

CCSSO Inclusive Leadership Webisode #7: IRIS Modules: The Principal's Role in High-Quality IEP Development and Implementation

**Naomi Tyler, IRIS Center
Tanya Collins, IRIS Center**

Latricia Bronger –Greater Louisville Education Cooperative

Deanna Clemens –Texas Education Agency

Steven Prater –Texas Education Agency

Thursday, December 12th 12-1PM ET

For more information about the CCSSO Inclusive Leadership Webisode Series, please e-mail: kizzy.blackwell@ccsso.org

Tech Norms

- ⌘ Log in to the WebEx system
- ⌘ Engage camera (helps with understanding in virtual meetings)
- ⌘ Upon entering, please share your name, role, and organization in the chat pod
- ⌘ Be in control... mute and unmute yourself
- ⌘ Please ask questions either via chat pod (at any time) or by raising your hand in WebEx (hand icon during discussion pieces)

CCSSO Inclusive Principal Leadership Webisode Series

Date/Time	Title	Description
<p>Thursday, December 12th: 12-1PM ET Join the Webisode: http://bit.ly/CCSSO-ILWebisode7</p>	<p>IRIS Modules: The Principal's Role in High-Quality IEP Development and Implementation</p>	<p>This webisode will focus on the principal's role in high-quality IEP development and implementation. Naomi Tyler and Tanya Collins of The IRIS Center will present.</p>
<p>Thursday, January 9th: 1-2PM ET Join the Webisode: http://bit.ly/CCSSO-ILWebisode8</p>	<p>Distributed Principal Leadership: Leveraging School-Based Teams for Inclusive Education</p>	<p>This webisode will focus on distributive leadership to advance inclusive schools. Sarah Rosenberg and Alexandra Broin of New Leaders will present.</p>
<p>Wednesday, February 12th: 12-1PM ET Join the Webisode: http://bit.ly/CCSSO-ILWebisode9</p>	<p>Forward Together: Policies and Practices to Support Students Who Learn Differently</p>	<p>This webisode will focus on findings from NCLD's <i>Forward Together: Helping Educators Unlock the Power of Students Who Learn Differently</i> report and an associated school leader's guide. Meghan Whittaker of NCLD and Trynia Kaufman of Understood for Educators will present.</p>



Agenda

- ⌘ **Overview and Framing** – James M. Paul and Kaylan Connally, CCSSO
- ⌘ **IRIS IEP Modules** – Naomi Tyler and Tanya Collins, IRIS Center (20 min)
- ⌘ **Question and Answer I**—Moderated by James M. Paul, CCSSO (5 min)
- ⌘ **State and District Examples**— Latricia Bronger, Deanna Clemens, and Steven Prater (20 min)
- ⌘ **Question and Answer II and Conclusion**—Moderated by James M. Paul, CCSSO (10 min)

Supporting Inclusive Schools for the Success of Each Child

- ⌘ We, in partnership with the National Collaborative on Inclusive Principal Leadership (NCIPL), CEEDAR Center, and Oak Foundation believe inclusive principal leaders are vital to supporting students with disabilities and other diverse learners
- ⌘ Together, we released *Supporting Inclusive Schools for the Success of Each Child: A Guide for States on Principal Leadership* (www.ccssoinclusiveprincipalsguide.org)



Strategy 4: Promote Principal Development on Inclusive Practices

- ⌘ **Articulate a clear set of practices that advance inclusive and learner-centered leadership as guidance to augment current principal development work**
- ⌘ Provide and promote effective systems of in-service support, evaluation, and professional development for principals at the state and local levels using those practices
- ⌘ Establish incentives for principal mentoring, coaching and induction programs to include a deliberate focus on supporting the skills leaders need to establish optimal inclusive learning environments
- ⌘ **Ensure that all leaders are knowledgeable of evidence-based and high-leverage practices teachers need to advance positive outcomes for students with disabilities**
- ⌘ Consider developing and using micro-credentials to ensure principals pursue professional development opportunities that hone their skills to support students with disabilities

Ensuring an Equitable Opportunity: Providing a High Quality Education for Students with Disabilities

June 2019



Ensuring an Equitable Opportunity:

Providing a High-Quality Education for Students with Disabilities

- ⌘ This resource, *Ensuring an Equitable Opportunity: Providing a High Quality Education for Students with Disabilities*, is available here: <http://bit.ly/CCSSOIEPResource>
- ⌘ This paper was developed through a 50 state scan of policies and practice related to IEPs, interviews with deputies and state special education directors, and conversations with national experts and advocacy organizations
- ⌘ Through these conversations, we developed the seven recommendations for state leaders and identified promising practices

What is IRIS?



Preparing and Supporting Educators



National OSEP-Funded Center

Purpose: Develop and disseminate free OERs about working with all students, especially struggling learners and those with disabilities. IRIS OERs...

