

REVIEW AND ERROR ANALYSIS OF
INDIVIDUALIZED EDUCATION PROGRAM
ANNUAL REVIEWS OF
ROCHESTER CITY SCHOOL DISTRICT

THESIS

Submitted to the Graduate Committee of the
Department of Education and Human Development
State University of New York
College at Brockport
in Partial Fulfillment of the
Requirements for the Degree of
Master of Science in Education

by

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Introduction

On November 28, 1975 President Gerald Ford signed into law the Education for All Handicapped Children Act (Public Law 94-142). The purpose of this law is to assure all students with handicapping conditions a free, appropriate, public education that is designed to meet their individual needs. In order to assure that such an educational program is available, it requires that an Individualized Education Program (IEP) be developed for each student who has a disability or special need. This IEP is defined by the state education department of New York in PART 200-Children with Handicapping Conditions as "a written plan which specifies the special education programs and services to be provided to meet the unique educational needs of a pupil with a handicapping condition" (SED, P200,1992, p. 2).

The Committee on Special Education (CSE) is "a multidisciplinary team that coordinates evaluations and recommends programs and services for children with handicapping conditions" (SED, PGSE,1990, p.7). The CSE, classroom teacher, appropriate support staff, parents, the student when appropriate, and any other involved persons write the Individualized Education Program (IEP) for each student with special needs. This IEP serves as an outline or individualized curriculum for the educational program for each student who receives special instructional services.

The IEP is currently written in two interrelated parts in the Rochester City School District: Phase I and Phase II. The two parts are written at different times, by different groups and contain different information, but together they constitute the child's educational program and are part of one process. The Phase I (see Appendix A) is developed by the CSE, classroom teacher, appropriate support staff, parents, the student when appropriate, and any other involved persons. It serves as the guide and

contains all relevant information about the student needed to develop the specific program designed to meet the individual needs of each student. The Phase II is developed from the Phase I by the services providers, the parents and the student when appropriate. It becomes the working tool defining how the specific needs will be addressed as outlined by the Phase I. The Phase I and the Phase II of the IEP used by the Rochester City School District contain information specified through regulation by New York State Education Department and may be best understood if viewed together with examples of the specific information contained in parenthesis:

Phase I	Phase II
<p>-Present Levels of Performance two and Individual Needs (CAT test: 2.5 80% grade equivalent; weak in computation)</p>	<p>-Short-term Objectives (student will add digit numbers with one regrouping and accuracy)</p>
<p>-Classification of Handicapping test) condition (emotionally disturbed,deaf, multiply handicapped) instruction, games, homework) (student will improve ability to compute addition and subtraction)</p>	<p>-Evaluation (teacher-made or text book test) -Methods of instruction (small group instruction,computer assisted -Annual Goals/Instructional Objectives</p>

-Recommended Program (regular education class, special class, speech services, mainstreaming)

-Date for Initiation of Special Education and Amount of Time of Special Education and

Related Services

(September 9, 1992, Speech two times per week, 30 minutes each)

-Special Equipment and Adaptive Devices (braille materials, auditory equipment, special desk)

-Testing Modifications (extended time, scribe, calculator)

-Recommended Placement (home, hospital setting, residential school)

The Phase I IEP of each student with a handicapping condition must be reviewed, and revised if appropriate, at least once each year by a sub-committee of the CSE or by a full CSE.

A new Phase I is developed at this Annual Review for the upcoming year. When a sub-committee for the Rochester City School District develops these Phase I's they are generally done at the building level with one of the twenty two special education administrators or cadre teachers (special education professionals with the role of supporting special education programs and persons at the building level) serving as the chairperson. A full CSE includes at least four mandated members: a school psychologist, a teacher or administrator of special education, a parent of a child with a handicapping condition who resides in the school district and a school physician whose actual attendance is not mandatory (SED, p.7).

There are several reasons why it is important that the information written in the Phase I is accurate. Because these Phase I's are documents driven by P.L. 94-142, they would require a full CSE meeting to modify them once they are placed in the student's cumulative record. This is a costly and time consuming process. The Phase I also serves as a vehicle of communication between the school district, the teachers, and the parents of each student with a disability and it describes that student's program. Lastly, the service providers such as the classroom teacher or social worker develop each child's program based on the information contained in the Phase I. The people developing the Phase II and implementing the student's program are frequently not the same people who developed the Phase I so errors in the Phase I would not necessarily be known to the service providers who develop the Phase II and provide the program. If the information is inconsistent, missing or incorrect the child's program may be inappropriately developed which could have significant impact on the student. For instance, children have been known to miss almost a full year of occupational or physical therapy because it was not indicated on the Phase I and no one was aware that it was mistakenly omitted. Students with learning disabilities

have been mistakenly placed in classrooms for mentally retardation due to Phase I errors. Accuracy of Phase I IEP's is necessary.

Purpose

To improve the accuracy of the Phase I IEP's developed at annual review time by the subcommittees of CSE which are chaired by the twenty two building level subcommittee chairpersons of the CSE of the Rochester City School District, proofreading for errors was needed. By recording the errors detected, an error analysis could also be done. The error analysis would seek to identify what specific errors were made, the frequency of the errors, and the source of the errors. This analysis could provide information for the improvement of future Annual Reviews.

As previously stated, the Rochester City School District currently writes IEPs in two separate steps that are costly and time consuming. The district projects to use new forms and one meeting time for the writing of both parts of the IEP together. This error analysis could provide information for the anticipated revision of the process of writing Phase I's and Phase II's in the Rochester City School District.

Therefore, for the purpose of improving the accuracy of current and future annual reviews as well as providing information for the revision of the IEP process in the Rochester City School District, this study was completed. All Phase I Annual Reviews were proofread for errors and returned for correction before they were placed in the students cumulative records for the 1992-1993 school year. An error analysis was done under the supervision of the Director of Special Instructional Services who is responsible for the inservice training of the Rochester City School District's Special

Education Administrators and cadre teachers as it relates to Annual Reviews. The director will also be participating in the revision of the IEP process for the Rochester City School District.

Subjects

The twenty two CSE subcommittee chairpersons who work for the Rochester City School District are either Coordinators of Special Education or Cadre Teachers of Special Education. Coordinators of Special Education are assigned to all building levels: high schools, middle schools, and elementary schools. Cadre Teachers of Special Education are assigned to elementary schools only. All have the same inservice training and expectations as related to the development of IEP Phase I's at Annual Review time. The guidelines for the development of the Phase I IEP is outlined in an Annual Review memorandum given to all subcommittee chairpersons at a November 22, 1991 inservice. (See Appendix C)

Procedure

Three thousand two hundred two annual reviews were proofread individually by one of two people using the Annual Review guidelines given at the November 22, 1991 inservice. (See Appendix C). Errors which included inconsistency between the actual Phase I and the minutes from the Annual Review were documented and IEPs

containing errors were returned for correction. At the completion of all proofreading, an error analysis was done using several different groupings for the purpose of comparison (See Tables 3-8). Individual reports indicating the specific errors made by each administrator or cadre teacher were also done.

The errors noted were: the omission of information, information incorrectly written, or information that was inconsistent between the Phase I, page 1 (See Appendix A) and the minutes from the meeting (see Appendix B). The following aspects of the IEP were examined for errors:

Phase I, Page 1 :

Section 1- student information including student identification number, name, date of birth, parent/guardian name, permanent address of parent/guardian, transportation address, telephone number, and initial entry date into special education.

Section 2-the present school year, the date of the CSE meeting, date of the last full evaluation of the child

Section 3-the dominant language of the student and parents, if an interpreter is needed, if there are any special alerts (i.e. hearing loss, seizure disorder, allergies, required medication, physical abnormalities or glasses required), adaptive devices (i.e. hearing aids, Braillewriter, calculator, alternative communication system), transportation needs which are defined if special such as a lift bus or curb-to-curb transportation, and the annual review date projected to review the student's program at least once a year

Section 4-the handicapping classification (See Appendix D), program (special class, resource room, regular education), special class option (See Appendix E), duration of program which is either ten or twelve months, class size which indicates

the maximum number of students legally allowed in that class, starting date of program, agency placement if recommended that the student receive services outside of the school district, and a temporary placement if needed.

