

8:00-8:10- housekeeping/rules- 10 minutes

8:10-9:25- Eligibility: Allison, Derick, Cami

9:25--10:10 SDI (Carin, Ana, Andrew,

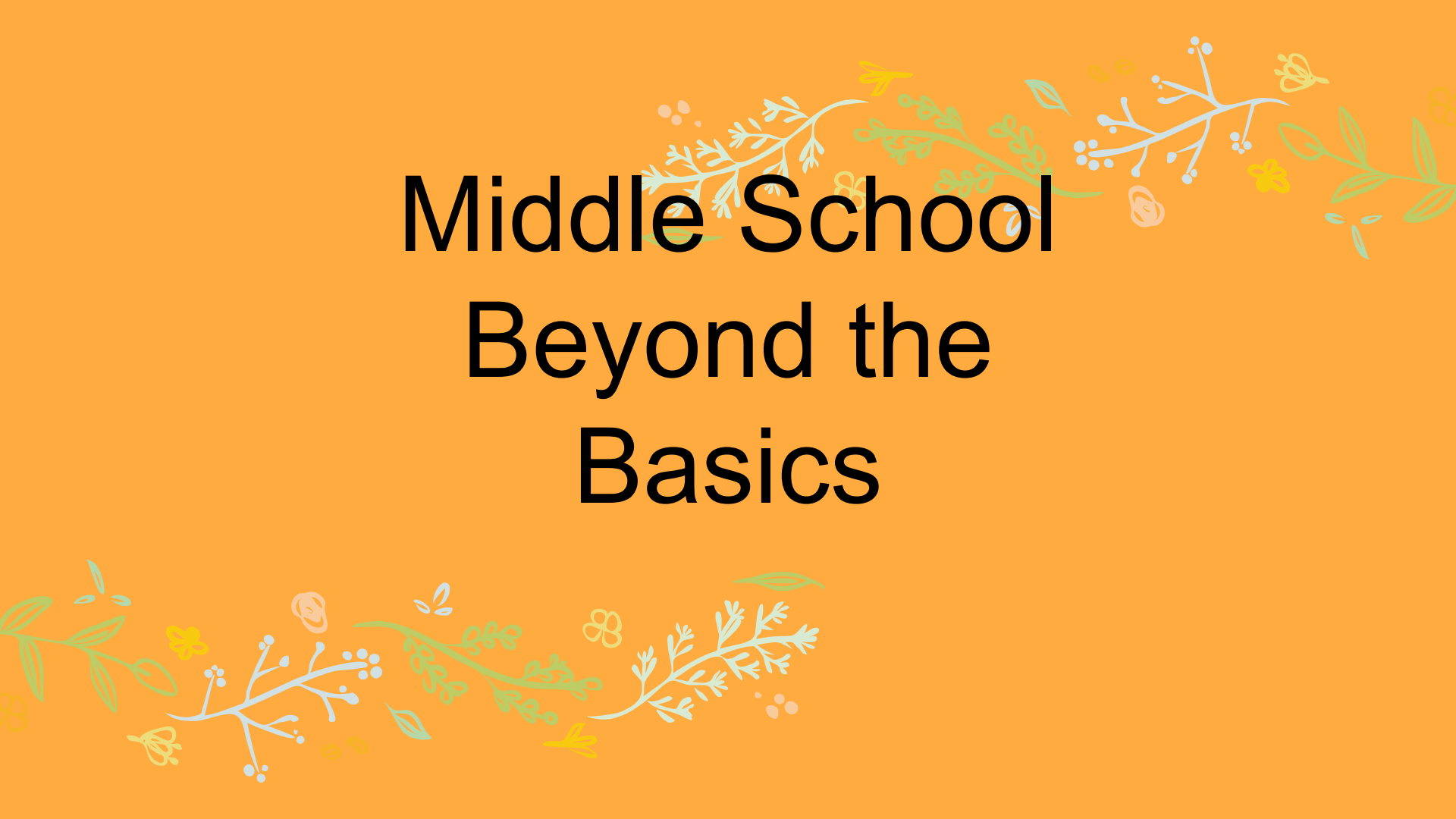
10:100-11:00- Transition: Linda, Melany, Andrew, Ana, Derick

12:00-12:10: Housekeeping

12:10-12:55: Transition: Linda, Melany, Allison

12:55-1:40: SDI: Ana,Carin, Andrew, Michele

1:45-3:00: Eligibility: Allison, Derick, Cami



Middle School Beyond the Basics

Welcome to

- ▶ You will need to **sign in** with your CSDDocs account.
- ▶ This is how you will receive **relicensure credit**.
- ▶ This is also how you receive **payment** for attendance.
- ▶ This link/QR Code will **hours** after the course concludes.



Please sign in using the QR Code
Below or the following link:



Professional Development Norms

Be Committed

- Be a learner, focused on improving student outcomes.
- Commit to implementing learned strategies and programs with students.

Be Responsible

- Actively participate by engaging and collaborating to accomplish the professional learning objectives.

Be Respectful


- Allow others to listen.
- Allow others to speak.
- Use technology for the task at hand.

Be Safe

- Take care of your needs.
- Ask clarifying questions.
- Respect all ideas.

CSD Multi-Tiered System of Supports (MTSS) Framework

MTSS Critical Components	High Quality Academic and Behavioral Instruction and Intervention	Data for Decision Making	Team-based Problem Solving
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 Student Achievement Principles for Academics and Behavior	<ul style="list-style-type: none"> Building a positive school climate involves actively promoting building positive relationships, setting high expectations, and committing to every student's success. Equitable education ensures equal access regardless of race, color, national origin, gender, sexual orientation, age, religion, disability, language, or socioeconomic status. Ongoing, targeted, quality professional development and coaching supports effective instruction for ALL students. Leadership at all levels is vital. 	<ul style="list-style-type: none"> ALL CSD students, parents, and educators are part of ONE proactive educational system that is committed to equitable outcomes. Evidence-based instruction and interventions are aligned with rigorous standards. 	<ul style="list-style-type: none"> CSD educators use assessments that are reliable, valid, and aligned to standards. CSD educators use data to measure student progress and implementation of system supports 	<ul style="list-style-type: none"> CSD educators use data to guide instructional decisions, and allocate resources. CSD educators problem solve collaboratively to meet student needs.
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MTSS Practices for ALL Educators

Standards for Instruction	Evidence-Based Instructional Priorities: ACADEMIC	Evidence-Based Instructional Priorities: BEHAVIOR	Time Allocation for Instruction	Teacher and Team Learning Data	Student Performance Data	Teaming Structures	Continuous Problem Solving for Improvement
Standards clarify what students are expected to learn and do.	Planning, instructing, and assessing techniques are implemented to increase student engagement and learning.	Classroom PBIS expectations are aligned to schoolwide PBIS expectations and implemented to prevent and decrease behavioral disruptions.	School culture ensures that instructional time is maximized to increase student growth.	Supporting teacher learning and professional growth is fostered through public practice and ongoing feedback.	Student academic and behavioral performance is assessed using a variety of reliable and valid methods.	Structures in all schools that provide comprehensive support for academic and behavior monitoring.	Multiple data sources are used for ongoing problem solving and equitable decision making across tiers.
Instructional content aligned with the Utah Core Standards School-wide Positive Behavioral Interventions and Supports (PBIS) Curriculum maps with common pacing guides Scientifically research-based programs Standards-based instruction and reporting Cognitive Rigor (Depth of Knowledge—DOK) International Society for Technology in Education Standards (ISTE) World-Class Instructional Design and Assessment (WIDA) Federal and state requirements (IEP, 504, ELs)	Teacher clarity (ES: 0.75) Explicit instruction (ES: 0.59) (I, We, Y'all, You) Instructional hierarchy (ES: 0.58): Acquisition, Automaticity, Application (AAA) Feedback cycle (ES: 0.75) Systematic vocabulary (ES: 0.67) Structured classroom discussion (ES: 0.82) Maximizing Opportunities to Respond (OTR) (ES: 0.60) Scaffolded Instruction & Grouping (SIG) structures (ES: 0.49)	Classroom PBIS (ES: 0.68) 1. Establish and post rules/routines 2. Teach rules/routines 3. Monitor rules/routines 4. Reinforce rules/routines 5. Correct behavior errors 6. Use data for decision making Positive teacher-student relationships (ES: 0.75) Active supervision (ES: 0.62) Pre-correction (ES: 0.83) High ratio of positive to corrective feedback (ideally 4:1 or higher) (ES: 0.75) Precision requests Differential reinforcement (ES: 0.95) De-escalation Strategies: Help, Prompt, Wait PBIS Toolbox: Self-monitoring (ES: 0.97) Group contingencies (ES: 1.02) Token economy (ES: 0.90)	Classroom instructional time prioritized for instruction of standards Individual and team planning time intentionally increases the application of evidence-based instructional priorities and standards for instruction Master schedule considers the learning needs of the student population Scheduling ensured for: • Intervention and skill-based instruction • Special Education services • English Language Development (ELD)	Annual setting of goals and documentation of progress (e.g. CSIP, LANDTrust, CTES) Public practice applications: • Coaching cycles with peer coaches, teacher specialist, achievement coach, and/or new teacher coach • Learning walkthroughs and targeted observations • Lesson study • Video analysis Formalized classroom and system protocols and checklists to monitor and support implementation	Effective assessment practices: • Increase instructional agility • Provide feedback about learning to students, parents, and teachers • Build student efficacy • Monitor student academic and behavioral growth • Celebrate teaching and learning successes CSD Assessment System: • Screening Assessments (ACADIENCE, RI, MI) • Classroom Assessing • Team and School-wide Assessments • District-wide Standards-based Assessments • Comprehensive Assessments (e.g. RISE, ACT, ACT Aspire) • Specialized Assessments (WIDA, IDEA eligibility assessments, Phonics Surveys)	Building Leadership Teams (BLT) use data to: • Design a tiered system of academic and social/emotional supports • Plan professional development • Develop CSIP goals and monitor progress • Monitor implementation effectiveness across tiers Instructional Professional Learning Communities (IPLC) use data to: • Design instructional adjustments needed to ensure success for all students • Plan for increasing the intensity of core scaffolds to address social/emotional needs of students as needed • Refer students for consideration of more intensive standardized interventions as need arises Student Support Teams (SST) use data to: • Design, implement, and monitor intervention plans for individual students whose social/emotional needs require more intensive, individualized supports	Standardized problem solving process is used by teams to identify, analyze, plan, and evaluate relevant data in a timely and consistent manner to: • Identify academic and behavioral risk • Analyze relevant data in teams (e.g. BLT, IPLC, SST) • Plan implementation of academic and behavioral interventions as student needs indicate • Monitor and evaluate effectiveness of academic and behavioral instruction across tiers using valid and reliable data (student and teacher data)

PUBLIC PRACTICE AND COACHING SUPPORTS

Learning Intentions

Learning Intention:


- To review eligibility procedures
- To build the knowledge of educators supporting students with transition goals.

House Keeping



Important Dates:



- **Beyond the Basics: March 18-20**
 - **Para Appreciation Night: April 1**
 - **Spring Break: Apr 6- Apr 10**
 - **Sports Day: May 7**
 - **File Transfer: May 12 and May 13**
 - **Last Day of School: May 29**
 - **ESY: June 5-June 23 (please see attached)**
- 

GOALVIEW





SPECIALLY DESIGNED INSTRUCTION



Specially designed instruction

The legal mandate to make adaptations or modifications to the content, methodology, or delivery of instruction to address the unique needs of a child with a disability.

High-leverage practices

A set of professional practices that teachers should master and use in order to provide effective SDI.

Explicit instruction

An HLP used to provide SDI; an approach to instruction that is systematic, direct, engaging, and success oriented.

Intensive instruction

An HLP that refers to the intensity of instruction or intervention; Decisions about increasing instructional intensity are based on progress monitoring.



