



Special Education Parent Training

February 2014

Purpose of IEP

- Educational Agreement
- Written Commitment
- One Sided contract

When Are IEP Meetings Held

- Prior to the initiation of special education and related services
- At least once per year for an annual review
- Whenever there is a change or proposed change in identification, evaluation, placement or program
- At parent request

Participants at IEP Meetings

- Parent
- General Education Teacher
- Special Education Teacher
- School District Representative
- Related Service Provider, if appropriate
- Other Invited Individuals
- Student, when appropriate
- Interpreter of Evaluation Results, if appropriate

IEP, Page 1

- ❑ **Demographic Information**, review to ensure accuracy

- ❑ **Medical Information:** Medication that impacts educational performance, medical information that affects the school day or the student's education. If the student has a Health Plan through the school nurse it should be noted here.

IEP, Page 2

- ❑ **Student Strengths:** Describe strengths that relate directly to educational performance, abilities and how the student learns best.
- ❑ **Parent Concerns:** Your concerns related to your child's education.
- ❑ **Involvement in the General Curriculum:** How the student's current functioning impacts them on grade level standards and involvement in the general curriculum.

IEP, Page 2, *Continued*

Present Levels of Educational Performance (PLEPs):

Foundation of the IEP

- States what the student can do
- Describes current academic and functional performance
- Describes the unique needs of the student the IEP will address

Without proper PLEPS, the IEP team cannot develop appropriate goals or select appropriate services for the student.

Clarksville–Montgomery County School System

Consideration of Special Factors

- Limited English Proficiency:** If the student speaks another language list the primary mode of language.
- Blind or Visually Impaired:** Determines if there is need for Braille or Braille instruction.
- Communication Needs:** List any speech/language or communication needs the student has.
- Deaf or Hard of Hearing:** If yes, list specific communication needs.
- Assistive Technology:** If AT is necessary to implement the IEP describe the type of AT required.
- Behavior:** If student's behavior impedes their learning or that of others state where information addressing behavior is located in the IEP.

Transition Services Planning

- All students will be college and/or career ready
- Transition plan within the IEP @ age 14
- Transition plan drives the IEP goals
- Employment
- Postsecondary Education & Training
- Independent Living
- Support Agencies

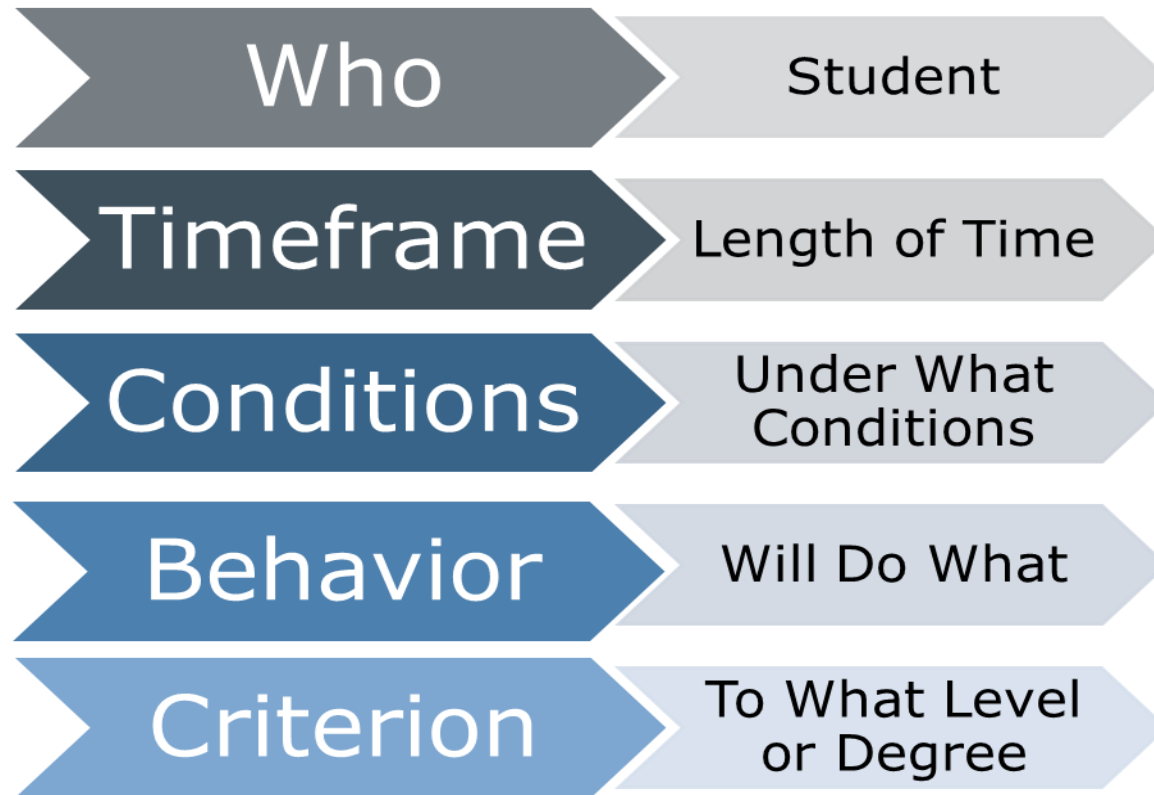
Clarksville–Montgomery County School System

