

## **IEP**

The IEP is the responsibility of the Case Management teacher from invitation to implementation. IEP's shall be completed on the district's computerized system. All IEP related information will be filed in the main office. It is the case manager's responsibility to maintain case management list files. The IEP is to be stored in the student's IEP file immediately upon completion. Additionally, all parents/guardians shall leave the IEP with a printed copy of the document.

## **TIMELINES**

Watch your timelines! IEP's need to be reviewed at least annually. Be certain to pay close attention to timelines, Penn Data, and Evaluation Reports. Additionally extended school year and PASA testing needs to be addressed in a timely manner.

## **IEP SCHEDULING**

- **IEP INVITATIONS**
  - Special Education teachers will make at least two (2) documented telephone attempts per student. Time and dates of the telephone attempts must vary.
  - When leaving a message for parents to return your call, leave the phone number of the school, reason for calling, and times you are available.
  - For those parents not responding to your telephone attempts, Mrs. Miller will prepare and send by (certified mail) a brief form letter, the IEP invitation, and a self-addressed stamped envelope. Return address will be to Mrs. Miller.
  - When scheduling IEP dates and times. Check with the LEA to ensure the date and time is available. A calendar will be kept at the Special Education secretary's desk for recording IEP dates and times. Please consult with this calendar to ensure IEP's are not double booked.
  - The LEA and special education secretary shall get copies of all invitations.
  - For difficult IEP's pre-schedule IEP dates with the special education coordinator and/or transition coordinator.
  - 10 day waivers and phone IEP's should be held to a minimum.
  - Vocational IEP's should be scheduled during the established Admiral Peary visitation dates.
  - Completed, signed invitations shall be stored in the student's IEP folder.
  - Administration should be consulted before scheduling IEP reviews (reconvene). The above scheduling rules apply.

## **COLLABORATION / COMMUNICATION**

Collaboration opportunities will be offered periodically throughout the course of the school year. Midterm and quarter collaboration meetings will be held. During this time regular education and special education teachers are to discuss student and inclusion needs. Additionally, Student Analysis forms need to be collected during the mid marking period review and quarter review for identified students with a seventy percent (70%) or less. Regular communication between the special education department, administration, guidance counselor, and regular education teachers is expected.

## **TRANSITION**

Transition should be addressed at age 14 or prior to the student's entering 9<sup>th</sup> grade. Transition shall be addressed in the present levels of the IEP. In some cases, consultation may occur between the special education teacher and transition coordinator

## **TARGET ROOM**

The target room is located in room 211. Under the inclusion model, the target room should be used minimally. Students sent to the target room should have specific subject related work to complete.

## **PENN DATA**

Teachers will receive Penn Data information on a regular basis. It is the special education teacher's responsibility to review and make corrections to Penn Data items in red ink. Para educators shall not check Penn Data items. Prior to returning the Penn Data paperwork, the teacher should sign and date the completed materials. Case managers are responsible for their assigned students.

## **SPECIALLY DESIGNED INSTRUCTION MODIFICATIONS / ADAPTATIONS**

The IEP is expected to be implemented. It is essential to share specific information with regular education teachers. All specially designed instruction, modifications, and adaptations should be addressed with the regular education teacher.

## **IEP GOALS**

Student IEP goals should not be redundant year after year. If a student did not reach their goal from the previous year, the goal may need to be rewritten to match student needs. All goals need to be measurable and supported with data. Be sure to document all progress regarding goals.

## **RECONVEINING IEP'S**

When students are experiencing deficiencies in academic or social performance, the IEP may need to be examined and additional modifications/adaptations/services performed. When sustained deficient academic or social performance is observed, first check to ensure the IEP is being properly implemented. If the IEP is being implemented correctly, collect the necessary data and present the problem to administration. If a student fails to make progress on IEP goals, the IEP should be reviewed and changed. At that time a determination regarding reconvening the IEP will be made.

## **OUTSIDE PLACEMENT DETERMINATION**

All discussion regarding placing students outside the district must begin with discussion including the administration.

## **BEHAVIOR PLANS**

Any student identified as needing emotional support (ES) services must have a behavior plan in their IEP.

## **ONE to ONE SUPPORT**

Any student receiving one to one support must have one to one support specifically outlined in the child's IEP. It is essential to include how the service will be provided without delays or gaps in service.

## **GRADUATION PLANS**

Graduation plans should be completed for students entering 9<sup>th</sup> grade to and including graduation. Graduation plans are to be completed with the assistance of the guidance counselor.