HIGH-LEVERAGE PRACTICES (HLP)

[HTTPS://HIGHLEVERAGEPRACTICES.ORG](https://highleveragepractices.org)

High-leverage practices are frequently occurring, essential educational practices that all special educators should know how to do. These practices are evidence based, meaning that they reflect effective methods that when successfully implemented can improve results for struggling learners. They also are broadly applicable across content areas.



FOUR INTERTWINED AREAS OF PRACTICE

Collaboration

Assessment

Social/Emotional/Behavioral

Instruction

COLLABORATION

- **HLP 1** - Collaborate with professionals to increase student success
 - Gen ed, parapro, support staff
- **HLP 2** - Organize and facilitate effective meetings with professionals and families
- **HLP 3** - Collaborate with families to support student learning and secure needed services

ASSESSMENT

- **HLP 4** - Multiple sources of information is used to develop a comprehensive understanding of student's strengths and needs
- **HLP 5** - Interpret and communicate assessment info. with stakeholders to collaboratively design and implement educational programs
- **HLP 6** - Use assessment data analyze instructional practices, adjust to improve outcomes

SOCIAL/EMOTIONAL/BEHAVIORAL

- **HLP 7** - Establish a consistent, organized and respectful learning environment
- **HLP 8** - Provide positive and constructive feedback to guide students' learning
- **HLP 9** - Teach social behaviors
- **HLP 10** - Conduct FBA to develop individual student behavior support plans

SELF EVALUATE

Consider the list of Instructional HDL's

On a scale of 1-5 how frequently do you use this practice?

On a scale of 1-5 how well do you understand this HDL?

Explicit Instruction



WHAT IS EXPLICIT INSTRUCTION?

“Explicit instruction is characterized by a series of supports or scaffolds, whereby students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent mastery has been achieved.” (Archer & Hughes, 2011, p. 1)

EXPLICIT INSTRUCTION: WHAT IS IT?

Involves teaching a specific skill or concept in a highly structured manner.

During explicit instruction, the teacher:

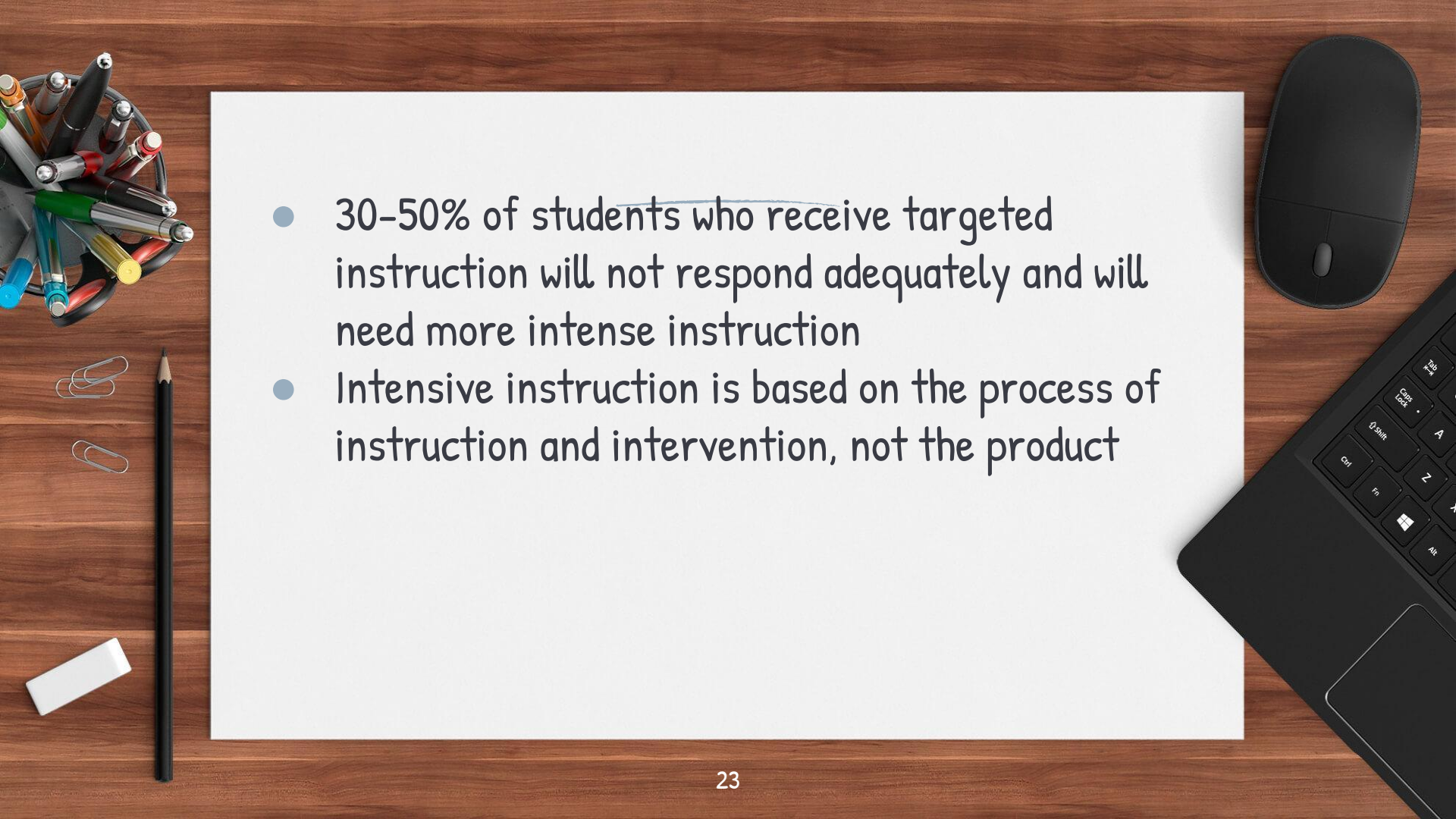
- Clearly identifies the expectations for learning
- Highlights important details of the concept or skill
- Gives precise instructions
- Models concepts or procedures
- Connects new learning to previously learned material

Intensive Instruction



INTENSIVE INSTRUCTION

- This is the practice that refers to the Intensity of instruction or intervention
- The decision about increasing instructional intensity is based on progress monitoring.

- 
- 30-50% of students who receive targeted instruction will not respond adequately and will need more intense instruction
 - Intensive instruction is based on the process of instruction and intervention, not the product

QUANTITATIVE CHANGES AND QUALITATIVE CHANGES

Quantitative

- Change dosage of time
- Change learning environment to promote attention and engagement

Qualitative

- Combine cognitive processing strategies with academic learning
- Modify the delivery of the instruction

Examples could be:

- Increase time
- Increase frequency of sessions
- Decrease group size
- Teach routines and/or cues
- Check for understanding frequently
- Include students in goal setting

INTENSIVE INTERVENTIONS CATEGORIES CHECKLIST

Intensification Practice Category 1: Change Intervention Dosage or Time

Possible Approaches	Notes
<input type="checkbox"/> Increase daily intervention time.	
<input type="checkbox"/> Increase duration/number of sessions.	
<input type="checkbox"/> Increase frequency of sessions (e.g., twice per day).	
<input type="checkbox"/> Provide extended instruction (e.g., after school).	
<input type="checkbox"/> Other: _____	
<input type="checkbox"/> Other: _____	

Intensification Practice Category 2: Change the Learning Environment to Promote Attention and Engagement

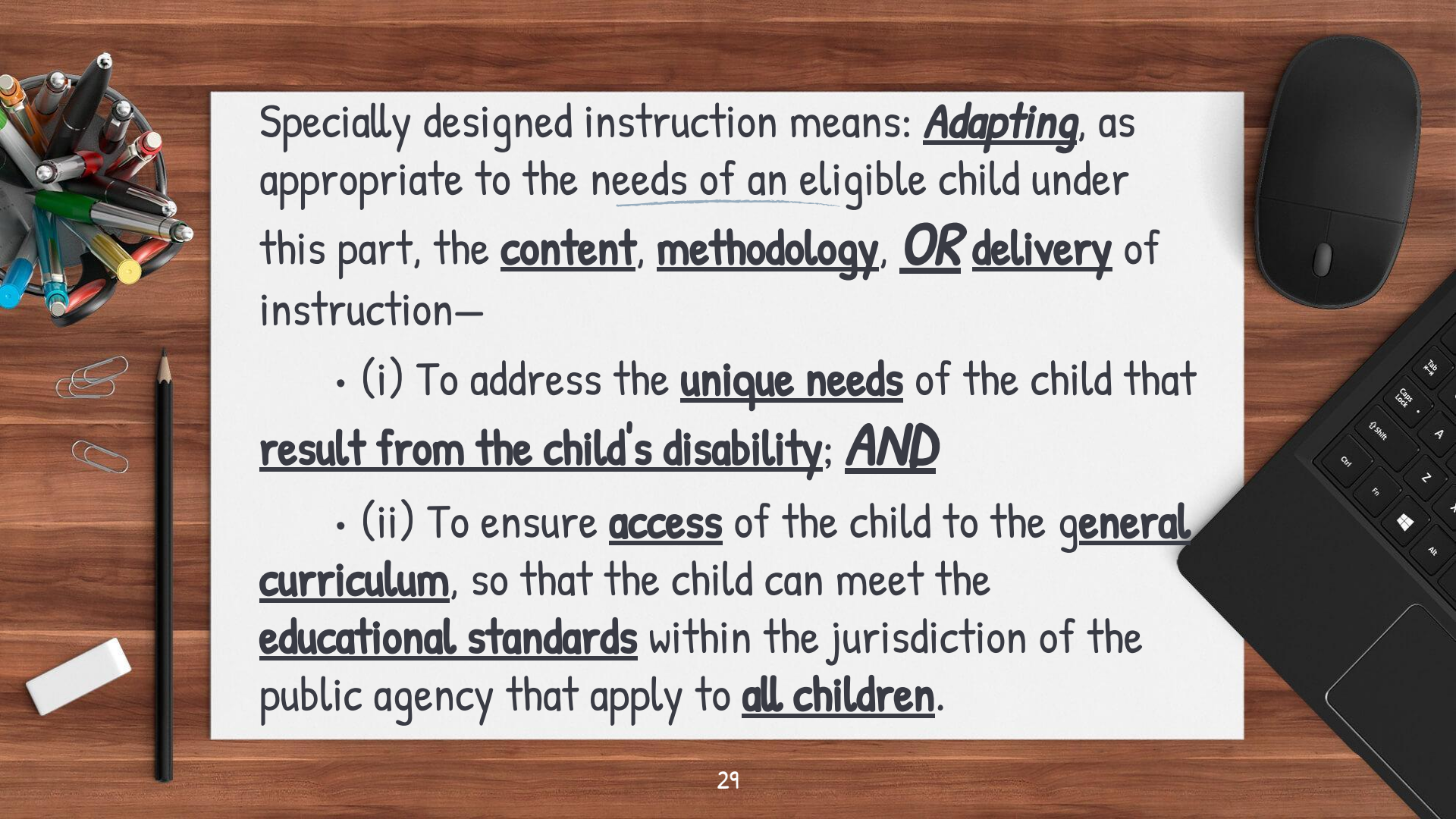
Possible Approaches	Notes
<input type="checkbox"/> Reduce group size.	
<input type="checkbox"/> Create homogeneous groups.	
<input type="checkbox"/> Change the instructional setting.	
<input type="checkbox"/> Other: _____	
<input type="checkbox"/> Other: _____	
<input type="checkbox"/> Other: _____	



SDI

34 C.F.R. §300.39(b)

- Specially designed instruction means: Adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—
 - (i) To address the unique needs of the child that result from the child's disability; and
 - (ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.