Annual Goals

- ❑ Shift in language from “standards based IEPs” to “instructionally appropriate IEPs”
- ❑ Address the student’s deficit as identified in the Present Levels of Educational Performance
- ❑ Identify the skills needed to master the content of the curriculum, targeting deficits
- ❑ Goals must be measurable, with criteria for mastery and method of evaluation specified

Clarksville–Montgomery County School System

Components of Annual Goals



Short-Term Objectives

- ❑ On March 31, 2014 , and thereafter, short term objectives/benchmarks will only be required in the IEPs of students who take alternate assessments
- ❑ Shift in how annual goals are written will address information that was once covered in short-term objectives

Program Participation

- **Accommodations:** Do not reduce learning expectations, only change how the student accesses instruction and demonstrates what has been learned
- **Modifications:** Change, lower or reduce learning expectations
- Accommodations/Modifications for specific classes that are not offered to all students are listed
- Only accommodations/modifications the student requires to participate in and progress in the general curriculum are to be considered

State/District Mandated Tests and Accommodations

- ❑ This spring (2014) TCAP accommodations will continue to be determined by the IEP Team's perception of need
- ❑ Spring 2015 PARCC assessments will be used for ELA and math. PARCC requires data denoting the student qualifies for and requires an accommodation
- ❑ PARCC has four categories of accommodations: Presentation, Response, Timing & Scheduling and Unique

State/District Mandated Tests and Accommodations, *Continued*

- ❑ **Presentation:** alters the method of format in which the test is given. Examples include text-to-speech, Braille
- ❑ **Response:** allows student to use alternate methods to provide responses to the questions. Examples include speech-to-text, calculation device
- ❑ **Timing & Scheduling:** changes in allowable length of time the student has or the way the test is organized. Examples include extended time (the test session must be completed within one day)
- ❑ **Unique:** additional accommodations not listed or required as a result of a recently occurring accident or illness. Must be requested on an individual basis and receive state approval

State/District Mandated Tests and Accommodations, *Continued*

All Presentation and Response accommodations have required evaluation documentation, the student must receive ongoing, intensive, research-based intervention in the area of deficit and have utilized that accommodation throughout the school year.

Example: Text-to-Speech. Score of 1.5 SD below the mean on a locally administered diagnostic assessment or identified with a SLD in areas of Basic Reading, Reading Fluency or Reading Comprehension. There will be a notation on all confidential score reports stating the student was given a reading access accommodation and no claims should be inferred regarding the student's ability to demonstrate foundational reading skills.

Clarksville–Montgomery County School System

Special Education and Related Services

- ❑ **Direct Special Education:** Instruction designed to meet the special education needs of an eligible student, provided by a special education teacher
- ❑ **Consultation:** Providing a classroom teacher with guidance and support that is unique to the needs of the student in order to provide an appropriate education
- ❑ **Related Services:** Services other than instruction that are necessary for students to benefit from special education. Examples include OT, PT, Speech.

LRE and General Education

Explain extent the student will not participate with non-disabled peers in:

- The regular class
- Extracurricular and nonacademic activities
- Their home school

Special Transportation

Only provided due to a child's disability or placement

Clarksville–Montgomery County School System

Extended School Year (ESY)

- Degree of regression and time of skill recoupment
- Degree of disability
- Child's progress this school year toward mastering goals when compared to other children with the same or similar disability
- Consideration of any behavioral problems which the child might experience due to the extended summer break
- Availability of appropriate family and community resources for serving the child and providing them social interaction and/or functional academic stimulation
- Ability of the child to interact with non-disabled peers through other community resources
- Areas of the child's educational program that require continuous attention
- Year to year decision

IEP Participants

- All IEP Team Members in attendance sign, check if they are or are not in agreement
- Non Team Members sign in attendance

Informed Parental Consent

- Are the legal parent/guardian of student
- Informed of and understand rights and received notice of procedural safeguards
- Involved in the development of IEP and give permission for the proposed program
- At age 17 the student and parents are informed of the student's right to represent themselves upon their eighteenth birthday

Documentation of IEP Review

- Others responsible for implementation who are not in attendance will sign off later once apprised of contents of IEP

Clarksville–Montgomery County School System

Decision-Making

- ❑ Decisions are not made by a simple vote, but instead through a process by which the entire team attempts to reach consensus as to the contents of the IEP, including the services
- ❑ The LEA is the final decision-maker or “vote” for the school system while the parent decides on behalf of the child (until age 18)