- Focus on EBPs
- Address important instructional and classroom issues



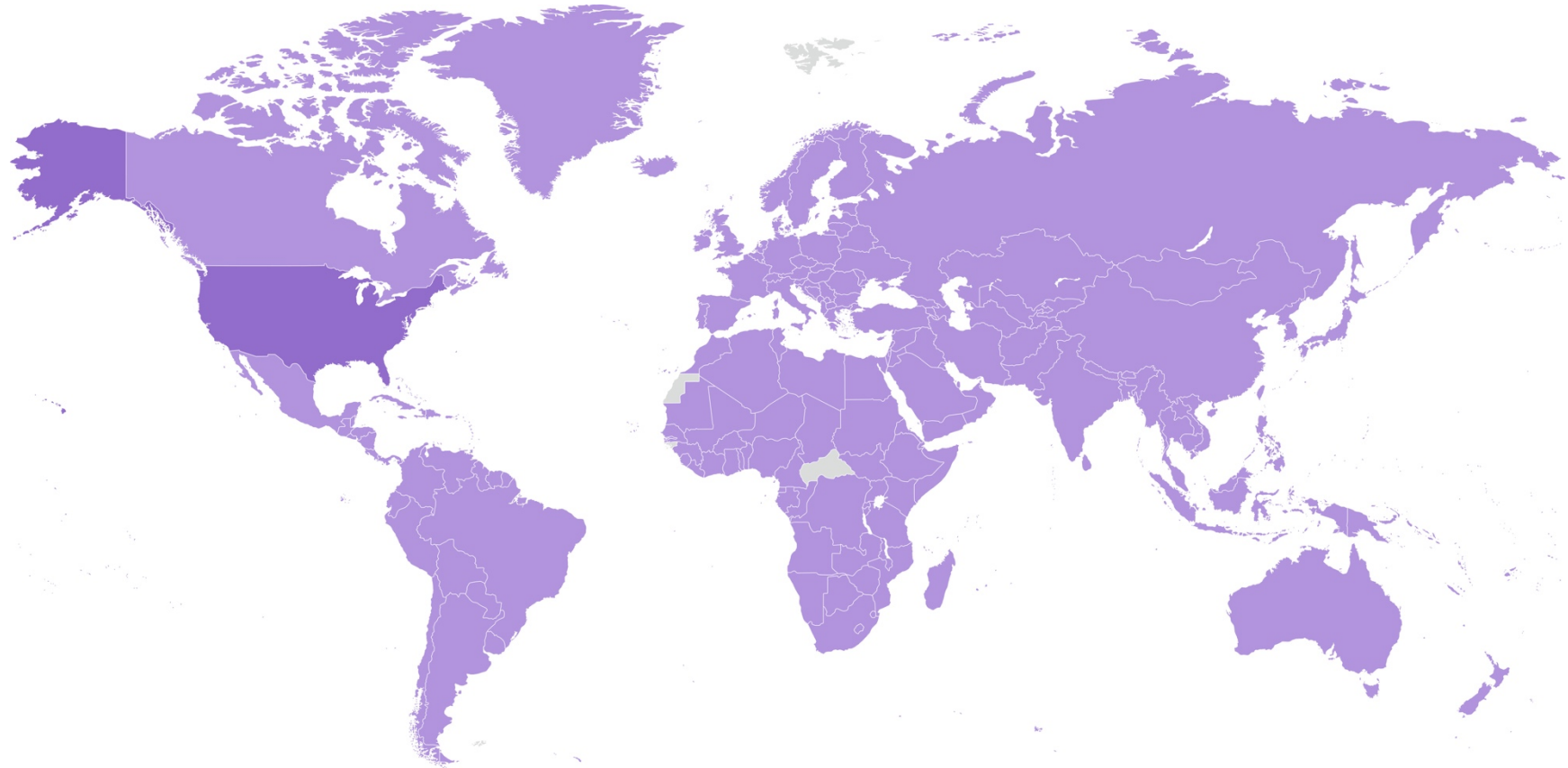


- Accommodations
- Assessment
- Assistive Technology
- Behavior and Classroom Management
- Collaboration
- Content Instruction
- Differentiated Instruction
- Disability
- Diversity
- Early Intervention/Early Childhood
- IEPs
- Juvenile Corrections
- Learning Strategies
- Mathematics
- Reading, Literacy, Language Arts
- Related Services
- MTSS/RTI
- School Improvement/Leadership
- Transition





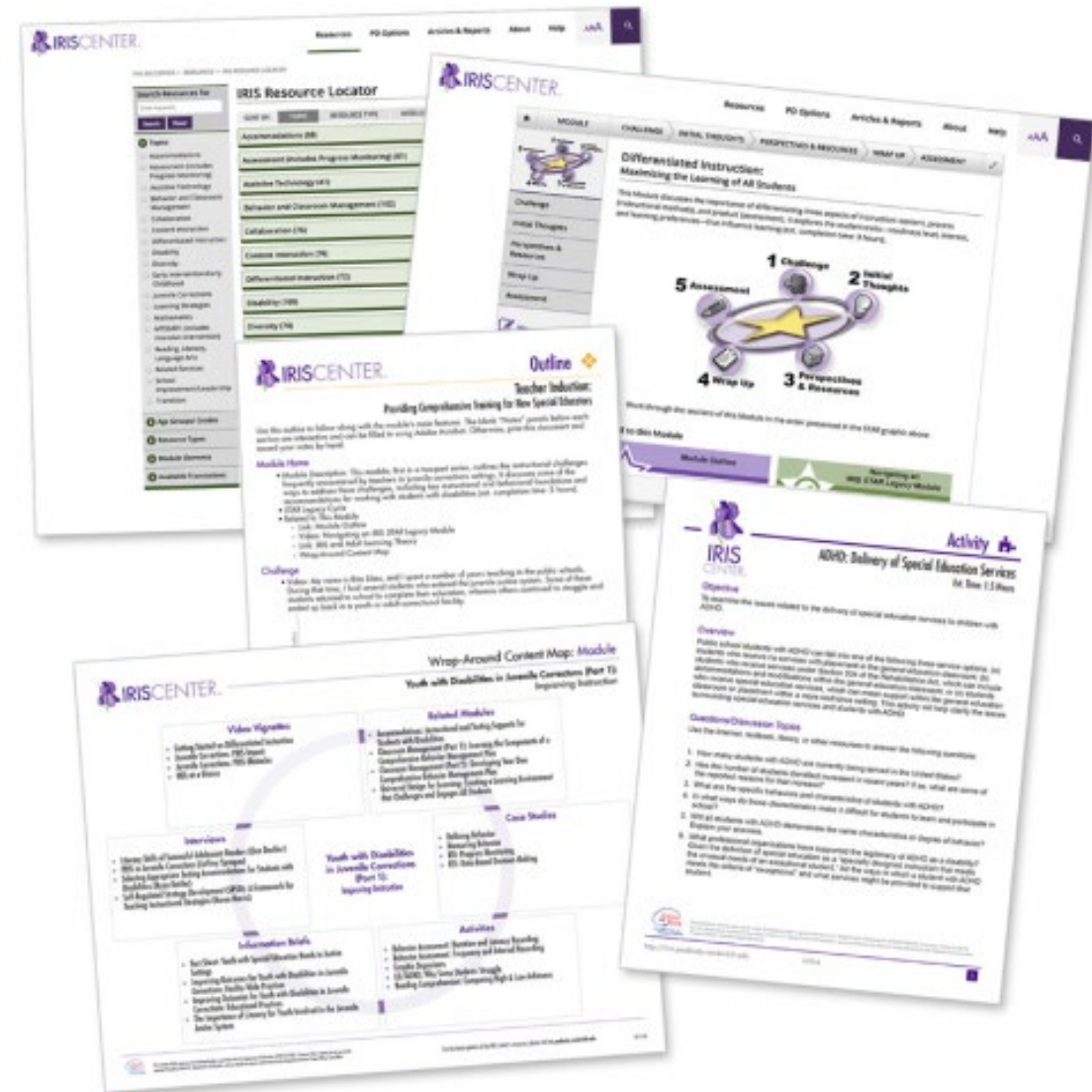
Anticipated 2.8 million visits in 2019





Keys to Our Success: Flexibility of Use

- Self-contained units
- Self-paced
- Different “grain sizes”
- Allows for pairing/bundling of resources
- Personalized learning





Keys to Our Success: Our Process

- Research-to-practice knowledge translation
 - Start with expert content
- Instructional design
 - Case-based scenarios
 - Activate prior knowledge
 - Scaffold content
 - Break information down in variety of ways (text, graphics, tables, expert interviews, videos, interactive activities)
 - Provide application opportunities, when possible



IRIS *STAR* Legacy Modules

- Online interactive resource
- Grounded in adult learning theory
- Developed in collaboration with experts in the field
- Translate research to practice
- Reviewed by an expert panel and field-tested
- Validated by research to increase learner knowledge





IEPs: Developing High-Quality Individualized Education Programs

- Overview of high-quality IEPs
- Explanation of the *Endrew F.* Supreme Court case and implications for IEP development
- IEP process guidelines
- Detailed development steps for IEP content, guidelines, and common errors

What is an IEP?

Page 2: *Endrew F.* & IEP Standards

As we mentioned on the previous page, the IEP process is described in legislation (law) but clarified through litigation (lawsuits). That is, legislation tells educators *what* they must do, whereas litigation rulings help them to more specifically understand *how* and to *what extent* they must do it.



In 2017, a case before the U.S. Supreme Court, *Endrew F. v. Douglas County School District* (hereafter referred to as *Endrew F.*)

provided clarity to the IEP process. The following question: What does the law mean to the ways that schools must provide the IEP to students with disabilities to provide them with a Free Appropriate Public Education (FAPE)?

In the sections below, we explore the meaning of the law and how it applies to the IEP process.

Background: The focus of the case was on a student with a learning disability (LD) and attention deficit hyperactivity disorder (ADHD) who had attended public school for several years. The student's parents rejected the school's earlier IEPs and requested a new IEP.

IEP Toolbox

This toolbox describes additional resources related to the information presented on this page. These resources are provided for informational purposes only for those who wish to learn more about the topic. It is not necessary for those working through this module to read or refer to all of these additional resources to understand the content.