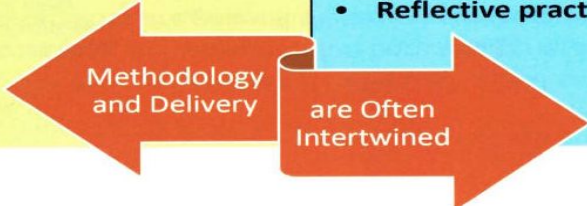


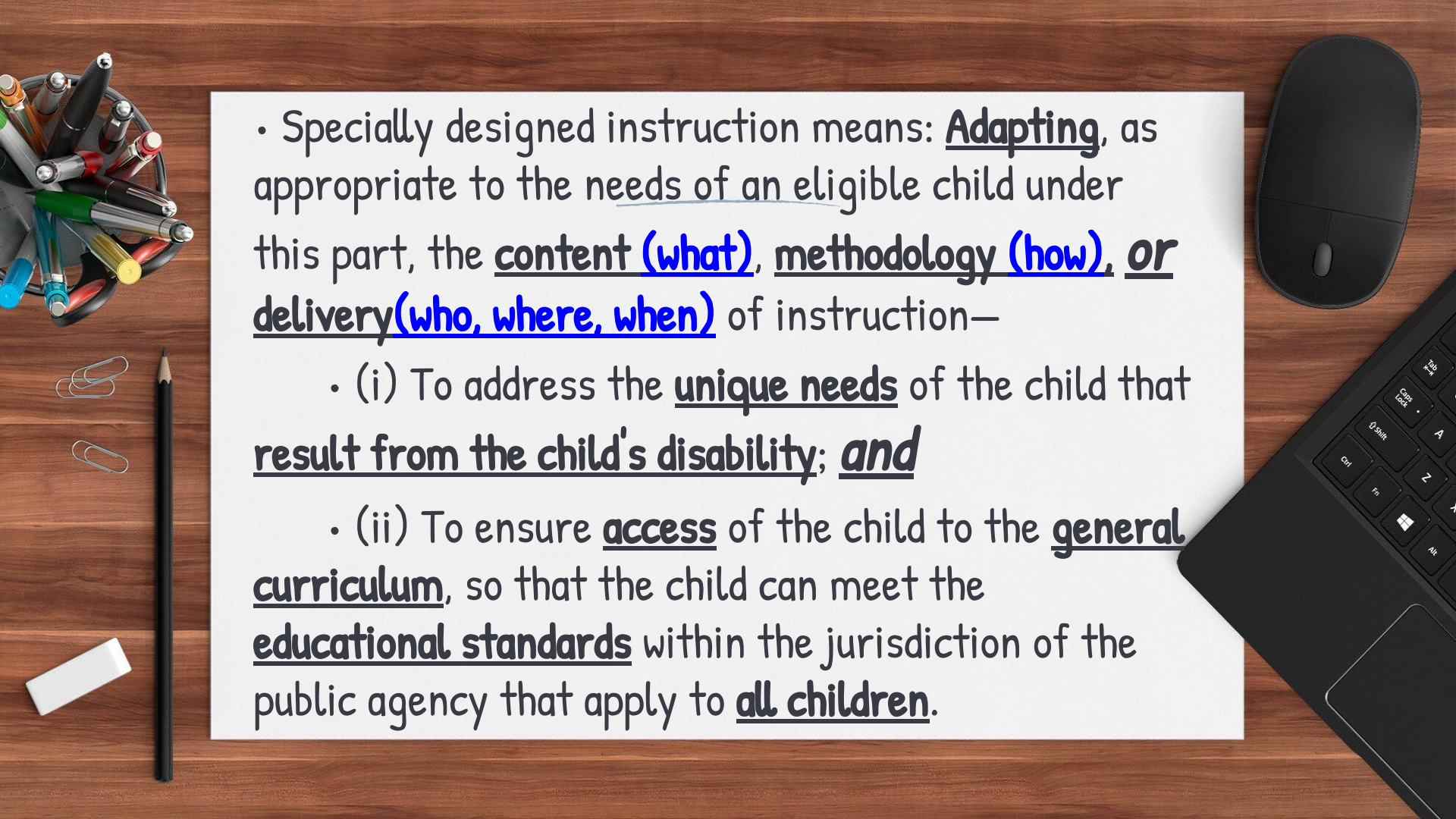
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Adapting as Appropriate

Content What?	Methodology How?	Delivery Who? Where? When?
<p>The core standards, learning objectives, and individual student goals</p> <ul style="list-style-type: none">• Move the learner beyond the basics and encourage higher level thinking• Engage students to apply what they learn• Content and context are consistent with the theme <p>Kemp-Design Model (http://educationaltechnology.net/kemp-design-model/)</p>	<p>The process through which academic instruction, social instruction, and behavioral instruction and interventions are developed</p> <ul style="list-style-type: none">• Instructional design model• Content sequencing and evidence-based practices• Instructional strategies and learning activities• Reflective practice	<p>The repertoire of resources, supports, and technologies used to communicate and interact with students related to individualized academic and behavior content to support student learning and engagement</p> <ul style="list-style-type: none">• Resources (i.e., personnel, materials, technologies, manipulatives, etc.)• Supports (i.e., additional time, group size, multiple representations, etc.)• Delivery technologies, assistive technologies, and accommodations• Reflective practice





• Specially designed instruction means: Adapting, as appropriate to the needs of an eligible child under this part, the content (what), methodology (how), or delivery (who, where, when) of instruction—

• (i) To address the unique needs of the child that result from the child's disability; and

• (ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.

Specially Designed Instruction: What It Is and What It Is Not

Definition: Adapting, as appropriate the content, methodology, or delivery of instruction (i) to address the unique needs of a child that result from the child's disability; and (ii) to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children. [§300.39(b)(3)]

Is...

In addition to core instruction (supplemental)

A service

What a teacher does

Based on teaching specific skills a student does NOT have in order to access and make progress in the general curriculum

Unique instruction written into the IEP that is provided to the student to allow him/her to progress toward annual goal(s)

Specific to the student (individualized)

Instruction that allows a student to make progress in the general education curriculum and close the gap in academic performance as compared to his/her general education peers

Is Not...

In place of core instruction (supplant)

A place

What a student does

A restatement of the academic content standards being taught

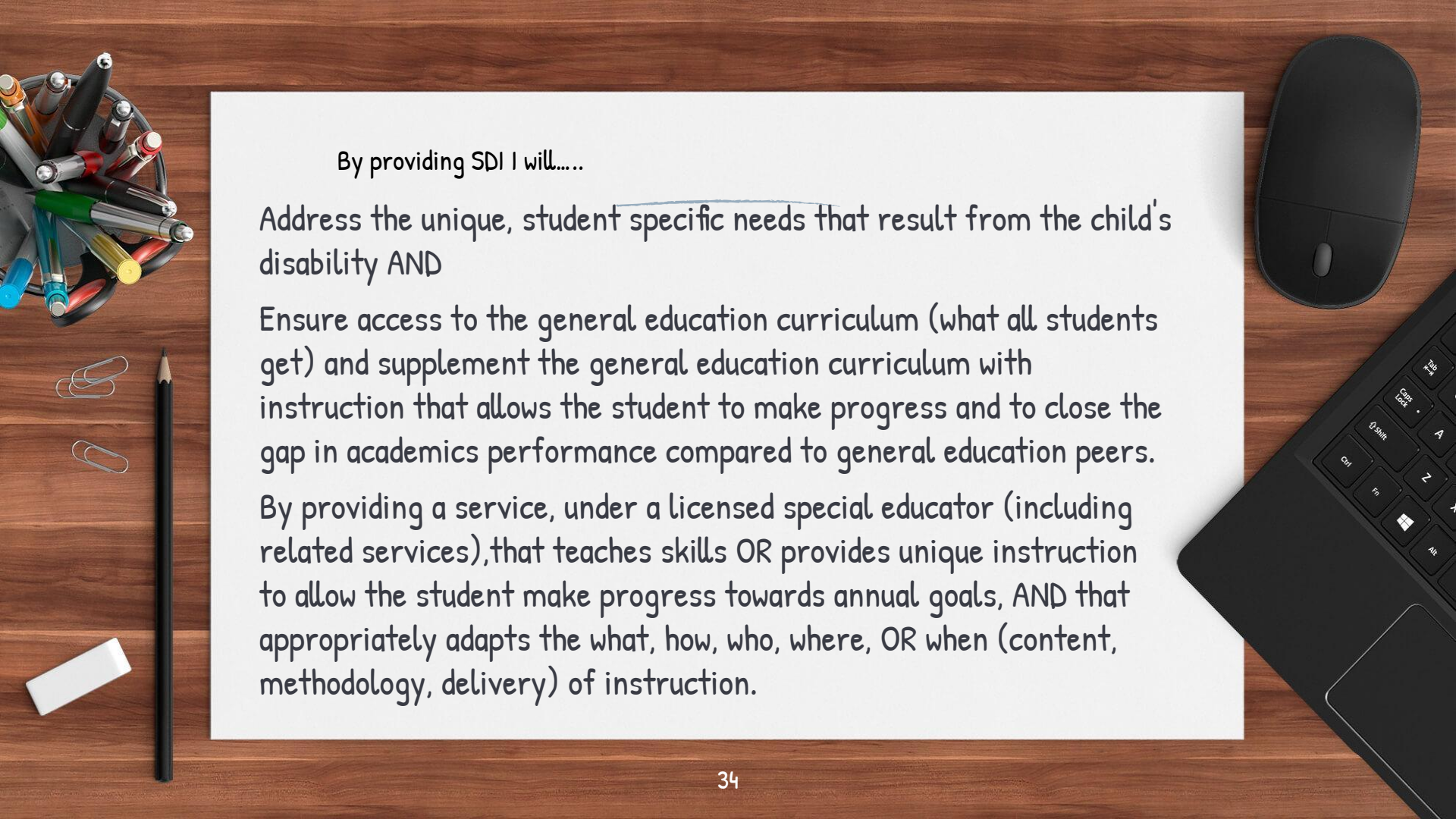
A commercial program

A schedule

An excuse for setting low expectations or teaching below grade level (not making grade level content available/accessible to students with disabilities)

Specially designed instruction means: Adapting, as appropriate (a service that is under the supervision of a licensed professional) to the needs of an eligible child under this part, the content (what), methodology (how), OR delivery (who, where, when) of instruction—

- (i) To address the unique needs (student specific, individualized) of the child that result from the child's disability (based on teaching skills, unique instruction to make progress towards annual goals); and
- (ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards (instruction that allows the student to make progress in the general curriculum, close the gap) within the jurisdiction of the public agency that apply to all children (supplemental).



By providing SDI I will.....

Address the unique, student specific needs that result from the child's disability AND

Ensure access to the general education curriculum (what all students get) and supplement the general education curriculum with instruction that allows the student to make progress and to close the gap in academics performance compared to general education peers.

By providing a service, under a licensed special educator (including related services), that teaches skills OR provides unique instruction to allow the student make progress towards annual goals, AND that appropriately adapts the what, how, who, where, OR when (content, methodology, delivery) of instruction.

Your turn

In a group of 3 or 4...

Read the scenario.

Decided as a group if the service provided is SDI.

If it is why?

If not why?

If not what would make it SDI?

Write answers on 3x5 card and turn it in.

SCENARIO 1- MIDDLE SCHOOL

Pancho is a 6th grade student in a resource math class. The teacher splits the 15 students into 2 groups focusing on fluently dividing numbers with standard algorithm. Group 1 is working with a para on basic 2 digit division. Group 2 is working on 4 digit dividends and 2 digit divisors with the teacher. Both groups are being taught using the eight mathematical practice standards (teacher led examples, group discussions, models and practice). Pancho is in group 1 and his data is showing that he is not making progress on this goal. The teacher determines this student needs additional time to focus on a prerequisite skill and so gives him an extra 10 minutes per period.

