Educating Students with Disabilities: A Guiding Document for General and Special Education Staff

Cecil County Public Schools
Special Education Department
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Preface

Cecil County Public Schools believes that ALL students have the right to be educated in age appropriate general education classrooms to the maximum extent possible in their neighborhood schools. ALL students regardless of disability are presumed competent and are welcomed and supported in the school community.   Through high quality instruction, supports, interventions, and specialized instruction collaboratively provided by general educators, special educators and related service providers students with disabilities will reach their highest potential and become contributing members of society.

The logistics of planning and preparing, delivering high quality Tier 1 and individualized instruction, managing student behavior and collecting data are steps in the journey. The path is challenging, but the potential results are great, as we seek to guide each student to succeed academically, socially, emotionally, and behaviorally, and in life beyond their schooling.

Through collaborative teamwork, special education teachers, general education teachers, and related service providers are the daily champions in the lives of students with disabilities. As champions you put the diverse needs of students first, persist to find ways to best reach them, build positive relationships, capitalize on their strengths and hold them to high expectations so that they will become full members of the school community.

We hope this document assists in guiding you on your path to meet the diverse needs of all students with disabilities. Your endless efforts, collaboration and belief in students make the difference. We appreciate all you do for the students in Cecil County Public Schools.

"Children are likely to live up to what you believe of them."

Lady Bird Johnson

Inclusive Practices

Inclusive practices promote the participation of students with disabilities within the general education setting with nondisabled peers. However, "inclusion does not simply mean the placement of students with disabilities in general education classes" (Inclusive Schools Network, 2015). The benefits of inclusive practices pay dividends for all students. However, research indicates that the benefits specific to students with disabilities are greater access to the general education curriculum, more time on task, greater academic gains, greater progress in literacy and communication, and improved social skills (Maryland Coalition for Inclusive Education, 2015).

Inclusion requires collaboration among all staff in order to design lessons that allow all students to fully access the curriculum and ensure all students are active members in the classroom and school community. "Inclusive schools have a collaborative and respectful school culture where students with disabilities are presumed to be competent, develop positive social relationships with peers, and are fully participating members of the school community" (MCIE, 2015).

Inclusive environments and practices are embedded within the Cecil County Public Schools Guiding Principles, along with other key components that support such practices.

Practices Prior to the Start of the School Year

Students must be provided with the special education services required by the Individualized Education Program (IEP) in accordance with 34 CFR 300.101 and .323. At the beginning of each school year, each public agency must have in effect, for each child with a disability within its jurisdiction, an IEP. Therefore, all teachers, services providers, and other school staff who will encounter a student with an IEP, must be informed about their responsibilities for implementing the IEP. This must be done prior to the start of the school year, and again, when changes have been made in the IEP.

I. The special education case manager/service provider will:
   a. Make copies of the Snapshot IEP for each teacher/staff member who will be working the students on their caseload
   b. Schedule a time to meet with each teacher/staff member to provide them with the Snapshot IEP and an overview of the student's needs and services
   c. Discuss the expectations regarding accommodations/supplementary aids and services tracking for each student
   d. Obtain a signature on the IEP Snapshot Receipt Log, indicating that the teacher/staff member received and understood the information and their responsibilities
II. The special education teacher or service provider keep a copy of the IEP Snapshot Receipt Log and submit the original to the Building Coordinator/IEP Facilitator.
III. The Building Coordinator/IEP Facilitator must maintain a binder or binders of the IEP Snapshot Receipt Logs (Filed by grade and then alphabetically).
IV. Prior to the start of the school year, the Building Coordinator/IEP Facilitator will review the IEP Snapshot Receipt Logs in order to verify that all appropriate school staff are notified of the needs of each student with an IEP.
V. At the time of each student's annual review, this process must occur again and the new IEP Snapshot Receipt Log must be filed in the binder.

*It is important for all staff members working with students to understand their IEPs.   It is the responsibility of the case manager to ensure IEPs are being implemented by staff. Case managers must consistently monitor the implementation of each student's IEP, as well as their progress in the general education curriculum. Failing grades should trigger an IEP team discussion about the supports that are in place for the student. It is important that we reflect on not only the student's actions or inactions, but also staff actions or inactions that may be affecting student performance.

Cecil County Public Schools
Special Education Department
IEP Snapshot Receipt Log*

By signing this log, the staff member is indicating that they have received a copy of the IEP Snapshot on the identified student and they understand how to implement the IEP. Additional information and/or support can be requested from the building coordinator or case manager at any time.

Student: _____   Grade: _____

IEP Date: _____   School Year: _____

Case Manager: _____

Receiving Staff Member	Title	Signature	Date

* Case managers must maintain this documentation. IEP snapshots must be provided and IEP snapshot receipts logged prior to the start of the school year, prior to changes in teachers/classes during the school year, and again after a student's annual review.