Section 5-levels of performance and needs which includes reading and math test results and specific areas of weaknesses,current social functioning of the child and any needs in that area, physical development and needs related to that, management level and needs, and any other areas of concern. Related services such as speech, counseling, physical therapy including the maximum group size and the minimum amount of times per week/minutes per day for that service. The extent of student performance in regular education indicates the classes in which the student must be mainstreamed with an age appropriate peer group in a regular education setting.

Section 6- Annual goals which must be written for each area of need and related service indicated in section 5. Transportation goals must also be written for any student receiving special transportation. These goals should outline the individual needs of each student which will be developed in the Phase II and addressed in the child's program.

Section 7- testing modifications (extended time, calculator,scribe etc.) to be provided, diploma expectations for secondary students (Regents, Local or IEP), graduation year if currently expected, if student is exempt from second language, and specific tests that the student is exempt from taking

Minutes of CSE Meeting:

- Translation of minutes if required must be indicated and if so, into what language. Minutes must be translated into the dominant language of parents as shown in Section

3, Phase I.

-Student information including name, identification number, and birth date must be written and consistent with that in Section 1, Phase I.

-Recommendations which include classification, program, length of program, and related services must be written and consistent with that in Section 4, Phase I. The status of the recommendation whether each is new, a continuation or a change must be indicated by circling the appropriate letter.

-Type of transportation must be indicated and consistent with that in Section 3, Phase I. A reason must be given for special transportation.

Results

At the conclusion of the proofreading of the three thousand two hundred two annual reviews the specific errors recorded were tallied. The twelve most frequently reoccurring errors comprised over eighty five percent of the total number of errors (See Tables 1-2).

TABLE 1**Most Commonly Occurring Annual Review Errors in Rank Order**

1. Transportation goal omitted
2. Related service goal omitted
3. Related services: written incorrectly or inconsistently between Phase I and Minutes
4. Student information: written incorrectly or incomplete
Translate minutes: not indicated or inconsistent
5. Date of Birth: omitted or incorrect
Program: omitted or incorrect
Option: omitted or incorrect
6. CSE Date: omitted or incorrect
7. Classification: omitted or incorrect
Transportation: inconsistent or incomplete on minutes
No indication of New, Continued or Change on Minutes

KEY














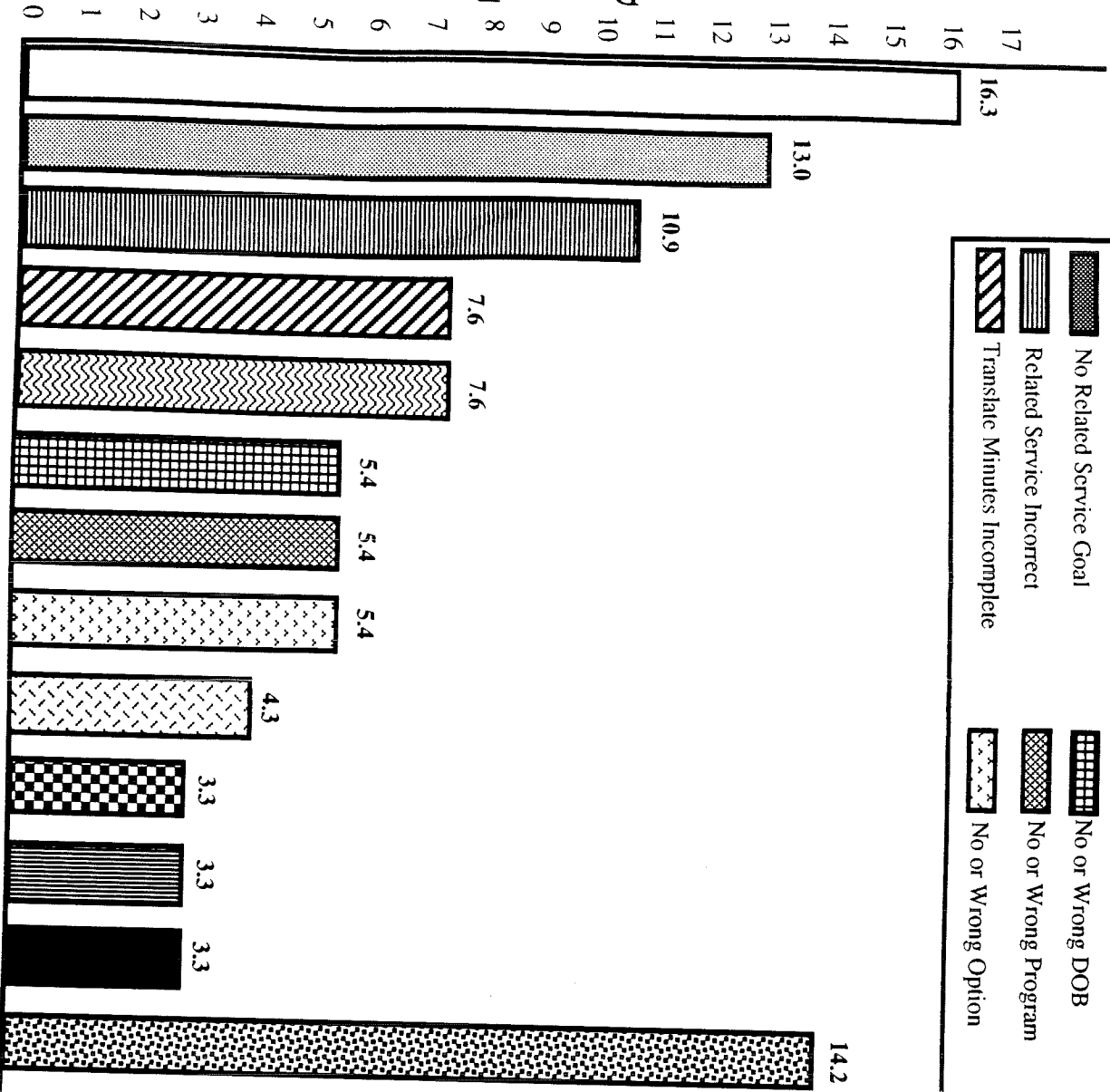
	No Transportation Goal		No or Wrong Student Information		No or Wrong CSE date
	No Related Service Goal		No or Wrong DOB		No or Wrong Classification
	Related Service Incorrect		No or Wrong Program		Transportation Incorrect
	Translate Minutes Incorrect		No or Wrong Option		No Indication of Recommendation
					Other

Table 2
Percent Error



Frequency of Errors

Type of Error

The number of annual reviews proofread, the number of errors, and the percent of errors were calculated using several different groupings for the purpose of comparison.

TABLE 3
Error Summary

Grouping*	# Proofread	# of Errors	% Error
El. Cadre	1194	68	5.68
El. CASE	767	46	6.00
M.S. CASE	556	48	8.63
H.S. CASE	685	73	10.66
Cadre Teacher	1194	68	5.68
CASE	2008	167	8.32
Elementary	1961	114	5.81
Middle School	556	48	8.63
High School	685	73	10.66
Elementary	1961	114	5.81
Secondary	1241	121	9.75
Total	3202	235	7.34

* El. Cadre.....Elementary Special Education Cadre Teacher
 El. CASE.....Elementary Coordinating Administrator of Special Education
 M.S. CASE.....Middle School Coordinating Administrator of Special Education
 H.S. CASE.....High School Coordinating Administrator of Special Education

The annual reviews of the twenty two subcommittee chairpersons were examined individually for the number of errors and the percent error. In order to determine if the number of annual reviews completed (X) would predict the percent of error made (Y) the correlation between the number of annual reviews proofread and the percent of error was calculated. The correlation was 0.025 and therefore, it can be concluded that there is no statistically significant relationship between the number of annual reviews proofread and the percent of error calculated (See Appendix F).