If Parents Disagree

- ❑ Given Prior Written Notice of proposed services
- ❑ Proposed IEP will be implemented 10 school days after IEP meeting/PWN given unless parent initiates due process request
- ❑ Last agreed-upon IEP will continue to be implemented until resolution is reached (“stay put”)

Early Childhood Requirements

ECO: Early Childhood Outcomes

- Federal requirement for children ages 3-5
- Measures progress from entrance into early childhood special education to exit from early childhood special education at age 6

EC Environments

- Federal requirement for children ages 3-5
- Looks at setting in which children participate as well as receive their special education services

Clarksville–Montgomery County School System

Progress Reports

- Provided at same time report cards provided to all students
- Reporting Periods: Fall (1), Winter (2), Spring (3), and Final (4)
- Will list goal and reporting period (RP)
- Annual goal status narrative: Provides statement about progress
- Annual goal indicated as 4) Goal has been met, 5) Anticipate meeting goal, or 6) Do not anticipate meeting goal in box of appropriate reporting period (RP 1, RP 2, RP 3, or RP 4)
- Objectives indicated as 1) No Progress Made, 2) Some Progress Made, or 3) Objective has been Met

General Questions/Concerns

- ❑ Any questions or concerns should be addressed immediately with the classroom teacher
- ❑ If the question cannot be answered or the concern remedied by the classroom teacher the next step is to address it with the building principal
- ❑ If the issues are not resolved at the building level, the Director of Exceptional Services or the Special Education Level Coordinator should be contacted

Concerns, *Continued*

- ❑ If the concern alleges a violation of any IDEA requirement and cannot be resolved at the school/district level a written Administrative Complaint, Mediation Request or Due Process Complaint can be filed with the State Department of Education.
- ❑ The SDOE has model forms for complaints or requests and these can be found in the Notice of Procedural Safeguards, provided at meetings and on our website.

Records

- A parent has the right to inspect, review and/or request copies of the student's educational records
- Special Education Records are maintained at the student's home school while the student is enrolled, and for 2 years elementary/1 year middle/high after a student transfers out of district
- Copies of special education records sent to new school upon request
- After the above period of time or graduation, the most recent eligibility packet and last two IEPs are sent to the Department of Exceptional Children Services at Central Office. Other information is destroyed at that time.

Outside Service Providers

- District Policies/Procedures being created for any outside agency requesting to provide services to a student
- Principals have final say on whether agency/employee can provide services and frequency and time
- All agencies and employees must be approved through Central Office
- All employees must attend Orientation prior to working with students

Clarksville–Montgomery County School System

Website

A special education link is located on the CMCSS website, under *Students & Parents, Academics, Special Education*. Information can also be found under *Communication Groups, Special Education*.

Communication-Website

Links

[STAFF DIRECTORY](#)

[DOCUMENTS LIBRARY](#)

[Adult Education](#)

[Attendance Policy](#)

[Curriculum Navigator](#)

[School Support Organizations](#)

[Special Education Services](#)

[TDOE Diabetes Info](#)

[Tennessee Office of School Health](#)

[Wellness BMI Calculator](#)

[Wellness "Choose My Plate"](#)

[Wellness KidCentral TN](#)

Special Education Services

[Special Education Programs and Services Information Pamphlet](#)

[Support Team Information Pamphlet](#)

[Commonly Used Acronyms](#)

Procedural Safeguards

A full explanation of procedural safeguards available under the Individuals with Disabilities Education Act (IDEA), U.S. Department of Education regulations and Tennessee law and regulations.

Procedural Safeguards, Spanish

Aviso de Garantías Procesales en virtud de la ley IDEA, los reglamentos del Departamento de Educación de los Estados Unidos, y las leyes y reglamentos de Tennessee.

Program Placements

Exceptional Children Services Program Placements, 2013-2014

Tennessee Department of Education, Common Core

Information for Parents and Educators regarding implementation of Common Core standards.

Tennessee Department of Education, Division of Special Education

Information for Parents and Educators regarding Special Education resources.

Tennessee State Personnel Development Grant

The Tennessee State Personnel Development Grant (SPDG) supports children with special needs, preschool through high school, and their families in the development of language, communication, mathematics, pre-literacy and literacy skills to ensure academic achievement. The Tennessee State Personnel Development Grant is administered through the Tennessee Department of Education, Division of Special Education

Records

[Letter to Parents Regarding Student Records](#)

[Special Education Record Procedure](#)

Contact Information

- ❑ Cara Alexander, Director of Exceptional Children Services
(931) 920-7822 or cara.alexander@cmcss.net
- ❑ Robin Fairclough, Preschool/Elementary Coordinator
(931) 920-7812 or robin.fairclough@cmcss.net
- ❑ Katrina Wallus, Middle School Coordinator
(931) 920-7934 or katrina.wallus@cmcss.net
- ❑ Souette Quinn, High School Coordinator
(931) 920-7894 or souette.quinn@cmcss.net