General Education and Special Education Staff:
Roles and Responsibilities for Students with Disabilities

General Education Teacher	Special Education Teacher
General	
• Understand each student's strengths and weaknesses • Understand each student's IEP and how to implement the IEP (prior to the start of the school year)	
IEP Development/Revision	
• Collaboratively work to develop/review/revise IEPs that identify the supports and services needed that will allow the student to access the general education curriculum	
IEP Meetings	**IEP Meetings**
• Serve as the general education curriculum expert • Share the student's progress related to the general education curriculum • Explain student performance relevant to grade level expectations • Suggest appropriate strategies and supports	• Serve as the strategy expert for meeting the needs of students with disabilities • Share the student's progress related to their IEP goals • Share the draft IEP • Suggest appropriate strategies and supports • Make recommendations related to service hours
Lesson Planning	
• Create lesson plans that include considerations for student's unique needs and allow them to access the general education lesson through means that may include but are not limited to Universal Design for Learning, differentiation, accommodations, modifications, and specially designed instruction on IEP goals	
IEP Implementation	
• Provide specially designed instruction on IEP goals for students with disabilities within the general education setting	• Provide specially designed instruction on IEP goals for students with disabilities within and outside the general education setting
• Implement the accommodations, supplementary aids, and IEP services for each student	
Data Tracking	
• Ensure services are provided as outlined in the student's IEP	• Ensure a data tracking system is in place and frequently review of the data to guide instruction and decisions related to student need • Ensure services are provided as outlined in the student's IEP
• Track the accommodations and supplementary aids utilized by students (weekly)	
• Monitor grades/progress in the general education curriculum and initiate additional supports if students are failing/not making progress; Schedule an IEP meeting, if appropriate	

Co-Teaching

Co-teaching involves general education teachers and special education teachers co-planning, co-implementing, and co-evaluating lessons. In co-teaching the skills of the individuals are blended in order to more effectively meet the varying needs of the students within the classroom. Some benefits of co-teaching include greater access to the general education setting for students with disabilities, increased student engagement, and greater flexibility in differentiating instruction for all learners. However, co-teaching requires that both a general education and special education are willing to work collaboratively to best meet the needs of the students within the class. There are varying levels of co-teaching and the way in which co-teaching is approached is dependent on many factors, including student schedules and teacher schedules. If a special education teacher cannot remain in the classroom for the entire class period, general education and special education teachers must work closely to plan the co-teaching part of the lesson based on the availability of the special education teacher. In other situations, where both the general education teacher and special education teacher are in the class during the entire period, there is a greater opportunity to design an entire lesson for the use of multiple co-teaching structures. Utilizing co- teaching structures allows for additional small group opportunities, in which IEP services can be provided. As these services are provided, opportunities for both general education teachers and special education teachers to provide specially designed instruction to students must be considered. It is important to note, that regardless of the access to two teachers in the classroom, lessons must still incorporate small group instruction during a lesson in order to differentiation instruction for students.

Co-Planning
Effective co-teaching requires that the general education and special education teacher have opportunities to plan together. This time must be identified and utilized wisely, as co-teaching cannot be implemented if both teachers do not understand the outcomes, instructional activities, and assessments being utilized within a given lesson.

Co-Planning
• Identify a weekly planning time (30-45 minutes) to outline lessons for a week
• During co-planning, focus on the broad outline for the lesson (outcome, activities, assessment) and assign individual tasks to completed prior to the implementation
• Planning time is often limited! Consider how Google Docs can be utilized to collaborate and share plans/activities.
• Touch base through "on the fly" planning to finalize details for lessons
• Ensure that both teachers are teaching during the lessons by reducing the student-to-teacher ratio through the use of small groups

Co-Implementation
When implementing the lesson, in most cases, a variety of co-teaching structures should be utilized. The co-teaching structures that should be utilized more frequently are associated with the ability to reduce the student-to-teacher ratio and better differentiate for student needs

(parallel teaching, station teaching, alternative teaching). Both teachers must be responsible for instruction during the lesson.