TABLE 4

**Rank Order Listing % Error of
Twenty Two Subcommittee Chairpersons of Annual Reviews**

Name	Title*	X # IEPs Done	# of Errors	Y % Error	
1.	Subject A	EI. CASE	67	0	0.00
2.	Subject B	H.S. CASE	98	1	1.02
3.	Subject C	EI. CASE	178	2	1.12
4.	Subject D	EI. CASE	122	2	1.64
5.	Subject E	EI. CASE	232	5	2.16
6.	Subject F	M.S. CASE	170	6	3.53
7.	Subject G	EI. Cadre	113	4	3.54
8.	Subject H	EI. Cadre	139	5	3.60
9.	Subject I	EI. CASE	126	7	5.56
10.	Subject J	EI. Cadre	177	10	5.65
11.	Subject K	EI. Cadre	163	11	6.75
12.	Subject L	EI. Cadre	188	13	6.92
13.	Subject M	H.S. CASE	181	15	8.29
14.	Subject N	M.S. CASE	154	13	8.44
15.	Subject O	EI. CASE	109	11	10.09
16.	Subject P	M.S. CASE	108	11	10.19
17.	Subject Q	EI. Cadre	182	20	10.99
18.	Subject R	H.S. CASE	86	10	11.62
19.	Subject S	H.S. CASE	187	22	11.76
20.	Subject T	M.S. CASE	124	18	14.52
21.	Subject U	EI. CASE	165	24	14.55
22.	Subject V	H.S. CASE	133	25	18.80

* EI. Cadre.....Elementary Special Education Cadre Teacher
 EI. CASE.....Elementary Coordinating Administrator of Special Education
 M.S. CASE.....Middle School Coordinating Administrator of Special Education
 H.S. CASE.....High School Coordinating Administrator of Special Education

The annual reviews done by the twenty two subcommittee chairpersons were separated according to the job title of the chairperson and ranked according to percent of error for the number of annual reviews proofread (See Tables 5-8).

TABLE 5

Elementary Special Education Cadre Teachers

Name	# of Annual Reviews Proofread	# of Errors	% Error
Subject E	232	5	2.16
Subject G	113	4	3.54
Subject H	139	5	3.60
Subject J	177	10	5.65
Subject K	163	11	6.75
Subject L	188	13	6.92
Subject Q	182	20	10.99
TOTAL	1194	68	5.68

TABLE 6**Elementary Coordinating Administrators
of Special Education**

Name	# of Annual Reviews Proofread	# of Errors	% Error
Subject A	67	0	0.00
Subject C	178	2	1.12
Subject D	122	2	1.64
Subject I	126	7	5.56
Subject O	109	11	10.09
Subject U	165	24	14.55
TOTAL	767	46	6.00

TABLE 7**Middle School Coordinating Administrators
of Special Education**

Name	# of Annual Reviews Proofread	# of Errors	% Error
Subject F	170	6	3.53
Subject N	154	13	8.44
Subject P	108	11	10.19
Subject T	124	18	14.52
TOTAL	556	48	8.63

TABLE 8**High School Coordinating Administrators
of Special Education**

Name	# of Annual Reviews Proofread	# of Errors	% Error
Subject B	98	1	1.02
Subject M	181	15	8.29
Subject R	86	10	11.62
Subject S	187	22	11.76
Subject V	133	25	18.80
TOTAL	685	73	10.66

Discussion

The driving force behind an appropriate special education program is the Individualized Education Program (IEP) as intended by Public Law 94-142, the Education for All Handicapped Children Act (EAHCA), recently modified to the Individuals with Disabilities Education Act (IDEA) in 1990. This document is critical for students, parents, teachers, administrators and school districts to the implementation of students' special programs. This study found many errors in the Rochester City School District IEPs. This is consistent with other studies. Alper (1978) found "a number of IEPs...to have common deficiencies in certain areas." (Abstract). Smith (1990) found that "Despite state compliance plans, recommendations from past research efforts, and a team approach to IEP development, IEPs continually have been found deficient in numerous areas" (p. 12). Pyecha (1980) analyzed 2,657 IEPs from 47 states and found that only "about 40 percent were both informative and internally consistent." (p. 11). His study found that "there was very close agreement between the actual special education programs received by students and the programs specified in the IEPs." (Pyecha, 1980 p. 14). If an IEP contained an error, the child's program tended to be in error.

Proofreading the Phase I portion of the IEP and returning them for correction provided a format to detect and reduce errors in the three thousand two hundred two annual reviews for the 1992-1993 school year in the Rochester City School District. This in turn should help to reduce errors in the programs of students with special needs and therefore improve the appropriateness of their educational programs. Smith (1990) concluded through his research that "without an appropriate educational

opportunity, directed by and monitored through the IEP process, students placed in special education programs are not receiving services with the full intent of the EAHCA." (Education for All Handicapped Children Act) (Smith, 1990, p. 11).

The error analysis given to the Director of Special Instructional Services of the Rochester City School District was distributed to the twenty two subcommittee chairpersons. Each chairperson was given an individual report indicating his/her specific errors. By raising the level of awareness of areas of weakness, future similar errors may be avoided by the individuals. The group results indicate that the highest percent of errors were from high school Coordinators of Special Education. This may be a reflection of the differences of job duties outside of the IEP process or the degree of additional considerations during the process such as graduation requirements that occur only at the high school level. Within each group there were individuals who made more than ten percent error. These individuals should be considered for more intense inservice training or should be noted as needing additional resources such as relief from certain other job duties during annual review time or more clerical support time for the successful completion of future annual reviews. The inservice training for the 1993-1994 annual reviews can be tailored to address the specific areas of needs of both the individuals and the groups. With the goal of reducing future errors, the results from this study can serve as a source of information for both the director and the individual chairpersons.

The anticipated revision of the IEP process in the Rochester City School District is intended to improve the quality of the IEPs while reducing the time and money spent on the process. Pyecha concluded that "it is clear that there is a strong relationship between IEP format and content. As a result, more attention to formats, along with the monitoring of completed documents, should result in a significant improvement in the

completeness and internal consistency of IEPs" (1980, p. 16). This study provides the Rochester City School District with the specific types of errors that have occurred most frequently using the current IEP forms for the Phase I and the IEP minutes. This information can serve as a tool for the development of the new IEP forms.

The proofreading and error analysis done in this study achieved the intended goals by improving the IEPs for the current 1992-1993 school year, providing information for the improvement of future IEPs, and providing information that can serve in the development of new IEP forms for the Rochester City School District. The spirit of the law related to Individualized Education Programs as outlined in the Education for All Handicapped Children Act (Public Law 94-142) is to provide a document that will help to meet the special needs of students. Only through the use of the highest quality IEPs possible can this goal be accomplished.

Conclusion

Research that examined IEPs in the first years after the implementation of P.L. 94-142 in 1975 indicated that errors existed in IEPs and these errors had a negative impact upon the educational programs of the students. This current study of IEPs from the Rochester City School District indicates that errors continue to be made over fifteen years after the passing of the Education for All Handicapped Children Act. The spirit of the law is yet to be fully achieved here.

Although the IEP should be developed by a committee of people including the parents of the students, the reality of the process in the Rochester City School District is that there is little parent involvement and most IEPs done at annual review time are

developed by the classroom teacher and the building level administrator or cadre teacher. The people developing the IEPs at the building level frequently are obligated to attend to other aspects of their job responsibilities during annual review time. Budget cuts have reduced the number of special education personnel at the building level. Although many school districts throughout the United States have developed computerized IEPs, the Rochester City School District still continues to write IEPs by hand. These facts along with consideration for the vast number of IEPs written may partially explain why IEPs are subject to error.

The Education for All Handicapped Children Act was designed to help meet the educational needs of students with disabilities. The IEP process was intended to document the program and services for students with special needs. Over fifteen years after the ratification of P.L. 94-142, the IEP process is still failing to meet the expectations and has become a time consuming and costly process that is frequently viewed as burdensome paperwork. Not only should the errors contained in IEPs be examined, but the entire process should be examined to determine if it does in fact help to meet the educational needs of students with disabilities in the best way possible.

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Appendices

1. ID. NO. _____

ROCHESTER CITY SCHOOL DISTRICT

PHASE 1

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL YEAR 19__ - 19__

2.