[OSEP Memo: Questions and Answers \(Q&A\) on U. S. Supreme Court Case Decision *Endrew F. v. Douglas County School District Re-1*](#)

*This Q&A, developed by the U.S. Department of Education's Office of Special Education Programs (OSEP), gives parents and other stakeholders information on the issues addressed in *Endrew F.* and the impact of the Court's decision on the implementation of IDEA.*

[SCOTUSblog on *Endrew F. v. Douglas County School District*](#)

*This official blog of the Supreme Court contains the majority opinion in the *Endrew* case, an analysis of the case, proceedings and orders from the Supreme Court, the briefs written by the attorneys for *Endrew* and for the Douglas County School District, and numerous amicus or friend of the court briefs.*

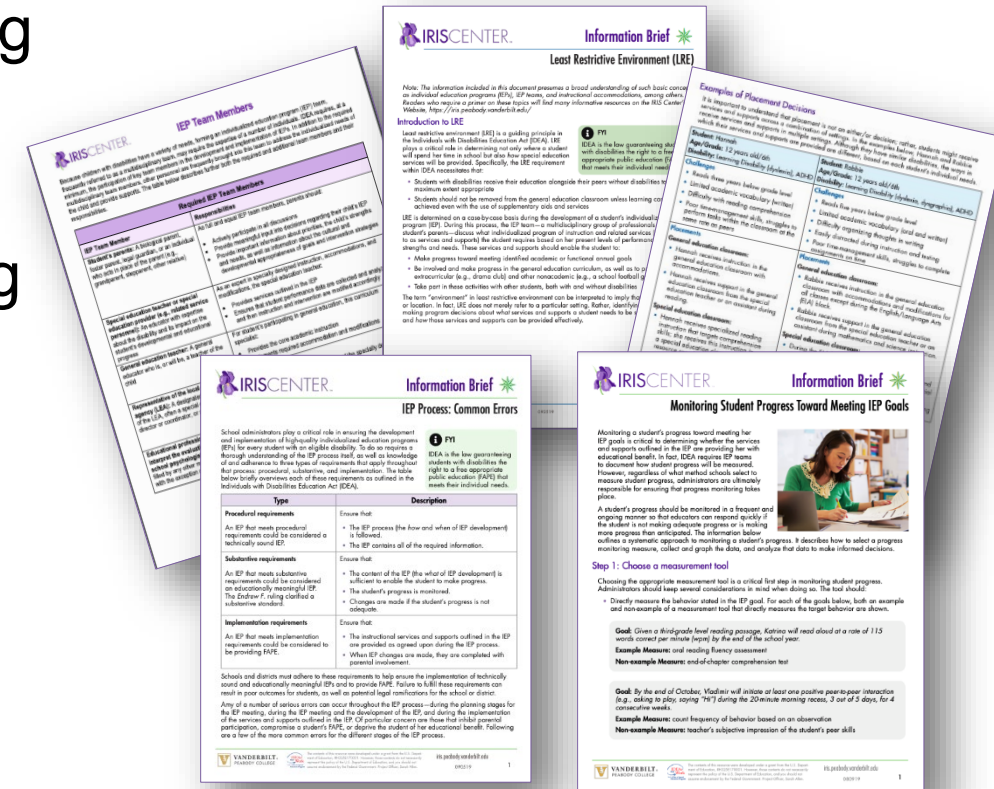
[Oral Arguments, *Endrew F. v. Douglas County School District*](#)

*This site provides audio files of the oral arguments in the *Endrew* case as well as the opinion announced by Chief Justice John Roberts.*








IEPs: How Administrators Can Support the Development and Implementation of High-Quality IEPs

- Explains the administrator's role in overseeing the IEP process
- Describes actions that school leaders should take before, during, and after the IEP meeting
- Explains legal implications in light of *Endrew*
- Includes specially developed info briefs on IEP team member roles, determining LRE, monitoring student progress, common errors and how to avoid them





	MODULE	CHALLENGE	INITIAL THOUGHTS	PERSPECTIVES & RESOURCES	WRAP UP	ASSESSMENT	
		<h2>IEPs:</h2> <h3>How Administrators Can Support the Development and Implementation of High-Quality IEPs</h3> <hr/> <p>Specifically designed with school administrators in mind, this module offers guidance on how to support and facilitate the development and implementation of high-quality IEPs, including the monitoring of student progress (est. completion time: 2 hours). If you have not done so already, consider completing the following module: IEPs: Developing High-Quality Individualized Education Programs</p> <p>A Professional Development Certificate for this module is available. Play the Kahoot!</p> <p><i>Note: The content addressed in this module is based on federal law and regulations. State and local education agencies may have additional requirements. The information in this document is not intended to be a replacement for careful study of the Individuals with Disabilities Education Act and its regulations.</i></p> 					
Challenge							
Initial Thoughts							
Perspectives & Resources							
Wrap Up							
Assessment							
 We want to hear from you. Please complete our brief Module Feedback Form.							
							Begin >





1. Challenge

Case-based

Familiar school or classroom scenario

Ends with a series of questions

MODULE CHALLENGE INITIAL THOUGHTS PERSPECTIVES & RESOURCES WRAP UP ASSESSMENT

1 Challenge 2 Initial Thoughts
3 Perspectives & Resources
4 Wrap Up 5 Assessment

Challenge

Initial Thoughts

Perspectives & Resources

Wrap Up

Assessment

[We want to hear from you. Please complete our brief Module Feedback Form.](#)

IEPs:
How Administrators Can Support the Development and Implementation of High-Quality IEPs

Challenge

View the movie below and then proceed to the Initial Thoughts section (time: 1:46).

IEPs:
How Administrators
Can Support the Development
and Implementation of
High-Quality IEPs

00:00 01:46 CC

[View Transcript](#) | [View Transcript with Images \(PDF\)](#)

[Back](#) [Next](#)





2. Initial Thoughts

Activate prior knowledge
Identify misconceptions

Home | MODULE | CHALLENGE | INITIAL THOUGHTS | PERSPECTIVES & RESOURCES | WRAP UP | ASSESSMENT

1 Challenge 2 Initial Thoughts
3 Perspectives & Resources
4 Wrap Up 5 Assessment

Challenge

Initial Thoughts

Perspectives & Resources

Wrap Up

Assessment

[We want to hear from you. Please complete our brief Module Feedback Form.](#)

IEPs: How Administrators Can Support the Development and Implementation of High-Quality IEPs

Initial Thoughts

Jot down your Initial Thoughts about the Challenge:

What is the school administrator's role in overseeing the IEP process?

How can school administrators support the implementation of high-quality IEPs?

When you are ready, proceed to the Perspectives & Resources section.

[< Back](#) [Next >](#)





3. Perspectives and Resources

Landing page includes learning objectives

Left navigation bar shows Initial Thoughts and corresponding content pages

The screenshot shows a web-based learning module interface. At the top, a navigation bar includes a home icon, a 'MODULE' dropdown, and five tabs: 'CHALLENGE', 'INITIAL THOUGHTS', 'PERSPECTIVES & RESOURCES' (which is highlighted), 'WRAP UP', and 'ASSESSMENT'. Below the navigation bar is a circular progress indicator with five numbered steps: 1 Challenge, 2 Initial Thoughts, 3 Perspectives & Resources (highlighted), 4 Wrap Up, and 5 Assessment. The left sidebar contains a 'Challenge' section, an 'Initial Thoughts' section, and a 'Perspectives & Resources' section. The 'Perspectives & Resources' section includes the question: 'What is the school administrator's role in overseeing the IEP process?' and a list of five pages: 'Page 1: The IEP Process', 'Page 2: Legal Implications for Special Education', 'Page 3: Planning for the IEP Meeting', 'Page 4: During the Meeting', and 'Page 5: Implementing the IEP'. The main content area features a photograph of five diverse professionals in a meeting. Below the photo is the section title 'Perspectives & Resources' and the heading 'Objectives'. The text states: 'By completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should be able to:'. A bulleted list of objectives follows: 'Understand the legal implications regarding the education of students with disabilities', 'Understand the administrator's role in overseeing the IEP process for students with disabilities', 'Understand the key procedural and substantive requirements of developing and implementing a high-quality IEP', 'Describe the actions that a school administrator should ensure happens prior to and during an IEP meeting', 'Discuss the actions that an administrator should take to ensure services and supports outlined in the IEP are implemented with fidelity', and 'Explain the importance of documenting a student's progress toward meeting his IEP goals and reporting that progress to parents'. At the bottom of the page, there is a 'Back' button, a numbered navigation bar (1-9), and a 'Next' button.



