progress on IEP goals
- Copies of required accommodations or modifications
- Copies of calendars and notes regarding key dates
- Copies of transition plans
- Copies of communication with parents about IEPs and progress toward IEP goals
- Photos of IEP meetings
- Copies of documentation of incorporating self-advocacy skills into the curriculum

Note. Student confidentiality should be maintained. Please block out any identifying information.

REFERENCES

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- Wright, D., & Wright, D. (2005). *Roadmap to IDEA 2004: What you need to know about IEPs and IEP meetings*. Retrieved January 9, 2006, from <http://www.wrightslaw.com/idea/iep.roadmap.htm>

TABLE 4-7 Complete IEP Sample

MADELYN T. ZALE

Student ID: 0000002463
 FTE Number: F0000002463
 Date of Birth: 08/01/1986

West Valley School District - DEMO

Spokane, WA

IEP Invitation

To: _____

Student's Name: MADELYN T. ZALE Date Sent to Participants: 09/12/2005

This is to notify you that a/an Review team meeting has been scheduled for the above student. Your participation and attendance at this meeting are very important. This Review meeting must be scheduled at a mutually agreed upon time and place. The purpose of this meeting is to (check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Develop an Initial IEP | <input checked="" type="checkbox"/> Review Current IEP |
| <input checked="" type="checkbox"/> Discuss Transition Services | <input type="checkbox"/> Discuss Graduation |
| <input type="checkbox"/> Discuss Annual Goal Progress | <input type="checkbox"/> Review Instructional Needs |
| <input type="checkbox"/> Consider Termination of Services | <input type="checkbox"/> Determine Placement |
| <input type="checkbox"/> Develop ESY | <input type="checkbox"/> Discuss Attendance Issues |
| <input type="checkbox"/> Manifestation Determination | <input type="checkbox"/> Behavioral Intervention Plan |
| <input type="checkbox"/> Other: | _____ |

This meeting has been scheduled for: Date 09/19/2005 Time 10:00 AM
 Location Conference Room

The following are invited to attend and participate in the Review meeting:

<u>General Education Teacher</u>	<u>Administrator/Designee</u>
<u>Kristen Zale , Parent</u>	<u>Meredith Waters , Case Manager</u>

* If the purpose of the meeting includes the development of transition services needs (beginning at age 14 or younger) the student will be invited. If the purpose of the meeting is the consideration of needed transition services (beginning at age 16 or younger) the student and representatives of the following agencies will be invited:

The parent/adult student or school may invite individuals who have knowledge or special expertise regarding the student, including related services personnel, to participate. The determination of the knowledge or special expertise shall be made by the person/party extending the invitation. If you, the parent or adult student, are bringing other individuals to the meeting, please let us know. This will ensure that the meeting space will accommodate all team members.

If you have any questions or would like additional information or assistance to help you prepare for this IEP meeting, please contact Beth Holland at (804) 967-0700 e-mail iep.online@xperts.com.

Procedural Safeguards Notice is enclosed.

MADELYN T. ZALE

Student ID: 0000002463
 FTE Number: F0000002463
 Date of Birth: 08/01/1986

West Valley School District - DEMO

Spokane, WA

Excused Team Members

Student's Name: MADELYN T. ZALE ID#: 0000002463 Date of Birth: 08/01/1986

Attending School: Washington High Grade: 11

Home School: Kent Middle

Parent/Guardian/Surrogate Name: STEPHEN ZALE/ KRISTEN ZALE

Address: 3893 CAULDER RICHMOND 23224 Home#: 9998765/ 9998765 Work#: 999-1010 / 999-1010

There is a meeting in reference to your child to be held on (date) 09/19/2005 at (time) 10:00 AM
 at (place) Conference Room

The following team members have requested excusal from the meeting:

Name	Title	Reason
Meredith Waters	Case Manager	

If the member's area of the curriculum or related service will not be discussed, the member may be excused without submitting comments in writing. If the member's area of curriculum or related service will be discussed, they may be excused but must provide comments in writing and submit this to the team in lieu of their appearance.

- I agree to excuse the above team members from the meeting.
- I do not agree to excuse the above team members from the meeting.