SCENARIO 1- ELEMENTARY

Pancho is a 2nd grade student in a resource math class. The teacher splits the 8 students into 2 groups focusing on the grade based standard of solving one and two step word problems within 100. Group 1 is working with a para on adding and subtracting within 20. Group 2 is working on using addition and subtraction within 20 to solve one step word problems with the teacher. Both groups are being color by number worksheets of addition and subtraction within 20. Students are working independently and teacher/para is checking answers . Pancho is in group 2 and he is showing that he is not making progress on one step work problems but does do well on addition and subtraction within 20. The teacher determines that Pancho needs to be moved back to group 1.

SCENARIO 2-MIDDLE SCHOOL

Charley a 7th grade student, in a special class. The 7th grade standard being addressed is: citing textual evidence to support what the text is saying explicitly and implicitly. Charley's group is working on asking and answering questions about key details. The teacher is modeling highlighting key details. After modeling, students work in pairs to ask and answer questions about the text. The teacher provides specific feedback and praise to students. Data shows that Charley is not demonstrating proficiency answering questions. The teacher pulls Charley aside and models think aloud skills to answer questions about the text. The teacher has Charley repeat the think aloud and implements errorless teaching.

SCENARIO 2 – ELEMENTARY SCHOOL

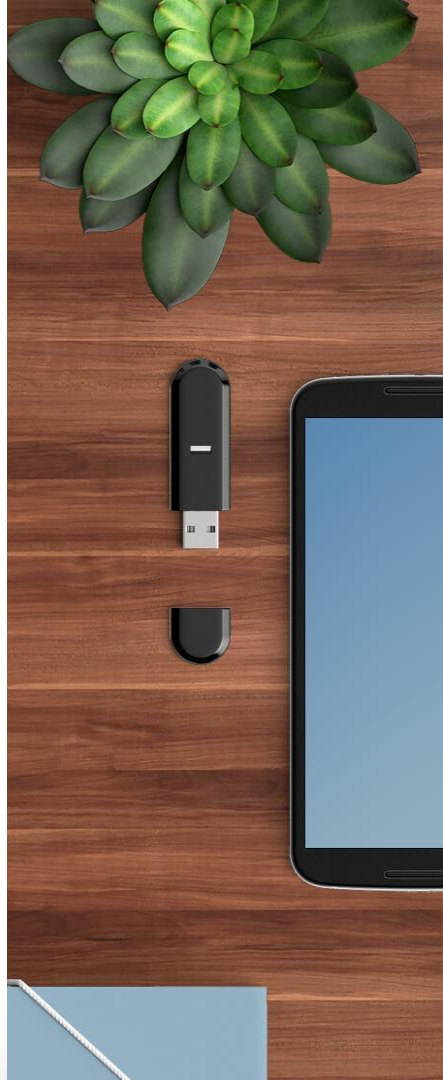
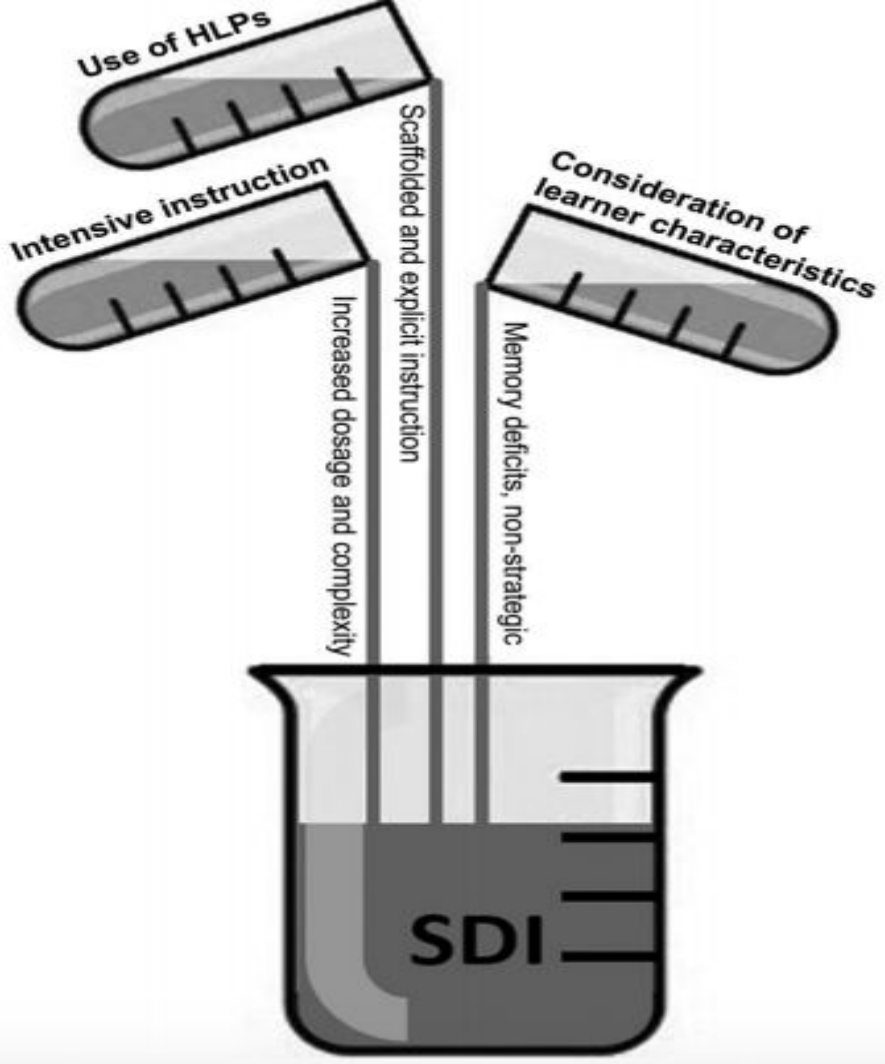
Charley a 4th grade student, in a special class. The 4th grade standard being addressed is: students are able to ask and answer questions referring to the text and inferencing. Charley's group is working on asking and answering questions about key details. The teacher is modeling highlighting key details. After modeling, students work in pairs to ask and answer questions about the text. The teacher provides specific feedback and praise to students. Data shows that Charley is not demonstrating proficiency answering questions. The teacher pulls Charley aside and models think aloud skills to answer questions about the text. The teacher has Charley repeat the think aloud and implements errorless teaching.

SCENARIO 3- MIDDLE SCHOOL

Charley a 7th grade student in a special class. The 7th grade standard being addressed is: citing textual evidence to support what the text is saying explicitly and implicitly. Charley's group is working on the EE of finding how individuals, events or ideas are related. The teacher is using pictures for the students to identify which individuals and events are related.. The teacher provides specific feedback and praise to students. Data shows that Charley is not demonstrating proficiency at identifying the relationships. The teacher pulls Charley aside to use discrete trial to support the vocabulary. The teacher implements errorless teaching.

SCENARIO 3- ELEMENTARY SCHOOL

Pancho is a 2nd grade student in a special class. The teacher splits the 8 students into 2 groups focusing on the grade based standard of odd and even numbers. Group 1 is working with a para on counting to 10. Group 2 is working on putting objects into groups. Both groups are using manipulatives. Students are working independently and teacher/para is checking answers . Pancho is in group 2 and he is showing that he is not making progress on equal grouping , but does do well on counting to 10. The teacher determines that Pancho needs to be moved back to group 1.





THANKS!

More to come!!!

*Please write all questions
and put them in the
“parking lot”*



Eligibility Beginning to End




Rules and Regulations

- Open you Rules and Regulations book or Open the document online
- With your group, determine what is needed to determine eligibility for your classification
- Sticky Notes



As a school team, pick a classification every week and review the requirements.

Evaluation Criteria - Utah State Special Education Rules															
	Academics	Social/Emotional Behavior	Adaptive Behavior	Cognitive	Communication	Medical History	Developmental History	Observation	Hearing	Vision	Accommodations	Assistive Technology	Gross and/or Fine Motor	Parent Input	Other
Autism															Autism checklist
Deafblindness															O&M
Developmental Delayed															
Emotional Disturbance															Consider if behavior is result of inappropriate classroom management
Hearing Impairment/Deafness															
Intellectual Disability															
Multiple Disabilities															Student must meet criterial for each of the multiple disabilities
Other Health Impaired															
Orthopedic Impairment															
Specific Learning Disabilities															cultural factors, environmental or economic disadvantage
Speech/Language Impairment															English language proficiency if appropriate
Traumatic Brain Injury															evaluations
Visual Impairment (Inculding Blindness)															Current and future needs for Braille instruction, O&M
X = Required C = <u>Must</u> be considered															
															
USOE 9/12															

7:00















Data Review





Data Reviewed:

- Existing evaluation data
- Information from parent(s)
- Observations
- Classroom-based assessments
- Other

Items considered:	Reasons Refused:
<input checked="" type="checkbox"/> Social/Behavioral Assessment: The team discussed his behavior at school and home. 	There is no concern about his behavior at this time. He is social with other students and will play with his siblings at home. He shows no aggression with his behaviors. No new testing is needed at this time. 
<input checked="" type="checkbox"/> Vision/Hearing Assessments: Team reviewed previous screeners. Luke passed both the hearing and vision screener in 2019. 	Parent confirmed that there is no concern for his hearing and that Luke recently visited his doctor and his eye prescription remained the same. The team will accept the last hearing and vision screener done by the school. No new testing is needed at this time. 
<input checked="" type="checkbox"/> Intellectual/Cognitive Assessment: The team reviewed the testing from the previous eligibility. The student was given the WISC-V as well as UNIT. 	The team agreed that the previous scores match the present levels of the student and no new testing is required. 
<input type="checkbox"/> 	
<input type="checkbox"/> 	
<input type="checkbox"/> 	
<input type="checkbox"/> Didn't refuse anything at this time.	

Factors relevant to this review of existing data:

Academic:

Based on student's classroom assignments and assessments, Luke has shown difficulty in completing math independently. His parent has seen him struggle with his math homework at home. His previous KTEA scores show he is lower in math. The school team would like to update his math testing to find his knowledge gap. The school team would also like to assessments in reading to determine his strengths and concerns.

Adaptive:

The previous testing showed that he struggled with routines and needed support to be independent at school. Parents reported that he is more independent at home. The team would like to see the growth of Luke at school as well as at home.

Communication:

In small groups, Luke has shown that he struggled to communicate with friends with social communication. The team showed that he was testing in English and Spanish at his last eligibility. The school team would like updated language testing and to determine more specific areas of need. The school team would also like to complete social testing in the form of communication.





On the basis of the data reviewed, the participants have determined:

Determination:

- ?
- Existing data ARE sufficient to determine continued eligibility and the nature and extent of special education and related services needed. (Complete Determination of Eligibility form)
- Existing data ARE NOT sufficient to determine continued eligibility and the nature and extent of special education and related services needed.

Areas to be Assessed:

- Intellectual/Cognitive
- Academic
- Communication
- Psychomotor
- Motor
- Adaptive
- Social/Behavioral
- Hearing
- Vision
- Vocational/Transition

Assessment Begins:

01/27/20 

Note: Provide parents with Procedural Safeguards and Annual Notifications and obtain new Consent for Evaluation before administering assessments. At the conclusion of this re-evaluation process, complete a new Evaluation Results Summary Report and a new Determination of Eligibility form.



Consent Form



Written Prior Notice for Free Appropriate Public Education

We are proposing to evaluate/re-evaluate Luke to determine if he has a disability that adversely affects educational performance and requires special education and related services under the Individuals with Disabilities Education Act (IDEA). We are proposing this evaluation because there are concerns about the student's educational progress. Although there may have been interventions implemented, concerns about his/her progress continue.

Concerns that form the basis for this decision:

Include a brief summary of the academic, behavior, speech, language or other concerns. One or two sentences.