3. DOMINANT LANG.: Student _____ Parent _____

INTERPRETER NEEDED YES NO

SPECIAL ALERT _____

ADAPTIVE DEVICES _____

TRANSPORTATION _____

NAME _____

D.O.B. _____

PARENT/GUARDIAN _____

ADDRESS _____

TRANSPORTATION ADDRESS _____

TELEPHONE NUMBER _____

INITIAL ENTRY IN SPECIAL EDUCATION _____

C.S.E. DATE _____ EVAL. DATE _____

ANNUAL REVIEW DATE _____

4. HANDICAPPING CLASSIFICATION _____

PROGRAM _____

OPTION _____

DURATION: 10 month 12 month

CLASS SIZE _____

STARTING DATE _____

AGENCY PLACEMENT (if recommended) _____

INTERIM PLACEMENT _____

6. ANNUAL GOALS _____

7. TESTING MODIFICATIONS _____

5. LEVELS OF PERFORMANCE & NEEDS

Reading _____

Math _____

Social _____

Physical _____

Management _____

Other _____

DIPLOMA EXPECTATIONS:

IEP Diploma

Local Diploma

Regents' Diploma

GRADUATION EXPECTED THIS YEAR:

YES NO

EXEMPT FROM SECOND LANGUAGE:

YES NO

EXEMPT FROM LISTED TESTS (List): _____

RELATED SERVICES	GP. SIZE	TIMES WK.	MIN.	DAY
Resource _____				
Sp./Lang. Therapy _____				
Physical Therapy _____				
Occupational Th. _____				
Counseling _____				
Other _____				

Extent of Student Participation in Regular Class _____

Appendix B

Reschedule _____ in _____ Days (or _____)
 SEND PRE-ADMISSION AGENCY PACKET:
 Yes _____ No _____

Reason (code) _____
 Translate Minutes:
 Yes _____ No _____

 language

ROCHESTER CITY SCHOOL DISTRICT Minutes of Committee on Special Education Meeting ANNUAL REVIEW

Date: _____

Committee

Members: Chairperson _____ School Psychologist _____
 Parent Representative _____ Physician _____

PARENT/S PRESENT: _____

PARTICIPANTS: Community Health Nurse, _____ ; _____

RECOMMENDATIONS: VOTE: YES: _____ NO: _____ NO ACTION/STATUS UNCHANGED/
 PROGRAM REMAINS AS FOLLOWS _____

	NEW	CONTINUE	CHANGE
1. Classify as: _____	N	O	C
2. Program: Regular _____	N	O	C
Special Class _____	N	O	C
Option _____	N	O	C
Resource _____ Grade _____	N	O	C
hours/week _____	N	O	C
Other _____	N	O	C
3. 12-Month Programming _____	N	O	C
Location _____	N	O	C
4. Related Services:	Frequency	Therapy	Consult
	Times/Min.	Type	Frequency
	Week/Session	I/G Size	New/Continue
			Change
Speech/Language Therapy _____	/	/	/
Physical Therapy _____	/	/	/
Occupational Therapy _____	/	/	/
Counseling: social worker _____	/	/	/
Other related/services (list) _____	/	/	/
_____	/	/	/
_____	/	/	/

TRANSPORTATION: Per district policy _____ Other _____
REASON FOR: (code) _____



 Rochester City School District

TO: Building Principals
 House Administrators
 Coordinating Administrators
 Coordinators of Instruction
 Special Education Cadre Teachers
 Special Education Teachers
 ED Support Teachers
 Physical Therapists
 Occupational Therapists
 Speech/Language Specialists
 Audiologists
 Psychologists
 Social Workers
 Community Health Nurses
 Physical Education Teachers

FROM: Kathryn E. Hargis *K. Hargis (R.G.)*

DATE: November 22, 1991

RE: Annual Review

The Annual Review for students with educationally handicapping conditions will take place January through March for secondary and elementary students (see attached schedule), and in April for preschool students. Changes made on the Phase I IEP will be effective September, 1992. Any recommended changes for the remainder of the 1991-92 school year should be referred to the Central Office CSE.

- I. All Special Education students must be scheduled for an Annual Review
- A. Students scheduled for a Central Office CSE meeting during the span of their building's Annual Review schedule, as developed by the Cadre or Coordinator, will have their Annual Review completed by Central CSE. If the CSE meeting is cancelled and then rescheduled after Annual Reviews are completed at the building, CSE will conduct the Annual Review.
 - B. The delineation of responsibility in conducting Annual Reviews for students who have Central CSE meetings as a result of a Referral to the Superintendent for Disciplinary Action (RDA) is as follows:
 - °For students whose program remains unchanged, the building is to conduct the Annual Review.
 - °For students whose program is changed, the Central CSE will conduct the Annual Review.

- C. Building level staff have responsibility to conduct Annual Reviews for students as follows:
- °any secondary student who has a CSE meeting prior to January 13 or after March 30.
 - °any elementary student who has a CSE meeting prior to January 20 or after March 30.
 - °any preschool student who has a CPSE meeting prior to April 15.
 - °any student who enters a program as a result of a CSE meeting conducted prior to January 13, regardless of date of entry into program.
- D. IN ALL CASES, SCHOOL STAFF WILL BE RESPONSIBLE FOR PROVIDING, IN WRITING, TO CENTRAL OR BUILDING LEVEL CSE:
- °appropriate goals for the 1992-93 school year for every student enrolled in program
 - °appropriate interim objectives for the first 30 days of 1992-93 for every student enrolled in program

Where the above information is not provided to Central CSE in writing, the receiving school will be expected to conduct the Annual Review. The minutes from the Central CSE meeting will reflect this expectation.

- E. Students turning 21 before September 1, 1992 do not need a Phase I IEP developed for 1992-93. Their program, however, must be reviewed. This can be done during the regularly scheduled Annual Review time, or may be done in conjunction with the evaluation of the Phase II IEP in late Spring. If building staff choose to do the Phase II evaluation and Program Review together in late Spring, that conference then becomes the Annual Review, and notification to parents must be sent accordingly. In either case, Annual Review minutes must be written to reflect that the student will be 21 years of age and will be exiting the program in June or August. A list of all exiting students' names, ID, and date of birth should be submitted to Central Office SIS Department by January 15, 1992. Notation should be made regarding the approximate date of their Annual Review.
- F. Students from out of district, attending City School District special education programs (i.e., HH at #1, Monroe, East; OH at #29, East, Jefferson), will have their Annual Reviews completed by their home districts. However, the students' programs, related services, etc., should be discussed during the City School District Annual Review process and recorded on a minutes form. A Phase I IEP should not be completed. A copy of the minutes should be sent to the Director of Due Process and Compliance, where they will be forwarded to the student's home district.

- G. City School District students attending parochial or private schools who receive special education services through RCSD (i.e., dual enrollment students) must be scheduled for an Annual Review. The location of the Annual Review meeting for these students should be at the public school where service is provided. It is the responsibility of the service provider to verify with the Cadre or Coordinator the names of all such students in order to ensure that the Annual Review is conducted.
- H. Preschool students who attend a day care or nursery school program and receive itinerant services must have an Annual Review. Reviews for these students should be scheduled at TWIXT. It is the responsibility of the service provider to notify the Cadre of all such students to ensure that the Annual Review is completed.

II. Preparation and Scheduling

The efficiency with which Annual Reviews are conducted has a direct impact on many aspects of effective program implementation. This includes, but is not limited to: completing scheduling of courses for secondary students; making appropriate September projections for elementary and secondary students; arranging efficient transportation for students who are in need. **COMPLETING ANNUAL REVIEWS IN A TIMELY FASHION HAS A DIRECT IMPACT UPON THE SMOOTH OPENING OF SCHOOLS IN SEPTEMBER.**

- A. Time has been allotted to provide buildings with the maximum amount of flexibility in adhering to departmental expectations for the completion of Annual Reviews.

Cadres and Coordinators are expected to complete and hand in at least the minimum amount of reviews, as designated by the attached timeline grid. Past practice has established a criteria of 10 Annual Reviews per day to be fiscally responsible in the use of substitute teachers and parent representatives.

Annual Reviews are expected to be turned in by 4:00 PM on the Monday assigned. Errors are to be corrected prior to Central Office delivery. Cadres and Coordinators will be expected to correct additional errors at Central Office on the date informed of mistakes to adhere to established timelines.

- B. In order to expedite next year's class projections, Middle School 8th grade equivalent students moving to 9th grade, and Elementary Advanced Level classes need to be reviewed first.

The Annual Reviews of Resource and Speech Only students should be scheduled at the end of the building's reviews.