 Signature of Parent

 Date

 Signature of District Representative

 Date

(continued)

TABLE 4-7 Continued

MADELYN T. ZALE

Student ID: 0000002463
 FTE Number: F0000002463
 Date of Birth: 08/01/1986

West Valley School District - DEMO

Spokane, WA

IEP Cover Page

Student's Name: MADELYN T. ZALE Date: 09/19/2005

Student ID Number: 0000002463 Grade: 11

DOB: 08/01/1986 Age*: 19

Disability(ies) (if identified): Specific Learning Disabilities

Parent/Guardian Name: STEPHEN ZALE/ KRISTEN ZALE

Home Address: 3893 CAULDER Phone # (H): 9998765/ 9998765
RICHMOND, WA 23224 Phone # (W): 999-1010 / 999-1010

Most recent Eligibility date 04/26/2005

Most recent re-evaluation date _____

Next re-evaluation must occur before this date 04/26/2008

Date of Plan meeting 09/19/2005

This IEP will be reviewed no later than this date 08/26/2006

Date parent notified of Plan meeting 09/12/2005

Date student notified of Plan meeting (if transition will be discussed) 04/19/2005

Copy of Plan given to parent/student by (Name): _____ Date: _____

IEP Teacher/Manager: Beth Holland Phone Number: (804) 967-0700

The list below indicates that the individual participated in the development of this Plan and the placement decision; it does not authorize consent. Parent or student (age 18 or older) consent is indicated on the "Prior Notice/Consent" page.

Excused	Name of Participant	Title
<input type="checkbox"/>	_____	General Education Teacher
<input type="checkbox"/>	_____	Administrator/Designee
<input type="checkbox"/>	Kristen Zale	Parent
<input checked="" type="checkbox"/>	Meredith Waters	Case Manager

*** The student must be informed at least one year prior to turning 18 that the IDEA procedural safeguards (rights) transfer to him/her at age 18 and be provided with an explanation of those procedural safeguards.**

Date informed: 09/19/2005

If the parent did not attend, what method was used to ensure their participation:

MADELYN T. ZALE

Student ID: 0000002463

FTE Number: F0000002463

Date of Birth: 08/01/1986

West Valley School District - DEMO

Spokane, WA

Team ConsiderationsStudent's Name: MADELYN T. ZALEMeeting Date: 09/19/2005Student ID Number: 0000002463

During the IEP meeting the following factors must be considered by the IEP team. Best practice suggests that the IEP team document that the factors were considered and any decision made relative to each. The factors are addressed in other sections of the IEP if not documented on this page. (for example: see Present Level of Educational Performance)

- The strengths of the student and the concerns of the parents for enhancing the education of their child.
Strengths of the student were considered.
- The results of the student's performance on any general state or district-wide assessments.
District wide assessments were considered.
- The communication needs of the student. In the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.
Communication needs were considered.
- The student's assistive technology devices and services needs.
- In the case of a student whose behavior impedes his or her learning or that of others, consider, when appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior.
- In the case of a student with limited English proficiency, consider the language needs of the child as such needs relate to the child's IEP.
- In the case of a student who is blind or has a visual impairment, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.

(continued)

TABLE 4-7 Continued

MADELYN T. ZALE

Student ID: 0000002463
 FTE Number: F0000002463
 Date of Birth: 08/01/1986

West Valley School District - DEMO

Spokane, WA

Present Level of Educational Performance

Student's Name: MADELYN T. ZALE Date: 09/19/2005

Student's Number: 0000002463

The Present Level of Educational Performance describes the effects of the student's disability upon the student's involvement and progress in the general curriculum and area(s) of need. This includes the student's performance in academic achievement (reading, math, communications, etc.) and functional performance (behavior, social skills, daily life activities, mobility, extra-curricular activities, etc.) in objective terms. Test scores, if appropriate, should be self-explanatory or an explanation should be included. For preschool students this section should include how the student's disability affects the student's participation in appropriate activities. **There should be a direct relationship between the present level of educational performance and the other components of the IEP.**

Medical-Physical

Normal medical findings, no significant implications.

General Education

Madelyn is reading below grade level. She is reading on a second grade level. She has trouble with reading comprehension, fluency rate and vocabulary.

Social/Emotional/Adaptive

Madelyn is a well adjusted girl. Teachers have not reported an emotional behaviors. She gets along well with her peers and teachers.

Cognitive

Results of the cognitive evaluation reveal that Madelyn has difficulty with sound symbol relationships required for reading and decoding unfamiliar words. There is a lack of consistency on reading and spelling words that have a high predictability level.

On tasks of written expression, Madelyn avoids initiation on these tasks. She has difficulty establishing a theme and responding to writing samples.

Academic

Summary indicates deficits in the areas of reading comprehension, word recognition and sound/symbol relationships. An informal reading inventory indicated that Madelyn's independent reading level was beginning second grade, her instruction level was mid-second grade and her reading frustration level is at the mid-third grade level.