3. Perspectives and Resources

Content conveyed in “nuggets” of information:

- Text
- Boxes
- Definitions

The screenshot shows a digital learning module interface. At the top, there is a navigation bar with tabs: HOME, MODULE, CHALLENGE, INITIAL THOUGHTS, PERSPECTIVES & RESOURCES (highlighted), WRAP UP, and ASSESSMENT. Below the navigation bar is a progress indicator with five steps: 1 Challenge, 2 Initial Thoughts, 3 Perspectives & Resources (highlighted), 4 Wrap Up, and 5 Assessment. The main content area is titled "What is the school administrator's role in overseeing the IEP process?". It is divided into two pages. Page 1, "The IEP Process", contains text about effective school administrators and a "For Your Information" box. Page 2, "Legal Implications for Special Education", contains text about school administrators' responsibilities and another "For Your Information" box. A sidebar on the left lists the module's pages and resources.

What is the school administrator's role in overseeing the IEP process?

Page 1: The IEP Process

Effective school administrators* are those who articulate a vision that all students are capable of learning and that the school community as a whole is responsible for meeting their educational needs. Although administrators have always been expected to support and promote student success, more recently both administrator and school evaluations are based in large part on annual standardized achievement test scores, including those of students with disabilities. In 2016, approximately 13 percent of all public school students—more than 6 million—had disabilities that affected their learning. If they are to make appropriate progress, these students may require the services and supports delivered through [special education](#) as outlined in an *individualized education program* (IEP), a fluid document that describes the services and supports that will be delivered to address a student's unique learning

i For Your Information

The [Individuals with Disabilities Education Act \(IDEA\)](#) guarantees that each eligible student with a disability—one whose disability adversely affects school performance—is entitled to a [free appropriate public education \(FAPE\)](#).

**Note: Through uncommon for school administrators to possess the knowledge to provide*

School administrators are responsible for each student's success through a series of forms. Schools that focus on

What is the school administrator's role in overseeing the IEP process?

Page 2: Legal Implications for Special Education

As we discussed on the previous page, effective school administrators are responsible for creating a school vision that promotes and supports high expectations and success for all students. This includes ensuring that students with disabilities receive a *free appropriate public education (FAPE)*, a requirement of IDEA. Because the development and implementation of high-quality IEPs are key aspects of this requirement, it is critical that school administrators possess a thorough understanding of the steps in the IEP process, as well as its associated legal requirements. These legal requirements are described in *legislation* (law) and clarified through *litigation* (lawsuits).

i For Your Information

The IEP process is guided by:

- **Legislation**—laws that tell educators *what* they must do
- **Litigation rulings**—court decisions that help educators to more specifically understand *how* and *to what extent* they must develop and implement IEPs
- **Regulations**—rules issued by the U.S. Department of Education that clarify the legislation and ensure uniform application of the law



3. Perspectives and Resources

Processes conveyed in clear steps


Requirements defined and described

Step	Description
Referral	The student is referred for a formal evaluation, usually by school personnel or her parents. The student's parents must give written, informed consent . That is, they must understand that they are allowing their child to be evaluated to determine whether she has a disability that affects her educational performance.
Evaluation Timeline: The evaluation must be conducted within 60 days of receiving parental consent or within state-established timelines.	This initial comprehensive, individualized assessment of the student is conducted in all areas of academic and functional performance. The information gathered during this step forms the foundation upon which the IEP will be developed. As such, its importance is often overstated.
Eligibility determination	At this point, the student's evaluation results are reviewed with an eye toward answering the following questions (sometimes referred to as the "two-question test"): <ol style="list-style-type: none"> 1. Does the student have a disability? 2. Does that disability affect the student's academic and/or functional performance to such a degree that she requires special education services? If the answer to both of these questions is "yes," the student is considered eligible for special education services.

Type	Description
Procedural requirements An IEP that meets procedural requirements could be considered a technically sound IEP.	Ensure that: <ul style="list-style-type: none"> • IEP process (the <i>how</i> and <i>when</i> of IEP development) is followed • IEP contains all of the required information
Substantive requirements An IEP that meets substantive requirements could be considered an educationally meaningful IEP. The <i>Endrew</i> ruling clarified a substantive standard.	Ensure that: <ul style="list-style-type: none"> • The content of the IEP (the <i>what</i> of IEP development) is sufficient to enable the student to make progress • The student's progress is monitored • Changes are made if the student's progress is not adequate
Implementation requirements An IEP that meets implementation requirements could be considered to be providing FAPE.	Ensure that: <ul style="list-style-type: none"> • The instructional services and supports outlined in the IEP are provided as agreed upon in the IEP process • When IEP changes are made, they are completed with parental involvement

Procedural Requirements Guidelines

- Conduct a thorough, individualized evaluation
- Adhere to required timelines
- Involve parents in the IEP process






3. Perspectives and Resources

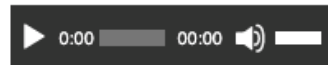
Interviews with experts

(e.g., annual meetings near the end of the year). In the interview below, Breanne Venios explains how her school addresses the latter circumstance by designating multiple days as “IEP days,” something that offers advanced notice and flexibility to parents and teachers alike. Next, David Bateman emphasizes the importance of listening to parents during the IEP meeting and provides tips on how to prepare staff to do so.



Breanne Venios
Principal, Spring Cove Middle School
Roaring Spring, PA

(time: 2:27)



[View Transcript](#)



David Bateman, PhD
Professor, Department of Educational Leadership
and Special Education
Shippensburg University

(time: 1:39)



[View Transcript](#)





3. Perspectives and Resources

Legal summaries:

- Background information on Supreme Court cases and rulings
- *Legislation and Litigation* boxes

Highlighted below are two landmark cases and rulings that briefly outline the requirements for creating high-quality IEPs for students with disabilities: *Hendrick Hudson Central School District Board of Education v. Rowley* (1982) and *Endrew F. v. Douglas County School District* (2017), hereafter referred to as *Rowley* and *Endrew*.

▶ *Hendrick Hudson Central School District Board of Education v. Rowley* (1982)

▼ *Endrew F. v. Douglas County School District* (2017)

Background: The focus of this case was Endrew (or Drew), a 5th-grade student with autism spectrum disorder (ASD) and attention deficit hyperactivity disorder (ADHD) who had significant learning and behavioral challenges. From kindergarten through 4th grade, Drew attended public school in the Douglas County, Colorado, School District. Though IEPs were developed for Drew during these years, his academic and functional progress appeared to have stalled. In April 2010, Drew's parents rejected the district's proposed 5th-grade IEP, which they felt was basically the same as Drew's earlier IEPs and therefore would not help him to improve his learning outcomes.

Drew's parents subsequently withdrew him from public school and enrolled him in a private school specializing in the education of students with ASD. In this setting, Drew's behavior improved significantly, his academic goals were strengthened, and his educational outcomes improved.

Litigation: Following an unsuccessful attempt to receive reimbursement from Douglas County for the private school tuition payments at a due process hearing, Drew's parents took their case first to the U.S. District Court for the District of Colorado and then to the Tenth Circuit. Both courts, however, ruled in favor of the School District had provided Drew with a benefit that was merely more than *de*

Legislation and Litigation



School leaders who do not adhere to these procedural guidelines can face serious consequences.

- In *Kay Williams v. Cabell County Board of Education* (1996), a school principal was removed in part due to failures to exercise leadership responsibilities, ensure that teachers implemented the IEP, and cooperate with parents.
- In *Van Duyn v. Baker School District 5J* (2007), the U.S. Court of Appeals for the Ninth Circuit found that a school district had denied FAPE when it provided only slightly more than half the number of hours of math instruction per week called for in a student's IEP. According to the court, even if an IEP meets the procedural and substantive requirements of the IDEA, a school may still violate a student's right to FAPE if a material or important part of the IEP was not implemented.