Co-Teaching Model	Description	Advantages	Disadvantages
One Teach-One Observe	One teacher delivers instruction the other observers	• Allows time for teachers to connect styles and methods • Gives time to observe students • Minimal joint planning required	• Unintentional hierarchy perceived by students • Boredom • Imbalanced roles • Less opportunities for differentiation
One Teach-One Assist	One teacher delivers instruction and the other assists students	• Allows time for teachers to connect styles and methods • Individual students can get extra help • Help with classroom management	• Unintentional hierarchy perceived by students • Assisting teacher can be a distraction • Students can become dependent on the assisting teacher
Parallel Teaching	Students are divided. Each teacher delivers the same content at the same time (but perhaps in different ways)	• Lower student to teacher ratio • Promotes participation • Works will for drilling, review, or practice • Can tier students' levels	• Noisy and a lot of movement • More joint planning • Teachers must be comfortable with each other • Teachers must be comfortable with content
Station Teaching	Both teachers divide instruction and switch groups	• Lowers student to teacher ratio • Students who need extra help are accommodated • Supports various learning styles • Allows for pre-teaching, re-teaching, and review	• Noisy and a lot of movement • More joint planning • Teachers must be comfortable with each other • Teachers must be comfortable with content
Alternative Teaching	One teacher takes a larger group while the other takes a smaller group	• Lowers student to teacher ratio • Students who need extra help are accommodated • Can tier students' levels • Allows for re-teaching and review	• Noisy and a lot of movement • More joint planning • Can stigmatize smaller group • Continued alternative instruction may limit access to the grade level curriculum
Team Teaching	Both teachers teach the instruction together to the whole class	• Allows for creativity in lesson delivery • Works extremely well for teachers who are familiar with each other • Accommodates for hybrid methods of co-teaching	• Requires joint planning time commitment • Most difficult to implement • Dependent on teaching styles and methods

Co-Implementation
- Implement co-teaching structures such parallel teaching, station teaching, alternate teaching, one teach – one assist, and one teacher – one observe   - Use formative assessment to determine the needs of students and differentiate instruction   - Track accommodations and modifications (weekly)

Co-Evaluation

Evaluation of student learning must be a part of daily instruction. This includes evaluating student's progress toward the general education curriculum and toward their IEP goals. Collaborative teams must work together to evaluate the lesson implemented and their approaches. If a student continues to fail classes without resolve, an IEP team meeting must be convened in order to discuss the individual and unique needs of that student to ensure the appropriate supports are in place.

Co-Evaluation
- Utilize both formative and summative assessment to determine student progress toward the general education curriculum and monitor individual progress toward IEP goals   - Reflect on the lesson to determine if re-teaching is necessary   - If students are failing, action must be taken to ensure the IEP is being implemented or if additional supports need to be discussed at an IEP meeting   - Determine if the rate of student progress is sufficient to achieve IEP goals by the end of the IEP cycle or if an IEP team meeting is required to add additional supports or revise goals and services

Lesson Planning

The strengths and needs of students with disabilities must be considered as part of the lesson planning process for all teachers and service providers (general education, special education, related service providers, specialists, etc.). Within a classroom, students may require accommodations, modifications, or an alternate curriculum. This information is specified within each student's IEP. The activities designed for the lesson may require adaptations or modifications. A variety of supports and strategies can allow the needs of students with disabilities to be met (i.e., peer support, cooperative structures, presenting in multiple modalities, use of technology to access grade level materials). However, the expectation is that lesson plans clearly denote where the needs of students with disabilities were considered. This is done by indicating the student's initials next to the accommodations, adapted or modified activities to show this planning consideration.
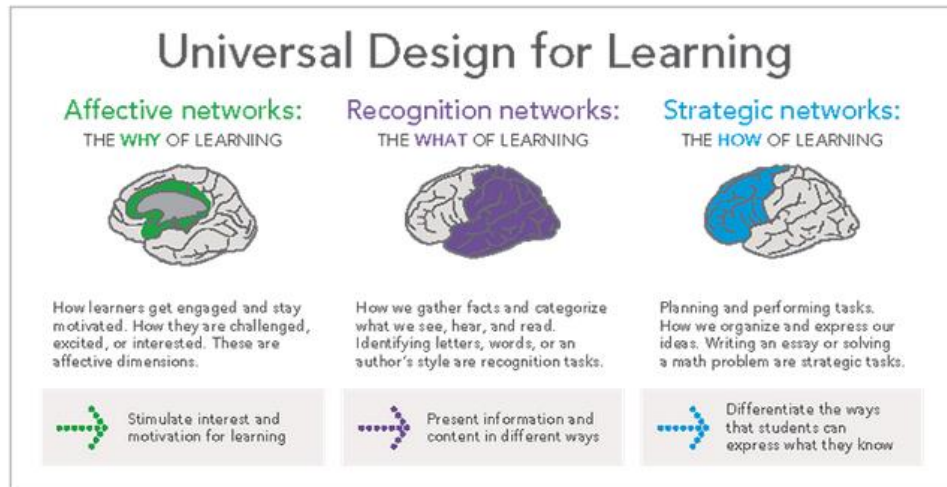
Additionally, students with disabilities require specially designed instruction on IEP goals. If the student will receive this IEP goal instruction in the lesson, it must also be delineated within the lesson plan. If the activity is embedded within the lesson's content, the students' initials can be noted, however if the instructional activity is different than what is being taught in the general education curriculum, there must be specific outcomes, instructional activities, and assessment measure identified within the lesson plan.

Paraprofessionals require direction and guidance for each lesson in which they will be support a student or students. This direction and guidance must be provided either verbally or in a written form prior to the start of the lesson.