Observation

Teacher observations reveal that Madelyn avoids tasks involving writing. She does not actively participate during reading time. She is an extremely active participant during math and science time.

MADELYN T. ZALE

Student ID: 0000002463
 FTE Number: F0000002463
 Date of Birth: 08/01/1986

West Valley School District - DEMO

Spokane, WA

Annual Goals and Objectives

Student's Name: MADELYN T. ZALE Date: 09/19/2005
 Student ID Number: 0000002463 Disability: Specific Learning Disabilities

Annual Goal: Reading Goals-Comprehension

By 09/25/2006, when given a graded (fiction/nonfiction) passage MADELYN will silently read the passage improving reading comprehension from answering 5/10 questions correctly at 3rd grade level to answering 8/10 questions correctly at 5th grade level as measured by reading assessment

Report of Student Progress: Monthly Quarterly Yearly Other

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:								
Progress toward goal:								

Progress on this goal will be reported using the following codes.

- ES - Emerging Skill demonstrated but may not achieve annual goal within duration of IEP.
- IP - Insufficient Progress demonstrated to meet this annual goal and may not achieve annual goal within duration of IEP.
- M - Mastered this annual goal.
- NI - Not been provided Instruction on this goal.
- SP - Sufficient Progress being made to achieve annual goal within duration of IEP.

Short Term Objectives or Benchmarks

Objective: Content and Processing

By 05/03/2006, MADELYN will demonstrate comprehension and/or use of basic concepts of reading words.

Comments: _____

Last Updated: _____

Mastery Criteria:

80%

Evaluation method: _____

Other evaluation method: _____

(continued)

TABLE 4-7 Continued

MADELYN T. ZALE

West Valley School District - DEMO

Student ID: 0000002463

Spokane, WA

FTE Number: F0000002463

Date of Birth: 08/01/1986

Annual Goals and Objectives

Annual Goal: Reading Goals-Comprehension

By 09/25/2006, when given a graded (fiction/nonfiction) passage MADELYN will identify and define targeted terms improving vocabulary acquisition from 5/10 vocabulary terms to 8/10 vocabulary terms as measured by weekly vocabulary assessments

Report of Student Progress: Monthly Quarterly Yearly Other

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:								
Progress toward goal:								

Progress on this goal will be reported using the following codes.

ES - Emerging Skill demonstrated but may not achieve annual goal within duration of IEP.

IP - Insufficient Progress demonstrated to meet this annual goal and may not achieve annual goal within duration of IEP.

M - Mastered this annual goal.

NI - Not been provided Instruction on this goal.

SP - Sufficient Progress being made to achieve annual goal within duration of IEP.

Short Term Objectives or Benchmarks

Objective:

By _____, MADELYN will

Comments:

Last Updated: _____

Mastery Criteria:

Evaluation method:

Other evaluation method:

MADELYN T. ZALE

Student ID: 0000002463
 FTE Number: F0000002463
 Date of Birth: 08/01/1986

West Valley School District - DEMO

Spokane, WA

Annual Goals and Objectives

Annual Goal: Written Expression

By 09/25/2006, when given a writing prompt MADELYN will write complete sentences improving writing fluency from writing sentence fragments to writing 5 complete sentences as measured by teacher data collections

Report of Student Progress: Monthly Quarterly Yearly Other

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:								
Progress toward goal:								

Progress on this goal will be reported using the following codes.

- ES - Emerging Skill demonstrated but may not achieve annual goal within duration of IEP.
- IP - Insufficient Progress demonstrated to meet this annual goal and may not achieve annual goal within duration of IEP.
- M - Mastered this annual goal.
- NI - Not been provided Instruction on this goal.
- SP - Sufficient Progress being made to achieve annual goal within duration of IEP.

Short Term Objectives or Benchmarks

Objective: Written Expression

By 05/03/2006, MADELYN will will be able to write complete sentences.

Comments:

Last Updated: _____

Mastery Criteria:

80%

Evaluation method:

Other evaluation method:

(continued)

TABLE 4-7 Continued

MADELYN T. ZALE

Student ID: 0000002463

FTE Number: F0000002463

Date of Birth: 08/01/1986

West Valley School District - DEMO

Spokane, WA

Supplementary Aids and Services, Program Accommodations/ Modifications, Support for School Personnel

Student's Name: MADELYN T. ZALE

Date: 09/19/2005

Student ID Number: 0000002463

This student will be provided access to the general education, special education, other school services and activities including non-academic activities and extracurricular activities, and education related settings:

- with no accommodations/modifications
- with the following accommodations/modifications

Accommodations/modifications provided as part of the instructional and testing/assessment process will allow the student equal opportunity to access the curriculum and demonstrate achievement. Accommodations/modifications also provide access to non-academic and extracurricular activities and educationally related settings. Accommodations/modifications based solely on the potential to enhance performance beyond providing equal access are inappropriate.