3. Perspectives and Resources

Links to trustworthy resources from other OSEP-funded centers:

- Pre-meeting Process Guidance Document
- Pre-meeting Background Form
- Initial Meeting Agenda (sample)
- Initial Meeting—Facilitator’s Guide
- Initial Meeting Participant Guide
- Sample IEP Meeting Agenda
- Model Introduction List
- Progress Monitoring Meeting Agenda
- Progress Monitoring Meeting—Facilitators’ Guide
- Progress Monitoring Meeting—Participant Guide

i For Your Information

Some districts use standard forms when referring a student for special education services. For those that do not, however, the [National Center on Intensive Intervention \(NCII\)](#) makes available a number of readymade resources.

[Premeeting Process Guidance Document](#)

[Premeeting Background Form](#) (referral form)

i For Your Information

The [National Center on Intensive Intervention \(NCII\)](#) and the [Center for Appropriate Dispute Resolution in Special Education \(CADRE\)](#) have made available resources that can be used when facilitating an IEP meeting.

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

CADRE

NCII Resources

- [Initial Meeting Agenda](#)
- [Initial Meeting—Facilitator’s Guide](#)
- [Initial Meeting Participant Guide](#)

CADRE Resources

- [Sample IEP Meeting Agenda](#)
- [Model Introduction Checklist](#)

i For Your Information

The [National Center on Intensive Intervention \(NCII\)](#) makes available the following resources that schools can use when meeting to review a student’s data and determine whether the student is making progress.

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

[Progress Monitoring Meeting Agenda](#)

[Progress Monitoring Meeting—Facilitator’s Guide](#)

[Progress-Monitoring Meeting—Participant Guide](#)





3. Perspectives and Resources

Specially developed IRIS Information Briefs

- IEP team member roles
- Determining LRE
- Monitoring student progress
- Common errors and how to avoid them

IRISCENTER. Information Brief
Least Restrictive Environment (LRE)

IRISCENTER. Information Brief
IEP Process: Common Errors

IRISCENTER. Information Brief
Monitoring Student Progress Toward Meeting IEP Goals

Examples of Placement Decisions

IEP Team Members

Because children with disabilities have a variety of needs, forming an individualized education program (IEP) for every student with an eligible disability. To do so requires a thorough understanding of the IEP process itself, as well as knowledge of and adherence to three types of requirements that apply throughout that process: procedural, substantive, and implementation. The table below briefly overviews each of these requirements as outlined in the Individuals with Disabilities Education Act (IDEA).

IEP Team Member	Responsibilities
Student's parent, legal guardian, or an individual who acts in place of the parent (e.g., grandparent, stepparent, other relative)	<ul style="list-style-type: none"> As full and equal IEP team member Actively participate in all IEP meetings Provide meaningful input and consent to the IEP Provide important information and needs, as well as any developmental appropriate information
Special education teacher or special education provider (e.g., related service personnel): An individual with expertise in the disability and its impact on the child and the child's educational and developmental needs	<ul style="list-style-type: none"> As an expert in specially designed instruction, the special education teacher or special education provider Ensures that student and parent understand the IEP For student's participation in IEP meetings

Procedural requirements

An IEP that meets procedural requirements could be considered a technically sound IEP.

Substantive requirements

An IEP that meets substantive requirements could be considered an educationally meaningful IEP. The Endrew F. ruling clarified a substantive standard.

Implementation requirements

An IEP that meets implementation requirements could be considered to be providing FAPE.

Schools and districts must adhere to these requirements to help ensure the implementation of technical sound and educationally meaningful IEPs and to provide FAPE. Failure to fulfill these requirements can result in poor outcomes for students, as well as potential legal ramifications for the school or district.

Any of a number of serious errors can occur throughout the IEP process—during the planning stage of the IEP meeting, during the IEP meeting and the development of the IEP, and during the implementation of the services and supports outlined in the IEP. Of particular concern are those that inhibit parental participation, compromise a student's FAPE, or deprive the student of her educational benefit. Follow are a few of the more common errors for the different stages of the IEP process.

Monitoring Student Progress Toward Meeting IEP Goals

Monitoring a student's progress toward meeting her IEP goals is critical to determining whether the services and supports outlined in the IEP are providing her with educational benefit. In fact, IDEA requires IEP teams to document how student progress will be measured. However, regardless of what method schools select to measure student progress, administrators are ultimately responsible for ensuring that progress monitoring takes place.

A student's progress should be monitored in a frequent and ongoing manner so that educators can respond quickly if the student is not making adequate progress or is making more progress than anticipated. The information below outlines a systematic approach to monitoring a student's progress. It describes how to select a progress monitoring measure, collect and graph the data, and analyze that data to make informed decisions.

Step 1: Choose a measurement tool

Choosing the appropriate measurement tool is a critical first step in monitoring student progress. Administrators should keep several considerations in mind when doing so. The tool should:

- Directly measure the behavior stated in the IEP goal. For each of the goals below, both an example and non-example of a measurement tool that directly measure the target behavior are shown.

Goal: Given a third-grade level reading passage, *Katrina* will read aloud at a rate of 115 words correct per minute (wcpm) by the end of the school year.

Example Measure: oral reading fluency assessment

Non-example Measure: end-of-chapter comprehension test

Goal: By the end of October, *Vladimir* will initiate at least one positive peer-to-peer interaction (e.g., asking to play, saying "Hi") during the 20-minute morning recess, 3 out of 5 days, for 4 consecutive weeks.

Example Measure: count frequency of behavior based on an observation

Non-example Measure: teacher's subjective impression of the student's peer skills



Information Brief Example: Least Restrictive

Introduction to LRE

Explanation of the continuum of alternative placements for services

Information Brief

Least Restrictive Environment (LRE)

Note: The information included in this document presumes a broad understanding of such basic concepts as individual education programs (IEPs), IEP teams, and instructional accommodations, among others. Readers who require a primer on these topics will find many informative resources on the IRIS Center's Website, <https://iris.peabody.vanderbilt.edu/>

Introduction to LRE

Least restrictive environment (LRE) is a guiding principle in the Individuals with Disabilities Education Act (IDEA). LRE plays a critical role in determining not only where a student will spend her time in school but also how special education services will be provided. Specifically, the LRE requirement within IDEA necessitates that:

- Students with disabilities receive their education alongside their peers without disabilities to the maximum extent appropriate
- Students should not be removed from the general education classroom unless learning cannot be achieved even with the use of supplementary aids and services

LRE is determined on a case-by-case basis during the development of a student's individualized education program (IEP). During this process, the IEP team—a multidisciplinary group of professionals and the student's parents—discuss what individualized program of instruction and related services (also referred to as services and supports) the student requires based on her present levels of performance and areas of strengths and needs. These services and supports should enable the student to:

- Make progress toward meeting identified academic or functional annual goals
- Be involved and make progress in the general education curriculum, as well as to participate in extracurricular (e.g., drama club) and other nonacademic (e.g., a school football game) activities
- Take part in these activities with other students, both with and without disabilities

The term "environment" in least restrictive environment can be interpreted to imply that LRE is a place or location. In fact, LRE does not merely refer to a particular setting. Rather, identifying the LRE involves making program decisions about *what* services and supports a student needs to be successful and *where* and *how* those services and supports can be provided effectively.

FYI
IDEA is the law guaranteeing students with disabilities the right to a free appropriate public education (FAPE) that meets their individual needs.

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Continuum of Alternative Placements for Services

Because LRE is determined by the student's individualized program of instruction and related services rather than by setting, IDEA requires that school districts create a continuum of alternative placement options. This continuum represents a range of educational placements in which an IEP can be implemented to meet the individual needs of students with disabilities. These placement options range from the least restrictive setting (i.e., general education classroom) to the most restrictive ones (e.g., residential facility).