Based on review of previous testing and progress monitoring for student, the IEP team determines that speech, academic and adaptive testing should be updated to determine eligibility and to identify services needed for Luke to be successful in his academic setting.

Information and data used to determine areas to be assessed:

Include intervention data for initial evaluations or a brief summary of data reviewed on the re-evaluation data.

Academic:

Based on student's classroom assignments and assessments, Luke has shown difficulty in completing math independently. His parent has seen him struggle with his math homework at home. His previous KTEA scores show he is lower in math. The school team would like to update his math testing to find his knowledge gap. The school team would also like to assessments in reading to determine his strengths and concerns.

Adaptive:

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Communication:

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Other factors that may affect the assessment:




You have protection under the Procedural Safeguards and Annual Notifications, a copy of which is included with this notice. If you have any questions regarding this Notifications, contact the special education teacher at the student's school

Notice in Understandable Language:

Federal regulations require that parents and adult student be provided written prior notice in their native language or other mode of communication to make the info proposes or refuses to initiate or change the identification, evaluation, or educational placement of your child/you or the provision of a free appropriate public education a manifestation determination.

If the native language or other mode of communication of the parent/adult student requires translation:

- This notice was translated orally or by other means to the parent/adult student in his/her native language or other mode of communication on: 
- Parent/adult student verify to translator that he/she understand the content of this notice.

We need your permission to conduct this evaluation. The areas of evaluation and their purposes are indicated on the back of this form. We may not need to evaluate in all areas. Without your than those indicated below.

- | | | | |
|---|--|---|--------------------------------------|
| <input type="checkbox"/> Intellectual/Cognitive | <input checked="" type="checkbox"/> Academic | <input checked="" type="checkbox"/> Communication | <input type="checkbox"/> Psychomotor |
| <input type="checkbox"/> Motor | <input checked="" type="checkbox"/> Adaptive | <input type="checkbox"/> Social/Behavioral | <input type="checkbox"/> Hearing |
| <input type="checkbox"/> Vision | <input type="checkbox"/> Vocational/Transition | <input checked="" type="checkbox"/> Other | |

Other:

Student observations



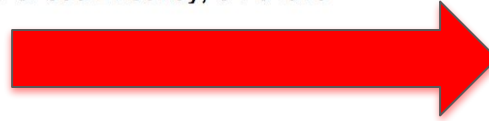
Data Review and Consent
should have matching
assessments.





Written Prior Notice and Consent for Evaluation/Re-Evaluation for Luke Skywalker

Canyons School District
9361 S. 300 E. Sandy, UT 84070



1/22/2020

Obi Kanobi

Student Name: [Luke Skywalker](#)

Birthdate: [01/01/04](#)

School: [Alta High](#)

Grade: [9th Grade](#)

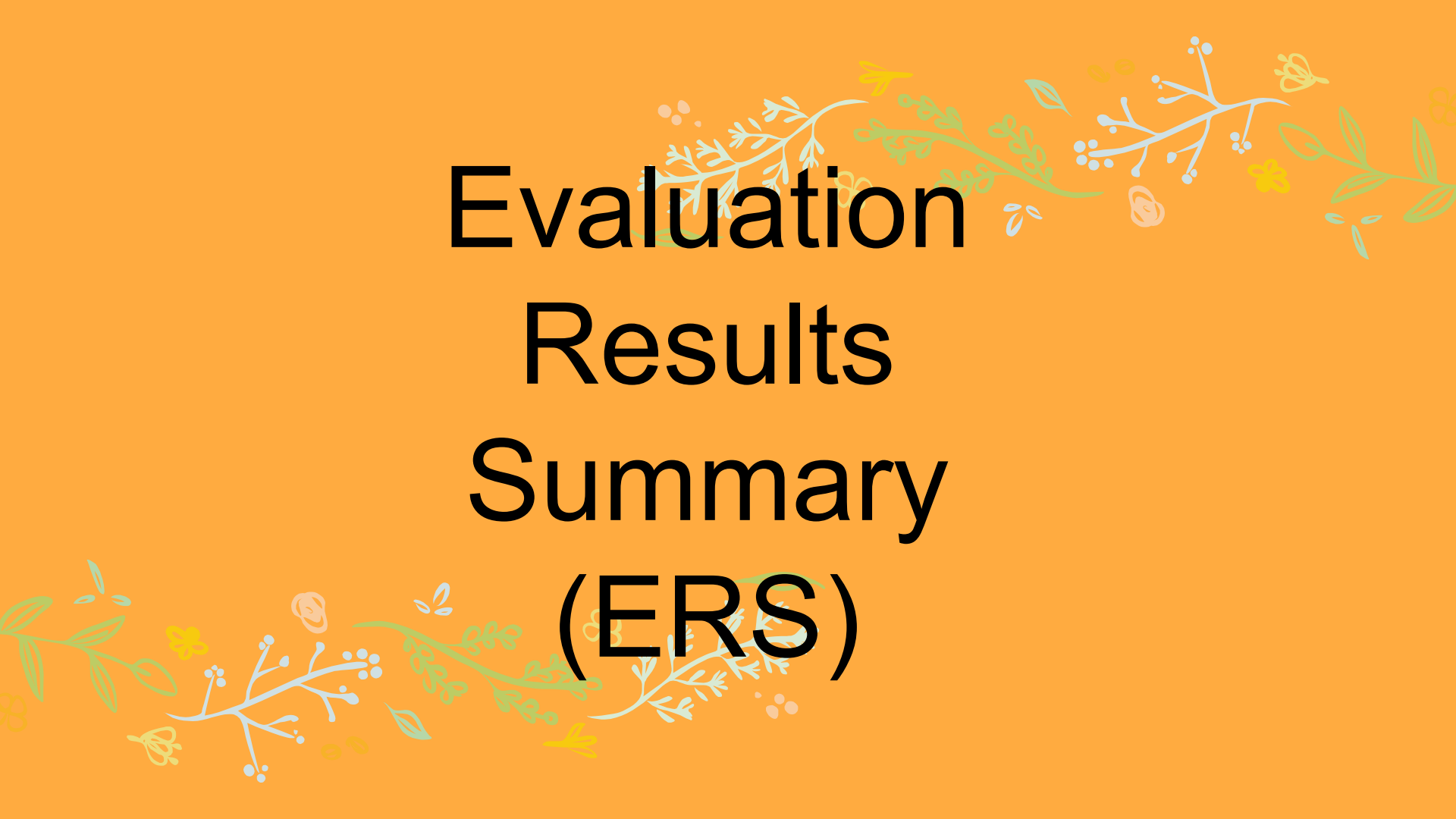
Written Prior Notice for Free Appropriate Public Education

We are proposing to evaluate/re-evaluate Luke to determine if he has a disability that adversely affects educational performance and requires special education and related services under the Individuals with Disabilities Education Act (IDEA). We are proposing this evaluation because there are concerns about the student's educational progress. Although there may have been interventions implemented, concerns about his/her progress continue.

Concerns that form the basis for this decision:

[Include a brief summary of the academic, behavior, speech, language or other concerns. One or two sentences.](#)

[Based on review of previous testing and progress monitoring for student, the IEP team determines that speech, academic and adaptive testing should be updated to determine eligibility and to identify services needed for Luke to be successful in his academic setting.](#)

A decorative border of stylized white and light green branches with leaves and small yellow and pink flowers runs across the top and bottom of the page. The background is a solid light orange color.

Evaluation Results Summary (ERS)

Academic

Source of Data	Date	Results	Score
<input checked="" type="checkbox"/> Other	1/27/20	Other	
Response to Intervention		See Summary	
<input checked="" type="checkbox"/> Kaufman Test of Educational Achievement, 3rd Edition (KTEA III)	1/27/20	Reading Understanding Composite	60
<input checked="" type="checkbox"/> Kaufman Test of Educational Achievement, 3rd Edition (KTEA III)	1/27/20	Comprehension Composite	60
<input checked="" type="checkbox"/> Kaufman Test of Educational Achievement, 3rd Edition (KTEA III)	1/27/20	Written language Composite	45
<input checked="" type="checkbox"/> Kaufman Test of Educational Achievement, 3rd Edition (KTEA III)	1/27/20	Sound-Symbol Composite	61
<input checked="" type="checkbox"/> Kaufman Test of Educational Achievement, 3rd Edition (KTEA III)	1/27/20	Decoding Composite	61
<input checked="" type="checkbox"/> Kaufman Test of Educational Achievement, 3rd Edition (KTEA III)	1/27/20	Oral Language Composite	63
<input checked="" type="checkbox"/> Kaufman Test of Educational Achievement, 3rd Edition (KTEA III)	1/27/2020	Math Composite	55
?		?	
?		?	
?		?	

Summary

Math Composite 55
Math Concepts and Applications: 60
Math Computation: 53

Sound-Symbol Composite: 61
Phonological Processing: 65
Nonsense Word Decoding: 65

Decoding Composite: 61
Letter and Word Recognition: 57
Nonsense Work Decoding: 65

Oral Language Composite 63
Associational Fluency: 57
Listening Comprehension: 58
Oral Expression: 59

Detail out in the summary

- The results from the assessment
- Response to Interventions
- Be sure to have all documents in the protocols folder

Oral Fluency Composite: 58
Associational Fluency: 57
Object Naming Facility: 73

Orthographic Processing: 59
Spelling 58
Letter Naming Facility: 75
Word Recognition Fluency 62

Written language Composite: 45
Written Expression: 40
Spelling: 58

Reading Fluency Composite -
Silent Reading Fluency:48
Word Recognition Fluency:62
Decoding Fluency:

Reading Understanding Composite: 60
Reading Comprehension: 65
Reading Vocabulary: 58

Comprehension Composite:60
Reading Comprehension:65
Listening Comprehension:58

Luke was assessed using the KTE academic skills to same age peer scores of the KTEA 3 range from strengths in object naming facility and letter naming facility with a score of 73 and 75, which are both in the low range. But scored very low in all other areas. He does show individual strength in reading comprehension with a standard score of 65, and in math concepts and applications with a standard score of 60.

Luke was assessed using the KTEA III, comparing Luke's academic skills to same age peers. The average standard scores of the KTEA 3 range from 90 -110. Luke shows strengths in object naming facility with a standard score of 73 and letter naming facility with a standard score of 75, which are both in the low range. But scored very low in all other areas. He does show individual strength in reading comprehension with a standard score of 65, and in math concepts and applications with a standard score of 60.

INTERVENTIONS:

1. Math: Incorporated pre-teaching into his schedule during math time with a para-educator during small group time.
2. Math: Guided notes
3. Math: Calculator on any assignment, with teacher or peer reading all questions

With these interventions, the student made minimal progress with classroom assignments and assessments. Use of a calculator helped improve time spent on assignments, but did not improve his overall knowledge. See data attached.



Areas of Evaluation

Cognitive

Source of Data	Date	Results	Score
Universal Nonverbal Intelligence Test (UNIT)	12/08/17		
Wechsler Intelligence Scale for Children, 5th Edition (WISC-V)	12/09/17		
Summary			
UNIT			
Full Scale IQ (77); Reasoning Quotient (69); Symbolic Quotient (74); Memory Quotient (91); Nonsymbolic Quotient (85)			

Luke's Full-Scale IQ Score (FSIQ) score on the UNIT (77) falls below age-expectations. His general memory ability is better developed than his perceptual reasoning ability.

WISC-V

Full Scale IQ (58); Nonverbal Index (71); Verbal Comprehension Index (45); Visual Spatial Index (78); Fluid Reasoning Index (69); Working Memory Index (65); Processing Speed Index (69)

Due to Luke's language delay, his score on the Nonverbal Index Score (NVI) is deemed to be a more accurate representation of his overall level of cognitive development compared to his Full-Scale IQ score (FSIQ). His NVI of 71 falls within the Very Low range indicating that his cognitive ability level falls significantly below age-expectations. His visual spatial ability falls significantly below expectations and his fluid reasoning ability falls extremely below age-expectations.