- C. Specific timelines established to meet September projections for students receiving Special Education services are:
- °February 3: Central Office delivery of Annual Reviews for all 8th grade students projected to high school (i.e., 8 - 9)
 - °February 10: Central Office delivery of Annual Reviews for all Advanced Level elementary students projected to middle school (i.e., 5 - 6; 6 - 7)
 - °April 1: Central Office delivery of all Annual Reviews (except Speech Only students)
 - °April 10: Central Office delivery of Speech Only Annual Reviews, and all others not previously conducted
- D. Each school is responsible for obtaining its own parent representative for full CSE subcommittee meetings. Names of parent representatives should be phoned in to Ext. 8450 by December 20 to allow for time to be placed on the agenda for Board of Education approval.
- Parent Representative Training will be held on January 14 at Central Office from 9:30-11:30 AM.
- E. The Coordinator or Cadre scheduling the Annual Reviews should consult with teachers and related service providers before determining the type of review needed. Teachers and related service staff should review students' progress in the four need areas to assist determining which type of review is necessary.

III. Parent Notification

- A. The legal guardian of students must be sent a letter from the school notifying them of the opportunity to meet with either of the Building Level CSE subcommittees. If the student is living in a foster home or a group home, copies of the letter may be extra-copied to these residences. This notice must specify the date, time, and place of the meeting and be received no less than five (5) school days before the meeting. Notification letters must be sent in the dominant language of the parent. A copy of both the English and the translated letter must be placed in the student's file. Schools will also receive copies of Rights of Parents of Students with Suspected Handicapping Conditions to be sent with the notification letters. As stated in the parent notification letter, any parent may request a full subcommittee review.
- B. Students who are 18 years or older, must be sent a copy of the Annual Review notification letter and should attend their Annual Review.
- C. Address labels will be provided to assist in addressing envelopes. Please check to be sure this information is current.

IV. Annual Review: Committee Criteria

COMMITTEE COMPOSITION		FOCUS OF REVIEW
School-based CSE	A. Chairperson* Student's Teacher* Related Service Providers Parent Student	A. <u>Maintain Current Classification and Program</u> Change: Level of performance Needs Annual goals ALL 'A' REVIEWS MUST BE REVIEWED BY 'B' COMMITTEE
School-Based** CSE	B. Chairperson* Student's Teacher* Psychologist* Related Service Providers Parent Representative* Parent Student	B. <u>Program Changes</u> °declassify °change from Special Class to Resource program °change from a Special Class or Resource to Consultant Teacher services program °change to a less intensive staffing ratio (i.e., Opt. II to Opt. I) °decrease Resource Room service °decrease or dismiss related service °add or delete adaptive physical education °increase mainstreaming °decrease mainstreaming °reduce or remove ESOL °addition or changes in testing modifications °changing or adding test exemptions °new or changed requests for special transportation °change diploma expectations °new or changed adaptive devices °dismiss 12-month programming <u>REVIEW OF ALL 'A' REVIEWS</u>
School-Based CPSE	C. Chairperson* Student's Teacher* Evaluator* Parent	C. <u>Maintain current classification and program</u> <u>AND</u> <u>Program Changes</u>

* Mandated to be in attendance

**May also be requested by parents of students maintaining current classification and program

COMMITTEE COMPOSITION		FOCUS OF REVIEW
Central Office CSE	D. Chairperson* Student's Teacher* Psychologist* Parent Representative* Related Service Providers Parent Student	D. Program Changes <ul style="list-style-type: none"> °change in classification °change class size to more intensive staffing ratio °change placement to a different program (i.e., LD student in ED program) °change from Consultant Teacher services to Resource or Special Class °add or increase related service °add 12-month programming

* Mandated to be in attendance

V. Annual Review: Documentation

The following information must be available at all Annual Reviews:

- °Current diagnostic and achievement test scores
- °Teacher estimate of current instructional levels
- °Teacher identification of reading, math, social, physical, management, and other needs
- °Teacher recommendations or annual goals for identified needs and for each instructional area (except mainstreamed classes)
- °Student's Cumulative Folder
- °Student's current IEP (Phase I and II)
- °Student's current report card
- °Copies of District Transportation policy
- °Copies of SED booklet "Parents Guide to Special Education"
- °Copy of the Secondary Plan for Senior High School Students

COMMITTEE COMPOSITION	FOCUS OF REVIEW	DOCUMENTATION REQUIRED
School-Based CSE	A. <u>Maintain Current Classification and Program</u> Change: Level of performance Needs Annual goals	Same as that required at all Annual Reviews (see V. above)

THE FOLLOWING ADDITIONAL INFORMATION IS REQUIRED FOR CHANGES INDICATED:

School-Based	B. <u>Program Changes</u> °Declassify All students (except speech only)	°PPS Team recommendation °Psychological evaluation <u>within 3 year period with current addendum</u> documenting and supporting need for recommended change
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COMMITTEE COMPOSITION	FOCUS OF REVIEW	DOCUMENTATION REQUIRED
(cont'd)	B	°Speech/language evaluation <u>within 3 year period with current addendum</u> documenting and supporting need for recommended change °Current or new Health/Development Assessment addendum °Current or new Social History addendum °Related Service Report(s) <u>within 3 year period with current addendum</u> documenting and supporting dismissal of related service(s) °New classroom observation
	°Declassify Speech Only	°PPS Team recommendation °Psychological Addendum with updated Individual Achievement °Speech/Language Evaluation <u>within 3 year period with current addendum</u> documenting and supporting need for recommended change °New classroom observation
	°Change Class Size to Less Intensive Staffing Ratio (i.e., Option II to Option I)	°PPS Team Recommendation °Written report by classroom teacher* °Service Provider/ Psychologist reports when appropriate °New classroom observation

* Written report by classroom teacher documenting current student levels of performance and needs related to academic achievement, social, physical, and management domains. (May use Teacher Input Form.)

COMMITTEE COMPOSITION	FOCUS OF REVIEW	DOCUMENTATION REQUIRED
(cont'd) B	<ul style="list-style-type: none"> ° Change from Special Class to Resource ° Change from Special Class or Resource to Consultant Teacher Services 	<ul style="list-style-type: none"> ° PPS Team Recommendation ° Psychological Addendum with updated Individual Achievement ° Written Report by classroom teacher* ° New classroom observation
	<ul style="list-style-type: none"> ° Decrease Resource Room Service 	<ul style="list-style-type: none"> ° PPS Team recommendation ° Written report by Resource Teacher to include information from classroom teacher regarding classroom performance
	<ul style="list-style-type: none"> ° Decrease or terminate related services (for students remaining in Special Class or Resource Programs) 	<ul style="list-style-type: none"> ° PPS Team recommendation ° Full evaluation within 3 year period with current related service addendum documenting need for recommended change
	<ul style="list-style-type: none"> ° Add or delete adaptive physical education 	<ul style="list-style-type: none"> ° PPS Team recommendation ° Statement from Physical Education teacher addressing need for instruction to occur in the mainstream or a special education class ° Updated report from community health nurse to address physical needs, if appropriate

* Written report by classroom teacher documenting current student levels of performance and needs related to academic achievement, social, physical, and management domains. (May use Teacher Input Form.)

COMMITTEE COMPOSITION	COMMITTEE COMPOSITION	FOCUS OF REVIEW	DOCUMENTATION REQUIRED
(cont'd)	B	°Changes in testing modifications	°PPS Team recommendation °Sample of student work/tests with and without desired test modification °Teacher Report identifying current strategies and/or modifications used in classroom (success or lack of success)
		°Change diploma expectation	°PPS Team recommendation °RCT results °Course transcripts showing total credits earned °Copy of Secondary Plan °If changing from Local to IEP Diploma, include: 1) Vocational Assessment 2) Student Interest Inventory 3) Career Education Assessment
		°Testing Exemptions (other than TMR, Autistic)	°PPS Team recommendation °Written report to include: 1) Description of level of academic functioning 2) Results of teacher administered diagnostic tests (i.e., Brigance) 3) Description of attempted testing modifications and results

COMMITTEE COMPOSITION	COMMITTEE COMPOSITION	FOCUS OF REVIEW	DOCUMENTATION REQUIRED
(cont'd)	B	°Add Adaptive Equipment	<ul style="list-style-type: none"> °PPS Team recommendation °Service provider report addressing need and intended use of equipment (i.e., Psychological Addendum, Speech/Language Addendum, OT Addendum, PT Addendum, Teacher Report) °Completed Adaptive Equipment Form
		°Remove Adaptive Equipment	<ul style="list-style-type: none"> °PPS Team recommendation °Service provider report addressing student growth and issues supporting termination of equipment use
		°Add/Increase Mainstreaming	<ul style="list-style-type: none"> °PPS Team recommendation °Written report by classroom teacher* °Copy of Report Card
		°Remove Mainstreaming	<ul style="list-style-type: none"> °PPS Team recommendation °Written report by classroom teacher*

* Written report by classroom teacher documenting current student levels of performance and needs related to academic achievement, social, physical and management domains. (May use Teacher Input Form.)

