Clear Fork Valley
Local School District

Evaluation Team
Procedures and
Practices Manual

INTRODUCTION

Response to Intervention (RTI) is a process which includes the provision of systematic, research-based instruction and intervention to struggling learners. It assumes that the instruction/interventions are matched to student needs and that the monitoring of student progress is ongoing. RTI is designed as an early intervention to prevent long-term academic failure and can be implemented in a regular education or special education setting.

In order to effectively implement RTI at Clear Fork Valley Schools, the following steps need to be taken:

- Staff needs to learn about RTI and its benefits
- An RTI team needs to be established in each building to assess students, design interventions and monitor progress
- Methods and instruments need to be identified for baseline data acquisition and continuous progress monitoring.

Components of an effective RTI system include:

- Benchmarking and/or universal screening
- Identification of achievement gaps
- Research-based interventions
- Ongoing progress monitoring
- Systematic documentation of interventions and protocols for making decisions on how and when the interventions are being successful or when changes are needed.

Clear Fork Valley will maintain a 3-tier approach to interventions including:

- Classroom level interventions
- Targeted interventions for students identified as struggling
- Intensive interventions for those who do not make progress with targeted interventions which may include a referral for a multi-factored evaluation.

The purpose of this manual is to clarify and detail the processes and procedures for implementing an effective RTI program, as well as delineating the continuation of the process through an evaluation team report for those students who are referred for special education testing. A related manual, IEP Procedures and Practices, will demonstrate how the ETR (Evaluation Team Report) will be used to continue the process through special education placement, development, and implementation of an Individualized Education Program (IEP).

Acquisition of Baseline Data: Universal Screening/Benchmarking

All students in Clear Fork Valley schools will be screening using multiple sources of data including: List assessments currently in use in CF:
OAA/OGT test scores
OAA Diagnostics
Teacher-generated assessments

Identifying the Achievement Gaps: Multiple Measures of Student Performance Data

Following universal screening three times per year, teachers will compile a list of any student who is not meeting or who is not likely to meet grade level standards in reading, writing, and math. These students will be evaluated using a variety of performance assessments including, but not limited to: OAA and/or Ohio diagnostic testing, KRAL, Terra Nova, (List assessments). From multiple sources of data, teachers will prioritize students for targeted interventions. Students falling into the bottom 25% of the class will be progress monitored with charts showing progress.

Classroom Level Interventions: Research-Based strategies

All teachers will be provided with a checklist of classroom accommodations to aid them in providing appropriate classroom level interventions, as well as a list of research-based resources that the district will provide, such as computer programs, that teachers may use at the classroom level for interventions. Teachers MUST provide classroom level interventions as needed for all students who are not meeting, or who are not likely to meet, the learning targets required for the class as determined by weekly progress monitoring in reading, math, and/or writing.

Targeted Interventions: Services and Supports

Following the implementation of classroom level interventions with fidelity, if a student is still not meeting or not likely to meet course learning targets as demonstrated on progress-monitoring graphs, teachers will cooperate with building level intervention specialists and/or Title I staff to set up research-based targeted interventions. These interventions will be provided during regular school hours but will not supplant regular instruction. Progress monitoring will be continued to see if the targeted interventions are working.

Progress Monitoring: Documenting the 3-Tiers of Interventions

Clear Fork Valley Schools will automatically chart and monitor the progress of all students identified in the bottom 25% of the class in achievement for math, reading, and writing. During the progress monitoring process, weekly results on short curriculum-based measurement probes will be charted and interventions documented. Interventions may be provided in the regular classroom, in a targeted, pull-out setting, or in a special education resource room for those identified as requiring more intensive interventions on an Individualized Education Plan (IEP).

The IAT team process and procedures: Response to Interventions
Students who are not making progress in Tier I (classroom level) interventions or Tier II
(targeted assistance) interventions will be referred to the IAT team (see Clear Fork Valley
IAT Referral in Appendix A). It is expected that classroom level interventions have
already been implemented with fidelity and documented before the referral is completed.
Students referred to IAT may be:
  a) in the 25% being progressed monitored but not making sufficient progress
  b) above 25% in achievement, but not making sufficient progress
  c) exhibiting behavioral concerns that are impeding his learning or the learning of
     others

Upon receipt of an IAT referral, the IAT coordinator will set the meeting date and time,
notify staff, and send the Parent Invitation to Meeting form in Appendix A.

At the IAT meeting, the Clear Fork Valley Intervention Plan will be completed.
Interventions will be set up and monitored. Follow-up meeting date will be set to review
the data.

