

## IEP Inter-rater Agreement tool

### Section:

**614(d)(1)(A)(i)(I)** a statement of the child's present levels of academic achievement and functional performance, including-- (aa) how the child's disability affects the child's involvement and progress in the general education curriculum...

### Test Statement:

*K.D. is a fifth grade student. During the past school year, she received specially designed instruction by the intervention specialist through direct instruction in all subjects in special classes. She can read sight words and comprehends stories she reads that are written at second grade readability. She answers "Who," "What," "When" and "Where" questions about a story. She does not answer correctly "Why" and "What will happen" questions.*

*K.D.'s sight word vocabulary does not include many of the words presented in fifth grade materials. This impacts her ability to independently read the fifth grade textbooks. K.D. responds to basic questions about what she has read. Students in the fifth grade are responding to a variety of questions related to text.*

## IEP Inter-rater Agreement tool

### **Section:**

**614(d)(1)(A)(i)(II)** a statement of measurable annual goals, including academic and functional goals, designed to-- (aa) meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum...

### **Test Statement:**

*K.D. will read fluently, several passages at third-grade readability.*

*Supporting Details: Present levels of performance states that K.D. can read sight words and comprehend stories she reads written at second grade readability. She answers "Who," "What," "When" and "Where" questions about a story. She does not answer correctly "Why" and "What will happen" questions.*

## IEP Inter-rater Agreement tool

**Section:**

**614(d)(1)(A)(i)(III)** a description of how the child's progress toward meeting the annual goals described in subclause (II) will be measured and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided

***Test Statement:***

*Data will be collected on a regular basis and progress will be reported to the family.*

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### **Section:**

**614(d)(1)(A)(i)(III)** a description of how the child's progress toward meeting the annual goals described in subclause (II) will be measured and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided

### ***Test Statement:***

*K.D.'s fluency progress will be monitored weekly and recorded on forms and checklists. Parents will receive a progress report at the interim and quarterly grading periods.*

*Supporting Details: The IEP contains the following goal:*

*K.D. will orally read at 90 wpm from passages at third-grade readability with 95% accuracy.*

## IEP Inter-rater Agreement tool

### **Section:**

**614(d)(1)(A)(i)(III)** a description of how the child's progress toward meeting the annual goals described in subclause (II) will be measured and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided

### **Test Statement:**

*K.D.'s progress will be monitored by teacher made tests with at least 70% of the questions answered correctly.  
Parents will receive a progress report at the interim and quarterly grading periods.*

*Supporting Details: The IEP contains the following goal:*

*K.D. will orally read at 90 wpm from passages at third-grade readability with 95% accuracy.*

## IEP Inter-rater Agreement tool

### Section:

**614(d)(1)(A)(i)(IV)** a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child--

(aa) to advance appropriately toward attaining the annual goals;

(bb) to be involved in and make progress in the general education curriculum in accordance with subclause (l) and to participate in extracurricular and other nonacademic activities; and

(cc) to be educated and participate with other children with disabilities and nondisabled children in the activities described in this subparagraph;

### **Test Statement:**

*Supporting Details — Present Levels:*

*B.A. is a fifth grade student. She answers "who," "what," "when" and "where" questions about a story with 90-100 percent accuracy when reading independently from material with third grade level readability. She answers less than 50 percent of the comprehension questions correctly, when the questions ask "why" and "what will happen."*

*Supporting Details - Goal:*

*B.A. will independently read material with a third grade readability level and respond to 'why' and 'what will happen' questions with 80 percent accuracy.*

*Services provided by the intervention specialist include:  
intervention during the school day.*

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### Section:

**614(d)(1)(A)(i)(IV)** a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child--

(aa) to advance appropriately toward attaining the annual goals;

(bb) to be involved in and make progress in the general education curriculum in accordance with subclause (I) and to participate in extracurricular and other nonacademic activities; and

(cc) to be educated and participate with other children with disabilities and nondisabled children in the activities described in this subparagraph;

### **Test Statement:**

#### *Background information*

*The goal related to this service is: X.C., with a maximum of three redirections, will attend to a task and participate in structured group activities for at least 10 minutes.*