Luke Skywalker - Page 1 of 6

The Working Memory Index and Processing Speed Index both contain verbally loaded subtests. Thus, Luke's scores on these indexes might be an underestimate of his working memory and processing speed.

Behavioral

Source of Data	Date	Results	Score
Considered - no additional information.			
Summary			



Communication

Source of Data		Date	Results	Score
Informal Measure of Oral Language Skills	Conversational Language Sample	12/12/19	See below	
Clinical Evaluation of Language Fundamentals-5th Edition (CELF-5)	Pragmatics Profile	12/12/19	Scaled Score	6
Social Language Development Test - Adolescent		12/12/19	Standard Score	76
Clinical Evaluation of Language Fundamentals-5th Edition (CELF-5)	Core Language Score	12/19/19	Standard Score	62

Summary

December 2019:

Luke's oral language skills and social communication skills were assessed.

The Clinical Evaluation of Language Fundamentals- 5th Edition (CELF-5) was administered to evaluate Luke's expressive and receptive language skills in English.

Luke is a native speaker of Spanish and his communication skills were assessed in Spanish during his last evaluation (2016). At that time it was determined that Luke was more proficient in English than in Spanish. Additionally, Luke has only received instruction in English for the past three years. In a consultation with the Alternative Language Services team this year, the IEP team decided that testing Luke in English would provide evidence of his strongest language skills and that further testing in Spanish is not warranted at this time.

On the CELF-5 the following subtests were administered: Word Classes, Formulated Sentences, Recalling Sentences, and Semantic Relationships. Luke scored as follows (Scaled scores: average=10):

Word Classes- 1

Formulated Sentences- 7

Recalling Sentences- 3

Semantic Relationships- 7

These scores were factored together for an overall Core Language Score of 65 (standard score: average range 85-115). These scores indicate that Luke continues to have an expressive and receptive language disorder, but that he is making progress compared with past testing.

The CELF-5 Pragmatics Profile was completed by two of Luke's teachers. Averaging the two ratings, Luke's scaled score was 6 (9th percentile). Skills rated higher by both teachers were Awareness/Use of Prosodic Cues and Understanding/Expressing Complex Intentions. Areas that both teachers rated lower were Sharing/Responding to Reactions and Following Conversational Rituals.

In an informal language assessment Luke was able to answer basic functional questions, he named objects and their functions, was able to compare and contrast everyday objects, and verbally solved simple problems (80%+). Luke struggled with defining grade level academic vocabulary (6/10); comparing/contrasting grade-level, academic objects/actions/concepts (5/10); and supporting his ideas (5/10).

In a language sample, he was able to relate a narrative with five steps using some sequencing words (first, and then), but he struggled to use specific vocabulary which led to some loss of clarity, preferring instead to use general nouns ("the guy", "and stuff", etc.). When asked to clarify, he usually responded, "I don't know."

The Social Language Development Test- Adolescent was administered to further assess Luke's social language skills. Luke achieved an overall score of 76 with the following skills in the average range: interpreting social language, problem solving, and interpreting ironic statements. These skills were in the below average range: making inferences and social interaction.

The assessment results indicate that Luke may continue to require specialized instruction in communication in order to reach academic standards and experience success in school.

Remember to have informal and formal data.





Hearing

Source of Data	Date	Results
<input checked="" type="checkbox"/> Hearing screening	01/04/19	Other
?		?
?		?
?		?

Summary

Vision

Source of Data	Date	Results
<input checked="" type="checkbox"/> Vision Screening	10/04/19	Other
Passed with glasses		
?		?
?		?
?		?

Summary

Remember to update tier 2 vision screenings if they have been completed.



Parent Input

Parents report: Luke was adopted from Cuba and has been with his adopted parents since October of 2011. He likes to repair droids. He has the FORCE!!!!



Evaluation Summary

The IEP team considered all evaluations and data collected. The team has determined that it does represent a significant discrepancy in the area of reading comprehension for Luke. The team analyzed multiple sources of data showing evidence of unexplained underachievement and a significant lack of growth even after Luke was provided with intense interventions over a period of time. Based on the team's determination, Luke meets the Eligibility requirements for a Specific Learning Disability in the areas of Reading Comprehension, Basic Reading Skills, and Math Computation. His disability is impacting his educational performance which requires specialized instruction in reading.



Response Discrepancy Observational Data

Observations:

Date	Setting	Behaviors Observed	Target	Comp	Measure	Other Measure
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Summary of
Observation
Other Pertinent
Information

Specific Learning Disabilities Observation Data

The relevant behavior noted during the observation of Luke and the relationship of that behavior to Luke's academic functioning:

Luke was observed in his math class during instruction time transitioning to independent practice. He showed on-task behavior during instruction time by keeping eyes on teacher and nodding along. During transition on independent work, he struggled to follow directions and took teacher prompting to begin the assignment. Compared to his peers he needed teacher prompting 5 times to begin the independent work, compared to other students needing 1-2 prompts.

Observation conducted by: Cushing, Carin

Other pertinent information (such as specialized materials, student focus on instruction, excessive teacher attention compared to peers)

He asked to use his calculator for the assignment and asked clarifying questions on word problems. Based on the 5 word problems on his assignment, he asked for support for 3 of them.

Luke showed that he needed more support compared to his gen ed peers.



Academic Observation Report

Canyons School District

Another measure of achievement for students being considered for the classification Specific Learning Disability is an observation of the student's academic performance in the regular classroom setting by a team member other than the regular education classroom teacher. Record results of the observation below:

Student _____ Grade _____ School _____

Area(s) of suspected difficulty _____

Date _____ Time/Length of Observation _____

Subject _____ Instructional Activity _____

Environment

Teacher-directed lesson, small group	Observing classroom demonstration
Independent practice/seatwork	Teacher-directed lesson, whole class
Student led, small group	Other _____

Task Demands

Expected Performance (What is the task the students are asked to do and time parameters?)

Student Performance

Target student's performance. (What is target student doing?)

Additional Supports

Did the student require specialized instructional materials?	Yes	No
If, yes, describe:		
Did the student require excessive teacher attention relative to classmates?	Yes	No
If yes, describe:		

Relationship to Academic Functioning

What is the relationship of the student's behavior in this instructional environment to his/her academic functioning?

Other

Other comments/observations/information:

Signature of observer: _____

Developmental and Medical History Information

Canyons School District

School: _____ Address: _____

Contact: _____

Phone: _____ Email: _____

Fax: _____

Student: _____ Birthdate: _____

As per Utah Special Education Rules, a student's prior medical history regarding specific syndromes, health concerns, medication, and any information deemed necessary for planning the student's educational program, may need be on record and considered as part of the multidisciplinary team's evaluation and eligibility determination of a disability under the Individuals with Disabilities in Education Act (IDEA). Please include any relevant reports. Additional information may be requested as needed.

This information must be provided by a qualified health (medical) professional.

The provider may only provide information consistent with the parameters of his/her Utah professional license.

Developmental History Was there anything remarkable in the student's development? If please explain.

Yes No

Specific Syndromes Has the student been diagnosed with a specific syndrome? If so, please explain.

Yes No

Health Concerns Does the student have any specific health concerns? If so, please explain.

Yes No

Medications Is the student taking any medication? If so, please list medication and dosage.

Yes No

What is the expected effect of the medication on classroom functioning?

Is there any other information necessary for planning the student's educational program?

Two Ways of Obtaining:

1. Send with parents
2. Obtain two way communication

Signature of Health Care Professional

Name & Title (please print)

Date: _____

Facility: _____

Phone: _____

* Return completed forms to the School Contact Individual noted above.

NOTE: The signature is needed

Medical History Requirements

How many
categories require
medical history?

5

Which Ones?

1. Autism
2. Other Health Impairment
3. Multiple Disabilities
4. Orthopedic Impairment
5. Traumatic Brain Injury

NOTE: **Visual Impairment** does not require a medical history, but it does require the student's vision history, including a recent eye report from a qualified eye care professional must be on record.

Eligibility Form

Check that the date on
the ERS matches the
date on the Eligibility



Eligibility (converted) for Luke Skywalker

- Eligibility
- 1. Student Information
- 2. Contact Info
- 3. Considerations
- 4. Results
- 5. Team Participants

1. Student Information

Warnings: 1. ALERT...Please verify that the Date of Meeting is correct.

Date of Meeting: 02/25/20

Next Re-Evaluation: 02/24/23

Completed By:

Student: Luke Skywalker

Nickname:

Evaluation for Luke Skywalker

- Evaluation
- 1. Student Info
- 2. Contact Info
- 3. Evaluation
- 4. Observations
- 5. SLD Observations

Other:

Student Language: Spanish

Interpreter: ?

Case Manager: Cushing, Carin

Teacher: Rodriguez, Ana

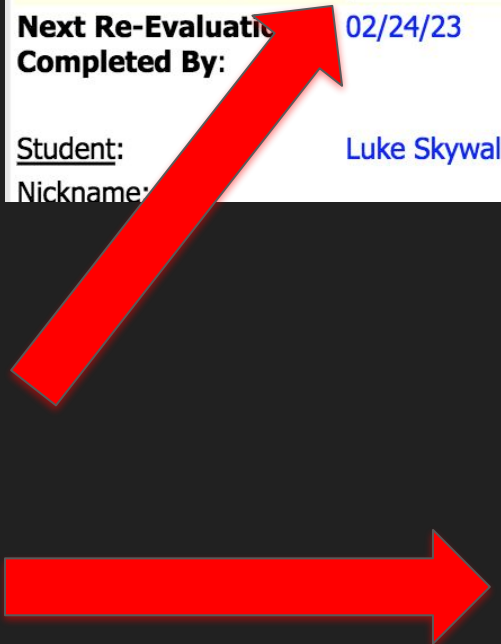
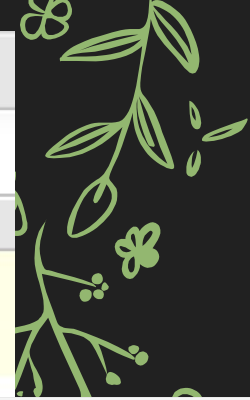
Resident District: Canyons School District

Home School: Alta High

Service District: Canyons School District

Service School: Alta High

Date: 02/25/20



3. Considerations

Primary Disability

Specific Learning Disability

- ? Yes No Can this disability be primarily attributed to a visual disability?
- ? Yes No Can this disability be primarily attributed to a hearing disability?
- ? Yes No Can this disability be primarily attributed to a motor disability?
- ? Yes No Can this disability be primarily attributed to an intellectual disability?
- ? Yes No Can this disability be primarily attributed to an emotional disturbance?
- ? Yes No Can this disability be primarily attributed to an environmental disadvantage?
- ? Yes No Can this disability be primarily attributed to an economic disadvantage?
- ? Yes No Can this disability be primarily attributed to cultural factors?
- ? Yes No Can this disability be attributed to a lack of instruction in reading or math?
- ? Yes No Can this disability be attributed to limited English proficiency?

Note: If you mark yes for any of these items, the student does not qualify for SLD!

What is wrong with this form?

Please double check the responses to these questions.

Luke qualifies as having a Specific Learning Disability in the following areas:

Classification Information: The student does not achieve adequately for the student's age or to meet State approved grade-level areas, when provided with learning experiences and instruction appropriate for the student's age or State-approved grade-level standards.

Attach documentation.

- Oral Expression
- Reading Comprehension
- Written Expression
- Math Calculation
- Listening Comprehension
- Math Problem Solving

The method used by the LEA to determine the existence of a Specific Learning Disability:

Combination (Response to Intervention and Discrepancy)

- ? Yes No Is Luke primarily identified as manifesting any other disabling conditions described in the USOE Special Education Code?
- ? Yes No Does the severity of this deficiency warrant special educational placement?
- ? Yes No Can Luke's educational needs be addressed without special education services?
- ? Yes No Are there educationally relevant medical findings?