Follow-up meetings will include verification of current interventions that have been done
with fidelity and a summary of the new data indicating student progress. If the student
still is not making sufficient progress, the team may elect to:
  a) increase the duration of interventions (eg, from 15 minutes to 30 minutes)
  b) increase the frequency of interventions (eg, from 3 times a week to 5 times a
     week)
  c) increase the intensity of interventions (eg, from a group of 5 to a group of 2)
  d) change the intervention materials or strategies (eg, from Leveled Literacy
     Intervention to Read Naturally)
  e) refer the student to the special education coordinator for a meeting to discuss the
     need for a multi-factored evaluation.

Referral for a Multi-Factored Evaluation: Planning and Documentation
If the student has not made satisfactory response to interventions, the team may suspect a
disability and the student may be referred for a multi-factored evaluation (MFE). The
procedure for making this referral includes:
  a) Sending the ODE-approved letter to the parents indicating that a meeting will
     occur in which the team will discuss the possibility of referral for an evaluation.
  b) Providing the parent with procedural safeguards (Whose IDEA is This?)
  c) Holding the meeting at which an Evaluation Planing form is completed. The team
     will examine current documentation of student performance provided by the IAT
     team and will determine what additional testing should be done and by whom.
     The parent is an integral part of this planning process and will have ample
     opportunity to participate in the meeting by the documentation of at least three
     contacts to the parents to try to set an acceptable time and date for their
     participation.
  d) Obtain parent written, informed permission to conduct a MFE within 30 days of
     meeting where the decision to refer is made.

e) The evaluation will be conducted and completed within 60 calendar days of the meeting at which the referral was officially made, and a meeting will be held to review the results of the Evaluation Team's Report (ETR) and to determine eligibility.

f) Clear Fork Valley will make every effort to schedule the ETR review meeting at a date and time convenient for the parents of the child, and will document at least three attempts to contact the parents to assure their participation in this important meeting.

Special Education Eligibility: The IEP Process

After the Evaluation Team Report has been completed and reviewed the evaluation, the determination of whether or not the student is eligible for special education services will be made. If the student is eligible for special education, the IEP process will begin (see IEP Process Manual). If the student is NOT eligible for special education services, the student will be referred back to the IAT for another intervention plan.

Appendix A - Forms

Classroom Accommodations Checklist

Adapted from *Accommodations: Assisting Students with Disabilities—*
A Guide for Educators

A. INSTRUCTIONAL METHODS AND MATERIALS

1. Student can't identify main ideas or important points.

❏ Highlight important points of the text to draw attention. Tell the student to read these points first.

❏ Give the student a list of important vocabulary.

❏ Have the student read the summary or objectives first.

❏ Have the student read the review questions first, then look for the answers.

❏ Give the student a worksheet or study guide to follow when he or she must do independent reading.

❏ Use hands-on activities, pictures, or diagrams to support understanding of abstract concepts or complex information.

❏ Let the student use sticky notes or an erasable highlighter to mark key points in the textbook.

❏ Let the student use a book written at a lower grade level. This can help the student pay more attention to the main ideas.

2. Student can understand the information, but can't read the required materials.

❏ Provide an audio version of the material. Use books-on-tape or have an assistant, volunteer, or other student make a recording.

❏ Use a videotape or movie that presents the same information.

❏ Use assistive technology to transfer printed words to speech.

❏ Have a learning buddy read aloud textbooks or other printed material.

3. Student is blind or visually impaired.

❏ Provide books-on-tape or large print versions of text.

❏ Provide books and other instructional materials in braille.

❏ Provide copies of class handouts and materials with key information in an embossed format.

❏ Provide a special tilt-top desk or book stand to hold materials for easier reading.

❏ Provide specialized equipment, such as an optical enhancer, magnifier, tape recorder, stylus and slate, or braillewriter.

❏ Talk while you teach, making an attempt to describe exactly what you are doing. Be sure to describe nonverbal messages and introduce beginnings, transitions, and closures to each activity.

❏ Use real-life examples and concrete materials whenever possible.

❏ Make the student feel comfortable asking for assistance. "Tell me what you need." "How does this fit with what you know?"

4. Student is deaf or hard-of-hearing.

❏ Make sure the student is facing you when you are speaking.

❏ Seat the student in the place where he or she can receive maximum information and is least likely to be distracted by other classroom activities.

Classroom Accommodations Checklist

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4. Student is deaf or hard-of-hearing. (cont'd)

☐ Use nonverbal communications to convey your messages.