Least Restrictive ←————→ Most Restrictive

When using this continuum to determine where services and supports will be provided, the IEP team should first make an effort to place—and maintain—the student in the general education setting. Recall that according to IDEA, students with disabilities should be educated alongside their peers without disabilities to the maximum extent appropriate. In addition, the law indicates that, when needed, supplementary aids and services must be provided to enable the student to be educated in the general education classroom. However, when the nature or severity of the disability is such that satisfactory progress cannot be achieved in this setting, even with supplementary aids and services, placement in a more restrictive setting(s) might be necessary to ensure an appropriate education.

FYI
Placement options are fluid. A student might receive some services in one setting and other services in a different setting. Further, placements can change over time based on factors such as changes in a student's progress or needs. For some students, the general education classroom is not necessarily the least restrictive setting.

Did You Know?
According to the definition included in IDEA (at §300.42):
"Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate."

Even within the broad categories of placements—ranging from least restrictive to most restrictive—there are multiple ways services and supports can be delivered. The table on the following pages describes a few of these options.

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Information Brief Example: Least Restrictive Environment

Description of the placement continuum

- Examples
- Sample scenarios

Placement Continuum	Examples of How Services and Supports Can Be Delivered	Sample Scenarios
General Education Classroom	<p>Students receive instruction in the general education classroom.</p> <ul style="list-style-type: none"> • Services are provided by the general education teacher, with accommodations or modifications as needed • Instruction is supported with specialized materials, equipment, or instructional methods 	<p>Amy, a student with low vision, receives instruction in the general education classroom with accommodations of preferential seating near the whiteboard and enlarged text.</p>
	<p>Students receive instruction in the general education classroom with support from a special education teacher.</p> <ul style="list-style-type: none"> • Most, if not all, instruction is provided by the general education teacher, with accommodations or modifications as needed • Services provided by the special education teacher might include: <ul style="list-style-type: none"> ◦ Consultation and collaboration with the general education teacher to plan and provide instruction ◦ Individualized or small-group instruction based on the student's needs 	<p>Mateo, a 4th-grade student with a learning disability, receives the majority of instruction from his general education teacher. However, during mathematics class the special education teacher comes to the general education classroom to work with Mateo and a small group of students with disabilities who have similar goals.</p>
Special Education Classroom	<p>Students receive instruction in a special education classroom for a portion of their school day.</p> <ul style="list-style-type: none"> • The majority of the instruction is provided in the general education classroom, with accommodations or modifications as needed • Services provided by the special education teacher might include: <ul style="list-style-type: none"> ◦ Individualized or small-group instruction in a separate classroom, often referred to as a <i>resource room</i> or <i>"pull out"</i> ◦ Consultation and collaboration with the general education teacher to plan and provide instruction <p><i>Note: Students remain with their peers without disabilities most of the time.</i></p>	<p>Amara, a 3rd-grader with a learning disability, receives the majority of instruction from the general education teacher. She receives specialized reading instruction in the resource room from the special education teacher for 45 minutes each day.</p>

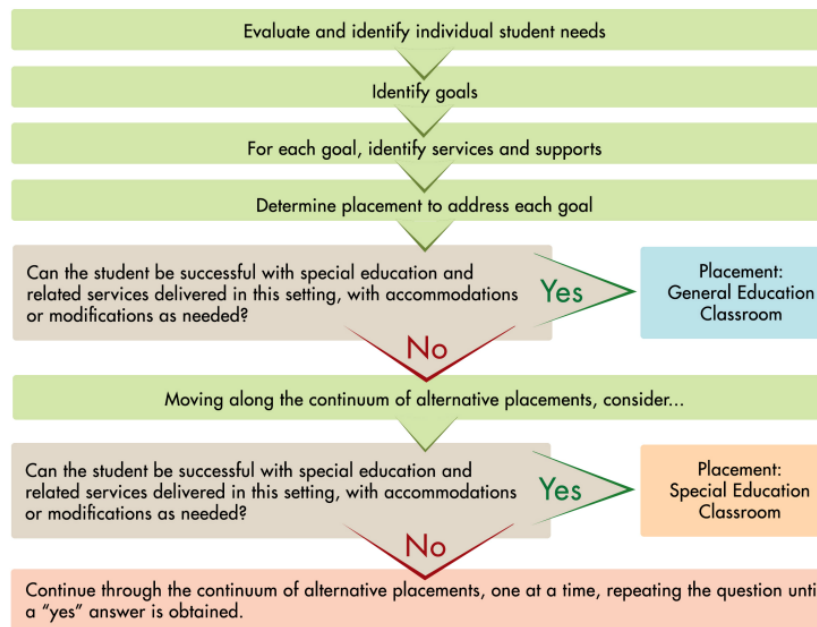
Placement Continuum	Examples of How Services and Supports Can Be Delivered	Sample Scenarios
Special Education Classroom	<p>The majority of the instruction is provided in the special education classroom.</p> <ul style="list-style-type: none"> • General education teachers, including those in nonacademic periods (e.g., P.E., art, music), consult with the special education teacher to provide effective instruction or support • Services provided by the special education teacher might include: <ul style="list-style-type: none"> ◦ Specialized instruction in a separate classroom, provided in a small group for students with similar characteristics or needs, often referred to as a <i>self-contained classroom</i> ◦ Consultation with the general education teachers to plan and provide individualized instruction aligned with the general education curriculum <p><i>Note: Students can spend a portion of the day (e.g., social studies, P.E., music, lunch) with peers without disabilities.</i></p>	<p>Blane, a middle school student with autism spectrum disorder, receives instruction for the majority of the day in a self-contained classroom. She participates alongside peers without disabilities in the general education classroom during lunch, computer time, and P.E.</p>
Special Schools	<p>Students receive instruction for the majority of the school day in a separate public or private facility.</p> <ul style="list-style-type: none"> • Services are provided in a school that is designed, staffed, and resourced for the care and education of students with similar disability related needs <p><i>Note: Although most students return to their homes during non-school hours, residential options might be available for those who live farther away.</i></p>	<p>Devo is deaf. His IEP team, including his parents, determined that his state's school for the deaf would best serve his needs. He attends this school during the day and returns home after school.</p>
Homebound	<p>Students receive instruction at home for the majority of the school day.</p> <ul style="list-style-type: none"> • Students in homebound settings might have physical or mental health challenges that prevent or restrict participation at school • Services provided by a homebound teacher might include: <ul style="list-style-type: none"> ◦ Individualized instruction per a schedule convenient to the student's needs ◦ Consultation and collaboration with the general and special education teachers to plan and provide instruction 	<p>Foster, an 8th-grade student, has a rare genetic disorder that affects both his physical and cognitive skills. He attends school for three periods each day then returns home. After a rest, he receives homebound instruction for another two hours. His homebound teacher collaborates with his general and special education teachers to provide instruction to help him meet his annual goals.</p>



Information Brief Example: Least Restrictive Environment

Sample decision-making process for determining LRE

Factors to consider



Adapted from Kansas Special Education Process Handbook (p. 124), Kansas State Department of Education, 2018.

Factors To Consider

When contemplating each placement option, the IEP team should consider the following.