What about...



The team discovers that they need additional assessments in areas not consented for?



Adding Assessments

- Call Parents and discuss possible new assessments with them.
- Send home new consent with only those areas marked.
- When consent is received begin assessments.
- Complete all assessment within 45 days of the original consent.



Adding Assessments

The initial evaluation:

- a. Must be conducted within 45 school days of receiving parental or adult student consent for the evaluation, unless the initial evaluation was requested by DCFS, in which case it must be conducted within 30 calendar days (53A-15-304.5)



Adding Assessments

The time frame shall not apply to an LEA if:

- a. The parent of a student repeatedly fails or refuses to produce the student for the evaluation; or
- b. The adult student repeatedly fails or refuses to participate in evaluation activities; or
- c. A student enrolls in a school served by the LEA after the relevant timeframe has begun, and prior to a determination by the student's previous LEA as to whether the student is a student with a disability.
- d. The exception in Rule II.D.3.c applies only if the subsequent LEA is making sufficient progress to ensure a prompt completion of the evaluation, and the parent or adult student and subsequent LEA agree to a specific time when the evaluation will be



Adding Assessments

Sec. 300.309 (c)

The LEA must promptly request parental consent or consent of the adult student to evaluate the student to determine if the student needs special education and related services, and must adhere to the 45-school-day evaluation timeframe, unless extended by mutual written agreement of the student's parent(s) or adult student and a group of qualified professionals:

- (a) If, prior to a referral, a student has not made adequate progress after an appropriate period of time as determined by the LEA when provided appropriate instruction, and
- (b) Whenever a student is referred for an evaluation.



What if the team recognizes that the student needs services in additional areas, but it is in an area that wasn't originally tested or consented for on the eligibility evaluation?



What if the student is already “in the club” but needs more services?

- Discuss with IEP team members the concern(s)
- Gather all data in area(s) of concern


If data shows that student’s education is being impacted:

- Discuss concerns with parents
- Create draft IEP or IEP amendment
- Enter information into area of concern’s PLAAFP
 - Make sure to include data (“according to...), impact statement, and RTI data (why are you adding the service).
- Add goal(s) in area(s) of concern
- Add service minutes for area(s) of concern
- Hold a meeting with the entire IEP team and discuss proposed changes
- Finalize draft
- Obtain signatures
- Start implementing changes made


What if a team member is not able to attend the eligibility meeting?

Before the meeting date, the team member should:

- ❑ Contact parents and discuss the formal and informal testing that they completed.
- ❑ Write a summary of their information and send it home to the guardians.
- ❑ Send home an excusal form to be signed by the guardians.
- ❑ Attach your summary to the excusal form and keep it with the IEP
- ❑ Talk with team about your observations and ideas for the eligibility and IEP.



What if a team member
is not able to attend the
entire eligibility meeting
and has to leave early?



Parent returns the permission to test with all the boxes checked?

- Call the parent for clarification of why they checked additional boxes.
- Give further explanations of why we may not need to assess in all the areas.
- If further, clarification is needed then schedule a meeting.
- Decide as team if the additional areas are needed.
- Reprint a new Consent to Evaluate and send home.



Parent returns the permission to test with all the boxes checked?

- Take a look at your data review process and;
 - Determine how you can better clarify in the future why all the assessment areas may not be needed.
 - Ensure that you have well written meeting notes.
 - Ask clarifying questions to parents to check their understanding of the evaluations and the process.



Parking Lot Questions:

1. How do I know that the high school looks at the courses of study that I put in their transition plan? Is that part of their registration? How can I ensure the students get into those classes?
 - a. Collaborate with your high school counselors as well as the resource teacher to create a plan. Could they fill out a “course request” with their transition survey before their IEP meeting?
 - b. We are working on tools to create a “4 year plan” for skyward with counselors.
2. Do we put spelling data on a ERS? How do we then test/show that?
 - a. You can put spelling data on the ERS. The KTEA has a subtest for spelling. You can't qualify in just spelling, but it can give you good information for writing.
 - b. AimsWeb has progress monitoring for spelling (does cost money)
3. When do we mark the rule out for economic/environmental disadvantage?
 - a. I think as long as they are getting the same access to the services within the school? We will discuss it with the SEL team and get more information for this question.
4. Addressing the economic and cultural needs of our students. Barriers of the family. More emphasis on addressing these issues by utilizing our SEL staff.
 - a. More information to come
5. How do I find vision/hearing screeners on Skyward?
 - a. We are working with IT. At this time, talk to your front office secretary.
6. OHI criteria states the student health impairment must require special education AND related services: Do they need both?
 - a. More information to come
7. What do you do if parents have not returned 2nd consent form and could potentially go over 45 days of first consent?
 - a. You will complete what you have within the 45 days and possibly open a new eligibility timeline. This will be with a new data review.

Parking Lot Continued..

1. Make a checklist for each classification with detailed steps for initial and re-eval
 - a. We will look into how to do this with all the moving parts of the process.
2. If a child with severe disabilities only knows and speaks Spanish, then where should we begin for reading and communication goals? English? Spanish?
 - a. I would consult with ALS to see if they have a recommendation to ensure their second language needs are being met. On the IEP, start with the basics of language and phonemic awareness.
3. What do you do for students that are chronically absent/have attendance issues?
 - a. First try to solve the reason behind the attendance issues: family, friends, struggling with school, part-time job? Connect with the family and document a possible plan to help support the student when they are in school. Look at the data while they are in school. How do we address the behavior pattern? Document all of the calls home and how often the school has reached out to the family.
4. Initial Evaluation: Data Review? Referral doesn't require a parent signature, how do we detail the review of data for the initial eval?
 - a. Typically the schools have a form/system they use during the SST process. You would attach the referral form to the information from that process. You can use the data review as a tool if your school doesn't currently have a form. Write in the data review that it is for an initial.
5. Meeting Excusal: Need to add a box for "team member left early"
 - a. That is a possibility. We would still need teams to know that the parents have to be informed before the day of the meeting that a team member may leave early. The team member being excused should have written documentation about their discussion with the parents. We are discussing why this would need to be utilized.

Thanks!!



This is a slide title

- Here you have a list of items
- And some text
- But remember not to overload your slides with content

Your audience will listen to you or read the content, but won't do both.



Big concept

Bring the attention of your audience over a key concept using icons or illustrations

You can also split your content

White

Is the color of milk and fresh snow, the color produced by the combination of all the colors of the visible spectrum.

Black

Is the color of coal, ebony, and of outer space. It is the darkest color, the result of the absence of or complete absorption of light.

In two or three columns

Yellow

Is the color of gold, butter and ripe lemons. In the spectrum of visible light, yellow is found between green and orange.

Blue

Is the colour of the clear sky and the deep sea. It is located between violet and green on the optical spectrum.

Red

Is the color of blood, and because of this it has historically been associated with sacrifice, danger and courage.



MIDDLE SCHOOL MATTERS

CANYON SCHOOL DISTRICT

MIDDLE SCHOOL TRANSITION

GOALS

- ❖ EXPLAIN WHY TRANSITION PLANS START IN MIDDLE SCHOOL.
- ❖ PROVIDE IDEAS FOR SUPPORTING STUDENTS WITH DISABILITIES AS THEY EXPLORE TRANSITION PLANNING
- ❖ DESCRIBE LEARNING ACTIVITIES THAT CAN OCCUR
IN MIDDLE
SCHOOL THAT INCREASE ENGAGEMENT IN TRANSITION PLANNING.

MIDDLE SCHOOL

- ❖ EARLIER EXPOSURE TO TRANSITION PLANNING AND ACTIVITIES LEADS TO IMPROVED POSTSCHOOL OUTCOMES.
- ❖
- ❖ STARTING IN MIDDLE SCHOOL GIVES STUDENTS MORE TIME TO
- ❖ EXPLORE CAREERS AND EDUCATIONAL PATHS
- ❖
- ❖ BEGIN HIGH SCHOOL WITH THE END IN MIND
- ❖
- ❖ SET EXPECTATIONS...

COLLEGE AND CAREER READY

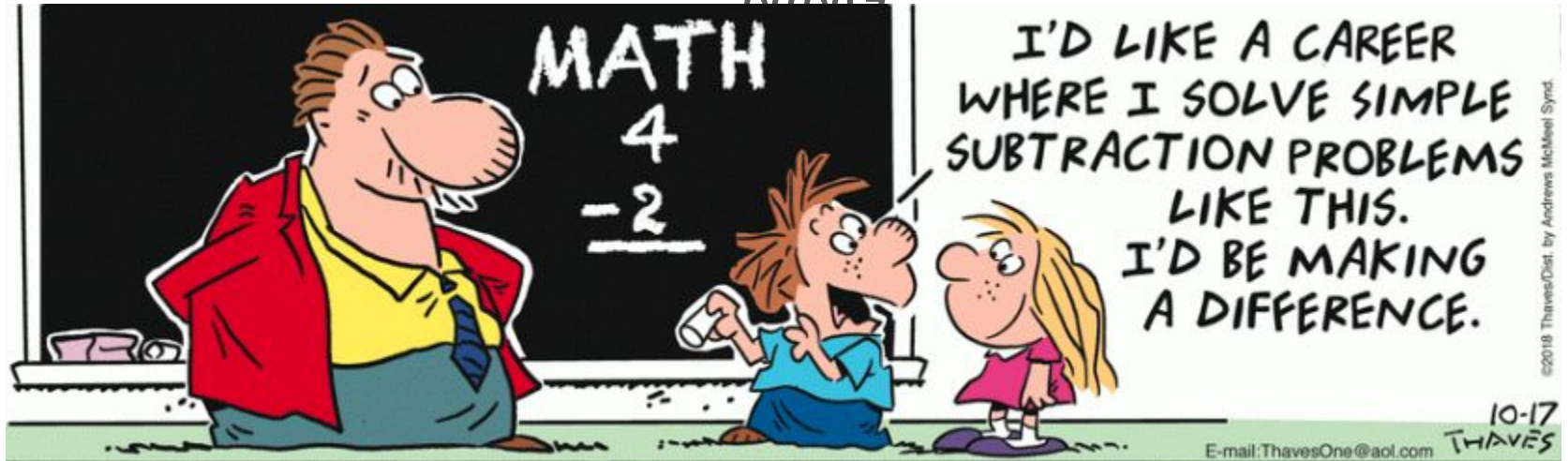
- HIGH EXPECTATIONS FOR ALL STUDENTS – ALL THE TIME
- CULTURALLY RESPONSIVE PRACTICES – THE NORM
- STUDENT RELATIONSHIPS – AT THE HEART OF EDUCATION
- FAMILY AND COMMUNITY ENGAGEMENT – CRITICAL
- EDUCATING ALL STUDENTS IS A COLLECTIVE RESPONSIBILITY – NOT OURS AND YOURS

COLLEGE AND CAREER READY IEP 5-STEP PROCESS

- UNDERSTAND THE GOALS (GRADE-LEVEL STANDARDS)
- IDENTIFY DISABILITY-RELATED NEEDS TO SUCCESS
- DEVELOP AMBITIONS AND ACHIEVABLE GOALS
- ALIGN INSTRUCTION AND SUPPORTS
- ANALYZE PROGRESS AND ADJUST AS NEEDED

MIDDLE SCHOOL MATTERS

“PLANNING FOR FUTURE SUCCESS FROM THE BEGINNING”