*Service: Direct instruction on increasing on-task behavior.*

*Consultative services to the Early Childhood Education (ECE) teacher and parent.*

*The Early Childhood Special Education (ECSE) teacher will provide direct instruction and reinforcement for increasing participation in whole group and small group activities for 80 minutes a week. This will include monitoring his progress, reinforcing appropriate participation, and designing activities to increase his interest level.*

*The ECSE teacher will provide models to the ECE teacher for documenting behavior (checklists, observations tools and developmental expectations). The ECSE teacher will discuss, on a biweekly basis, the classroom data collected during observations with the ECE teacher and parent to analyze conditions, antecedents and effective supports. The ECSE teacher will consult with the ECE teacher for 10 minutes a week, and with the parent for 15 minutes a month.*

## IEP Inter-rater Agreement tool

### Section:

**614(d)(1)(A)(i)(IV)** a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child--

(aa) to advance appropriately toward attaining the annual goals;

(bb) to be involved in and make progress in the general education curriculum in accordance with subclause (I) and to participate in extracurricular and other nonacademic activities; and

(cc) to be educated and participate with other children with disabilities and nondisabled children in the activities described in this subparagraph;

### **Test Statement:**

*Service: direct reading instruction by the intervention specialist*

*The intervention specialist will provide direct reading instruction in a small group and opportunities for K.D. to practice reading text repeatedly.*

*The intervention specialist will read important information including tests aloud for K.D. She will receive extra time for completing assignments or tests. Visual clues will accompany reading assignments and directions when K.D. is reading at the instructional level.*

*Supporting Details: The IEP contains the following goal:*

*K.D. will orally read at 90 wpm from passages at third-grade readability with 95% accuracy.*

## IEP Inter-rater Agreement tool

### **Section:**

**614(d)(1)(A)(i)(V)** an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities...

### **Test Statement:**

*Step 6: Determine least restrictive environment.*

*Instruction will occur in a special class where the small class size allows for frequent direct interaction. Guided, repeated, oral reading practice can occur without distraction.*

### *Supporting Details:*

*Service: direct reading instruction*

*Frequency: 30 minutes per day*

## IEP Inter-rater Agreement tool

### **Section:**

**614(d)(1)(A)(i)(VI)(aa)** a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessments consistent with section 612(a)(16)(A)...

### **Test Statement:**

#### *Services Section:*

*Accommodations in the classroom include reading tests with multiple-line passages to the student, shortened testing sessions over an extended time and small group administration of tests.*

#### *Supporting Details:*

*On the Statewide and Districtwide Testing Page the IEP team identified the following accommodation: in the area of reading - read directions and questions, extended time and small group.*

*Goal: K.D. will orally read at 90 wpm from passages at third-grade readability with 95% accuracy.*

## IEP Inter-rater Agreement tool

### Section:

**614(d)(1)(A)(i)(VI)(bb)**if the IEP Team determines that the child shall take an alternate assessment on a particular State or districtwide assessment of student achievement, a statement of why-- (AA) the child cannot participate in the regular assessment; and (BB) the particular alternate assessment selected is appropriate for the child;

### **Test Statement:**

*A.J.'s instruction is highly specialized and focuses on the acquisition of essential life skills. Participating in the alternate assessment would provide an accurate measure of A.J.'s progress toward meeting grade level academic content standards.*

## IEP Inter-rater Agreement tool

**Section:**

**614(d)(1)(A)(i)(VII)**the projected date for the beginning of the services and modifications described in subclause (IV), and the anticipated frequency, location, and duration of those services and modifications;

**Test Statement:**

*Initiation date: 3/15/2005*

*Expected duration: 3/15/2006*

*Frequency: one bell*

*Goal: K.D. will orally and fluently read at 90 wpm from passages at third-grade readability with 95% accuracy.*

## IEP Inter-rater Agreement tool

### Section:

**614(d)(1)(A)(i)(VIII)** beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter-- (aa) appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; (bb) the transition services (including courses of study) needed to assist the child in reaching those goals;

### Test Statement:

*A.J. will utilize a switch device as a means of notifying others when a work task is completed and additional work is needed in three out of five group work settings.*