Accommodations may be in, but not limited to, the areas of scheduling, setting, aids, and format. The impact of any modifications listed should be discussed. This includes the earning of credits for graduation.

Supplementary Aids and Services, Accommodations/Modifications (please list, as appropriate):

Accommodation(s)/Modification(s)	Frequency	Location	Duration m/d/y to m/d/y
reduce length of assignments	Daily	Classroom	09/26/2005 to 09/25/2006
extended time on tests	Daily	Classroom	09/26/2005 to 09/25/2006
preferential seating	Daily	Classroom	09/26/2005 to 09/25/2006

Supports for School Personnel (training, professional, development etc):

MADELYN T. ZALE

Student ID: 0000002463
 FTE Number: F0000002463
 Date of Birth: 08/01/1986

West Valley School District - DEMO

Spokane, WA

Special Education and Related Services

Student's Name: MADLYN T. ZALE Date: 09/19/2005

Student ID Number: 0000002463

Least Restrictive Environment (LRE):

When discussing least restrictive environment and placement options, the following must be considered:

- To the maximum extent appropriate, the student is educated with children without disabilities.
- Special classes, separate schooling, or other removal of the student from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- The student's placement should be as close as possible to the child's home and unless the IEP of the student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if he or she did not have a disability.
- In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he/she needs.
- The student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

Special Education and Related Services:

Service(s)	Instruction Style	Provider	Frequency	Location	Duration	Monitor
Special Education						
Setting: General Education						
Language Arts	Direct/Group	LD teacher	30.00 Minutes / 5.00 Weekly	General Education classroom/resource room	09/26/2005 - 09/25/2006	Teacher
Setting: Special Education						
Reading	Direct	Reading Specialist	30.00 Minutes / 5.00 Weekly	Resource Room	09/26/2005 - 09/25/2006	Teacher

Transportation: Regular Special
Extended School Year: Yes No If Yes, must complete ESY form.
General PE: Yes No

(continued)

TABLE 4-7 Continued

MADELYN T. ZALE

West Valley School District - DEMO

Student ID: 0000002463

Spokane, WA

FTE Number: F0000002463

Date of Birth: 08/01/1986

Special Education and Related Services

Placement

The team may consider placement options in conjunction with discussing any needed supplementary aids and services, accommodations/modifications, assistive technology, and supports for school personnel. In considering the placement continuum options, check those the team discussed. Then, describe the placement selected in the **Placement Decision** section below.

Placement Options:

Placement Options for LRE	SELECTION		OR...REASONS REJECTED		
	Considered	Selected (only 1)	Academic benefit cannot be satisfactorily achieved	Non-academic benefit cannot be satisfactorily achieved	Effect student will have on teacher and other students
General Education Class (80-100% of day in general education)	X		X		
Resource Room (40-79% of day in general education)	X	X			
Separate Class (0-39% of day in general education)	X		X	X	
Separate Public/Private School (NPA)					
Public Residential					
Private Residential					
Home/Hospital					

Placement Decision:

Based upon identified services and the consideration of least restrictive environment (LRE) and placement continuum options, describe in the space below the placement. Additionally, summarize the discussions and decision around LRE and placement. This must include an explanation of the extent to which the student WILL NOT be participating with students without disabilities in the general education class(es), programs, and activities.

Madelyn will receive special education services in the resource room for reading and writing based on her identified need for specially designed instruction in those skill areas. Math skills are an area of strength for Madelyn and she will receive instruction in the general education classroom with her non-disabled peers.

- Parent/student rights and responsibilities have been explained in a manner that was understood by all parties involved and a copy of the IEP was provided at no cost.

Placement Disclaimer

REQUIRED FOR INITIAL PLACEMENT ONLY: WRITTEN PARENTAL PERMISSION *My rights and those of my child regarding procedural safeguards have been fully explained. I understand that my child requires special education and before initial placement to receive special education, I must give consent for services. I give consent for my child to receive special education services. I understand when I give consent, it is voluntary, and that while it can be revoked, revocation is not retroactive. This means that once my child begins to receive services I cannot revoke the decision to allow my child to receive special education services. If I refuse consent I understand that the district may ask for mediation to address my child's eligibility for services. I understand the district may not ask for a due process hearing to override my consent. If I do not give consent for initial placement, the district may not provide services until I provide written consent.*

Initial Placement Only

- I approve of the Individualized Education Program and Placement as stated

Signature

Date

MADELYN T. ZALE

Student ID: 0000002463
 FTE Number: F0000002463
 Date of Birth: 08/01/1986

West Valley School District - DEMO

Spokane, WA

State or Districtwide Assessments of Student Achievement

Student's Name: MADELYN T. ZALE Date: 09/19/2005

Student ID Number: 0000002463

For Washington Assessment of Student Learning (WASL) or Washington Alternate Assessment (WAAS) see Guidelines for Inclusion and Accommodations for Special Populations on State-Level Assessments.