## **STUDENT ANALYSIS SHEETS MIDTERM and QUARTER FAILURES**

Student analysis sheets are to be completed for students earning a seventy percent (70%) or lower during the course of the marking period. Quarter failure sheets need to be completed for students whom earned a failing grade for a quarter. All segments of the Student Analysis form is to be completed and filed in the student's IEP folder. Each teacher is to report students earning these forms to the LEA. When the data indicates a student repeatedly did not achieve their IEP goals, the IEP may need to be reviewed.

## **TEACHING EXPECTATIONS**

Teachers are expected to be actively engaged in the co-teaching inclusion program. Teachers are also expected to implement Differentiated Instruction tactics.

- General Tips
  - Follow special education process, procedures, and timelines
  - Openly communicate concerns and problem areas with LEA and administration
  - Become active in the inclusive classroom
  - Utilize para-professionals
  - Document teacher/parent-guardian communications
  - To alleviate problem areas, communicate regularly via telephone and/or e-mail with parents
  - Attend and participate in departmental meetings
  - Actively monitor case management students
  - Respond to communications in a timely manner
  - Maintain confidentiality at all times

## **GRADING**

Grading for identified students should be accomplished through the collaborative efforts of the regular education teacher and special education teacher.

## **PROGRESS MONITORING**

Progress monitoring regarding IEP goals will be conducted quarterly. All progress reports will be mailed to the parent/guardian. Copies of the progress report will be kept in the student's IEP folder. Progress reports need to report measurable data and be specific in nature. IT is suggested that hard data is used to prove/disprove progress. Keep detailed records of student progress.

## **PSSA/TERRA NOVA TESTING**

The special education teacher is responsible for administering the PSSA and/or Terra Nova achievement tests. It is permissible for the para-educators, under the direct supervision of the special education teacher, to assist in this type of testing.

## **PASA TESTING**

Students whom are determined to be eligible for the PASA assessment must be confirmed by the administration. All paperwork and IEP related materials need to be handled in a timely manner.

## **CONFIDENTIALLY**

All IEP's should be conducted in the IEP (Library) conference room. Any changes regarding this procedure need to be cleared by administration. It is imperative to keep folders, papers, materials, and other data containing confidential student information in a secured location. Additionally, each learning support teacher is issued a lap top that wireless capabilities and IEP writer has been installed. Finding a confidential location within the building to work on student materials should not be an issue.

## **COMMUNICATIONS**

All verbal and written communications with parents, students, and staff shall reflect sensitivity to the fundamental rights of human dignity, privacy, and respect.

## **PARA EDUCATORS**

Para Educators should:

- Help students through the educational process
- Monitor and assist students in the classroom
- Provide tutoring to struggling students
- Assist and monitor students where necessary
- Read test materials
- Collect and store classroom related materials
- Assist teachers with clerical activities
- Be included in data gathering

Para Educators should not:

- Teach new material to students
- Check or complete Penn Data materials
- Schedule IEP's
- Be used as personal secretaries
- Administer PSSA or Terra Nova assessments

## **SELF AUDITS**

Periodically, the special education staff may be required to perform self audits. Self audit information will be sent to the Director of Special Education.

## **PA MEDICAL ASSISTANCE BILLING PARENTAL CONSENT**

During IEP's it is essential to have PA Medical Assistance Forms completed by parents that are eligible and/or have Medical Assistance. Special Education teachers are required to have these forms completed and appropriately filed.

## **VO-TECH PROGRESS REPORTS**

Vo-Tech progress reports will be appropriately filed and sent home with district report cards and/or progress reports.

## **PARENT /GUARDIAN COMMUNICATION**

Regular communication between the teacher, student and parent/guardian is essential for attaining a high level of success. All communications (written, electronic, verbal, or phone) are to be documented. Remember communications should not be limited to problematic areas.

## **SENIOR SURVEY / EXIT NOREP**

Senior surveys and exiting NOREPS shall be completed prior to graduation.

## **WEB BASED RESOURCES**

- PaTTAN – [www.pattan.k12.pa.us](http://www.pattan.k12.pa.us) – Annotated Forms
- [www.pattan.k12.pa.us/files/SpEd/SpEdFlwcharts.pdf](http://www.pattan.k12.pa.us/files/SpEd/SpEdFlwcharts.pdf) - Eval. / Reeval. flowcharts