### Supporting Details:

*The IEP team included the following statements in the present levels of performance. A.J. is able to follow a three to four-step simple photo sequence of daily activities to complete the task with verbal cues given three out of five trials.*

*A.J. has been gaining skills to control things in her environment through the use of adapted switches located on her wheelchair tray. When she is prompted she is able to turn on her CD player, turn on lights and turn on a computer three out of five trials. When asked to respond in various situations, A.J. will respond independently two out of five times using her augmentative device.*

*The team identified the following employment and post secondary long-term outcome for A.J.: A.J. will work (with assistance and coaching) in a highly structured and monitored work setting.*

## IEP Inter-rater Agreement tool

### Section:

**614(d)(1)(B)** IEP Team means a group of individuals composed of—

- (i) the parents of a child with a disability;
- (ii) not less than 1 regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- (iii) not less than 1 special education teacher, or where appropriate, not less than 1 special education provider of such child;
- (iv) a representative of the local educational agency who--
  - (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
  - (II) is knowledgeable about the general education curriculum; and
  - (III) is knowledgeable about the availability of resources of the local educational agency;
- (v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
- (vi) at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- (vii) whenever appropriate, the child with a disability.

The Operating Standards for Ohio's Schools Serving Children With Disabilities state that the school district shall also invite a representative of any other agency that is likely to be responsible for providing or paying for transition services. If an agency invited to send a representative to a meeting does not do so, the school district shall take other steps to obtain participation of the other agency in the planning of any transition services. [Rule 3301-51-07(E)(4)]

### **Test Statement:**

*The IEP team (which includes the following members; special education teacher, parents, principal, student and regular education teacher) will convene to modify the student's initial IEP. The district's evaluation team report indicated that the student currently has educational needs in the areas of math, reading and writing. The regular education teacher tells the team that she needs to be excused. The district informs the parents that the regular education teacher will not be attending the IEP team meeting.*

# IEP Inter-rater Agreement tool

## Section:

### 614(d)(1)(C) IEP team attendance:

- (i) **ATTENDANCE NOT NECESSARY**- A member of the IEP Team shall not be required to attend an IEP meeting, in whole or in part, if the parent of a child with a disability and the local educational agency agree that the attendance of such member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.
- (ii) **EXCUSAL**- A member of the IEP Team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if--
- (I) the parent and the local educational agency consent to the excusal; and
  - (II) the member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting.
- WRITTEN AGREEMENT AND CONSENT REQUIRED**- A parent's agreement under clause (i) and consent under clause (ii) shall be in writing.

### Test Statement:

Check one of the following:

This IEP team meeting was a

Face to face meeting

Video conference

Telephone Conference/ Conference Call.

John Doe

(Special Ed. Teacher)                     Participated     Excused

Joe Allen

(Reg. Ed. Teacher)                     Participated     Excused

Jane Smith

(Reg. Ed. Teacher)                     Participated     Excused

Betty Jones

(Principal)                                 Participated     Excused

T.T.

(Parent)                                     Participated     Excused

### Supporting details:

*This is not an annual review. The parent sent a note to John Doe indicating a desire to meet to discuss a reading goal on his child's IEP. The parent requested that the meeting occur before school and stated that it was not necessary to have the regular education teacher attend. The district consented to the excusal. The regular education teacher provided a written update on the student's progress that was shared prior to the IEP meeting.*

## IEP Inter-rater Agreement tool

### Section:

**614(d)(3)DEVELOPMENT OF IEP.-- (A) IN GENERAL.--**In developing each child's IEP, the IEP Team, subject to subparagraph (C), shall consider-- (i) the strengths of the child;

### **Test Statement:**

*The following statements appeared in the present levels of performance as "strengths for the child."*

*X.C. is able to follow the routine, but needs additional cues or physical assistance to comply with some teacher requests. He plays next to his peers and will grab toys away from them rather than asking for a turn. Generally, preschool children are able to ask for a turn and share toys. X.C. self-selects the housekeeping area during play activities and will use props to act out a variety of roles. X.C. plays with a variety of manipulatives for very brief periods. He will take something off the shelf, activate (play with) it one time, and walk away. Preschoolers engage in most activities for at least five minutes. He is very curious about what others are doing but needs help engaging in play appropriately and for appropriate lengths of time. He appears to enjoy circle time activities but needs frequent redirection to attend to the teacher and to participate.*