NEW WAY OF THINKING

- ❖ ASSISTS STUDENTS IN DEVELOPING SELF-ACCEPTING ATTITUDES AND COMBAT NEGATIVE THINKING.
- ❖ HELPS STUDENTS BETTER UNDERSTAND THEIR DISABILITY, THINK POSITIVELY ABOUT THEMSELVES, AND MAKE CHOICES RELATED TO THEIR INTERESTS.
- ❖ SUPPORTS STUDENTS TO GAIN SELF-ADVOCACY SKILLS AND BECOME MORE SELF-DETERMINED

ALIGNMENT WITH IDEA INDICATOR 13

- POSTSCHOOL GOALS FOR EDUCATION AND TRAINING,
EMPLOYMENT, AND
INDEPENDENT LIVING (OPTIONAL)
- DISCUSSED WITH THE STUDENT AS A COMPONENT OF IEP DEVELOPMENT NO LATER THAN
AGE 14
- MUST BE BASED ON RESULTS FROM AGE-APPROPRIATE

ACADEMIC CAREER PLANNING

- BRINGS TRANSITION PLANNING INTO THE FOREFRONT FOR GENERAL EDUCATORS AND
- CONNECTS MORE STUDENTS WITH DISABILITIES TO SCHOOL COUNSELORS
- STUDENT-DRIVEN
- ADULT-SUPPORTED
- STUDENTS CREATE AND CULTIVATE THEIR OWN UNIQUE PLANS BASE

TRANSITION PLANNING

- STUDENTS FIND CAREERS THAT MATCH THEIR SKILLS AND INTERESTS
- DEVELOP THEIR EDUCATION PLANS
- ESTABLISH PERSONAL GOALS AND REVISIT THROUGHOUT SCHOOLING
- TRACK AND REFLECT THEIR COMMUNITY SERVICE, WORK EXPERIENCE, CAREER

MIDDLE SCHOOL MATTERS

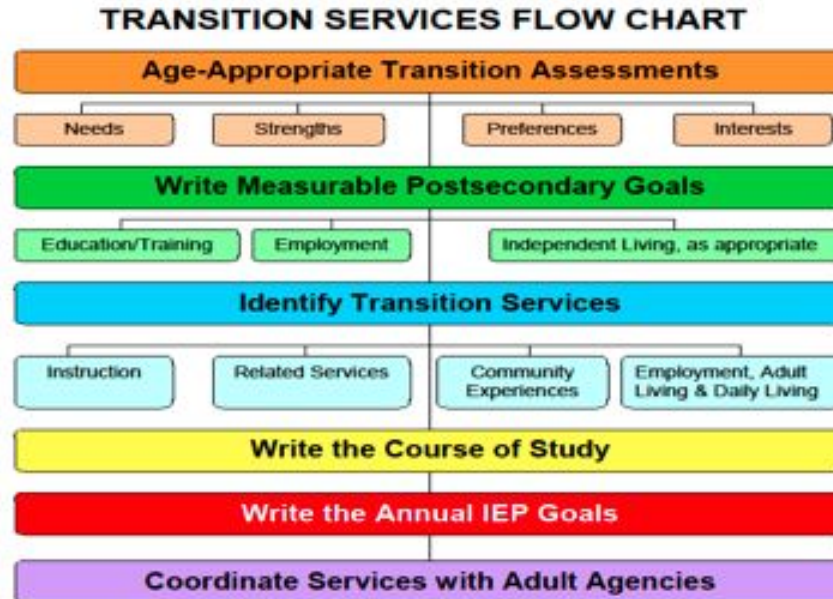
- STARTING EARLIER AFFORDS IEP TEAMS ADDITIONAL TIME TO IDENTIFY STUDENT NEEDS AND MATCH APPROPRIATE GOALS, CLASSES, AND TRANSITION SERVICES.

- TRANSITION PLANS ARE STRONGER WHEN BASED ON STUDENT-DRIVEN GOALS AND WELL-UNDERSTOOD STUDENT STRENGTHS, ABILITIES, AND INTERESTS (MOTIVATORS).

PRE-EMPLOYMENT TRANSITION SERVICES

- JOB EXPLORATION AND COUNSELING SERVICES
- WORK BASED LEARNING EXPERIENCES
- POST-SECONDARY AND HIGHER EDUCATION RELATED SERVICES
- WORK READINESS SOCIAL AND INDEPENDENT LIVING SKILLS FOR HOME
- WORK READINESS SOCIAL AND INDEPENDENT LIVING SKILLS FOR COMMUNITY
- INSTRUCTION IN SELF ADVOCACY PRE EMPLOYMENT

TRANSITION



TRANSITION ASSESSMENT DOMAINS

- EMPLOYMENT/CAREER INTERESTS
- COLLEGE READINESS/POSTSECONDARY TRAINING
- SELF-DETERMINATION/SELF-ADVOCACY/STUDENT LEAD IEP'S
- INDEPENDENT LIVING/ADULT LIVING SKILLS

EVIDENCE NEEDED THAT STUDENT WAS INVITED TO THE IEP

- **DOCUMENTATION** IN THE IEP FILE THAT THE STUDENT WAS INVITED TO PARTICIPATE IN HIS/HER IEP MEETING **PRIOR** TO THE DAY OF THE MEETING
- **NOTICE OF MEETING** ADDRESSED SPECIFICALLY TO STUDENT IF OVER 18 YEARS (MAY BE CO-ADDRESSED WITH PARENTS)
- THE STUDENT INCLUDED ON THE LIST OF WHO WILL BE INVITED TO THE MEETING ON THE NOTICE OF MEETING; OR
- DOCUMENTATION OF VERBAL INVITATION, E.G., PHONE LOG, THAT CONTAINS ALL REQUIRED ELEMENTS
- A STUDENT'S SIGNATURE OF ATTENDANCE ON THE PARTICIPANTS' PAGE OF THE IEP WILL NOT MEET THIS COMPLIANCE REQUIREMENT. THERE MUST BE DOCUMENTATION OF AN INVITATION THAT SPECIFICALLY NAMES THE STUDENT AND IS DATED PRIOR TO THE DATE OF THE MEETING

WHAT IS NEEDED FOR COMPLIANCE?

- TRANSITION ASSESSMENT(S) MUST BE CONDUCTED **EACH YEAR BEGINNING AT AGE 14.**
- THERE MUST BE **EVIDENCE** THAT THE TRANSITION ASSESSMENT(S) WAS COMPLETED **PRIOR** TO THE CURRENT IEP.
- TRANSITION ASSESSMENT RESULTS MUST BE WRITTEN IN THE STUDENT'S **PLAAFP OR** A COPY OF THE CURRENT ASSESSMENT(S) MUST BE IN THE **FILE.**

POSTSECONDARY GOALS (PSGS)

- APPROPRIATE, MEASURABLE POSTSECONDARY GOALS.
- THE POST-SECONDARY GOAL IS NOT AN ANNUAL GOAL-IT IS THE STUDENTS VISION FOR THE FUTURE

POSTSECONDARY GOALS

- PSG CHECKLIST:
- MUST HAVE AT LEAST 2 GOALS
- GOALS MUST:
 - ○ HAVE ACTIVE LANGUAGE
 - ○ OCCUR AFTER THE STUDENT EXITS SCHOOL
 - ○ BE APPROPRIATE FOR THE STUDENT
 - ○ BE UPDATED

HOW DO I WRITE APPROPRIATE, MEASURABLE POSTSECONDARY GOALS?

Postsecondary Goal Formula

_____, _____ will _____
(After high school) (student) (observable behavior) (where and how)
(After graduation)
(After completion of post-high)

EXAMPLES: COMPLIANT POSTSECONDARY GOALS

- **AFTER GRADUATION** FROM HIGH SCHOOL, MARIA **WILL** BE ENROLLED IN WELDING COURSES AT DAVIS TECHNICAL COLLEGE.
- **AFTER POST HIGH SCHOOL**, LORI **WILL** MAINTAIN HER BUDGET INDEPENDENTLY, PAYING ALL OF HER UTILITY BILLS ON TIME.
- PETER **WILL** WORK FULL TIME IN THE CONSTRUCTION INDUSTRY **AFTER HIGH SCHOOL**.
- **AFTER HIGH SCHOOL** ALEXIA **WILL** WORK IN THE MUSIC INDUSTRY.

ANNUAL IEP GOAL

- MUST HAVE **AT LEAST ONE ANNUAL IEP GOAL** THAT DIRECTLY LINKS TO THE **PSGS AND TRANSITION SERVICES**
- GOAL(S) MUST BE **INDIVIDUALIZED** AND BASED ON THE SPECIFIC STUDENT NEEDS
- IEP GOAL(S) MUST BE **MEASURABLE**

ANNUAL TRANSITION IEP GOAL(S) EXAMPLES

- SOPHIE WILL VERBALLY REPORT OUT ON 3 POTENTIAL CAREERS INCLUDING NEEDED TRAINING FOR CHOSEN CAREERS BASED ON THE RESULTS OF HER JOB SHADOWS BY THE END OF 3RD QUARTER.
- JOSE WILL USE HIS PLANNER DAILY TO KEEP TRACK OF ASSIGNMENTS, MULTI-STEP PROJECTS, AND EXTRACURRICULAR ACTIVITIES WITH A CHECK-IN AT THE END OF EACH WEEK FOR 5 CONSECUTIVE WEEKS.
- ANDREW WILL FOLLOW A CHECKLIST AND COMPLETE WORK TASKS ON THE JOB WITH 90% ACCURACY OVER 3 CONSECUTIVE WEEKS.
- CARLOS WILL DEMONSTRATE SELF-ADVOCACY SKILLS BY TELLING 3 OF HIS TEACHERS WHAT HIS ACCOMMODATIONS ARE EACH SEMESTER.
- TOM WILL LEAD HIS OWN IEP USING AT LEAST 4 POWER POINT SLIDES WITH HIS STRENGTHS, INTERESTS, NEEDS AND GOALS BY OCTOBER 2019.

MIDDLE SCHOOL MATTERS

- MIDDLE SCHOOL IS A TIME WHEN STUDENTS ARE BUILDING SOCIAL SKILLS AND SEEKING GREATER INDEPENDENCE
- FOSTERING STUDENT ENGAGEMENT WITH THEIR POSTSCHOOL GOALS AND IMPROVES OUTCOMES.

MIDDLE SCHOOL MATTER RECAP

- STUDENT AND FAMILY ENGAGEMENT
- DEVELOPMENT OF SELF ADVOCACY SKILLS
- STUDENTS AND FAMILIES IDENTIFY STRENGTHS AND GOALS
- STUDENT PARTICIPATION IN IEP MEETINGS
- TRANSITION PLANNING APPLICATION
- TIMELINE FOR PLANNING
- DEVELOPMENT OF POST SECONDARY TRANSITION PLAN
- UNDERSTANDING OF DISABILITY AND LEARNING STYLES
- GENERATE A LIST OF POST SECONDARY GOALS, OPTIONS, AND INTERESTS
- IDENTIFY ANNUAL GOALS LINKED TO THE IEP

RECAP

- PLAN OUT PRE EMPLOYMENT TRANSITION SERVICES
- PLAN OUT HIGH SCHOOL CLASSES

MIDDLE SCHOOL MATTERS

- THANK YOU FOR PARTICIPATING AND ALL YOU DO TO SUPPORT STUDENTS PREPARE FOR THE FUTURE!

MIDDLE SCHOOL MATTERS



**Education is the passport to the
future, for tomorrow belongs to
those who prepare for it today.**

Malcolm X

Schedule

8:00-8:10- housekeeping/rules- 10 minutes

8:10-8:40- Mythbusters- 30 minutes (Michele, Derick, Andrew, Cami)

8:40-8:50- brain break (Michele, Allison)

8:50-9:50- Standard Based IEP (Carin, Ana, Allison)- 60 minute

9:50- 10:00- break

10:00-10:30-Transition- soft skills- student-led IEP's, student advocacy (accommodations) (Melany/Linda)

10:30-10:50-Review IEP Binder

10:50-11:00- Curriculum table