COMMITTEE COMPOSITION		FOCUS OF REVIEW	DOCUMENTATION REQUIRED
(cont'd)	B	°New or changed requests for special transportation	°PPS Team recommendation °Report from Building Representative (Teacher, Nurse, Social Worker, Psychologist, Administrator) addressing child's transportation history, behavior, social/emotional, management needs that cannot be met within the guidelines of RCSD transportation policy.
		°Terminate 12-Month Programming	°PPS Team recommendation °Written Teacher Report indicating why the student is no longer in need of 12-month program °Report from appropriate Related Service Providers indicating why the student no longer needs 12-month program

Central Office CSE	C	C. <u>Program Changes</u> °Change in classification °Change class size to more intensive staffing ratio °Change placement to a different program °Change from Consultant Teacher Services to Resource or Special Class °Increase Resource Room services °Add or increase Related Service °Add 12-Month Programming	Standard CSE Package
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VI. Aging Out Letter

Parents of students placed in Option III and IV classes must receive a copy of the aging out letter at the first Annual Review after a student's 15th birthday, and annually until consent for record/release is granted. (Students over 18 years of age must sign the consent form unless the parent is the legal guardian.) Coordinators will receive a list of students over 15 years of age for whom consent has not been obtained. Aging out letters should be sent to parents along with notification of the Annual Review. Coordinators and teachers should be prepared to discuss the aging out process with parents and answer any questions in regards to the letter. As soon as consent is obtained, send the signed letter along with a copy of the new Phase I to the Director of Compliance.

VII. Guidance Review

Annually, guidance counselors need to meet with students and parents to review their secondary plan.

Copies of the Annual Review schedule and an identification of parents who will be attending will be beneficial to counselors. This will allow the counselors an opportunity to schedule a meeting with parents as part of the Annual Review Process.

VIII. Directions for Completing Phase I

As you begin the process of reviewing each student's current Phase I and Phase II IEP, specific attention should be given to the student's progress in the four need areas and how they have changed over the past school year. Goals that are developed should reflect a student's growth over the past year or need for change in the instructional process. Consideration should also be given to special alert, adaptive equipment and transportation to determine whether or not recommendations in these areas need to be continued or modified.

The directions for this part of the Annual Review are number-keyed to the sections on the Phase I. For additional information, refer to the IEP manual.

Sections 1 and 2

This information is preprinted on the Phase I IEP. Each teacher should check all preprinted information for accuracy. Where there are errors, a line should be drawn through the information; the correction should be written next to it on the Phase I form.

Section 3

Dominant Language: Specify language of student (as determined by the Placement Center) and parent.

Interpreter Needed: Check "Yes" or "No" and indicate type of interpreter needed.

Special Alert: All specific student needs including student-owned adaptive devices should be listed here. (Refer to attached list.) If there are not any special alert items, write "NONE" in this space.
NOTE: If there is a change in the information recorded under "Special Alert", the CSE minutes should reflect the reasons for the change.

Adaptive Devices: List any adaptive devices supplied by the District. (Refer to attached list.) "NONE" should be written in this space if the student does not use a district-provided adaptive device.

Transportation:

- a. Attached is a copy of the District Transportation Policy for Special Education students. At the time of the Annual Review, this policy should be reviewed with the parent, especially as it relates to students who will be in the advanced age group in September. Parents should be given a copy of this policy. If the parent is not at the meeting and the student is moving to the advanced level, or if a change in transportation is being recommended, a copy of the Transportation Policy should be stapled to the parent copy of the Phase I and CSE committee minutes.
- b. Specify the type of special transportation required if different from City School District policy. See attached list for descriptions of transportation variations and codes.
- c. For students who do not demonstrate specialized transportation needs, write: NO SPECIAL TRANSPORTATION.

Section 4

- a. Initial Entry in Special Education: Check current IEP for this information. Students new to special education this year would have this information on the Placement Notice or the white attendance card, if it is not on the current Phase I.
- b. CSE Date: Specify the date the Annual Review is being held.
- c. Evaluation Date: Preprinted. Review for accuracy.
- d. Annual Review Date: Preprinted: Spring, 1993
- e. Handicapping Classification: All terms should be written out completely (i.e., Learning Disabled, Educable Mentally Retarded).
- f. Program: Special Class is written for students receiving the majority of instruction in a special education class (i.e., no less than 4 periods per day). Special Class-Part Time is written for students receiving instruction in a special education class (i.e., no less than 2 nor more than 3 periods per day). Resource is written for students receiving supplemental instruction provided by a Special Education Resource Teacher. At the Elementary Level, frequency is indicated in the number of hours per week (minimum of 3 hours/week). At the Middle and Senior High Levels, frequency is indicated in the number of periods per week (minimum of 5 periods/week). Consultant Teacher should be written on the Program line with the specific subject areas written under this line. The amount of consultant teacher time should be indicated in the Related Services Section of the IEP. The minimum amount of service is 2 hours. Regular is written for students who receive related services only, regardless of the amount of service received. Students placed in a grouping other than their classification should have the grouping indicated under Special Class.

The progression to Middle School or Senior High must be based on age, social/emotional, academic, physical, and management needs of the student. Middle School-6 or Middle School-7 should be written under Special Class to indicate grade equivalent level for those students entering Middle School for the first time.

All students except those at #5, #8, #12, #14, #17, #36, #50, and #52, whose September, 1992, age is between 12.2 and 13.2 are eligible for consideration for movement to a Middle School. The building personnel at Schools #5, #8, #12, #14, #17, #36, #50, and #52 need to determine whether a student whose September age is between 11.2 and 12.2 will be recommended to Middle School or maintained at the elementary level. All students whose September age is 13.2 must move to a Middle School.

Middle School students whose September age is between 14.2 and 15.1 are eligible for consideration for movement to a Senior High. Students whose September ages are 15.2 must move to the Senior High level.

Option: I, II, III, or IV must appear on the Phase I IEP if the child is in a Special Class

Duration: Either 10- or 12-month must be checked. The initial decision regarding appropriateness of 12-month program must be done at Central Office CSE.

Class Size: Option I :15
(School Age) Option II :12
Option III : 6
Option IV :12
Resource : 5
Speech Only - (draw line)
Consultant Teacher - (draw line)

Class Size: Indicate by ratio (i.e., 12:1:1; 6:1:1)
(Preschool)

Starting Date: Enter correct date

Agency Placement: - (draw line)

Interim Placement: - (draw line)

Section 5 - Levels of Performance and Needs

- a. Reading: Indicate current instructional level as measured by Diagnostic and/or Achievement Tests and Teacher Estimate on the first line. Clearly indicate the name and date of test after the score. The second line is used to describe needs or deficits.
- b. Math: Indicate current instructional level as measured by Diagnostic and/or Achievement Tests and Teacher Estimate on the first line. Clearly indicate the type and date of test after the score. The second line is used to describe needs or deficits.
- c. Social: The first line is used to describe the student's current level of social development or functioning. The second line is used to describe needs.
- d. Physical: The first line describes the current physical development. The second line describes the needs.

- e. Management: The first line describes the current level of management. The second line describes the needs.
- f. Other: May include any other subject or related areas. For students with learning disabilities, the specific deficit area must be noted (i.e., deficits in auditory processing). In general, the first line describes the current level of performance (i.e., poor articulation). The second line describes identified needs (i.e., needs to improve articulation of beginning consonants).