☐ Use visual information (words, charts, graphics) to reinforce what is presented orally. Repeat as often as necessary.

☐ Help the student to be comfortable asking others for assistance whenever it is needed. "Tell me what you need."

☐ Use a sign-language interpreter or notetaker when appropriate.

5. Student has difficulty with most lessons.

5a. Student needs help to get ready for the lesson

☐ Introduce new vocabulary prior to lesson; prepare a glossary of terms; use visual aids (chalkboard, overhead, charts).

☐ Use advance organizers to alert students to what will be included and expected from the lesson or discussion.

☐ Provide an overview of the content or expected learning at the beginning of the session.

☐ Link what is being learned to previous lessons or background knowledge.

5b. Student needs help during the lesson.

☐ Present material in a logical manner and use explicit cues to shift from one aspect to the next.

☐ Promote active involvement of students by asking questions or breaking up the lecture with small group interaction, discussion, or structured responses.

☐ Break the information into steps or key components and monitor the student's comprehension as the information is presented.

☐ Provide oral and visual clues during lecture or discussion about what is important to include in notes. Write important ideas on the board or chart paper. Use different color chalk or markers for emphasis or coding.

☐ Provide structured organizers for notetaking, such as a copy of overheads, outline of lecture, or pre-designed graphic organizers.

☐ Provide students with copies of notes taken by peers.

☐ Teach the student how to use a two-column notetaking format or concept mapping for notes.

☐ Key class notes to the relevant pages in the textbook.

☐ Let the student use a tape recorder to record class lectures and discussions.

☐ Repeat, paraphrase, and summarize all important points, particularly at the conclusion of the lecture or discussion.

☐ Ask the student to paraphrase key points in his or her own words and identify anything that is still unclear.

☐ Prepare a summary of important information from the lecture with blanks to be filled or questions to be answered by the student.

5c. Student needs help after the lesson.

☐ Use cooperative learning techniques such as "Think-Pair-Share" or "Jigsaw" to have students review key points.

Adapted from *Accommodations: Assisting Students with Disabilities—*
A Guide for Educators

5c. Student needs help <u>after</u> the lesson. (cont'd)

❑ Ask the student to tell or write the important information that was included in the lesson before the class ends. Encourage the student to ask questions.

❑ Arrange for time to meet with the student after class to clarify anything the student doesn't understand.

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6. Student has difficulty with mathematical concepts and processes.

❑ Let the student use concrete materials and manipulatives to explore and learn about mathematical concepts.

❑ Use computer-based models to represent mathematical concepts.

❑ Let the student practice skills using computer-based instruction.

❑ Let the student use a calculator for routine computation tasks.

❑ Let the student use a chart or table with basic math facts.

❑ Color-code or highlight key words in math word problems.

❑ Let the student use a flowchart to plan strategies for problem solving.

B. ASSIGNMENTS AND ASSESSMENTS

1. Student has difficulty following instructions.

1a. Student needs help to <u>get ready</u> for the instructions.

❑ Use a prearranged signal to gain the student's attention before giving directions.

❑ Make sure the student is facing you when instructions are given.

❑ Change your tone of voice to alert the student and sustain attention.

❑ Give the student an agenda or schedule for each day.

1b. Student needs help <u>while</u> you are giving instructions.

❑ Combine oral directions with pictures, words, or diagrams.

❑ Read written directions orally before starting the assignment.

❑ When modeling expected behavior, describe critical components.

❑ Complete sample problems or tasks to show the student what is expected.

❑ Have the student paraphrase instructions or show you what to do.

❑ Repeat and simplify instructions for the student.

❑ Give the student a description of expected behaviors or the rubric to be used for evaluation.

❑ Give step-by-step instructions with the steps outlined in writing or shown in picture sequences.

1c. Student needs help <u>after</u> you give the instructions.

❑ Assign a study buddy to help the student when needed.

❑ Check to see if the student needs any assistance in getting started.

❑ Teach the student how to use an assignment notebook or personal planner to keep track of assignments and work.

Classroom Accommodations Checklist
Adapted from *Accommodations: Assisting Students with Disabilities—*
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Handout
T-3

2. Student has difficulty completing assignments.

☐ Break long-term assignments into parts with corresponding due dates.

☐ Teach the student to maintain a calendar of assignments.

☐ Give the student an individual responsibility checklist.

☐ Give the student a choice of tasks and assignments.

☐ Let the student have access to learning resources and instructional materials outside of class.

☐ Use a kitchen timer to define work times.