Assessment	Participation		Accommodations Modifications		If YES, List Accommodation(s) and/or Modification(s) by Assessment
	Yes	No	Yes	No	
Districtwide					
PALS	X			X	
ITBS/ITED					
Language		X			
Math		X			
Reading		X			
Language Proficiency Test					
Reading		X			
Writing	X			X	
WAAS					
Listening		X			
Math		X			
Reading		X			
Science		X			
Writing		X			
WASL					
Listening		X			
Math		X			
Reading	X		X		extended time on tests
Science		X			
Writing		X			

(continued)

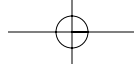


TABLE 4-7 Continued

MADELYN T. ZALE

Student ID: 0000002463

FTE Number: F0000002463

Date of Birth: 08/01/1986

West Valley School District - DEMO

Spokane, WA

Level V Graduation Standards

MADELYN T. ZALE will complete the district Level V requirements for the attainment of a high school diploma and will need the following accommodations and/or modifications in order to demonstrate proficiency in the Writing Standards

Graduation Plan for achieving writing standards:

Proficient(1)

Proficient with Honors

Proficient with accommodations(2)

Proficient with honors with accommodations(4)

Scheduling

Setting

Aids

Format

Proficient with modifications(3)

Expectations

Traits

Content

(1) Student does not need any accommodations or modifications to demonstrate proficiency

(2) Student needs accommodations to demonstrate proficiency. Accommodations do not alter graduation standards.

(3) Student needs modifications to demonstrate proficiency. Modifications are an alteration of the graduation standards, are directly related to student's disability and the qualifying areas of specially designed instruction, and are reflected in the goals and objectives of the IEP.

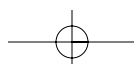
(4) Requires special approval.

Projected Graduation/Exit Date: _____

Comments:

Is secondary transition being addressed? No Yes

If yes, complete "Secondary Transition" pages before developing measurable annual goals.



MADELYN T. ZALE

Student ID: 0000002463
FTE Number: F0000002463
Date of Birth: 08/01/1986

West Valley School District - DEMO

Spokane, WA

Prior Notice

Purpose: As a parent/guardian of a special education child suspected of needing special education services, the school district is required to provide you with prior written notice whenever it proposes or refuses to initiate or change the identification, evaluation, educational placement, or provision of a free appropriate public education to your child. This notice should be given to you after a district makes a decision and before action is taken on the decision. The notice should be given to you in a reasonable amount of time before the district takes action.

To: STEPHEN ZALE/ KRISTEN ZALE
Re: Student's Name: MADELYN T ZALE

Date: 09/26/2005

The purpose of this prior written notice is to inform you that we are:

- 1. proposing refusing **to** 2. initiate change **a/an**
(mark one of the above) (mark one of the above)

Mark all items below that apply:

- 3. Referral Evaluation Eligibility Category
 Educational Placement IEP Reevaluation
 Disciplinary action that is a change of placement Other:

Description of the proposed or refused action:
We propose to initiate this IEP.

The reason we are proposing or refusing to take action is:
Madelyn's weaknesses in reading comprehension and written expression.

Description of any other options considered and rejected:
No other options were considered.

The reasons we rejected those options were:
NA

A description of each procedure, test, record, or report we used or plan to use as the basis for taking this action is as follows:
Classroom observations, grades, work samples, WISC III

Any other factors that are relevant to the action:
NA

The action will be initiated on: _____

Your child has procedural protections under IDEA. These protections are explained in the *Notice of Procedural Safeguards for Special Education Students and Their Families*. If this prior written notice is given to you as part of your child's initial referral for evaluation, a part of a request for reevaluation or notice to you regarding disciplinary action that constitutes a change of placement the procedural safeguards accompanies this notice. If a copy of the *Notice of Procedural Safeguards for Special Education Students and Their Families* is not enclosed and you would like a copy or you would like help in understanding the content, please contact:

_____ at _____

Administrator/Designee