Lesson Planning Key Points
• Identify the accommodations, adaptations, and/or modifications for specific students and include the students' initials to demonstrate this planning consideration in allowing the student to access the curriculum
• Identify the outcomes, activities, and assessment measures that address each student's IEP goal instruction and include the students' initials to identify these services
• Paraprofessionals require either verbal or written guidance for providing support within a classroom (by a special and/or general education teacher)

Universal Design for Learning

Universal Design for Learning (UDL) is a set of principles that allows all students to access a lesson. The UDL principles call for considerations in the ways to engage student interest and motivation (engagement), the way information and content is presented (representation), and the ways students express what they know (expression).
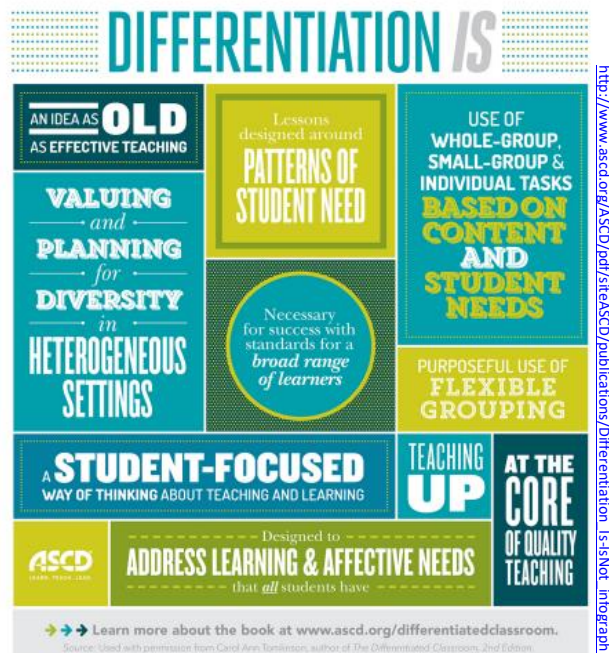

Universal Design for Learning

Affective networks:
THE WHY OF LEARNING

Recognition networks:
THE WHAT OF LEARNING

Strategic networks:
THE HOW OF LEARNING

How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

Stimulate interest and motivation for learning

Present information and content in different ways

Differentiate the ways that students can express what they know

The UDL framework is based in brain science and focuses on three broad brain networks.

http://www.udlcenter.org/aboutudl/take_a_tour_udl

UDL is not specific to special education and is good teaching practice for all students. However, planning lessons with UDL principles will allow for fewer lesson adaptations and modifications for specific students, as those students are considered during the design of the lesson. Visit www.udlcenter.org for more information on Universal Design for Learning.

Differentiation

Differentiation refers to addressing student needs through the lesson's content, process, products, and the learning environment. Differentiation is also not specific to special education students. All students have varying needs and educators must be away of that a "one size all" lesson will not allow all students to attain the lesson outcomes. Only through careful planning and consideration of student strengths and needs, can a lesson be designed to meet the needs of all learners.

DIFFERENTIATION IS

AN IDEA AS **OLD** AS EFFECTIVE TEACHING

VALUING *and* **PLANNING** *for* **DIVERSITY** *in* **HETEROGENEOUS SETTINGS**

Lessons designed around **PATTERNS OF STUDENT NEED**

Necessary for success with standards for a *broad range of learners*

USE OF **WHOLE-GROUP, SMALL-GROUP & INDIVIDUAL TASKS BASED ON CONTENT AND STUDENT NEEDS**

PURPOSEFUL USE OF **FLEXIBLE GROUPING**

A **STUDENT-FOCUSED** WAY OF THINKING ABOUT TEACHING AND LEARNING

TEACHING UP

AT THE CORE OF QUALITY TEACHING

ASCD

Designed to **ADDRESS LEARNING & AFFECTIVE NEEDS** that *all* students have

➤➤➤ Learn more about the book at www.ascd.org/differentiatedclassroom.
Source: Used with permission from Carol Ann Tomlinson, author of *The Differentiated Classroom, 2nd Edition*.

http://www.ascd.org/ASCD/pdf/siteASCD/publications/Differentiation_Is-isNot_infographic.pdf

Addressing Behaviors

PBS

Positive behavioral supports (PBS) must be considered for all students who require support for challenging behaviors. Students with behavioral needs, even if they do not warrant a formal behavior intervention plan, must have a present level on the IEP describing the student's behavioral needs. Supplementary aids would identify the specific positive behavior supports required. If necessary, the student might also have corresponding goals and services within the IEP. Behavioral data must be monitored and problem solving meetings or an IEP team meeting must occur if the supports and services are not effective.