☐ Reduce the total amount of work, but select those tasks or items that are needed to accomplish learning objectives.

☐ Have the student keep a journal or homework log that includes the instructions and timelines.

☐ Communicate homework assignments and expectations to parents so they can help, if needed.

☐ At first, give partial credit for late assignments or incomplete work until the student is able to complete the work on time.

3. Student gets confused by complex materials.

☐ Block sections on paper for each response by drawing lines or folding. Show students how to cover parts of text or worksheet not being used.

☐ Use different kinds of paper, such as graph paper for doing computations or paper with midlines for taking notes.

☐ Use color-coding to help students identify tasks, meanings, or expectations.

☐ Give page numbers for locating answers to questions.

☐ Simplify directions by numbering each step.

☐ Use uncluttered and clearly formatted tests and worksheets. Arrange problems or items so that it is easy to know where to start and how to proceed.

4. Student needs help organizing or locating materials.

☐ Let the student use a special folder or binder to keep materials organized. Use dividers or folders to keep subjects organized and use color-coding by unit or subject.

☐ Give the student a compartmentalized container for classroom materials, tools, and supplies.

☐ Let the student use physical supports such as bookends, plastic containers for supplies, or bags or folders for work materials.

☐ Place a timetable or assignment list on the student's desk.

☐ Give the student a checklist of materials needed for each class to be kept in the student's locker or binder.

☐ Give the student a written copy of instructions and requirements for each assignment.

☐ Let the student keep one copy of school materials at home and another copy in class.

5. Student has limited writing abilities.

5a. Student has difficulty with handwriting.

☐ Place a dot on the upper left side of the paper to help student remember where to start writing.

Classroom Accommodations Checklist
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5a. Student has difficulty with handwriting. (cont'd)

☐ Give the student a copy of notes or directions for the assignment.

☐ Let the student write directly in the workbook or on a copy of the workbook page.

☐ Let the student use a word processor or typewriter.

☐ Let the student dictate his or her work to a teaching assistant or classmate who will write it down.

☐ Let the student create an audio or video recording of his or her response to a classroom assignment.

☐ Let the student use adaptive devices: pencil grips, special pen or pencil holders, or erasable pens.

☐ Make sure that worksheets have ample space for writing answers.

☐ Give the student two copies of a worksheet, one to work on as a draft and one to use as a final copy to hand in.

☐ Let the student use graph paper for writing computation problems to help align the numbers.

☐ Provide special paper with raised or color-coded line indicators.

☐ Reduce the length of a written assignment or allow more time.

5b. Student has problems with expressive language.

☐ Let the student use a thesaurus (book or computer-based) to find words to write or say.

☐ Let the student use special word processing software that assists and anticipates what the student is trying to write.

☐ Give the student a structured outline or graphic organizer to help plan written assignments or oral presentations.

☐ Let the student use word processing software to plan ideas before writing.

5c. Student has problems with grammar or spelling.

☐ Let the student use a spelling dictionary or electronic spelling aid.

☐ Let the student use peer editing or teacher assistance in the revision process.

☐ Let the student use the spell-check or grammar-check utility in word processing software.

☐ Grade content and mechanics separately in assignments requiring written expression. Give the student a chance to correct identified spelling and grammar errors.

6. Student has difficulty taking tests.

6a. Change the presentation format:

☐ Provide large print or enlarged copies of the test.

☐ Provide a braille version of the test.

☐ Let the student use assistive technology for magnification or amplification.

☐ Provide a sign language interpreter to interpret oral directions.

☐ Use symbols on the test or answer form that help the student follow directions, such as an arrow or stop sign.

☐ Read the directions aloud.

Dealing with Differences: Strategies That Work!

Classroom Accommodations Checklist

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6a. Change the presentation format. (cont'd)

❏ Reread or explain the directions during the test if the student needs it.

❏ Provide a printed copy of the directions for the student.

❏ Read the test items aloud to the student, unless the assessment is a test of reading skills.

❏ Provide text-to-speech technology to communicate directions or test items for items other than reading tests.

❏ Let the student read the test items aloud to him- or herself as he or she works on the assessment.

❏ Let the student use a pointer, template, blank card, or positioning tools to maintain or enhance visual attention to the test materials.

❏ Let the student use blank colored transparencies or overlays to enhance visual perception.

❏ Provide white noise (sound machines) and headphones to reduce auditory distractions.

❏ Give verbal encouragement (keep working, answer every question) without giving clues to correct or incorrect answers.

❏ Give extra examples for practice to make sure the student understands what to do.