- **Individualization:** Based on a student's unique needs and goals and taking into account parent and student preferences
- **Benefit to the student:** The likely academic, behavioral, functional, and social-emotional benefits
- **Effect on peers:** The effect the student's presence might have on the education of other students in the classroom, both favorable and less-favorable (e.g., encouraging the development of empathy and understanding, effects on instructional time)
- **Appropriateness and inclusion:** A balance between the delivery of an appropriate education that will result in the student making progress and being educated with students without disabilities
- **Use of supplementary aids and services:** How accommodations or modifications (e.g., extended time, modified assignments, special equipment) can support the student



Information Brief Example: Least Restrictive Environment

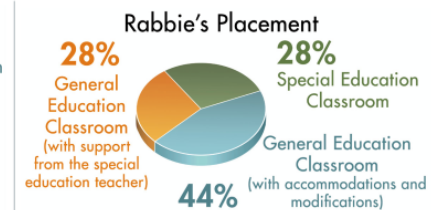
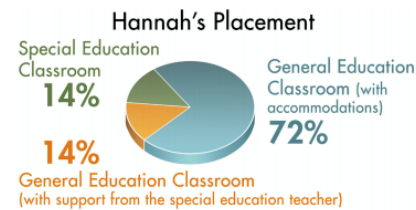
Examples of placement decisions for two students with similar characteristics:

- Hannah and Robbie
- 12 years old/6th grade
- LD, ADHD

Examples of Placement Decisions

It is important to understand that placement is not an either/or decision; rather, students might receive services and supports across a combination of settings. In the examples below, Hannah and Robbie receive services and supports in multiple settings. Although they have similar disabilities, the ways in which their services and supports are provided are different, based on each student's individual needs.

Student: Hannah Age/Grade: 12 years old/6th Disability: Learning Disability (dyslexia), ADHD	Student: Robbie Age/Grade: 12 years old/6th Disability: Learning Disability (dyslexia, dysgraphia), ADHD
<p>Challenges</p> <ul style="list-style-type: none"> • Reads three years below grade level • Limited academic vocabulary (written) • Difficulty with reading comprehension • Poor time-management skills, struggles to perform tasks within the classroom at the same rate as peers 	<p>Challenges</p> <ul style="list-style-type: none"> • Reads five years below grade level • Limited academic vocabulary (oral and written) • Difficulty organizing thoughts in writing • Easily distracted during instruction and testing • Poor time-management skills, struggles to complete assignments on time
<p>Placements</p> <p>General education classroom:</p> <ul style="list-style-type: none"> • Hannah receives instruction in the general education classroom with accommodations. • Hannah receives support in the general education classroom from the special education teacher or an assistant during reading. <p>Special education classroom:</p> <ul style="list-style-type: none"> • Hannah receives specialized reading instruction that targets comprehension skills; she receives this instruction in a special education classroom (i.e., resource room). 	<p>Placements</p> <p>General education classroom:</p> <ul style="list-style-type: none"> • Robbie receives instruction in the general education classroom with accommodations and modifications for all classes except during the English/Language Arts (ELA) block. • Robbie receives support in the general education classroom from the special education teacher or an assistant during mathematics and science instruction. <p>Special education classroom:</p> <ul style="list-style-type: none"> • During the ELA block, Robbie receives specialized reading instruction that targets decoding, fluency, and comprehension; he receives this instruction in a special education classroom (i.e., resource room). • During this time, Robbie also receives intensive writing instruction in the resource room.





Summarizes key points

Revisits Initial Thoughts

Revisiting Initial Thoughts

Think back to your responses to the Initial Thoughts questions at the beginning of this module. After working through the Perspectives & Resources, do you still agree with those responses? If not, what aspects about them would you change?

What is the school administrator's role in overseeing the IEP process for students with disabilities?

How can school administrators support implementation of high-quality IEPs in their schools?

Wrap Up

School administrators play a critical role in ensuring that high-quality IEPs are developed and implemented for every student with an eligible disability. To do so requires a solid understanding of the IEP process itself, as well as its associated legal requirements. Two landmark rulings by the U.S. Supreme Court—*Board of Education v. Rowley* (1982) and *Endrew F. v. Douglas County School District* (2017)—outlined procedural, substantive, and implementation requirements for creating high-quality IEPs for students with disabilities.



Type	Description
Procedural requirements An IEP that meets procedural requirements could be considered a technically sound IEP	Ensure that: <ul style="list-style-type: none"> • IEP process (the <i>how</i> and <i>when</i> of IEP development) is followed • IEP contains all of the required information
Substantive requirements An IEP that meets substantive requirements could be considered an educationally meaningful IEP. The Endrew ruling clarified a substantive standard.	Ensure that: <ul style="list-style-type: none"> • The content of the IEP (the <i>what</i> of IEP development) is sufficient to enable the student to make progress • The student's progress is monitored • Changes are made if the student's progress is not adequate
Implementation requirements An IEP that meets implementation requirements could be considered to be providing FAPE.	Ensure that: <ul style="list-style-type: none"> • The instructional services and supports outlined in the IEP are provided as agreed upon in the IEP process • When IEP changes are made, they are completed with parental involvement

Once school leaders understand the IEP process and its legal implications, they can take the necessary steps to address the needs of eligible students. School administrators should oversee the entire IEP process to ensure the actions noted in the table below occur.

Preparing for an IEP Meeting	During the IEP Meeting	After the IEP Meeting
<ul style="list-style-type: none"> • Determine student eligibility • Assemble an appropriate IEP team • Provide data for review • Schedule the meeting 	<ul style="list-style-type: none"> • Fully engage all team members in the discussion • Thoroughly discuss and plan all the IEP components 	<ul style="list-style-type: none"> • Engage parents • Support school personnel • Collect data on fidelity of implementation • Monitor student's progress toward meeting goals

Finally, school administrators should create a vision in which *all* students are accepted and valued for their unique abilities and included as integral members of the school. To support this shared responsibility and the success of all students, school administrators can:



5. Assessment

Assess the learning objectives

Application of concepts

IEPs:

How Administrators Can Support the Development and Implementation of High-Quality IEPs

Assessment

Take some time now to answer the following questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires. If you have trouble answering any of the questions, go back and review the Perspectives & Resources pages in this module.

1. Regarding legal implications for the IEP process:
 - a. Explain the difference between procedural requirements and substantive requirements for developing and implementing IEPs.
 - b. How did the *Andrew* case clarify the substantive standard for IEPs?
2. Describe the school administrator's role throughout the IEP process.
3. For each of the following stages of the IEP process, list at least three key actions administrators should ensure take place. Be sure to explain why you think each of these actions are important.
 - a. Planning for the IEP meeting
 - b. During the IEP meeting
 - c. Implementing the IEP
4. Describe at least two ways school administrators can work to ensure that parents are meaningfully involved at each stage of the IEP process:
 - a. Planning for the IEP meeting
 - b. During the IEP meeting
 - c. Implementing the IEP

5. Ms. Pederson now understands the importance of collecting fidelity data on the teachers' implementation of the services and supports outlined in the students' IEPs and on students' progress. It is mid-way through the first grading period and she is ready to review each student's data. She begins with Cruz. The table below lists the services and supports identified in Cruz's IEP, as well as the student progress and IEP implementation fidelity data. For each class, determine whether there is an issue; if so, identify what actions you would take to address it.

Cruz

- 5th-grade student with a learning disability in reading
- Reads at a 3rd-grade level
- Struggles with retaining information and comprehending text
- Accommodations: graphic organizers, advance organizers, additional time on tests

Cruz's Data

Services and supports	Cruz's progress	Teacher implementation fidelity	Issue/Actions
Reading/ELA: 45 minutes of additional reading instruction per day in the resource room with accommodations	Not making appropriate progress	Teacher provides only 30 minutes of instruction	Issue: _____ Actions: _____
Mathematics: graphic organizers; advance organizers; additional time on tests	Not making appropriate progress	Teacher provides all accommodations as listed in the IEP	Issue: _____ Actions: _____