Behavioral Resources	
PBIS World	http://www.pbisworld.com/
Center on the Social and Emotional Foundations for Early Learning	http://csefel.vanderbilt.edu/resources/what_works.html
Collaborative for Academic, Social, and Emotional Learning	http://www.casel.org/social-and-emotional-learning/
Social-Emotional Learning: Why Now?	http://greatergood.berkeley.edu/article/item/social_emotional_learning_why_now
Why Teaching Mindfulness Benefits Students' Learning	http://ww2.kqed.org/mindshift/2013/09/12/why-teaching-mindfulness-benefits-students-learning/
Self-Regulation in the Classroom	https://self-regulationintheclassroom.wikispaces.com/Self-Regulation+in+the+Classroom
Curriculum for Teaching Emotional Self-Regulation Skills	http://www.massgeneral.org/psychiatry/services/treatmentprograms.aspx?id=1944&display=curriculum
Teaching Behavior Strategies	http://www.interventioncentral.org/behavioral-interventions/challenging-students/teacher-behavioral-strategies-menu

BIPs

Students with behavior intervention plans (BIPs) must have their BIP reviewed annually during the IEP meeting. These BIPs must be uploaded in Maryland Online IEP. The Special Considerations section of the IEP should clearly document the student's need for a BIP. When documenting the behavior supports needed, the information from the BIP should also be addressed in the IEP through the supplementary aids, accommodations, and IEP goals. BIPs are formatted using Prevent, Teach, and Reinforce. Prevent and Reinforce strategies typically are documented as supplementary aids and instructional and testing accommodations and the Teach strategies are used to create IEP goals. It is important that this information is clearly documented throughout the IEP in order to ensure implementation. If the BIP is not effective in addressing the concerning behaviors, an IEP meeting must be held to review and revise the IEP.

Accommodations v. Modifications

Accommodations	Modifications
• do not reduce learning expectations • enable students to participate more fully in instruction and assessments and to better demonstrate their knowledge and skills • must be based upon individual student needs and not upon a category of disability, level of instruction, time spent in general classroom, or program setting	• are practices or procedures that change, lower, or reduce learning expectations • can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level • may result in implications that could adversely affect students throughout their educational career, potentially impacting successful completion of graduation requirements
Examples: • text to speech software for verbatim reading • human reader or audio recording for verbatim reading • audio materials • visual cues • notes and outlines • scribe • word prediction software • electronic word processors • mathematics tools and calculation devices • spelling and grammar devices • visual organizer • graphic organizer • extended time • multiple or frequent breaks • reduce distractions to the student • reduce distractions to other students	Examples: • requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems); • reducing assignments and assessments so a student only needs to complete the easiest problems or items; • revising assignments or assessments to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four); or • giving a student hints or clues to correct responses on assignments and tests

Standards-Based IEPs

IEPs must be individualized to meet the unique learning needs of students with disabilities. The Maryland College and Career Ready Standards guide the discussion. Standards describe an overview of what we must teach; the curriculum more specifically identifies what is being taught, and instruction is how it is taught. Each student with a disability requires access to the general education curriculum. Utilizing standards-based IEPs allows for students to receive specially designed instruction within the context of the grade level curriculum. It is import to select the targets that are areas of need that receive the most emphasis in the standards, impact the student's ability to access learning, and lay critical foundations to other skills. Using the Maryland College and Career Ready Frameworks will allow staff to view the essential skills for each standard in order to create appropriately aligned IEP goals.

7-Steps for Development of Standards-Based IEPs

1. **Consider the grade-level content standards**
    a. What is the content standard saying that the student must know and be able to do?
    b. What are the prerequisites the student may be lacking in order to meet the standards?
 	
2. **Examine classroom and student data**
    a. Has the student been taught content aligned with grade-level standards?
    b. Has the student received appropriate instruction and support to attain grade-level standards?
    c. Has attendance/behavior affected the student progress?
 	
3. **Develop the present level of academic achievement and functional performance**
    a. Is the PLAAFP related to the vision or desired outcomes for the student?
    b. Is the PLAAFP stated in measurable terms?
    c. Does the PLAAFP address areas of success and areas that require additional development?
    d. What is the student's instructional academic/functional level and what are the grade-level expectations?
    e. What programs, accommodations, and/or modifications have been successful?
    f. What information from previous IEPs and student data can assist with decision making?
    g. What information can be gained from assessment information (formative and summative)?
    h. What are the student's needs or areas of concern?
    i. Highlight strengths and success in academic, social or extracurricular activities.
    j. What can be done to support the student in his/her strengths?
    k. How does the student's disability impact their ability to learn and function?
    l. What supports does the student need to learn the content and attain the skills to progress in the general education curriculum?
 	