❏ Underline or highlight key words in the directions, passages, or questions.

(Note: The following accommodations, marked with an *, can be used for classroom assessments, but are not allowed on the FCAT.)

❏ Group questions so that similar kinds of items are together. Put the easiest questions first.*

❏ Block matching questions into small groups of four or five items.*

❏ Provide a list of words to use for fill-in-the-blank questions.*

❏ Eliminate one of the choices in multiple-choice items.*

❏ Require fewer questions, but select ones that measure all required content and skills.*

❏ Grade the student's response separately for content and mechanics.*

❏ Let the student take an open book test, unless memorization of content is required.*

6b. Change the response mode:

❏ Increase space allowed for test answers. However, the written responses on the FCAT must fit into the space provided on the answer sheet when transcribed by a test proctor.

❏ Let the student respond orally, dictate to a test proctor or aide, or tape record answers on a test.

❏ Let the student sign responses to an interpreter.

❏ Let the student braille responses on a separate paper.

❏ Let the student use a typewriter or word processor to write answers to the test items. Remember, students are not allowed to use the spell check or grammar check utilities of a word processor when they are taking the FCAT.

❏ Let the student write on the test itself instead of writing on an answer sheet.

❏ Let the student use special paper with raised, shaded, or color-coded lines or a writing guide to enhance legibility for written responses.

❏ Let the student use gridded paper to organize computation.

Classroom Accommodations Checklist
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6b. Change the response mode. (cont'd)

❑ Let the student use an abacus to solve mathematical problems. (An abacus may be used on the FCAT only by students with visual impairments.)

❑ Let the student use a calculator to solve mathematical problems. (Students may only use a calculator for computation in FCAT mathematics in grades 7-10, but not in grades 3-6.)

❑ Let the student use speech-to-text technology to record responses.

❑ Let the student use alternative keyboards, pointing devices, and switches to activate electronic devices.

❑ Let the student use special communication devices to generate oral or written responses.

❑ Monitor the student's answer sheet to determine if the student is recording the responses in the correct place.

❑ Give partial credit for answers to extended response questions that are partly correct.

(Note: The following accommodations, marked with an *, can be used for classroom assessments, but are not allowed on the FCAT.)

❑ Provide pre-designed webs, diagrams, or charts and outlines for students to plan and respond to open-ended or essay questions.*

❑ Let the student provide alternate demonstrations of knowledge and skills using objects and oral explanations, role-playing, or interviewing.*

❑ Allow the use of references such as a regular or spelling dictionary.*

❑ Let the student use manipulatives or a calculator to recheck or complete computations. Remember, FCAT only allows calculators in grades 7-10.*

❑ Let the students retake the test and give credit for improvement. FCAT only allows retakes in Grade 10.*

6c. Change the test schedule and procedure:

❑ Let the student have additional time to complete the test.

❑ Break the test into small sections, and let the student take it over a period of days.

❑ Let the student take breaks during the test.

❑ Let the student take the test at a specific time of day that is best for him or her.

6d. Change the setting:

❑ Administer the test individually or in small groups.

❑ Let the student use adaptive or special furniture to take the test.

❑ Let the student take the test in an environment with reduced stimuli such as in a study carrel or in another classroom where there are no distractions.

❑ Allow the student appropriate opportunities for movement.

6e. Student needs assistive devices:

❑ Have student use adaptive calculators. (FCAT allows calculator use only in grades 7-10).

❑ Provide visual magnification and auditory amplification devices.

❑ Provide technology for writing assessments or extended response items (word processing software, digital voice, or tape recorder). (The use of spell check or grammar check utilities of a word processor is not allowed for FCAT.)

Adapted from *Accommodations: Assisting Students with Disabilities—*
A Guide for Educators

7. Student has difficulty taking tests.

7a. Student has difficulty preparing for the test.

❑ Provide instruction in test-taking skills. Use practice tests to help students learn some of the strategies effective test-takers use.

❑ Review the knowledge and skills to be tested several days before the test.

❑ Provide study guides to help students prepare for the test.

❑ Give the student practice with the testing format including sample questions and explanation of the scoring rubric or test procedures.

❑ Read the instructions of the test to the student and simplify the language, if needed. Go over sample questions so the student knows what to do.

7b. Student has difficulty identifying areas that need to be corrected after the test.

❑ Review corrected tests and discuss responses with students.

❑ Have the student evaluate his or her own performance on the test.
Did I study the right things?
Did I make use of clues in the test?
Did I survey the test and plan my response?
Did I use the time allowed effectively?
Did I answer the questions I knew first?
Did I correct mistakes?
Did I have to guess?