## IEP Inter-rater Agreement tool

### **Section:**

**614(d)(3)DEVELOPMENT OF IEP.-- (A) IN GENERAL.--**In developing each child's IEP, the IEP Team, subject to subparagraph (C), shall consider-- (i) the strengths of the child;

### **Test Statement:**

*The following statements were included in the present levels of performance.*

*K.D. enjoys interacting with peers and adults and feels like a part of her class. She uses natural facial and nonverbal gestures to communicate effectively. She enjoys acting out favorite movies and playing board games which displays good turn taking skills. K.D. is very self-directed and independent.*

## IEP Inter-rater Agreement tool

### Section:

**614(d)(3)(A)(iii)**DEVELOPMENT OF IEP.-- (A) IN GENERAL.--In developing each child's IEP, the IEP Team, subject to subparagraph (C), shall consider-- ...; (iii) the results of the initial evaluation or most recent evaluation of the child;...

### **Test Statement:**

*The following results from a recent evaluation of the child by the classroom teacher appeared in present levels.*

*K.D. can read sight words and comprehends stories she reads that are written at second grade readability. She does not decode quickly or automatically and relies heavily on sight word vocabulary. She comprehends literal meaning of what she has read (e.g., answers "Who," "What," "When" and "Where" questions about a story). K.D. cannot answer "Why," "What will happen" or other questions that require more abstract reasoning skill related to stories she has read.*

## IEP Inter-rater Agreement tool

### Section:

**614(d)(3)(B)(i)** CONSIDERATION OF SPECIAL FACTORS.--The IEP Team shall-- (i) in the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;

### Test Statement:

*Background information: Behavior is marked on the "Special Factors" page of the IEP and present levels of performance contain the baseline data related to the behavioral concerns.*

*The team identified the following measurable annual goal:*

*Given a classroom activity, X.C. will stay with a group activity for at least 10 minutes.*

## IEP Inter-rater Agreement tool

### Section:

**614(d)(3)(B)(i)** CONSIDERATION OF SPECIAL FACTORS.--The IEP Team shall-- (i) in the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;

### Test Statement:

*The following goal is evidence that behavior is addressed in the body of the IEP:*

*Given a classroom activity, K.D. will comply with an adult request to stop an activity and move as directed to a new activity in four out of five trials.*

*Supporting Details: Behavior is marked on the Special Factors page and present levels of performance contain the baseline data related to the behavioral concerns.*

## IEP Inter-rater Agreement tool

### Section:

**614(d)(3)(B)(iv)** CONSIDERATION OF SPECIAL FACTORS.--The IEP Team shall-- ...; (iv) consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode;...

### **Test Statement:**

*The following goal is evidence that communication is addressed in the body of the IEP:*

*K.D. will build her receptive and expressive vocabulary by engaging in verbal exchanges with peers at least two times per instructional day.*

*Supporting Details: Communication is marked on the Special Factors page and present levels of performance contain baseline data for the communication concerns.*

## IEP Inter-rater Agreement tool

### **Section:**

**614(d)(4)(A) REVIEW AND REVISION OF IEP.-- (A) IN GENERAL.--**The local educational agency shall ensure that, subject to subparagraph (B), the IEP Team-- (i) reviews the child's IEP periodically, but not less frequently than annually, to determine whether the annual goals for the child are being achieved; and (ii) revises the IEP as appropriate to address-- (I) any lack of expected progress toward the annual goals and in the general education curriculum, where appropriate; (II) the results of any reevaluation conducted under this section; (III) information about the child provided to, or by, the parents, as described in subsection (c)(1)(B); (IV) the child's anticipated needs; or (V) other matters.

### **Test Statement:**

*Date of IEP meeting: September 6, 2005*

*Effective dates of IEP: August 25, 2005 June 5, 2006*

*Date of next review: May 5, 2006*