4. **Develop measureable annual goals and objectives aligned with grade-level academic content standards**
    a. What are the student's needs in the present level of performance? Prioritize by area of highest need.
    b. What does the student need for success – in school or in life?
    c. What essential understandings and skills does the student need?
    d. Which standards can be clustered or incorporated into others?
    e. Have the essential skills been unpacked in order to align with the student's strengths and needs?
    f. Have the student's skills been aligned with the unpacked essential skills?
    g. Have standards been determined and goals and objectives written in collaboration between all educators?
    h. Have SMART goals and objectives been developed?
 	
5. **Identify specialized instruction**
    a. How much time per day, week, or month is necessary to provide IEP goal instruction for EACH goal in order to achieve those goals by the end of the school year?
    b. How will there be a balance with the required specialized instruction and the general education curriculum?
    c. Consider how long the student can attend to task and where the instruction will need to take place.

Standards-Based IEP Goal Example

IEP goals/objectives need to have the following five critical components:
1. Conditions (what the student is provided in order to reach the goal)
2. Behavior (what the student needs to demonstrate)
3. Criteria (the degree of mastery and repeated ability to demonstrate the degree of mastery)
4. Method (the assessment information collected to determine student progress)
5. Timeframe (the date by which the student is expected to achieve the goals/objectives)

When writing academic goals and objectives, the grade level Maryland College and Career Ready Standards (MCCRS) need to be utilized. This emphasizes the direct connection between the IEP and the grade level standards. When using the MCCRS, one must identify the student's deficit areas and some language from the MCCRS essential skills to write the "stem" of the IEP goal/objective(s). Objectives may include the prerequisite standards from other grade levels to support the student in accessing the grade level curriculum.

Students following alternative outcomes must have academic goals that align to the Core Content Connectors (CCCs). CCCs identify the most salient grade-level, core academic content in ELA and Mathematics found in both the Common Core State Standards (CCSS) and the Learning Progression Frameworks (LPF). CCCs illustrate the necessary knowledge and skills in order to reach the learning targets within the LPF and the CCSS, focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.

An academic goal aligned to standard(s) of grade level enrollment is required for all students with academic area(s) of need. An academic goal aligned to standards from earlier in the learning progression may be necessary to develop the skills needed to reduce the achievement gap. Functional skill goals are appropriate for any student whose disability impacts non-academic skills such as communication, interpersonal interactions, behavior, etc.

MCCR Standard	Possible IEP goal or objective

(ELA: Grade 1)
CCSS.ELA-LITERACY.RF.1.3
Know and apply grade-level phonics and word analysis skills in decoding words.
    CCSS.ELA-LITERACY.RF.1.3.A
    Know the spelling-sound correspondences for common consonant digraphs.
	Given an instructional level text and multisensory direct instruction, STUDENT will demonstrate knowledge of the spelling-sound correspondences for common consonant digraphs (th, ch, sh, wh, ck) in one- to two- syllable words with 85% accuracy on 3 consecutive trials as measured by classroom-based assessments by March 2020.

(Math: Grade 6) CCSS.MATH.CONTENT.6.EE.B.7 Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.	Given addition and subtraction word problems, involving rational numbers, STUDENT will solve real-world and mathematical problems by writing and solving equations (i.e., x+p=q and x=q—p) with 80% accuracy on 3 consecutive trials as measured by classroom-based assessments by May 2020.
(ELA: Grade 9) CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Given a multi-paragraph instructional text and a note-taking tool, STUDENT will analyze the theme of the text and support his/her analysis by citing at least 3 pieces of explicit text information, on 3 out of 4 occasions as measured by classroom-based assessments by February 2020.

Functional IEP Goals

IEP teams must make decisions that allow students with disabilities to participate in the general education setting to the maximum extent possible. As students with significant disabilities are included within the general education setting, IEP teams must consider how these students participate within the classroom and within the content. This means that while there must be an understanding of the grade level curriculum and the appropriate alternate grade level standards for the student; in additional functional skills must be considered. This might include communication, behavior, social interaction, self-care, and/or safety.

Functional Goal Samples	
Social skills	Given social skills instruction, a structured classroom activity, a positive behavior management system, and no more than two verbal prompts, STUDENT will work cooperatively with peers to complete the given activity on 4 out of 5 documented occasions as measured by anecdotal records, daily point's sheets, and time sampling behavioral observations by April 2020.
Multi-step directions	Given a self-care oral multi-step direction paired with visual steps (washing hands, eating lunch, blowing nose), STUDENT will follow the multi-step self-care direction on 6 out of 8 occasions as measured by observations and anecdotal records by June 2020.