C. TIME DEMANDS AND SCHEDULING

❑ Use flexible scheduling practices that allow the student more time to complete a course. Sometimes summer school can be used for this purpose.

❑ Let the student have additional time for assignments and assessments.

❑ Give assignments ahead of time so the student can get started early.

❑ Provide a clear schedule with checkpoints along the way.

❑ Use a reward system to motivate assignment completion.

❑ Let the student choose an activity following the completion of a required assignment.

❑ Give the student shorter tasks.

❑ Give the student easier tasks first.

D. LEARNING ENVIRONMENT

1. Student is easily distracted or has a short attention span.

❑ Let the student use an enclosed study carrel to complete independent work.

❑ Let the student sit in an area away from the busy parts of a classroom.

❑ Give the student tasks that can be completed in short periods of time.

❑ Let the student use a timer to monitor how much longer he or she has to work on tasks.

❑ Give the student legitimate opportunities to get up and move in the classroom, use the restroom, or get a drink of water.

Have the student sit close to the teacher or paraprofessional.

Classroom Accommodations Checklist
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2. Student can't work in groups.

2a. Whole groups:

❑ Let the student sit next to an aide, volunteer, or trained classmate who can help maintain attention and understanding.

❑ Give the student a preview of what is going to happen during the class.

❑ Provide a balance of different kinds of activities within the lessons.

❑ Provide follow-up instruction individually, as needed.

2b. Small groups:

❑ Make sure the student has the communication and social skills needed for group interaction.

❑ Assign a specific role and responsibility to the student when working in a group.

❑ Let the student work with a trained classmate to help keep on task in a group situation.

❑ Allow partial participation in cooperative groups.

2c. Student has difficulty with independent work, study, and practice.

❑ Let the student use a learning center with appropriate materials and equipment.

❑ Let the student use self-checking materials or computer-assisted instruction to practice skills.

❑ Identify a study buddy who can repeat and explain directions.

3. Student can't control own behavior.

❑ Give students a copy of class rules and expectations. Let students role-play positive and negative examples of behaviors on a regular basis to make sure all students understand.

❑ Give positive reinforcement for replacement behaviors or following class rules.

❑ Establish and regularly use a hierarchy of consequences for rule infractions. Make sure that the student understands the expectations and consequences.

❑ Monitor student's compliance with class rules and communicate regularly with the student, the family, or others.

❑ Identify a study buddy who can help the student when the teacher is unavailable. Make sure the buddy knows how to work with the student.

❑ Provide a set of alternative activities for the student during unstructured time. Make sure the student knows how to initiate and complete the activities and wants to do them.

❑ Use a regular routine for transitions in the class. Establish a system of alerts and procedures to follow to get ready to start a lesson, to change classes, to complete an activity, to go to lunch, or to go to another area in the school.

❑ Identify a quiet area in the classroom where the student may go when necessary.

❑ Seat the student away from distractions such as windows, heating or cooling vents, doors, resource areas, or other students who may disrupt the student.

Clear Fork Valley Schools
Checklist for Student Referral for ETR

Tier I – Classroom level
- ☐ Identify students who are below grade level through multiple sources of data. (benchmarking, classroom achievement, student work samples)
- ☐ Attempt and document classroom level accommodations/interventions with fidelity. (See classroom accommodation checklist and list of district resources for classroom interventions)
- ☐ Monitor ongoing progress and maintain data.
- ☐ Refer students who do not respond to classroom level interventions by filling out the Clear Fork IAT Referral form completely including data and/or anecdotal information you have collected.

Tier II – Targeted Interventions
- ☐ Coordinator receives referral and schedules meeting.
- ☐ Inform staff and parents of meeting. (Clear Fork Parent Invitation form)
- ☐ Attend meeting of IAT team and participate in problem-solving process.
- ☐ Complete Intervention Plan at the meeting and schedule follow-up meeting
- ☐ Implement, document and monitor interventions with fidelity.
- ☐ Hold follow-up meeting (Parent Invitation form, Intervention Plan Follow-up Meetings)
- ☐ Continue the process, changing interventions as indicated by progress monitoring.
- ☐ If student does not make adequate progress and/or a disability is suspected, provide parent with ETR graph and refer to the special education coordinator.
- ☐ Fill out PR-04, Referral for Evaluation

Tier III – Referral for ETR
- ☐ Within 30 days, Special ed coordinator holds a meeting to discuss the necessity for an evaluation and obtains parent consent to evaluate. (PR-01 Prior Written Notice, PR-02 Parent Invitation, and Whose Idea Is This?)
- ☐ Document at least three attempts to contact parents to assure their participation
- ☐ Obtain parent consent for evaluation (PR-05) and fill out ETR Evaluation Team Report Planning form at the meeting
- ☐ Conduct evaluation within 60 days of obtaining parent consent (ETR Evaluation Team Report, parts 1-3)
- ☐ Schedule ETR/IEP meeting (PR-01 Prior Written Notice, PR-01 Parent Invitation)
- ☐ Review ETR and make eligibility decision at the meeting (Part 4 of the ETR).