Section 5 - Related Services

- a) Indicate the group size (1 for Individual or 5 for Group); times per week; and minutes per session after each recommended related service. When a student is in a special education class and requires an extensive amount of related service, the related service, group size, frequency and time should be indicated on the IEP as a related service, NOT AS RESOURCE.
- b) Resource, as a program has a minimum of 3 hours of service per week at the elementary level and 5 periods per week at the middle and senior high levels.
- c) Resource - Speech: This should be written on the Resource line indicating the number of hours/week in a group of 5. Related Services that are delivered more than 5 times per week should be listed as a Resource service, when a student is not in a Special Class.
- d) Collaborative Consultation: All cases of direct service include consultation as part of professional practice. However, when a student needs this collaboration to benefit from his/her instructional program, Collaborative Consultation may be the selected model of service delivery. In these cases, student's needs would best be met by integrating activities within the instructional and social contexts of the student's day. Classroom teachers, special area teachers, and paraprofessionals would be responsible for implementation of objectives determined to be most appropriate to meet the student's individual needs. Related service personnel would monitor student progress regularly. Collaborative Consultation is to be written on the appropriate service line with frequency of contact.
- e) Other: Itinerant Service for the Blind and Visually Impaired, Deaf, and Hard of Hearing, Audiology and Consultant Teacher Services are indicated on this line. Frequency and duration of service are also indicated on this line, with the exception of Consultant Teacher where number of hours of service per week are indicated.

Section 5 - Extent of Student Participation in Regular Class:

- a) Indicate the regular education classes in which the student will participate.
- b) Pupils entering Middle School as 6th grade equivalent students should be considered for mainstreaming in Physical Education, Exploratory subjects, and ESOL.
- c) Pupils entering Middle School as 7th grade equivalent students should be considered for mainstreaming in Physical Education, Exploratory subjects, Health, and ESOL.

d) Pupils entering Senior High as 9th grade equivalent students should be considered for mainstreaming in Physical Education, Vocational Courses (a comprehensive term which includes electives such as music or art), Foreign Language, and ESOL. Health is to be considered at 11th grade.

e) Pupils at the Senior High level who attend Edison for Vocational Training and who are enrolled in the ANNEX Program or the PREP Program receive instruction in a special education setting. These are not mainstreamed courses. Annual Goals must be developed to address instructional needs.

f) Physical Education when instructed with non-handicapped students is a mainstreamed course. An Annual Goal is not needed in such cases. Physical Education when instructed with only special education students is not a mainstreamed course and would require an Annual Goal to address individualization of program. In all cases where students do not receive physical education instruction in the mainstream, adaptations to the regular program are required to address physical, cognitive, management and social needs. In effect, all physical education classes not provided in the mainstream are considered Adaptive Physical Education.

Section 6 - Annual Goals

Annual goals must be written for each core academic subject area (i.e., Reading, Language Arts or English, Math, Science, Social Studies), the specific handicapping condition, each related service, and each need identified in the Management, Social and Physical areas. Transportation, which is being provided to a student as an exception to the City School District Policy, must also have a goal written to address the need.

The goals should be measurable and stated in behavioral terms to facilitate the development of the Phase II IEP objectives and end of year evaluation.

For students of Middle School and High School Equivalent Ages, the following charts may be helpful in assuring appropriate goals for academic areas.

ACADEMIC SUBJECTS
ANNUAL GOAL CONSIDERATIONS FOR GRADE EQUIVALENTS

- °5th → 6th (Middle School, Grade Equivalent)
 - Reading, English, Math, Social Studies, Science
 - Exploratory Subjects < mainstream*
self-contained
 - Physical Education < mainstream*
self-contained

- °6th → 7th (Grade Equivalent)
 - Reading, English, Math, Social Studies, Science
 - Exploratory Subjects < mainstream*
self-contained
 - Health < mainstream*
self-contained
 - Physical Education < mainstream*
self-contained

- °7th → 8th (Grade Equivalent)
 - Reading, English, Math, Social Studies, Science
 - Exploratory Subjects < mainstream*
self-contained
 - Physical Education < mainstream*
self-contained
 - Foreign Language < Pass Rdg. PEP 6 - yes < mainstream* (no RDG goal)
self-contained
Fail Rdg. PEP 6 - no; add RDG goal

- °8th → 9th (Grade Equivalent)
 - English, Math, Social Studies, Science
Reading Goal to be addressed in the content areas
 - Vocational < mainstream*
self-contained
 - Physical Education < mainstream*
self-contained
 - Foreign Language < mainstream*
self-contained

GOALS FOR STUDENTS ENTERING EDISON

	<u>9th Grade</u>	<u>10th Grade</u>
Entering at 9th Grade	Social Studies	Science
	Vocational	Vocational
	Reading/English	Reading/English
	Math	Math
	(Delete Science)	(Delete Social Studies)
	<u>10th Grade</u>	<u>11th Grade</u>
Entering at 10th Grade	Science	Social Studies
	Vocational	Vocational
	Reading/English	Reading/English
	Math	Math
	(Delete Social Studies)	(Delete Science)

*Courses taught as mainstreamed subjects DO NOT NEED AN ANNUAL GOAL.

Section 7

- a. Testing Modifications: Determine the student's need for alternative testing techniques based on the documentation provided by the classroom teacher. List the approved alternative testing techniques based on the SIS Department guidelines along with State Education Department's (SED) guidelines. These modifications should be specifically listed on the Phase I. (See attached list.)
- b. Diploma Expectations: This area is completed for students prior to their entry into 9th grade. Nothing should be checked for an elementary or middle school student.
- c. Graduation Expected This Year: Indicate whether 1992-93 is the expected year of graduation for a high school student. Nothing should be checked for an elementary or middle school student.
- d. Exempt from Second Language: Utilize district criterion to determine if a student's needs to be exempt. (See attached.)
- e. Testing Exemptions: Special education students are expected to participate in standardized testing. There are students who, because of their handicapping condition, are usually exempted from the yearly standardized testing (i.e., TMR, EMR, Autistic). If there are students who should not be tested, they should have "Exempt" indicated on the Phase I IEP under Testing Exemptions. The specific tests the student is exempt from should be indicated (CAT, DRP, PEP, etc.) on the form under Exempt from Listed Tests. The reasons for the exception from testing should be indicated on the CSE minutes form in the "Comments" section.

IX. Phase I Interim Objectives

The revised Part 200 Commissioner's Regulations effective July, 1990, require that short-term objectives to be used for the first 30 days of implementation of the Phase I be developed as part of the Phase I IEP.

The Phase I Page 2 interim objectives must be completed for each student. An interim objective will need to be written as follows:

- A. Related Services Only - An objective must be written for each related service being provided.
- B. Resource Room and Consultant Teacher - One objective must be written specific to the child's handicapping condition.
- C. Special Class - Objectives must be written to address academic need, one to address the child's handicapping condition, and one for each related service.

X. Directions for Completing CSE Minutes

Fill in all blanks on the form.

Date: Fill in date of Annual Review meeting.

Committee Members: The names of the committee members who are in attendance should be written in this area.

Student: Name directory style, last name first. (preprinted)

I.D. #: Write in student's ID number. (preprinted)

D.O.B.: Write in month/day/year format. (preprinted)

Present School & Placement: Write in current school number and type of class. If the student is in a regular class, specify grade level. (preprinted)

Parents Present: Indicate if parent was in attendance by inserting parent name on this line.

Participants: List all people who attended the meeting in addition to the people named in other sections of the form.

Recommendations: Check either "Yes" or "No" for vote for Type B meetings.

- a. Classify as: Write out in full the handicapping conditions; do not use abbreviations. If student is being dismissed from all special education services, write DECLASSIFIED and check "Change".
- b. Program: Check only one line, circle appropriate information at the end of the line.
 - 1) NEW - student has not been receiving this program this year
 - 2) CONTINUE - student's program is the same program as this year
 - 3) CHANGE - student's option is changing next year (i.e., Learning Disability Option II to Learning Disability Option I)
 - 4) Special Class: Check if appropriate
 - 5) Option: Write the special class option on this line
 - 6) Resource: Check this line if appropriate, write next year's grade level on the grade line
 - 7) Other: Any program not covered above would go on this line (i.e., Consultant Teacher Services)
- c. Related Services: Any related service indicated on the Phase I should be indicated. Fill in times per week, 30 minutes per session, group size (either 1 or 5). A student who is no longer to receive a related service must have DISMISSED written on the related service line under Frequency and circle "CHANGE".
 - 1) NEW - student did not receive this service this year. This should not be checked at building review.
 - 2) CONTINUE - student will receive this service for the same amount of time and frequency as this year.
 - 3) CHANGE - the student's related service has changed in some way.

Transportation: If transportation is listed as a related service and the reason for transportation is different from City School District Transportation Policy, indicate the reason on the minutes form in the appropriate section (refer to Transportation Code sheet). Check "Per District Policy" if no special transportation is being requested for the student.