Specially Designed Instruction

Definition	Characteristics
• Instruction on IEP goal skills, which is intentionally designed to most effectively meet the individual needs of the student • Specially designed instruction is focused, goal-driven, targeted/explicit instruction addressing a deficiency in the students' academic, behavior, or education environment. • Specially designed instruction that is individually designed may be more intensive and systematic based on the individual needs of the students.	• Instruction adapted to meet the student at their instructional level and designed to build skills to achieve EP goals • Scaffolded explicit instruction, most effectively provided during small group instruction • Instruction embedded into the general education curriculum, to the extent possible, to assist students in making connections to the curriculum

Examples	Non-Examples
• The teacher provides base-ten blocks to teach place-value and ensure a conceptual understanding of double-digit numbers. Subsequently, the teacher uses this understanding of double-digit numbers to explain the steps involved in completing double-digit addition problem. During a teacher think-aloud, students take notes on the process/thoughts of the teacher. Students are provided base-ten blocks. Students and the teacher solve multiple problems with increasingly less support from the teacher. (i.e., Modeling the skill through demonstration and a think-aloud, guiding the student through completing the skill through guided practice (using the necessary supports), and providing additional opportunities for application of the learned skill). • Providing students with a task analysis of the steps to complete a double-digit addition problem. The teacher models how to utilize a process guide with the given tasks and students learn how to use the process guide to support them in solving double-digit addition problems while the teacher provides corrective feedback and repeated instruction to assist students in mastering solving double-digit addition problems. As students become comfortable, the process guide is faded. (i.e., Breaking down the IEP skills and explicitly teaching the processes to achieve each skill).	• A student completing a worksheet of double-digit addition problems (i.e., Independent practice on IEP-related skills). • A student removed from the general education curriculum to complete 3, double-digit addition problems to determine the student's present level of performance (i.e., Data collection* on IEP goals). • *Note that data collection should be embedded within the general education setting or as a small part of the specially designed instruction. 'Data collection" days are not an effective use of class instructional time.*

Progress Monitoring

IEP Goal Data Collection

Maintaining accurate records is a critical role for those who provide special education and related services to students. The expectation is that a minimum of 1 data point, showing progress toward each IEP goal, is collected prior to the interim and an additional 1 data point is collected after the interim, but prior to the end of the marking period. This data is utilized for two purposes.

1. The data allows the service provider to collect valuable information to drive any necessary changes in instructional practices.

2. The data gives the service provider information to use as part of interim and marking period progress reports.

Each data point must be supported by an artifact, demonstrating the student's performance toward mastery of each IEP goal. These artifacts should consist mostly of scored student work. When student work is not a reasonable artifact, the use of detailed anecdotal records, observational checklists, rubrics, and pictures, may be additional options. Data collection to track student progress toward IEP goals should not have to occur during a separate 'data collection' time. To the extent possible, data should be collected as part of the instructional process when students are provided opportunities for independent practice. In the cases where goals indicate the production of multi-paragraph writing products, it is appropriate to collect data points on student progress on IEP objectives as it may not be feasible to collect 2 multi-paragraph data points during a marking period. In these cases, a minimum of one multi-paragraph product should be collected per marking period.

IEP Goal Data Points
• Tracking of goal progress at least 2 times per marking period (1 each interim)
• Each data point is supported with a scored artifact or document
IEP Goal Artifacts
• Aligned with <u>GOAL</u>
• Level of independence consistent with that identified in the goal
• Dated
• Scored consistent with goal language

Service Tracking

Each student's IEP identifies a specified about of time that services must be provided to address the IEP goal areas outlined on the student's IEP. The IEP is a legally binding document, which must be implemented. It is not a CCPS requirement that classroom instruction services are tracked on a log or through lesson plans. However, staff may be asked to submit documentation demonstrating services were provided to students when parent disagreements occur. Related services must track services on a service log. Examples of educational and related service logs can be found on Blackboard.

Progress Reporting

Progress reports must be sent to the parent/guardians at the time of interims and report cards. For students in preschool, prekindergarten, and kindergarten, progress reports are completed 4 times per year. For students in grades 1-12, the progress reports are completed 8 times per year. Each progress report sent with the report cards must include a narrative. When writing progress report narratives, they must be written in parent-guardian friendly terms. The evaluation method utilized and the way in which the data is reported (i.e., percentage, trials) must align to what is identified within the IEP goal. The progress must include the date of the last data point, the evaluation method used, and measurable data from the last data point. The data gathered should not be averaged, as the purpose is to measure progress based on the student's current level of performance. Strengths and weaknesses may be noted within the progress report to assist with reporting a clear understanding of student progress. It is appropriate, but not required, to also report progress related to IEP goal objectives as long as progress related to the IEP goal is also included. Note: The example below includes collection of four total data points. The **minimum** is two data points.