A Seven-Step Process to Creating Standards-based IEPs[1]
by Marla Davis Holbrook

> **Note:** This document is a companion to the "Standards-based IEP Examples" tool found at www.projectforum.org.

This document presents a seven-step process for developing IEPs that are aligned with state academic grade-level content standards. Each step is followed by guiding questions for the IEP team to consider in making data-based decisions. This process can help school personnel to: (a) consider each student's strengths and needs to develop goals focused on closing the gaps between the student's levels of academic achievement and grade-level standards; and (b) use data to make decisions, including selecting the most appropriate assessment option. The goal is to support IEP teams to develop documents that, when implemented, provide access to the general curriculum and enable students to demonstrate academic achievement linked to grade-level content.

Prior to developing IEPs, all IEP team members, including parents, need to be familiar with the general education curriculum including the state's academic content standards and state assessments used for calculating adequate yearly progress (AYP). In order to make informed decisions about each student's strengths and needs, the IEP team should consider how the student is performing in relation to the state's grade-level content standards for the grade in which the student is enrolled.

The seven major steps that educators can take to develop a standards-based IEP are:

Step 1: Consider the grade-level content standards for the grade in which the student is enrolled or would be enrolled based on age.
Ask:
- What is the intent of the content standard?
- What is the content standard saying that the student must know and be able to do?

Step 2: Examine classroom and student data to determine where the student is functioning in relation to the grade-level standards.
Ask:
- Has the student been taught content aligned with grade-level standards?
- Has the student been provided appropriate instructional scaffolding to attain grade-level expectations?
- Were the lessons and teaching materials used to teach the student aligned with state grade-level standards?
- Was the instruction evidence-based?

Step 3: Develop the present level of academic achievement and functional performance.
Describe the individual strengths and needs of the student in relation to accessing and mastering the general curriculum.
Ask:
- What do we know about the student's response to academic instruction (e.g., progress monitoring data)?
- What programs, accommodations (i.e., classroom and testing) and/or interventions have been successful with the student?
- What have we learned from previous IEPs and student data that can inform decision making?
- Are there assessment data (i.e., state, district and/or classroom) that can provide useful information for making decisions about the student's strengths and needs

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[1] These steps are adapted from materials on the Alabama website regarding standards-based IEPs found at http://www.alsde.edu/html/sections/section_detail.asp?section=65&footer=sections

(e.g., patterns in the data)?
Consider the factors related to the student's disability and how they affect how the student learns and demonstrates what he or she knows.

Ask:
- How does the student's disability affect participation and progress in the general curriculum?
- What supports does the student need to learn the knowledge and attain the skills to progress in the general curriculum?
- Is the student on track to achieve grade-level proficiency within the year?

Step 4: Develop measurable annual goals aligned with grade-level academic content standards.
Ask:
- What are the student's needs as identified in the present level of performance?
- Does the goal have a specific timeframe?
- What can the student reasonably be expected to accomplish in one school year?
- Are the conditions for meeting the goal addressed?
- How will the outcome of the goal be measured?

Step 5: Assess and report the student's progress throughout the year.
Ask:
- How does the student demonstrate what he/she knows on classroom, district and state assessments?
- Are a variety of assessments used to measure progress?
- How will progress be reported to parents?

Step 6: Identify specially designed instruction including accommodations and/or modifications needed to access and progress in the general education curriculum.
Ask:
- What accommodations are needed to enable the student to access the knowledge in the general education curriculum?
- What accommodations have been used with the student and were they effective?
- Has the complexity of the material been changed in such a way that the content has been modified?