Wrap Around Supports

Related modules

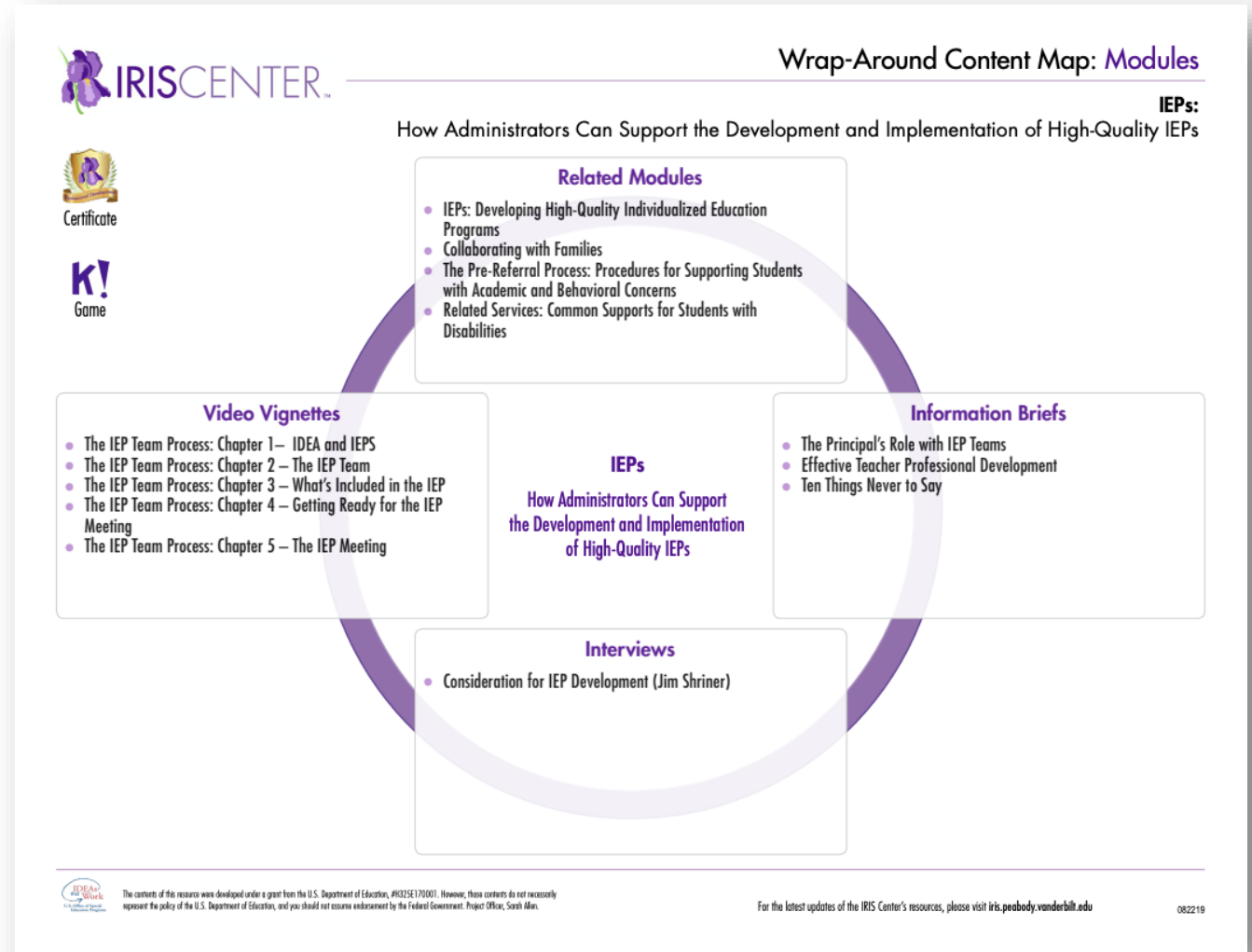
Information briefs

Interviews

Video vignettes

Certificate of completion

Kahoot! quiz





Discussion and Reflection

- What questions or comments do you have for Naomi and Tanya?
- What additional questions did the presentation spark for you?

Moving Forward

- How could the work and resources Naomi and Tanya shared be applied in your context?
- Do you have resources or work underway that aligns to Naomi and Tanya's presentations that could help peers?





Focus:

- 20 Regional Education Service Centers (ESCs) who are responsible for regional PD offerings
- Other initiatives and grants within Texas Education Agency (TEA)

Content:

Any IRIS resources that meet state, regional, or district training needs

Goal:

Create "packages" of learning around a topic that interfaces with existing resources



Resources for PD Providers

- Top Tips for PD Providers
- SiMR/IRIS Resource Alignment
- Sample Professional Development Activity Collection
- Wrap-Around Content Maps
- Assessment Answer Keys

The collage features several overlapping documents:

- Top Tips for PD Providers:** A document with the IRIS CENTER logo and text stating "IRIS open educational resources (OERs) are freely available for all professional development (PD) needs. This handout offers tips for how to use them in your PD activities."
- PD Activity: Classroom Management (Part 1): Learning the Components of a Comprehensive Behavior Management Plan:** A document with a table of contents including sections for "Two Full-Day Sessions", "Four Half-Day Sessions", and "Six Two-Hour Sessions", each with sub-sections for "Agenda", "PowerPoint Slides with Facilitator's Notes", "Participant's Guided Notes", and "End-of-Session Reflection Form".
- Wrap-Around Content Map: Modules:** A circular diagram with a central box labeled "Accommodations: Instructional and Testing Supports for Students with Disabilities". Surrounding boxes include "Related Modules" (Arctive Technology: An Overview, Differentiated Instruction: Maximizing the Learning of All Students, Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students), "Case Studies" (Effective Room Management Elementary), "Interviews" (Accommodations for Students with Disabilities (Merita Thurlow), Selecting Appropriate Testing Accommodations for Students with Disabilities (Dawn Kertler)), "Activities" (Accommodations: Making Presentation Accommodations, Accommodations: Making Response Accommodations, Accommodations: Making Seating Accommodations, Accommodations: Making Timing and Scheduling Accommodations, Inclusion: He's Just a Giddy Guy), and "Select Information Briefs" (Instructional Accommodations, Modifications: What To Read to Know, Response Instructional Accommodations).
- Assessment Answer Key:** A document titled "How Administrators Can Support the Development and Implementation of High-Quality IEPs" with a sub-section "Regarding legal implications for the IEP process" containing bullet points about procedural requirements and substantive requirements.



Focus: One district (100,000+ students) as per the district's corrective action plan

Content: High-quality IEPs

Target: All teachers with a special education background

Hybrid training: Online IRIS Module + face-to-face training

Accountability: 80% or higher on certificate post-test





Certificate includes:

- Educator's name
- Module title
- Module objectives
- Assigned hours
- Options for pre/post-test scores



Certificate of Completion

Lila Blume

has completed the IRIS Center's
Online Professional Development Training on:
June 08, 2018

Accommodations: Instructional and Testing Supports for Students with Disabilities

Module Objectives

- Define accommodations
- Understand how accommodations help students with disabilities gain access to the general education curriculum and assessments
- Understand the responsibilities of the IEP team for making accommodation decisions for students with disabilities
- Access resources that support the use of accommodations for students with disabilities



1 Professional Development Hour



Discussion and Reflection

- What questions or comments do you have for **Latricia, Deanna, and Steven**?
- What additional questions did the presentations spark for you?

Moving Forward

- How could the work and resources **Latricia, Deanna, and Steven** shared be applied in your context?
- Do you have resources or work underway that aligns to **Latricia, Deanna, and Steven's** presentations that could help peers?

Conclusion

Thank you for joining us. Please reach out to James M. Paul at james.paul@ccsso.org with any questions about the webisode series. Please join us for upcoming webisodes.

Date/Time	Title	Description
Thursday, January 9th: 1-2PM ET Join the Webisode: http://bit.ly/CCSSO-ILWebisode8	Distributed Principal Leadership: Leveraging School-Based Teams for Inclusive Education	This webisode will focus on distributive leadership to advance inclusive schools. Sarah Rosenberg and Alexandra Broin of New Leaders will present.
Wednesday, February 12th: 12-1PM ET Join the Webisode: http://bit.ly/CCSSO-ILWebisode9	Forward Together: Policies and Practices to Support Students Who Learn Differently	This webisode will focus on findings from NCLD's <i>Forward Together: Helping Educators Unlock the Power of Students Who Learn Differently</i> report and an associated school leader's guide. Meghan Whittaker of NCLD and Trynia Kaufman of Understood for Educators will present.