Marking Period 3		
IEP GOAL:	Given an instructional level text, multiple choice explicit questions (answers found directly stated within the text) and inferential questions (answers are conclusions based on evidence from the text), and opportunities to look back in the text, STUDENT will answer the questions and cite textual evidence to support answers with 80% accuracy on 4 consecutive trials as measured by classroom-based assessments by November 2019. Grade 6 (MCCRS: RL1) Annual Review Due: 11/20/2019	
	Artifact / Percentage	**Reflection Notes**
Data Point #1 2/26/19	Language Arts: Trade book: Hatchet 70% (7/10) *(Artifact: see questions/answers)*	STUDENT was able to answer 8 questions correctly, but was not able to find appropriate text evidence for 1. The 2 additional questions missed were both inferential questions.
Data Point #2 3/9/19	Social Studies: Text: Women in Athens 60% (6/10) *(Artifact: see questions/answers)*	STUDENT did not look back into the text. Of the 4 questions missed, 2 were explicit and 2 were inferential.
Data Point #3 3/24/19	Science: Text: Earth's History 75% (9/12) *(Artifact: see questions/answers)*	STUDENT did look back into the text and found support for his/her answers. Content vocabulary caused some confusion with the 3 missed questions, all were inferential.
Data Point #4 4/9/19	Language Arts: Trade book: Hoot 83% (5/6) *(Artifact: see questions/answers)*	STUDENT looked back into the text and appropriately cited, using page numbers. He/she would have missed 2 additional questions, but changed his/her answers after looking back into

		the text. The 1 missed question was inferential.
PROGRESS REPORT: Making Sufficient Progress to Meet Goal	STUDENT has demonstrated sufficient progress toward mastery of answering explicit and inferential multiple choice questions, with looking back into the text to cite supporting evidence. During this marking period, STUDENT has demonstrated the following: 2/26/19: Language Arts: Trade book, Hatchet: 70% (7/10); 3/9/19: Social Studies: Text, Women in Athens: 60% (6/10); and 3/24/19: Science: Text, Earth's History: 75% (9/12). STUDENT'S most recent performance, 4/9/19, demonstrates 83% accuracy, when given 6 multiple choice questions based on an instruction text from language arts trade book, Hoot. He/she has made improvements with looking back into the text. Finding supporting evidence has assisted him/her in accurately answering the questions. The majority of STUDENT'S errors are with inferential questions, where he/she is required to make conclusions beyond what is directly stated within the text. At this point, all the data suggests that STUDENT will be able to achieve this goal prior to his/her annual review next November.	

IEP Progress Reports
• Sent home 4 times per year for PS, PreK, K; Sent home 8 times per year (attached to interims and reports) for 1st – 12th • Data aligned with GOAL (e.g., percentage, trials) • Data and progress code consistent with artifacts • Parent friendly language • Includes date of last data point (not averages)

Accommodations and Supplementary Aids

Instructional and testing accommodations, as well as supplementary aids, services, and program modifications must be tracked. Tracking accommodations and supplementary aids not only allows provides documentation of the implementation of the IEP, but also provides information to the IEP team to determine which accommodations and supplementary aids continue to be needed. The IEP team wants to consider how to move the student toward a greater degree of independence and access to the general education setting. Instructional and testing accommodations, as well as supplementary aids, services, and program modifications must only be utilized if it is a support the student needs and requires in order to access the general education curriculum.

Modifications are practices or procedures that change, lower, or reduce learning expectations. Modifications have a potentially path-changing impact on students. Expectations are reduced when students receive modifications on their IEPs. Reduced expectations impact a student's ability to access credit-bearing courses once the student is in high school. Without credits, students cannot graduate with a high school diploma. A continuum of accommodations should be used and evaluated for their effectiveness before moving to modifications. [COMAR13A.05.01.03B(43)]. If all other accommodations, supplementary aids, IEP goals, and services have failed to assist the student in being successful without the use of modifications,

IEP teams must identify the specific modifications needed (e.g., use of word bank, modified assignment). The ultimate goal is to teach students the skills and strategies necessary for success without making modifications.

Accommodations and Supplementary Aids Tracking
• Weekly tracking of accommodations and supplementary aids either in data tool or on plans

Document Maintenance

Under IDEA, the statute of limitation for filing a due process complaint is 2 years. If a due process complaint is filed, it is necessary to access student data. Therefore service, accommodation, and supplementary aid tracking documentation must be maintained by each service provider for 2 years. After 2 years, the documents can be shredded.

Grading and Reporting

For students receiving special education services, a progress report will accompany each quarterly report card and will report progress on IEP goals. The following comments may be indicated next to the appropriate classes on the report card:

Comment 31 - See additional report
   o   Students who receive an attached progress report

Comment 33 - modified below grade level curriculum (as identified on the student's IEP)
   o   Students working below grade level receive the grades they have earned based upon their work at their instructional level with the support of accommodations and/or modifications.

Comment 34 - alternate curriculum (as identified on the student's IEP)
   o   Students who follow alternate outcomes may or may not receive grades based upon the IEP team's decision. If the team chooses not to have the child receive grades in some or all areas, a narrative noting student progress in each content area must be attached to the report card with the comment number 32, "No grade received, additional report attached" listed on the report card. **This narrative is in addition to the IEP progress report.**

References

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