Step 7: Determine the most appropriate assessment option.
Ask:
- What types of assessments are offered in my state?
- What types of responses do different state assessments require?
- What are the administrative conditions of the assessment? (i.e., setting, delivery of instructions, time allotted, etc.)
- What accommodations are allowed on the assessment(s)?
- Are the accommodations approved for the assessment also used in the classroom?
- Has the student received standards-based, grade-level instruction?
- Was the instruction evidence based?
- What is the student's instructional level?
- How different is the student's instructional level from the level of typical peers?
- Can the student make progress toward grade-level standards in the same timeframe as typical peers? (If no, consider modified academic achievement standards)
- What can be learned from the student's previous state assessment results?
- Can the student demonstrate what he/she knows on the assessment option under consideration?

Clear Fork Valley Schools
Checklist for Student Referral for ETR

Tier I – Classroom level

Identify students who are below grade level through multiple sources of data. (benchmarking, classroom achievement, student work samples)

Attempt and document classroom level accommodations/interventions with fidelity. (See classroom accommodation checklist and list of district resources for classroom interventions)

Monitor ongoing progress and maintain data.

Refer students who do not respond to classroom level interventions by filling out the Clear Fork IAT Referral form completely including data and/or anecdotal information you have collected.

Tier II – Targeted Interventions

Coordinator receives referral and schedules meeting.

Inform staff and parents of meeting. (Clear Fork Parent Invitation form)

Attend meeting of IAT team and participate in problem-solving process.

Complete Intervention Plan at the meeting and schedule follow-up meeting

Implement, document and monitor interventions with fidelity.

Hold follow-up meeting (Parent Invitation form, Intervention Plan Follow-up Meetings)

Continue the process, changing interventions as indicated by progress monitoring.

If student does not make adequate progress and/or a disability is suspected, provide parent with ETR graph and refer to the special education coordinator.

Fill out PR-04, Referral for Evaluation

Tier III – Referral for ETR

- Within 30 days, Special ed coordinator holds a meeting to discuss the necessity for an evaluation and obtains parent consent to evaluate. (PR-01 Prior Written Notice, PR-02 Parent Invitation, and Whose Idea Is This?)

Document at least three attempts to contact parents to assure their participation

Obtain parent consent for evaluation (PR-05) and fill out ETR Evaluation Team Report Planning form at the meeting

Conduct evaluation within 60 days of obtaining parent consent (ETR Evaluation Team Report, parts 1-3)

Schedule ETR/IEP meeting (PR-01 Prior Written Notice, PR-01 Parent Invitation)

Review ETR and make eligibility decision at the meeting (Part 4 of the ETR).

The Ohio ETR Process

Request for Initial Evaluation
A Request for Evaluation may be made by; a parent, a public agency, or the LEA

LEA sends Procedural Safeguards Notice to parents

Procedural Safeguards Notice

Parents   Or   Public Agency   Or   LEA

For information on Preschool Evaluation see Section 10.1 in the Guidance Document.

Does the LEA suspect a disability?

No → PR-01 — Prior Written Notice → No provision of Special Education Services

Yes → PR-01 — Prior Written Notice

30 calendar days from the time the LEA receives request. — 30 DAYS*

Result of Conflict Resolution → LEA will still include child in Child Find

Conflict Resolution may be pursued

Do the parents consent?

PR-05 — Parent Consent for Evaluation

Consent Not Given → PR-01 — Prior Written Notice

Consent Given ↓

Not eligible or parent disagrees with eligibility and parent does not sign consent for services

Conduct Individual Assessments

↓ Complete Evaluation Team Report

ETR PR-06

Is the child eligible?

60 calendar days from the time the LEA receives Parent Consent or 90 calendar days from the Request for Evaluation whichever is sooner. — 60 DAYS*

Eligibility Determination

Not Eligible or parent disagrees with eligibility → PR-01 — Prior Written Notice

Parents may request → Independent Evaluation

Eligible ↓

PR-02 — Invitation to IEP Meeting

IEP Meeting — 90 DAYS*

IEP PR-07

→ PR-01 — Prior Written Notice — Identifies areas of agreement and disagreement

Do the parents agree to the initial provision of services?

For initial IEP only, parents may refuse consent for one or more specific services included in the IEP. LEA provides parents with written notice noting agreement and disagreement and will provide agreed upon services.

Parents

Do Not Agree

Agree ↓

Implement IEP — 120 DAYS*

For children transitioning from Part C the IEP must be in effect by the child's 3rd birthday.

After the initial IEP the district must have an IEP in effect at the beginning of each school year following that.

120 calendar days from the Request for Evaluation or 90 calendar days from Parent Consent whichever is sooner. — 120 DAYS*

KEY: PROCESS ⟶   YES ⟶   NO ⟶   OPTION ⟶   LINK TO GUIDANCE DOCUMENT   *Calendar Days

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