Comments: This part of the form needs to be filled out completely. There should be an anecdotal record of the CSE Annual Review meeting and the issues which were discussed as part of the recommendations for next year's program. In this section the reasons for testing modifications, test exemptions, special transportation, ESOL services, placement with students with different classifications, curriculum level of students entering Middle School (grade 6 or 7) and all other important Phase I information should be fully documented.

XI. Annual Review Timeline

The following outline contains the operational procedures to be followed for completion of the Annual Review process.

A. PREPARATION	WHO	WHEN
1. Determine student needs & type of review	Teacher Coordinating Adm./Cadre Related Service Staff	Immediately
2. Inform PPS staff of evaluations necessary for Annual Reviews	Coordinating Adm./Cadre	Secondary: By Dec. 9th Elementary: By Dec. 16th
3. Secure a parent representative and submit list to Ext. 8450	Coordinating Adm./Cadre	By Dec. 20th
4. Determine schedule for class reviews	Principal Coordinating Adm./Cadre	Immediately
5. Submit to Judy Tedesco a list of secondary students who are expected to exit the program in Sept. 1992 due to age or expected graduation	Secondary Coord. Adm.	By Jan. 15th
6. Secure a substitute teacher	Secondary Coord./ Elementary Principal	As soon as schedule is set
7. Affix labels to scheduling letters. Mail letters (scheduling and aging out, if appropriate) to parents so they receive it at least 5 school days before meeting. Place 1 copy of each letter in cum folder.	Teacher	At least 7 school days before scheduled meeting

A. PREPARATION	WHO	WHEN
8. Set up system of receiving telephone responses from parents to arrange schedule	Principal Coordinating Adm./Cadre	At first mailing of letters
9. Copies of <u>secondary</u> schedules distributed to guidance counselors for Guidance Review	Secondary Coordinating Administrators	When schedule is complete
10. Notify parent rep. of Annual Review schedule	Coordinating Adm./Cadre	When schedule is established
11. Distribute teacher packet (IEP, IEP labels, CSE Minutes form)	Coordinating Adm./Cadre	Immediately
12. Complete Phase I Section 2, Evaluation date (psychological), CSE date, Annual Review date, School Year, Initial Entry date, and school starting date	Teacher	Before Annual Review meeting
13. Complete Section 3: Interpreter and Dominant Language only. Notify Coord. Adm./Cadre if interpreter is needed.	Teacher	Before Annual Review meeting
14. Notify SIS (X8454) if interpreter is needed	Coordinating Adm./Cadre	When schedule is confirmed
15. Complete Phase I Section 4 if no changes are recommended	Teacher	Before Annual Review meeting
16. Prepare draft on separate sheet for Sections 5 & 6	Teacher and all Related Service providers	Before Annual Review meeting
17. Prepare draft of Phase I Interim Objectives	Teacher and all Related Service providers	Before Annual Review meeting

A. PREPARATION	WHO	WHEN
18. Prepare recommendation and support data for anticipated changes on Sections 3-7 on the Phase I.	Teacher Principal PPS Team	Before PPS Sign-Off meeting
19. Complete top of minutes form: student name, DOB, present school, program	Teacher	Before Annual Review meeting

B. FOLLOW-UP	WHO	WHEN
1. "B" Committee to review all "A" reviews	"B" CSE Committee	After "A" Reviews
2. Review Phase I and minutes to be sure all areas are completed and the information is correct	Coordinating Adm./Cadre	After Annual Review meeting
3. Place completed Phase I School Copy (white) & copy of minutes in cum folder. (There should also be a copy of invitation letter(s) stapled to the complete packet that is placed in the cum folder.)	Teacher or School Office	After Annual Review meeting
4. <u>STAPLE</u> (left-hand corner) Phase I CO File Copy (white) and copy of Minutes <u>STAPLE</u> (left-hand corner) Phase I Parent Copy (pink) and copy of Minutes	Coordinating Adm./Cadre	Upon completion of reviews

B. FOLLOW-UP	WHO	WHEN
5. Turn in 2 separately stapled copies of Phase I's, minutes, and stapled originals of all documentation to support changes (with transmittal memo marked Annual Review) to Judy Tedesco at CO, <u>alphabetized, by class.</u> (There should be 3 separate packets, pink and white IEPs and minutes, and documentation which have been alphabetized.)	Coordinating Adm./Cadre	On Mondays as indicated on grid schedule
6. Retain all Phase I, #4 CO copies (white) in Coordinating Adm./Cadre Teacher's file	Coordinating Adm./Cadre	After Annual Review meeting
7. File copies of all documentation to support changes in cum folder	Principal Coordinating Adm./Cadre Teacher School Secretary	After Annual Review meeting
8. Send yellow voucher for postage to Spec. Ed. Dept., CO. Voucher will be coded by Spec. Ed. Dept.	Principal/Secretary	After all letters to parents have been sent
9. Send signed vouchers for parent representatives' participation in full review to Spec. Ed. Dept., CO	Principal Coordinating Adm./Cadre Teacher	Completion of reviews
10. Send time cards for sub teachers to Spec. Ed. Dept. where they will be coded	Principal Secretary	Completion of reviews
11. Return Aging Out letters and a copy of new Phase I to CO - Director of Compliance	Coordinators	As soon as consent is obtained

B. FOLLOW-UP	WHO	WHEN
12. Send list of all current 8th grade students being declassified and projected to 9th grade for the 1992-93 school year to SIS Dept. Send extra copy of minutes to Marcia Reichardt, C.O.	Coordinators	At completion of Reviews

XII. Transportation Policy

The transportation policy of the District applies to students with handicapping conditions, except that transportation normally will be provided to the following students regardless of the distance between the home and school:

- ° orthopedically handicapped students
- ° visually handicapped and/or blind students
- ° hearing handicapped and/or deaf students
- ° trainable mentally handicapped students
- ° all handicapped students at the primary age (4 years, 9 months to 7 years, 8 months - as of September 1)
- ° intermediate students (ages 7 years, 9 months to 10 years, 8 months) who attend other than their home school

Additionally, any handicapped student who resides less than one and one-half miles from his/her assigned school may be eligible for transportation if the handicapping condition creates a special need for transportation. This decision must be made by the CSE and included in the Phase I of your child's IEP.

If you wish to discuss your handicapped child's possible special need for transportation, write to the CSE, 131 West Broad Street, Rochester, NY 14614.

PLEASE NOTE: Given the above transportation policy, all advanced level students (ages 10 years, 9 months to 13 years, 1 month) living less than 1½ miles from their assigned school will not be assigned transportation.

Appendix D
Handicapping Conditions in New York State

Emotionally Disturbed

Learning Disabled

Mentally Retarded

Visually Impaired

Deaf

Hard of Hearing

Orthopedically Impaired

Speech Impaired

Other Health Impaired

Autistic

Multiply Handicapped

Appendix E

Special Class Options

Option 1- maximum number of students: 15; one teacher

Option 2- maximum number of students: 12; one teacher; one paraprofessional

Option 3- maximum number of students: 6; one teacher; one paraprofessional

Option 4- maximum number of students: 12; one teacher; one paraprofessional;
one additional staff member for every three students

Appendix F

Summary of Data

X = number of annual reviews (A. R.) completed

Y = percent of error made

	X	Y
Subjects	# A.R. Completed	% Error
A	67	0.00
B	98	1.02
C	178	1.12
D	122	1.64
E	232	2.16
F	170	3.53
G	113	3.54
H	139	3.60
I	126	5.56
J	177	5.65
K	163	6.75
L	188	6.92
M	181	8.29
N	154	8.44
O	109	10.09
P	108	10.19
Q	182	10.99
R	86	11.62
S	187	11.76
T	124	14.52
U	165	14.55
V	133	18.80

Statistical Summary

$$n = 22$$

$$\bar{X} = 145.55$$

$$Sd_x = 38.52$$

$$\sum X = 3202$$

$$\sum X^2 = 500394$$

$$\bar{Y} = 7.31$$

$$Sd_y = 3.98$$

$$\sum Y = 160.74$$

$$\sum Y^2 = 1719.56$$

$$\sum XY = 23503.69$$

$$a = 6.902$$

$$b = 0.0028$$

$$r = 0.158$$

$$r^2 = 0.025$$